SECOND QUARTERLY MEETING

April 18, 2014 ~ 9:00 a.m. (CDT)

Mass Media & Technology Hall
Cornelius A. Martin Regents Room
Board of Regents – Second Quarterly Meeting
Friday, April 18, 2014 ~ 9:00 a.m. (CDT)
Cornelius A. Martin Regents Room (MMTH)

AGENDA

- Call to Order (Mr. J. David Porter, Chair)
- Roll Call (Dr. Melissa B. Dennison, Secretary)
- Approval of Minutes (Chair Porter)
  - First Quarterly Meeting – January 24, 2014

1. ACADEMIC AFFAIRS COMMITTEE (Dr. Phillip W. Bale, Chair)
   
   **Action Items:**
   1.1 Approval of an Associate of Science in Nursing Degree Type [pp 1-4]
   1.2 Approval of Master of Science in Psychology [pp 5-10]
   1.3 Approval of a Bachelor of Arts in Diversity & Community Studies [pp 11-18]
   1.4 Approval of an Undergraduate Certificate in Aging Specialist [pp 19-22]
   1.5 Approval of an Undergraduate Minor in Classical Studies [pp 23-27]
   1.6 Approval of Reorganization of University College South Campus Academic Units [pp 28-30]
   1.7 Approval of Emeritus Faculty Appointments [p 31]

   **Information Items:**
   - Enrollment Report (Dr. Brian Meredith)
   - Scholar Development (Dr. Audra Jennings) [p 32]

2. EXECUTIVE COMMITTEE (Mr. J. David Porter, Chair)
   
   **Action Items:**
   2.1 Approval of Naming Designated Rooms / Areas [p 33]
   *2.2 Approval of Resolution of Appreciation and Registrar Emerita status for Ms. Freida Eggleton [p 34 and attached Resolution]*
   *2.3 Approval of Resolution of Appreciation for Mr. John Osborne [p 35 and attached Resolution]*

   **Information Items:**
   - Summary of the President’s Annual Evaluation (Chair Porter)
   - Appointment of Nominating Committee (Chair Porter)
   - Construction Progress Update / 2014 Summer Projects (Mr. John Osborne and Mr. Bryan Russell) [pp 36-41]
   - WKU Restaurant Update (Mr. John Osborne) [separate attachment]

*Highlighted items were not presented at the March 28 Committee meeting*
3. FINANCE AND BUDGET COMMITTEE (Mr. John W. Ridley, Chair)

Action Items:

3.3 Acceptance for filing the 2013-14 Second Quarter Statement of Revenues & Expenditures [p 44 and attached report]
3.4 Approval of Personnel Actions [p 45 and attached reports]
   - Faculty [pp F1-F23]
   - Staff [pp S1-S14]

4. OTHER BUSINESS:

   - Commencement ~ May 16 and 17
   - Special Budget Approval Meeting and Committee Meetings ~ June 27
   - Retreat ~ July 24
   - Third Quarterly Meeting ~ July 25
   - Committee Meetings ~ September 26
   - Fourth Quarterly Meeting ~ October 24
   - Homecoming ~ November 8
   - Committee Meetings ~ December 12
   - Commencement ~ December 13

5. ADJOURNMENT
Board of Regents
2013-2014 Committee Membership

EXECUTIVE COMMITTEE
Mr. J. David Porter, Chair
Mr. Frederick A. Higdon, Vice Chair
Dr. Phillip W. Bale
Dr. Melissa B. Dennison
Mr. John W. Ridley
AC Rep – Deborah Wilkins

ACADEMIC AFFAIRS COMMITTEE
Dr. Phillip W. Bale, Chair
Ms. Keyana Boka
Dr. Melissa B. Dennison
Mr. Gillard B. Johnson
Dr. Patricia H. Minter
AC Rep – Provost Gordon Emslie

FINANCE AND BUDGET COMMITTEE
Mr. John W. Ridley, Chair
Mr. Frederick A. Higdon
Ms. Cynthia Harris
Mr. James Kennedy
Mr. Laurence J. Zielke
AC Rep – Ann Mead

STUDENT AFFAIRS COMMITTEE
Dr. Melissa B. Dennison, Chair
Ms. Keyana Boka
Ms. Cynthia Harris
Mr. James Kennedy
Dr. Patricia H. Minter
AC Reps – Howard Bailey and John Osborne

August 1, 2013
REQUEST:

Approval of a new: Associate of Science in Nursing (ASN) degree type offered through the School of Nursing in the College of Health and Human Services.

FACTS:

In Kentucky, there are 28 schools that offer some type of associate degree in nursing. Of those 28, fifteen are in the Kentucky Community and Technical College System (KCTCS), which offer the technically focused Associates of Applied Science (AAS) degree in nursing. Other universities in Kentucky which still have a 2-year nursing program generally refer to their programs as Associate of Science Nursing (ASN) programs and offer the ASN degree. These Universities include Eastern Kentucky University, Lincoln Memorial University, Midway College, and University of Pikeville. At WKU this degree is currently offered as an Associates of Science (AS) degree with a major in Nursing. WKU seeks to redefine this degree as an ASN degree, bringing it into line with the university’s offerings.

All of the schools listed above are accredited by the same agency the Accreditation Commission for Education in Nursing (ACEN). The ASN is the preferred degree for accreditation; refers in the current catalog and other sources to our program as the Associate Degree program or ADN program are not acceptable to our accrediting agency.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:

Fall 2014. No cost associated with this new degree type.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the Associate of Science in Nursing (ASN) degree type.

MOTION:

Approval to establish an Associate of Science in Nursing degree type.
College of Health and Human Services  
School of Nursing  
Proposal to Create a New Academic Degree Type  
(Action Item)

Contact Person: Dr. Mary Bennett, mary.bennett@wku.edu, 270-745-3590

1. Identification Academic Degree Type:
   1.1 Academic degree type name: Associate of Science in Nursing
   1.2 Standard degree type abbreviation: ASN
   1.3 Catalog description of academic degree type: The Associate of Science in Nursing is an entry-level degree for nursing. It prepares the graduate to be a registered nurse who can practice in a variety of settings and who has the knowledge base to pursue the Bachelor of Science in Nursing.

2. Rationale:
   2.1 Reason for developing the proposed academic degree type:

   At WKU we currently have an Associate of Science degree with a major in Nursing. This proposal is not to create a new program, but to change the way we refer to our current program. The Associate of Science with a major in Nursing program has been referred to informally as the “Associate Degree program” and abbreviated ADN in documents dating back to the inception of the program. But Associate Degree is a generic term which could apply to many types of 2 year programs (dentistry hygiene and others). In addition, ADN is not a recognized degree type at the national or state level. Finally, the majority of Associate degree nursing programs in this state are not Associate of Science degree programs but are only Associate of Applied Science Programs (AAS). This has created confusion and transfer problems for our graduates, who have more general education and overall credit hours than students graduating from other “Associate Degree Nursing” programs but are lumped together with the AAS students when they try to enter BSN programs.

   This problem was noted when the Associate of Science in Nursing Program merged with the School of Nursing in July 2011 but at that time was not addressed. This problem was highlighted when we turned in program documents to our accreditors for an update report on the merger, who questioned why we referred to our Associate of Science in Nursing program as an ADN and why our documents went back and forth between the correct title ASN, and the generic AD or ADN title. When we tried to correct this by switching to the abbreviation to ASN in all our internal documents, we were told by the registrar’s office and those who work with the catalog that since we had not applied to have an ASN degree, we could not refer to the Associate of Science with a major in Nursing program as an ASN program. Thus, this change would more accurately depict the degree that is being awarded.
2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:

The School of Nursing is seeking clarification and consistency of terminology among the programs. After speaking to the Office of the Registrar, it is necessary formally to create a new academic degree type in order to use Associate of Science in Nursing (ASN) in any and all documents. The ASN abbreviation is the correct description of the program we have at WKU, and will be less likely to be confused with the lower level Associate of Applied Science (AAS). The School of Nursing requests that the Associate of Science in Nursing program be abbreviated ASN. ASN is consistent with the other programs in the School of Nursing, the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN). Further, the Associate of Science in Nursing program’s next accreditation visit is Spring 2015 making this clarification and consistency of terminology imperative. WKU has one of the few actual Associate of Science in Nursing programs in the State, but this fact is often lost as we keep referring to ourselves by the generic term “Associate Degree Program”. This also affects our student’s ability to transfer into BSN completion programs, because the AAS does not transfer as many hours as an ASN program.

2.3 List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type:

In Kentucky, there are 28 schools that offer some type of associate degree in nursing. Of those 28, 15 are in the Kentucky Community and Technical College System (KCTCS), which offer the technically focused AAS degree in nursing. Unlike WKU, other universities in Kentucky which still have a 2 year nursing program refer to their programs as Associate of Science Nursing (ASN) programs and offer the ASN degree. These Universities include Eastern Kentucky University, Lincoln Memorial University, Midway College, and University of Pikeville. The other Universities in Kentucky which offer a nursing degree have moved away from the 2 year nursing degree in favor of the BSN or higher degree nursing programs.

2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education:

All of the schools listed in 2.3 are accredited by the same agency as our Associate of Science with a major in Nursing program, the Accreditation Commission for Education in Nursing (ACEN). This indicates that the ASN is the preferred degree for accreditation. In addition, requests that we clean up our language by our accrediting agencies indicates that while our current degree type of Associate of Science with a major in nursing is a recognized type of nursing degree, the current catalog and other references to this program as the Associate Degree program or ADN program is not acceptable by
our accrediting agency. This is why we need to change the generic term ADN to the accepted reference of Associate of Science in Nursing or ASN program.

2.5 Relationship of the proposed degree type to other academic degree types now offered by the university:

Western Kentucky University confers four associate degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Interdisciplinary Studies. The ASN would be unique to nursing aligning it with the other prelicensure nursing degree at the university, the Bachelor of Science in Nursing (BSN).

2.6 Current WKU major(s) qualifying for this degree type: Nursing: Major code 273

2.7 Projected number of annual graduates in the proposed degree type:

Ninety students annually based on current graduation rates from our Associate of Science program. While this form is a proposal to create a new degree, we are not creating a new program. We are asking to change the way we refer to our current Associate of Science with a major in Nursing from the “Associate Degree Program in Nursing (ADN)” to the nationally recognized title for Associate of Science in Nursing, which is ASN. This would also allow the degree type of ASN to be on student transcripts to help ease transfer problems for students who later seek to obtain a BSN or MSN.

3. Proposed term for implementation: Fall 2014

4. Dates of prior committee approvals:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Nursing</td>
<td>Aug 30, 2013</td>
</tr>
<tr>
<td>CHHS Undergraduate Curriculum Committee</td>
<td>October 28, 2013</td>
</tr>
<tr>
<td>Consultation with CPE through Provost’s Office</td>
<td>October 15, 2013</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee</td>
<td>November 19, 2013</td>
</tr>
<tr>
<td>University Senate</td>
<td>December 12, 2013</td>
</tr>
<tr>
<td>Board of Regents</td>
<td></td>
</tr>
</tbody>
</table>
MASTER OF SCIENCE
PSYCHOLOGY

REQUEST:

Approval of a new Master of Science in Psychology through the Psychological Sciences Department in the Ogden College of Science and Engineering.

FACTS:

In November of 2013, the Department of Psychological Sciences was created in Ogden College of Science and Engineering. The creation of this department is the culmination of several years of growth in the number of faculty actively engaged in the practice and teaching of basic and applied research in psychological science. As part of this change, the current masters (MA) program in Psychology, which has three concentrations (Clinical Psychology, Industrial/Organizational Psychology, and Psychological Science), is being divided. The MA in Psychology will maintain the Clinical Psychology concentration and will remain in the Department of Psychology in the College of Education and Behavioral Sciences. The remaining two concentrations will be used to form an MS in Psychology (with concentrations in I/O Psychology and Psychological Science) that will be housed in the Department of Psychological Sciences in the Ogden College of Science and Engineering. Graduate enrollments in both master’s programs are not expected to change substantially in the near future and teaching demands should remain essentially unchanged.

The MS degree requires 36-45 credit hours, 27 hours of required core courses (see Table) plus specific program content that depends on the concentration chosen. A thesis based on original research conducted under the direction of a department graduate faculty member is required.

<table>
<thead>
<tr>
<th>Required</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 510</td>
<td>Advanced Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 512</td>
<td>Analysis of Variance</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 513</td>
<td>Correlation and Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 518</td>
<td>Statistics and Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 599</td>
<td>Thesis Research</td>
<td>6</td>
</tr>
<tr>
<td>Options</td>
<td>Science of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 581</td>
<td>Professional Issues and Ethics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 579 or 595</td>
<td>Internship or Practicum</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Required</td>
<td>27</td>
</tr>
</tbody>
</table>

Two concentrations are available in this program, which include: 1) Industrial-Organizational Psychology, and 2) Psychological Science, with 9 hours of additional coursework.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:

Fall 2014. Because a single program is being divided into two programs along existing concentration lines, no additional resource needs are anticipated. Existing resources will be re-allocated to the departments of Psychology and Psychological Science, as appropriate.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the Master of Science in Psychology.

MOTION:

Approval to establish a Master of Science in Psychology.
Ogden College Department of
Psychological Sciences Proposal to
Create a New Program (Action Item)

Contact Person: Kelly Madole, Kelly.Madole@wkucc.edu, 745-6475

1. Identification of program:
   1.1 Program title: Psychology
   1.2 Degree Type: MS
   1.3 Classification of Instructional Program Code (CIP): 42.0101
   1.4 Required hours in proposed major program: 36-45
   1.5 Special information:
   1.6 Program admission requirements:

Applicants should have: a statistics and experimental methodology course; background in psychology; and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit GRE scores, three letters of recommendation, transcripts, a psychological science department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Although there are no formal minimum GRE scores, admission is competitive. The average GRE scores of recently admitted students are approximately 153 (V) and 148 (Q). Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

1.7 Catalog description:

This program prepares students to pursue careers in business, research, or government settings, and/or to enter a doctoral program. Two concentrations are offered: industrial/organizational and psychological science.

2. Rationale:

2.1 Reason for developing the proposed major program:

In November of 2013, the Department of Psychological Sciences was created in Ogden College of Science and Engineering. The creation of this department is the culmination of several years of growth in the number of faculty actively engaged in the practice and teaching of basic and applied research in psychological science. As part of this change, the current Masters program in Psychology, which has three concentrations (Clinical Psychology, Industrial/Organizational Psychology, and Psychological Science), is being divided. The MA in Psychology will maintain the Clinical concentration and will be housed in the Department of Psychology in the College of Education and Behavioral Sciences (see corresponding program revision). The current proposal uses the remaining two concentrations to create an MS in Psychology (with concentrations in I/O Psychology and Psychological Science) that will be housed in Ogden College of Science and Engineering. Because a single program is being divided into two programs along existing concentration lines, no additional resource needs are anticipated. Existing resources will be re-allocated as appropriate. Graduate enrollments are not expected to change substantially in the near future and teaching demands should remain essentially unchanged.

Please see appendix for comparison of existing program and new program along with additional supporting rationale.

2.2 Projected enrollment in the proposed major program:
Approximately 20 new students (10 per concentration) will be admitted each year, for a total enrollment of 40 students.

2.3 Relationship of the proposed major program to other programs now offered by the department:

The Department of Psychological Sciences is a new department. We are currently proposing a BS in Psychology that will complement the proposed MS in the same way that the current BA complements the existing MA.

2.4 Relationship of the proposed major program to other university programs:

See 2.1 above. The Department of Psychology will continue to offer an MA in Psychology that will maintain the Clinical Psychology concentration. All other relationships with existing university programs will remain the same.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Relationships with existing programs offered elsewhere in Kentucky will remain unaffected by creating an MS from the existing Psychological Science and Industrial/Organizational concentrations.

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

For at least 3 decades, the graduate program in Psychology has contributed to excellence in research, teaching, and service at WKU. That contribution will continue in the new Master of Science degree.

3. Objectives of the proposed major program:

Essentially, the objectives of the proposed program are the same as the objectives for the current concentrations in Psychological Science and Industrial/Organizational Psychology. New courses have been added to the existing concentrations (Cognitive Neuroscience, Psychology of Language, and Psychopharmacology) and revisions have been made to existing courses (e.g., Conditioning and Learning). These additions and revisions bring the program into better alignment with the American Psychological Association’s goal of enhancing psychology’s prominence as a core STEM discipline.

A focus area in Clinical Science has been added to the Psychological Science Concentration, which already has focus areas in Cognitive Psychology, Developmental Science, and Biobehavioral Psychology. This new focus area has excellent potential to attract students interested in pursuing careers or doctoral-level study in the scientific study of mental health. In addition, the development of this focus area is consistent with the growing recognition of the need for evidence-based models of mental health.

4. Program description:

4.1 Curriculum:

Degree Requirements-36-45 hours
The program comprises 27 hours of core courses plus specific program content that varies by concentration. A thesis based on original research conducted under the direction of a department graduate faculty member is required. A comprehensive examination is required at the time of thesis defense. A research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

Required Core - 27 hours
Methods and Statistics - 12 hours
PSYS 510 Advanced Research Methods in Psychology (3 hrs)
PSYS 512 Analysis of Variance (3 hrs)
PSYS 513 Correlation and Regression Analysis (3 hrs)
PSYS 518 Statistics and Psychometric Theory (3 hrs)

Scientific Writing - 6 hours
PSYS 599 Thesis Research (6 hrs)

Science of Behavior - 3 hours
Select one:
PSYS 521 Advanced Child Developmental Psychology (3 hrs)
PSYS 530 Conditioning and Learning (3 hrs)
PSYS 533 Advanced Topics in Cognition (3 hrs)
PSYS 552 Advanced Social Psychology (3 hrs)
PSYS 567 Advanced Physiological Psychology (3 hrs)

Ethics (3 hours)
PSYS 581 Professional Issues and Ethics in Psychological Science (3 hrs)

Practicum or Internship - 3 hours
Select one:
PSYS 579 Internship in I/O Psychology (3 hrs)
PSYS 595 Practicum in Psychological Science (3 hrs)

Industrial-Organizational Psychology Concentration (Code XXX) - 45 hours
This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSYS 570, 571, 572, 670, and 673).

Specific Concentration Requirements - 45 hours
Research Methods, Measurement, and Statistics - 12 hours
PSYS 510 Advanced Research Methods in Psychology (3 hrs)
PSYS 512 Analysis of Variance (3 hrs)
PSYS 513 Correlation and Regression Analysis (3 hrs)
PSYS 518 Statistics and Psychometric Theory (3 hrs)

Science of Behavior - 3 hours
PSYS 552 Advanced Social Psychology (3 hrs)

Scientific Writing - 6 hours
PSYS 599 Thesis Research and Writing (6 hrs)

Ethics - 3 hours
PSYS 581 Professional Issues and Ethics in Psychological Science (3 hrs)

Practicum and Internship - 6 hours
PSYS 579 Internship in I/O Psychology (6 hrs)*

Industrial/Organizational Courses - 15 hours
PSYS 570 Job Analysis and Compensation (3 hrs)
PSYS 571 Personnel Psychology (3 hrs)
PSYS 572 Organizational Psychology (3 hrs)
PSYS 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs)
PSYS 673 Advanced Training in Business and Industry (3 hrs)
A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.

**Psychological Science Concentration (Code XXX) - 36 Hours**
This concentration uses a research mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of four focus areas allowing specialization in cognitive psychology, developmental science, clinical science, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest. Grades lower than B may not be used to satisfy requirements in the Research Methods and Statistics Core (PSYS, 510, 512, 513, & 518), PSYS 581, and PSYS 595.

**Specific Concentration Requirements - 36 hours**
Research Methods, Measurement, and Statistics-12 hours
PSYS 510 Advanced Research Methods in Psychology (3 hrs)
PSYS 512 Analysis of Variance (3 hrs)
PSYS 513 Correlation and Regression Analysis (3 hrs)
PSYS 518 Statistics and Psychometric Theory (3 hrs)

Scientific Writing - 6 hours
PSYS 599 Thesis Research and Writing (6 hrs)

Science of Behavior - 3 hours
PSYS 521 Advanced Child Psychology (3 hrs)
PSYS 530 Conditioning and Learning (3 hrs)
PSYS 533 Advanced Topics in Cognition (3 hrs)
PSYS 552 Advanced Social Psychology (3 hrs)
PSYS 567 Advanced Physiological Psychology (3 hrs)

Ethics - 3 hours
PSYS 581 Professional Issues and Ethics in Psychological Science (3 hrs)

Practicum - 3 hours
PSYS 595 Practicum in Psychological Science (3 hrs)

Cognitive Psychology Focus Area - 9 hours
PSYS 533 Advanced Topics in Cognition (3 hrs)
PSYS 565 Cognitive Neuroscience (3 hrs)
PSYS 530 Conditioning and Learning (3 hrs)
OR PSYS 552 Advanced Social Psychology (3 hrs)
OR PSYS 590 Readings/Research in Psychology (3 hrs)
OR PSYS 431G Psychology of Language (3 hrs)
OR PSY 412G Psychology of Motivation and Emotion (3 hrs)

Developmental Science Focus Area - 9 hours (only one 400G course permitted)
3-6 hrs required from among the following:
PSYS 521 Advanced Child Psychology (3 hrs)
PSYS 424G Topics in Developmental Psychology (3 hrs)
PSYS 423G Psychology of Adult Life and Aging (3 hrs)
3-6 hrs required from among the following:
PSYS 533 Advanced Topics in Cognition (3 hrs)
PSYS 552 Advanced Social Psychology (3 hrs)
PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs)
PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)
PSYS 590 Readings/Research in Psychology (3 hrs)

Biobehavioral Focus Area - 9 hours
PSYS 565 Cognitive Neuroscience (3 hrs)
PSYS 567 Advanced Physiological Psychology (3 hrs)
PSYS 530 Conditioning and Learning (3 hrs)
OR PSYS 590 Readings of Research in Psychology (3 hrs)
OR PSYS 463G Evolutionary Psychology (3 hrs)
OR PSYS 465G Psychopharmacology (3 hrs)

Clinical Science Focus Area - 9 hours
PSYS 640 Psychopathology (3 hrs)
PSYS 641 Theories of Psychotherapy (3 hrs)
PSYS 520 Individual Differences and Human Diversity (3 hrs)
OR PSYS 521 Advanced Child Psychology (3 hrs)
OR PSYS 552 Advanced Social Psychology (3 hrs)
OR PSYS 590 Readings/Research in Psychology (3 hrs)
OR PSYS 465G Psychopharmacology (3 hrs)

4.2 Accreditation, certification, approval, and/or licensure: Not applicable

4.3 Program delivery: Face to face

5. Resources:

5.1 Faculty:

No additional faculty resources are needed. Faculty who taught in the Psychological Science and Industrial/Organizational concentrations of the MA will now teach in those concentrations in the MS.

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

Because the new program is created from two concentrations of an existing program, no additional resource needs are anticipated. Existing resources will be re-allocated as appropriate.

5.3 Facilities and equipment:

Because the revision primarily involves a division of a single program into two programs, no additional resource needs are anticipated. Existing resources will be re-allocated as appropriate.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences: 1/27/2014
Ogden Graduate Curriculum Committee 1/31/2014
Graduate Council 2/13/2014
University Senate 3/20/2014
BACHELOR OF ARTS
DIVERSITY & COMMUNITY STUDIES

REQUEST:
Approval of a new Bachelor of Arts in Diversity & Community Studies offered through the Department of Diversity and Community Studies in the University College.

FACTS:
The *Challenging the Spirit* plan (to 2018) frames the WKU mission to “prepare students to be productive, engaged, and socially responsible citizen-leaders of a global society” along four broad goals. The first three of these are addressed in this major: “enhancing the quality of our academic programs in ways that will set us apart as an institution”; building “a diverse university community that supports the learning and success of our students”; and working “with our community partners to enhance WKU’s positive impact on the quality of life in our region.” This major, innovative in its interdisciplinary, theme- and problem-based approach to learning, is not duplicated anywhere in the state, though prestigious institutions throughout the country do offer similar majors. We cannot build a “diverse university community” without addressing diversity across our units and in more academic programs. Finally, the community-based research our students engage in will contribute to WKU’s mission to improve the quality of life in our region.

Strategies for social change are among the most challenging to study and to implement, especially given the sense that consumer-oriented systems are unstoppable. For this reason, learning how to problem-solve, take direct action, and identify positive ways of conflict resolution are key for students’ success in a wide range of vocations, ranging from social services to governmental and non-profit organizations, at all levels from local to international. This major will be especially appealing to offices of diversity in corporate or university settings and to community-based non-profit organizations. The program aims at transformative knowledge, changing consciousness and shaping leaders who are less susceptible to short-term answers at the expense of long-term sustainability of the environment and communities that must share the world.

The major in diversity and community studies requires a minimum of 33 semester hours and a minor or second major. The following courses are required for the major (15 hours):

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICSR 200</td>
<td>Introduction to Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ICSR 300</td>
<td>Public Problem-Solving</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 200</td>
<td>The African American Experience</td>
<td>3</td>
</tr>
<tr>
<td>GWS 200</td>
<td>Introduction to Gender &amp; Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>DCS 400</td>
<td>Capstone in Diversity &amp; Community Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Also required are 18 hours of electives, selecting six hours from the following categories:

- Category I: Formation of Identity and Narratives of Oppression 6
- Category II: Advocacy and Social Change 6
- Category III: Systems, Local to Global 6

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:
Fall 2014. Current faculty strength is sufficient to offer the programs for the foreseeable future.

RECOMMENDATION:
President Gary A. Ransdell recommends approval of the Bachelor of Arts in Diversity & Community Studies.

MOTION: Approval to establish a Bachelor of Arts in Diversity & Community Studies.
University College
Department of Diversity & Community Studies
Proposal to Create a New Major Program
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wk.edu, 5787

1. **Identification of program:**
   1.1 Program Title: Diversity & Community Studies
   1.2 Degree type: Bachelor of Arts (BA)
   1.3 Classification of Instructional program Code (CIP): 05.0299 Ethics, Cultural Minority, Gender, and Group Studies, Other.
   1.4 Required hours in proposed major program: 33
   1.5 Special information: This is an interdisciplinary major, drawing on courses within the department and across the university.
   1.6 Program admission requirements: Admission to Western Kentucky University. Students transferring from KCTCS may receive credit for general education courses, per state-wide agreements.
   1.7 Catalog description: The major in diversity & community studies requires a minimum of 33 hours and leads to a Bachelor of Arts degree. A minor or second major is required. The major provides graduates with a critical multidisciplinary framework for understanding multiple intersecting systems of oppression, practices and strategies of resistance, and movements for social change. Drawing on interdisciplinary theory, practices, and analyses, the major examines intersecting systems of oppression at local and global scales. By taking on diverse perspectives, students hone their problem-solving skills and gain practical skills related to citizenship and advocacy. Such knowledge and skills are necessary for a wide range of vocations, ranging from social services to governmental and non-profit organizations. The major prepares students advanced study in a range of interdisciplinary fields and for jobs that strive to alleviate social inequities and to improve the quality of life in diverse communities.

| Sample Four-Year Program of Study for the Major in Diversity & Community Studies |
|---------------------------------------------------------------|-------|
| **Courses** | **Hours** |
| **First Year** | |
| **Fall** | ICSR 200 | 3 |
| **Spring** | AFAM 190 | 3 |
| **Second Year** | |
| **Fall** | GWS 200 | 3 |
| **Spring** | 6 hours from Category 1 | 6 |
2. **Rationale:**

2.1 Reason for developing the proposed major program:

A random survey completed by 113 undergraduate students in Honors, Gender & Women’s Studies, African American Studies, and the Institute for Citizenship & Social Responsibility classes from roughly 42 different disciplines revealed that 57% of students would either pursue or venture to gain knowledge about a major in Diversity and Community Studies. The most common response to a question asking students to describe perceived benefits of the major centered on citizenship skills that would help students personally and professionally after graduation. Students also discussed the interdisciplinary skills that would raise awareness concerning age, race, gender, and community action, which would help prepare them to facilitate progressive and sustainable changes in our communities. Other common responses concluded that the interdisciplinary skills and knowledge created in a DCS major would broaden perspectives, thus making WKU’s campus a safer space for diversity and cultural awareness. The majority of responses suggest the Diversity and Community Studies major would help to meet WKU’s mission statement by allowing students of “all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.”

The name of this major, Diversity & Community Studies, reflects the expertise of the faculty within the department, who are active in a wide range of interdisciplinary fields, including African American Studies, Gender & Women’s Studies, Ethnic Studies, and American Studies. Numerous emerging fields and national organizations support interdisciplinary majors that are theme- and problem-based. For instance, American Studies serves as a gathering point for emergent “interdisciplines” such as disability studies, comparative ethnic studies, critical race theory, eco-criticism, and media studies. One of the leading professional organizations for public scholars, the American Studies Association supports a host of majors like this one. For instance, at the University of Southern California, a similar major “investigates the multi-faceted problems of race, immigration, urban geography, culture, power, gender, sexuality and social justice.” The ASA also places a great deal of emphasis on civic engagement, having helped to launch Imagining America, a leading professional organization for public scholars, and one that WKU has participated in. The ASA website claims that “The greatest value of the American Studies major is diverse thinking” and that such a major “encourages critical and creative thinking aimed at
drawing connections and building bridges between these diverse aspects of the American Studies experience, both past and present.”

The major in diversity & community studies embraces this value, while going further to affirm additional important values and principles, as described below.

The prospect for jobs with this major is analogous to the prospects for numerous other majors that are not tied to a specific profession. Unlike a degree in accounting or hospitality, for instance, or a professional degree, students earning this major typically choose from a broad range of career options. A search of such sources as Workforce KY or Occupational Outlook Handbook results in a very narrow list of options. Most jobs do not necessarily use the word “diversity” or “community studies,” and those jobs that are listed under “community” tend to be for social work services. For this reason, data supporting the usefulness of this major must rest with the professions and educational organizations such as the Association of American Colleges and Universities. In their 2013 publication, “It Takes More Than a Major: Employer Priorities for College Learning and Studies Success” (Hart Research Associates), they identify eleven key findings. The first note is that “the challenges employees face today are more complex and require a broader skill set than in the past. Notably, employers indicate that they prioritize critical thinking, communication, and complex problem-solving skills over a job candidate’s major field of study when making hiring decisions.” Number 4 of the key findings adds that employers place “the greatest priority on ethics, intercultural skills, and the capacity for professional development.” Finally, several of the findings emphasize the importance of “building civic capacity,” “complete an internship or community-based field project,” developing “an electronic portfolio demonstrating a student’s work and key skill and knowledge areas,” and involving students in “active, effortful work—practices that involve such things as collaborative problem solving, research, senior projects, community engagement, and internships.”

As with any major, the key to gainful employment rests in part on the opportunities available, especially if the student is committed to remaining in a certain area, in part on the quality and abundance of experiential learning while in school, and in part on the student’s motivation and ability. This major is committed to building a cadre of graduates with a strong foundation of knowledge and a range of experiential learning, locally and globally. Based on the kinds of work graduates in majors like ours at other institutions pursue, careers in the following areas are expected: public administration, non-profit management, local or state government, community service and advocacy, public policy, education, and law. We anticipate that a significant percentage will go on to graduate school in a wide range of fields.

With respect to other justifications, including the CPE’s key indicators and five key questions, it seems that the most relevant are “Are we preparing Kentuckians for life and work?” and “Are Kentucky’s communities and economy benefiting?” As already mentioned, this major provides important skills that employers have indicated they want to see in their employees. The emphasis on understanding social structures that perpetuate inequities, on fighting the legacies and newly emerging permutations of
racism, sexism, and homophobia, and building of interpersonal skills for working with others across difference, are collectively the kind of preparation students will need as they return to their homes and communities, in Kentucky and around the world.

Finally, this major is effectively helping to enhance the minors and certificates that the department already offers. Students from all majors will benefit from the expanded range of courses and perspectives that this major offers, whether they choose it as their official major, take courses that count toward the Colonnade Program, or select one of the department’s minors (African American Studies, Gender & Women’s Studies, Gerontology, as well as the certificate in Citizenship & Social Responsibility).

1http://www.eacu.org/liberalization/le-sp13/hartresearchassociates.cfm

2.2 Projected enrollment in the proposed major program: Based on current enrollment in WKU minors and on the results of surveys, we anticipate enrollment to grow to 20 within the first five years.

2.3 Relationship of the proposed major program to other programs now offered by the department: This is the first major to be offered by the department. It represents a synthesis of three programs—African American Studies, Gender & Women’s Studies, and Citizenship & Social Responsibility—as well as an elaboration and expansion of the kinds of topics they address.

2.4 Relationship of the proposed major program to other university programs: A number of other majors offered at WKU deal with issues of diversity and/or community, including sociology, folk studies, history, political science, public health, social work, and economics. Some of their courses are included in this major as course electives. While some of those programs approach these topics from more than one disciplinary perspective, their majors are directly tied to their discipline’s accrediting bodies. Drawing from the core academic programs housed in the department, the DCS major privileges multidisciplinary approaches in pedagogy and knowledge production and places considerable importance on civic engagement. Thus, this major is compatible but not duplicative. It offers another option for students who prefer a multidisciplinary, theme- and problem-based focus.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most of the benchmarks offer minors or certificates that are related to this major (or the minors already mentioned). Some offer bachelor’s or master’s degrees in either women’s studies (Eastern Michigan) or African American studies (Indiana State) or Pan-African Studies (U Louisville). Northern Arizona University offers a BA with a concentration in community development and sustainability, and Missouri State offers a degree in intercultural communication and diversity. The range of titles speaks to the flexibility afforded interdisciplinary programs. Nonetheless, it’s clear that majors and/or minors in diversity and community studies are plentiful. A DCS major would, therefore, bring WKU in line with major offerings at peer institutions, regionally and nationally.
2.6 Relationship of the proposed major program to the university mission and objectives: The Challenging the Spirit plan (to 2018) frames the WKU mission to "prepare students to be productive, engaged, and socially responsible citizen-leaders of a global society" along four broad goals. The first three of these are addressed in this major: "enhancing the quality of our academic programs in ways that will set us apart as an institution"; building "a diverse university community that supports the learning and success of our students"; and working "with our community partners to enhance WKU's positive impact on the quality of life in our region." This major, innovative in its multidisciplinary and theme- and problem-based approach to learning, is not duplicated anywhere in the state, though prestigious institutions throughout the country do offer similar majors. We cannot build a "diverse university community" without addressing diversity across our units and in more academic programs—and doing so in ways that do not skirt the most complex challenges we face locally and globally. Finally, the community-based research our students engage in will contribute to WKU's mission to improve the quality of life in our region.

3. **Objectives of the proposed major program:** The major in diversity & community studies is interdisciplinary and transformational, integrating themes and questions into our curriculum in ways that challenge us to respond thoughtfully and to think proactively about life in the 21st century. The curriculum invites students to grapple with systems that shape communities globally and locally and to develop skills for direct action and social change. Courses investigate the interactions of race, class, gender, ability, and sex. Topics arise from African American Studies, Gender & Women’s Studies, and Citizenship & Social Responsibility, all of which offer minors that students may take as an important component of their major. Seven specific objectives drive the curriculum:

- To provide a critical interdisciplinary framework for understanding social and structural forms of oppression at local and global scales
- To provide perspectives that enable students to confront racism, sexism, and heterosexism
- To help students develop, through multiple perspectives, an understanding of the social and historical contexts of diversity in the U.S.
- To provide a 4-year strategy for the development of research skills, including interdisciplinary and community-based research methods
- To encourage community-based approaches to problem-solving with respect to citizenship and advocacy
- To approach the acquisition of knowledge as transformative and as a means to empower self and community
- To provide experiential learning opportunities at every level of coursework

4. **Program Description:**

4.1 Curriculum:

The major in diversity & community studies requires a minimum of 33 semester hours and a minor or second major.
The following courses are required for the major (15 hours)
ICS 200: Introduction to Social Justice
ICS 300: Public Problem-Solving
AFAM 190: The African American Experience
GWS 200: Introduction to Gender & Women’s Studies
DCS 400: Capstone in Diversity & Community Studies

Students are required to take an additional 18 hours of electives, selecting at least six hours from the following three categories:

Formations of identity and narratives of oppression (minimum of 6 hours):
COMM 463 Intercultural Communication
ENG 360: Gay and Lesbian Literature
ENG 393: African American Literature
GWS 375: American Masculinities
PSY 355: Issues in Cross-Cultural Psychology
SOCL 210: Interaction Self & Society

Advocacy and social change (minimum of 6 hours):
AFAM 333: Hip Hop and Democracy
DCS 343: Communities of Struggle
GWS 301: Art and Social Change
HIST 358: Blacks in American History Before 1877 OR
HIST 359: Blacks in American History Since 1877
HIST 453: American Women’s History
ICSR 435: Reimagining Citizenship
PS 373: Minority Politics
SOCL 350: Social Inequality

Systems, Local to Global (minimum of 6 hours):
DCS 360: Place, Community, Resilience
ECON 454: The Economics of Poverty and Discrimination
FLK 330: Cultural Connections and Diversity
GEOG 110: World Regional Geography
HIST 446: American Legal History RELS
408: Religion and Ecology
SOCL 240: Contemporary Social Problems
SOCL 360: The Community in Rural and Urban Settings
SWRK 330: Human Behavior in Social Environments I

4.2 Accreditation, certification, approval and/or licensure: Not applicable.
4.3 Program delivery: The curriculum for the proposed major combines courses that are currently offered with five new courses. The courses will be offered primarily in classrooms on campus with some online offerings.

5. Resources:
5.1 Faculty: Currently the department has faculty who teach in one of our minors or certificates. In addition, two newly hired faculty (2013) and one in process are joining the department to teach in the department’s minors, the M.A. in Social Responsibility & Sustainable Communities, and the proposed major. No additional faculty are currently being considered. However, if the number of majors increases beyond the department’s current capabilities, there may be a request for an additional tenure track position.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): Current resources are adequate.

5.3 Facilities and equipment: Current resources are adequate.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:
   - Department: Diversity & Community Studies: October 29, 2013
   - University College Curriculum Committee: November 11, 2013
   - Undergraduate Curriculum Committee: November 19, 2013
   - University Senate: December 2, 2013
UNDERGRADUATE CERTIFICATE
AGING SPECIALIST

REQUEST:
Approval of a new undergraduate certificate in Aging Specialist offered through the Department of Diversity and Community Studies in the University College.

FACTS:
The Aging Specialist Certificate was designed to meet an identified need for the Bachelor of Interdisciplinary Studies program (BIS). The BIS does not allow a minor and academic advisors estimate that students in 4 of the 8 BIS concentrations would find the Certificate useful for their program of study. In addition, the Gerontological Society of America is leading an initiative to accredit gerontology programs and this Certificate would meet proposed standards.

Currently, 45 million people in the United States are ages 60 and older, and this number is projected to more than double to over 90 million by 2050. Numbers of the “oldest old,” those ages 85 and older, are projected to rise rapidly over the next 40 years. By 2050, the oldest old will number 19 million, over one-fifth of the total population ages 60 and older. Kentucky mirrors the rest of the country with the growth in the numbers of people age 60 and above projected to reach 26.2% by 2030. Job opportunities related the aging of our population are numerous and the Bureau of Labor Statistics (BLS, 2013) reports that the demand for health care workers to address the needs of an aging population will account for in part for nearly one third of the total projected increase in jobs between 2012 and 2022.

The aging specialist certificate requires 15 credit hours. The following courses are required for the certificate (6 hours total):
- GER0 100 (3) Introduction to the Aging Experience; and
- GER0 485 (3) Seminar in Gerontology

The remaining 9 hours are selected among the following categories or as approved by the Aging Specialist Certificate Coordinator. The categories included identified courses is Biomedical and Health Services; Social and Behavioral Sciences; and Administration, Policy and Management.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:
Fall 2014. The new Coordinator of Community Outreach and Advising will provide the support needed for this proposed program, in conjunction with the current Gerontology faculty. Thus, no new resources are anticipated.

RECOMMENDATION:
President Gary A. Ransdell recommends approval of the undergraduate certificate in Aging Specialist.

MOTION:
Approval to establish an undergraduate certificate in Aging Specialist.
University College
Diversity and Community Studies Proposal to
Create a New Certificate Program (Action Item)

Contact Person: Dana Burr Bradley, dana.bradley@wku.edu, 270 745.2356

1. **Identification of program:**
   1.1 Program Title: Aging Specialist
   1.2 Required Hours: 15 hours
   1.3 Special information: This is an interdisciplinary certificate for the Gerontology program (GERC). It draws on courses within GERO and across the university.
   1.4 Catalog description: The undergraduate academic certificate, Aging Specialist, will help prepare individuals for job opportunities in an aging society and in their personal lives as they and members of their family’s age. The 15-semester-hour program includes 6 required hours in gerontology and 9 hours distributed across three content areas.
   1.5 Classification of Instructional Program Code (CIP): 30.001 Gerontology

2. **Learning outcomes of the proposed certificate program:**
   1. Students will understand the biological, psychological and sociological underpinnings of aging in contemporary society.
   2. Students will understand methods and techniques to assist older persons and their families to achieve a successful response to aging.
   3. Students will develop understanding of and will engage in interdisciplinary approaches to issues and problems of aging.

3. **Rationale:**
   3.1 Reason for developing the proposed certificate program:
   The Aging Specialist Certificate was designed to meet an identified need for the Bachelor’s of Interdisciplinary Studies program (BIS). The BIS does not allow a minor and academic advisors estimate that students in 4 of the 8 BIS concentrations would find the Certificate useful for their program of study. In addition, the Gerontological Society of America is leading an initiative to accredit gerontology programs and this Certificate would meet proposed standards.

   Currently, 45 million people in the United States are ages 60 and older, and this number is projected to more than double to over 90 million by 2050. Numbers of the “oldest old,” those ages 85 and older, are projected to rise rapidly over the next 40 years. By 2050, the oldest old will number 19 million, over one-fifth of the total population ages 60 and older. Kentucky mirrors the rest of the country with the growth in the numbers of people age 60 and above projected to reach 26.2% by 2030. Job opportunities related the aging of our population are numerous and the Bureau of Labor Statistics (BLS, 2013) reports that the demand for health care worker to address the needs of an aging population will account for in part for nearly one third of the total projected increase in jobs between 2012 and 2022.

   3.2 Relationship of the proposed certificate program to other programs now offered by the department: Western Kentucky University has offered a minor in Gerontology since the 1980s and created the Center for Gerontology in 2005 to provide leadership of aging initiatives for the university. In 2012 the Department of Diversity and Community...
Studies (DCS) was created and the Gerontology programs became one of four focal points for the department. Since then, the Gerontology Minor has grown serving majors in departments across all WKU colleges. In 2010 the Institute for Citizenship and Social Responsibility (ICSR) created an undergraduate certificate in Citizenship and Social Responsibility which is also now part of the DCS.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The Gerontology programs have a strong record of collaborating with units in all WKU colleges. The proposed curriculum for the Aging Specialist certificate reflects the wealth and diversity of knowledge in aging across departments. Currently the Department of Public Health offers a certificate in long term care to prepare students for the KY licensure exam.

3.4 Projected enrollment in the proposed certificate program: Based on the enrollment on the current minor program, we anticipate growing to 25 in two years.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): A 21 credit hour gerontology minor is offered at University of Kentucky, Kentucky State University, and Murray State University, while Northern Kentucky University offers a 21 credit hour aging and society minor. Other benchmark institutions have active undergraduate programs in aging: Florida Atlantic Indiana State University and Ohio University offer a gerontology certificate, Ball State University, Bowling Green State University, Illinois State University and University of North Carolina Charlotte offer a gerontology minor; James Madison University, Northern Illinois University, and University of South Alabama offer both a minor and a certificate in gerontology, Towson University offers both a minor and a BA/BS in gerontology.

3.6 Relationship of the proposed certificate program to the university mission and objectives: The Aging Specialist certificate will serve the university mission statement by preparing students “to be productive, engaged, and socially responsible citizen-leaders of a global society.” Through coursework and community engagement, the proposed certificate program will attract students who are seeking opportunities for building strong communities responsive to the aging of their communities. In addition, the certificate will address Objective 3.1 of the University Action Plan, (Expand WKU’s Economic Impact on the Regions) by providing undergraduate students with appropriate training to develop, lead and deliver services in aging.

4. **Curriculum:**
The aging specialist certificate requires 15 credit hours.

The following courses are required for the certificate (6 hours total):
- GERO 100 (3) Introduction to the Aging Experience
- GERO 485 (3) Seminar in Gerontology

The remaining 9 hours are selected among the following categories or as approved by Aging Specialist Certificate Coordinator. Gero 490 Independent Study in Gerontology GERO 495 Topics in Gerontology may be counted towards the Certificate.

Biomedical and health services: (3) hours
- BIOL 344 Biology of Aging
- CD 489 Geriatric Communication Disorders
EXS 455 Exercise and Aging HMD
367 Nutrition in Aging NURS 451
Gerontological Nursing PH 443
Healthy Aging
PH 464 Women's Health

Social and behavioral sciences: (3) hours
SOC 342 Aging in Society
PSYS 423 Psychology of Adult Life and Aging
ECON 365 Economics of Aging
PH 444 Death, Dying and Bereavement
PHIL 322 Biomedical Ethics
PHIL 426 Philosophy of Old Age

Administration, policy and management: (3 hours)
HCA 340 Health Care Org & Management
HCA 345 Long-Term Care Administration
HCA 353 Quality in Long-Term Care
HCA 355 Nursing Facility Administration
HCA 471 Managed Care
FIN 261 Personal Finance
FIN 444 Retirement and Planning
PLS 395C Estate Planning & Administration
SWK 326 Services for Older Adults

5. **Budget implications:**
The Gerontology programs are currently supported by one full time faculty member. Beginning January 2014, the Center for Gerontology gained a full time Coordinator of Community Outreach and Advising to support aging initiatives. No new resources are anticipated.

6. **Proposed term for implementation:** Fall 2014

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Diversity &amp; Community Studies</td>
<td>January 12, 2014</td>
</tr>
<tr>
<td>University College Curriculum Committee</td>
<td>January 15, 2014</td>
</tr>
<tr>
<td>Contact with Office of Academic Affairs</td>
<td>January 15, 2014</td>
</tr>
<tr>
<td>Professional Education Council (if applicable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee</td>
<td>January 30, 2104</td>
</tr>
<tr>
<td>University Senate</td>
<td>February 20, 2014</td>
</tr>
<tr>
<td>Board of Regents</td>
<td></td>
</tr>
</tbody>
</table>
UNDERGRADUATE MINOR
CLASSICAL STUDIES

REQUEST:
Approval of a new undergraduate minor in Classical Studies offered through the Department of Philosophy and Religion in the Potter College of Arts & Letters.

FACTS:
The proposed minor in Classical Studies draws together courses on the history, language, literature, art, archaeology, and philosophy of the ancient Roman and Greek civilizations. This minor will prepare students with interest in the Classical Roman or Greek worlds to understand these foundational western civilizations from multiple methodologies and knowledge bases. The proposed minor requires 21 hours of coursework. At least half the credit hours must be at the 300-level or above.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
<th>Courses by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Philosophy</td>
<td>3</td>
<td>Students must take one of the following: PHIL 341: Plato and Aristotle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL 342: Hellenistic Philosophy</td>
</tr>
<tr>
<td>Category 2: Ancient Languages</td>
<td>6</td>
<td>Students must take one of the following two-course sequences: RELS 150 and 151: Elementary Latin 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RELS/BLNG 384 and 385: Biblical Greek 1 and 2</td>
</tr>
<tr>
<td>Category 3: History</td>
<td>3</td>
<td>Students must take one of the following: HIST 305: Ancient Greece</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 306: Ancient Rome</td>
</tr>
<tr>
<td>Category 4: Art and Archaeology</td>
<td>3</td>
<td>Students must take one of the following: ANTH 130: Introduction to Archaeology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANTH 335: Old World Prehistory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARTH 105: History of Art to 1300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARTH 305: Ancient Greek and Roman Art</td>
</tr>
<tr>
<td>Category 5: Electives</td>
<td>6</td>
<td>Students must take two courses from those listed above as electives or other courses approved by the Department Head.</td>
</tr>
</tbody>
</table>

This minor is relevant for today’s world in that Classical Studies is considered by many to be a foundational Humanities field. As such, it will better prepare students in numerous fields for graduate level study, strengthen their academic and intellectual credentials, and offer them career flexibility in the Humanities and other academic fields as well as in careers such as law, economics, business, media, religious vocations, and politics.

Student interest in this minor program is evident for the following:
- The members of the WKU Greek and Roman Classics Club have begun to schedule activities (including speakers and film screenings) which, we believe, will lead to a larger presence and awareness of the field of study thus recruiting students towards the minor in Classical Studies.
- Emails to the department regarding the potential significance of a Classical Studies program. Based on enrollment and anecdotal evidence, we project 20-30 enrollments by 2017.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:
Fall 2014, current faculty will support the delivery of this new minor.

RECOMMENDATION:
President Gary A. Ransdell recommends approval of the undergraduate minor in Classical Studies.

MOTION: Approval to establish an undergraduate minor in Classical Studies.
Potter College of Arts and Letters  
Department of Philosophy and Religion  
Proposal to Create a New Minor Program

Contact persons:
Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744  
Eric Kondratieff, eric.kondratieff@wku.edu, 745-8861  
Stephen Kershner, stephen.kershner@wku.edu, 745 5738

1. Identification of program:
1.1 Program title: Minor in Classical Studies  
1.2 Required hours in minor program: 21  
1.3 Special information: This minor, while it is housed in the Department of Philosophy and Religion, is interdisciplinary and will require courses from the Departments of Philosophy and Religion, History, Folk Studies and Anthropology, and Art.  
1.4 Catalog description: The Minor in Classical Studies (reference number xxx) draws together courses on the history, language, literature, art, archaeology, and philosophy of the ancient Roman and Greek civilizations. This minor will prepare students with interest in the Classical Roman or Greek worlds to understand these foundational western civilizations from multiple methodologies and knowledge bases. This minor requires 21 hours of coursework. At least half the credit hours must be at the 300-level or above.

<table>
<thead>
<tr>
<th>Category 1: Philosophy  (3 hours)</th>
<th>Students must take one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHI 341: Plato and Aristotle</td>
</tr>
<tr>
<td></td>
<td>PHI 342: Hellenistic Philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2: Ancient Languages (6 hours)</th>
<th>Students must take one of the following two-course sequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RELS 150 and 151: Elementary Latin 1 and 2</td>
</tr>
<tr>
<td></td>
<td>RELS/BLNG 384 and 385: Biblical Greek 1 and 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 3: History (3 hours)</th>
<th>Students must take one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIST 305: Ancient Greece</td>
</tr>
<tr>
<td></td>
<td>HIST 306: Ancient Rome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 4: Art and Archaeology (3 hours)</th>
<th>Students must take one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANTH 130: Introduction to Archaeology</td>
</tr>
<tr>
<td></td>
<td>ANTH 335: Old World Prehistory</td>
</tr>
<tr>
<td></td>
<td>ARTH 105: History of Art to 1300</td>
</tr>
<tr>
<td></td>
<td>ARTH 365: Ancient Greek and Roman Art</td>
</tr>
</tbody>
</table>

| Category 5: Electives (6 hours) | Students must take two courses from those listed above as electives or other courses approved by the Department Head. |

2. Rationale:
2.1 Reason for developing the proposed minor program:  
- Classical Studies, as a field of study, encompasses methodologies and knowledge bases that are distributed among several departments in today’s university. Without a coherent Classical Studies program, students interested in studying the ancient Romans and Greeks as civilizations must pick and choose from among these departments without the opportunity to see how these methods and views work together as a whole.  
- A student who chooses the interdisciplinary study of the ancient Romans and Greeks should have the opportunity to get credit on their transcripts for their initiative.
This minor is relevant for today’s world in that Classical Studies is considered by many to be a foundational Humanities field. As such, it will better prepare students in numerous fields for graduate level study, strengthen their academic and intellectual credentials, and offer them career flexibility in the Humanities and other academic fields as well as in careers such as law, economics, business, media, religious vocations, and politics.

2.2 Projected enrollment in the proposed minor program:
- Based on a survey of enrollments for the included courses over the last two cycles, we can project solid and sustained enrollments in courses.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 341</td>
<td>Fall 2013</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
<td>24</td>
</tr>
<tr>
<td>PHIL 342</td>
<td>Spring 2012</td>
<td>15</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Fall 2009</td>
<td>25</td>
</tr>
<tr>
<td>RELS 150</td>
<td>Fall 2013</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>35</td>
</tr>
<tr>
<td>RELS 151</td>
<td>Spring 2013</td>
<td>32</td>
</tr>
<tr>
<td>RELS/BLNG 384</td>
<td>Fall 2013</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
<td>30</td>
</tr>
<tr>
<td>RELS/BLNG 385</td>
<td>Spring 2012</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Spring 2010</td>
<td>17</td>
</tr>
<tr>
<td>HIST 305</td>
<td>Spring 2013</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Spring 2012</td>
<td>35</td>
</tr>
<tr>
<td>HIST 306</td>
<td>Fall 2013</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>38</td>
</tr>
<tr>
<td>ARTH 105</td>
<td>Fall 2013</td>
<td>52, 42</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>56, 48</td>
</tr>
<tr>
<td>ARTH 305</td>
<td>Spring 2013</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>28</td>
</tr>
<tr>
<td>ANTH 130</td>
<td>Fall 2013</td>
<td>12, 36</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>24</td>
</tr>
<tr>
<td>ANTH 335</td>
<td>Fall 2013</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Spring 2012</td>
<td>22</td>
</tr>
</tbody>
</table>

We have also collected evidence of student interest in this minor program through anecdotal sources:
- The WKU Greek and Roman Classics Club was founded (complete with Facebook webpage) in May 2013 and currently has 15 registered members (with about 50 members on the Facebook page). The members of the WKU Greek and Roman Classics Club have begun to schedule activities (including speakers and film screenings) which, we believe, will lead to a larger presence and awareness of the field of study thus recruiting students towards the minor in Classical Studies program.

1 PHIL 341 and PHIL 342 were previously combined and numbered as PHIL 302: Ancient and Medieval Philosophy.
2 During both semesters, two sections of ARTH 105 were offered.
3 During the Fall 2013 semester, two sections of ANTH 130 were offered.
A few students have composed email messages to Drs. Kondratieff and Kerschner regarding their view on the potential significance of a Classical Studies degree program and presence at WKU. These emails are included in Appendix A.

Based on these enrollment numbers and the anecdotal evidence, we project that the program will have at least 20-30 students by 2017.

2.3 Relationship of the proposed minor program to other programs now offered by the department. Currently the department offers no degree or certificate program that is similar in its ancient Roman and Greek focus and interdisciplinary concentration.

2.4 Relationship of the proposed minor program to other university programs: Currently, there is no other degree or certificate program at Western Kentucky University that provides the same focus on the study of ancient Rome and Greece as a coherent whole.

2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Currently, Ball State University (IN), California State University-Chico, California State University-Fresno, Eastern Michigan University, Florida Atlantic University, Montclair State University (NJ), Northern Arizona University, Missouri State University, Stephen F. Austin University (TX), and Towson State University offer minors in Classical Studies, each requiring between 15 and 24 hours of coursework. Northern Arizona and Stephen F. Austin offer specifically interdisciplinary Classical Studies minors. Towson State’s program is specifically an interdisciplinary minor in Ancient Mediterranean Studies. Eastern Illinois University offers an interdisciplinary minor in Medieval Studies.

Among the public universities of the Commonwealth of Kentucky, only the University of Louisville and University of Kentucky offer Classical Studies degree programs, both offering minors and majors in Classical Studies, Latin, and Greek. Were WKU to offer a Classical Studies program, it would gain another competitive edge in recruitment battles with UL and UK.

2.6 Relationship of the proposed minor program to the university mission and objectives: The Minor in Classical Studies will help to sustain the university mission in that it will provide training in research and communication skills and teach students to be socially engaged moral agents on a global scale through the study of ancient societies, which can serve as important analogies to our own world.

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

Students completing a Minor in Classical Studies will:

- Learn different methodologies and modalities for studying the ancient Roman and Greek civilizations.
- Learn how to integrate effectively different methods and knowledge bases for a holistic understanding of a topic.
- Enhance, develop, and promote strong research and communication skills.
- Gain a mastery of current theories and interpretations surrounding the culture, literature, and history of the ancient Romans and Greeks.
• Examine the impact that the ancient Roman and Greek civilizations have had upon modern western society.

4. **Curriculum:** The following courses for the proposed Minor in Classical Studies are approved and existing courses, offered on a regular and ongoing basis. The Minor in Classical Studies requires 21 semester hours.

   **Note:** Current faculty in the departments that would contribute to this program are interested in developing courses that could count towards the fulfillment of the minor’s requirements if the program is accepted and grows.

   **A. Philosophy (3 hours):**
   PHIL 341: Plato and Aristotle
   or
   PHIL 342: Hellenistic Philosophy

   **B. Ancient Language (6 hours):**
   RELS 150 and 151: Elementary Latin 1 and Elementary 2
   or
   RELS/BLNG 384 and 385: Biblical Greek 1 and Biblical Greek 2

   **C. History (3 hours):**
   HIST 305: Ancient Greece
   or
   HIST 306: Ancient Rome

   **D. Art and Archaeology (3 hours):**
   ANTH 150: Introduction to Archaeology
   or
   ANTH 335: Old World Prehistory
   or
   ARTH 305: Ancient Greek and Roman Art
   or
   ARTH 105: History of Art to 1300

   **E. Electives (6 hours):** Students must take two courses from those listed above as electives or other courses approved by the Department Head.

5. **Budget Implications:** Since this minor is interdisciplinary in nature and requires courses in a variety of departments, it will rely on the faculty from those specific departments for staffing.

6. **Proposed term for implementation:** Fall 2014

7. **Dates of prior committee approvals:**
   Department of Philosophy and Religion: November 20, 2013
   PCAL Curriculum Committee: January 7, 2014
   Undergraduate Curriculum Committee: January 30, 2014
   University Senate: February 20, 2014
REORGANIZATION OF UNIVERSITY COLLEGE
SOUTH CAMPUS ACADEMIC UNITS

REQUEST:
Approval of a reorganization of the University College involving two departments currently located at South Campus.

Background:
The Departments of Liberal Arts & Sciences and Academic Support are the two South Campus departments that remain from the incorporation of the Bowling Green Community College into the WKU University College in 2010.

The Department of Academic Support has nearly thirty fulltime faculty teaching introductory-level courses in English, Mathematics, Reading, and University Experience. The unit delivers courses specifically for students with college readiness and developmental needs; some of these courses are considered equivalent to courses offered by Main Campus departments while others are non-credit bearing developmental courses preparing students for credit-bearing classes. The unit differs from most academic units at WKU in that it does not currently offer any degree or certificate programs.

The Liberal Arts & Sciences Department consists of eleven full-time faculty in eight different disciplines; these faculty, all of whom are now tenured, offer credit-bearing courses for students with college readiness and developmental needs. All of these courses are considered “equivalent” to courses offered by Main Campus departments, i.e., they have the same curriculum and learning outcomes and can be used interchangeably to fulfill prerequisite, co-requisite and/or degree completion requirements.

This proposal restructures University College by (1) reorganizing the Department of Academic Support as the School of University Studies under a director rather than a head, and (2) transferring the Liberal Arts & Sciences faculty to their discipline-specific homes on the Main Campus.

(1) The renaming of the Department of Academic Support as the School of University Studies better reflects the mission and focus of the unit as an interdisciplinary unit that does not offer credentials such as majors, minors, and/or certificates, but rather works cooperatively to serve a specific demographic, i.e., students with college readiness needs. South Campus college readiness and student support services like Cornerstone will join other services like the Learning Assistance Center in reporting to the School of University Studies; also, the coordination of the courses offered previously by the Liberal Arts & Sciences Department will now take place under the aegis of the School of University Studies.

(2) The administrative transfer of the Liberal Arts & Sciences faculty to home departments on the Main Campus will allow for greater discipline-specific oversight in their teaching, provide for greater opportunities for professional development within their respective disciplines, and enrich each of those departments. Each of the Liberal Arts & Sciences faculty members was provided with the opportunity to move to the pertinent Main Campus Department, and each has indicated his/her
desire to do so. Each of the Main Campus departments involved has indicated its willingness to add the pertinent faculty to its department, and has also contractually agreed to provide faculty resources to teach the necessary South Campus courses. These courses will now be offered as sections of the Main Campus course rather than as “equivalent” courses in a different department in a different college. This will greatly reduce confusion for students and allow for closer integration of the curricula.

**Proposed New Departments of Faculty in the Liberal Arts & Sciences Department**

<table>
<thead>
<tr>
<th>Member</th>
<th>Title</th>
<th>Department (Main Campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Borcera</td>
<td>Associate Professor</td>
<td>History</td>
</tr>
<tr>
<td>Jill Brown</td>
<td>Assistant Professor</td>
<td>Geography &amp; Geology</td>
</tr>
<tr>
<td>Dana Emberton-Tinius</td>
<td>Associate Professor</td>
<td>Biology</td>
</tr>
<tr>
<td>Clint Haynes</td>
<td>Assistant Professor</td>
<td>Communications</td>
</tr>
<tr>
<td>Quentin Hollis</td>
<td>Associate Professor</td>
<td>Psychology</td>
</tr>
<tr>
<td>James McMahon</td>
<td>Assistant Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Rhonda Patterson</td>
<td>Assistant Professor</td>
<td>Biology</td>
</tr>
<tr>
<td>Carnetta Skipworth</td>
<td>Assistant Professor</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Heather Strick</td>
<td>Associate Professor</td>
<td>Communications</td>
</tr>
<tr>
<td>Francesca Stinson</td>
<td>Assistant Professor</td>
<td>Modern Languages (Spanish)</td>
</tr>
<tr>
<td>Deborah Weisberger</td>
<td>Associate Professor</td>
<td>Biology</td>
</tr>
</tbody>
</table>

With this reorganization, there is no longer a need for the separate Liberal Arts & Sciences department, and it therefore can be eliminated. The current department head will continue to serve in an administrative role, coordinating the offering of South Campus courses as noted above.

**Budget Implications:**
None. There are no changes to the rank, tenure status, or salary of the faculty involved. Faculty budget lines, and associated benefits, will, as necessary, be moved into the respective departments.

**Recommendation:**
President Gary A. Ransdell recommends the reorganization of two academic units in University College, eliminating the Liberal Arts & Sciences Department and consolidating/renaming the department of Academic Support as School of University Studies.

**Motion:**
Reorganize the University College to eliminate the Department of Liberal Arts & Sciences, reassigning faculty, at their current rank and tenure status, to their respective Main Campus departments, and rename consolidate the Department of Academic Support into the School of University Studies.
Revised University College Organizational Chart, reflecting proposed change

University College
Dean

School of Professional Studies
Director

School of University Studies
Director

Department of Diversity and Community Studies
Head

Honors Academy
Director
REQUEST:

Approval of faculty emeritus status for recommended individuals

FACTS:

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

College of Education and Behavioral Sciences

Department of Psychology

Dr. Retta Poe, Professor of Psychology, Emerita

Potter College of Arts and Letters

Department of Political Science

Dr. John H. Petersen, Professor of Political Science, Emeritus

BUDGETARY IMPLICATIONS:

No funds requested.

RECOMMENDATION:

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

MOTION:

Approval of faculty emeritus status awarded for the recommended individuals.
WKU OFFICE OF SCHOLAR DEVELOPMENT

The Office of Scholar Development (OSD) is committed to helping students on all campuses and in all majors and degree programs develop the vision, experience, and skills to be independent, engaged scholars. The office recruits and helps students to apply for major nationally competitive scholarships by assisting them in finding the right programs, making important contacts, developing strong proposals, and revising numerous drafts. Additionally, OSD staff members help students develop and implement Scholar Development Plans, multi-year plans focused on building the skills, gaining the experiences, and earning the recognition necessary to be competitive for national scholarships.

Left: Clarice Esch, Agriculture ('14), Goldwater Scholar & EPA Greater Research Opportunities Fellow. Below: Chad Coomer, Biology & Chemistry ('14), Goldwater Scholar, Fulbright Grant Recipient, NIH Oxford-Cambridge Scholar

Challenging the Spirit, WKU’s current action plan, calls for a four-fold increase in national scholarship recognition from 2010-2011 to 2017-2018. The plan measures student recognition in the following scholarship competitions:
- Boren Awards for International Study,
- Critical Language Scholarships,
- U.S. Student Fulbright Grants,
- Benjamin A. Gilman International Scholarships,
- Barry M. Goldwater Scholarships,
- Marshall Scholarships,
- George Mitchell Scholarships,
- National Science Foundation Graduate Research Fellowships,
- Rhodes Scholarships,
- Gates Cambridge Scholarships,
- Harry S. Truman Scholarships,
- Udall Scholarships.

Record Achievements in 2013-2014:
- WKU had its first ever finalist for the Rhodes, Marshall, and Gates Cambridge Scholarships.
- With three Goldwater Scholars and an Honorable Mention, WKU continued its success in science, technology, engineering, and mathematics scholarships. Just 17 other schools in the nation matched or topped this achievement.
- We had a record six students receive the U.S. Department of State Critical Language Scholarship, which allows students to participate in intensive language study programs abroad during the summer.
- For the second year in a row, a WKU student earned a Fulbright Grant for the United Kingdom, one of the most competitive Fulbright Grants in the world. That same student became the first WKU student selected for the NIH Oxford-Cambridge Scholars Program, which funds doctoral study at Oxford or Cambridge and provides research opportunities through the NIH.
APPROVAL OF NAMING DESIGNATED ROOMS / AREAS

REQUEST:

Acceptance for naming the rooms/areas noted herein in honor of the contributions of those individuals designated.

FACTS:

Contributions have been received for the designated rooms/areas listed below:

*The Medical Center – WKU Health Sciences Complex*

<table>
<thead>
<tr>
<th>Room/Area:</th>
<th>Demonstration Classroom (2) and Bed Lab (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>2nd Floor</td>
</tr>
<tr>
<td>Donor:</td>
<td>Don and Irene Dizney</td>
</tr>
<tr>
<td>Room/Area Name:</td>
<td><em>The Dizney Clinical Learning Center in Memory of Helen Turner</em></td>
</tr>
</tbody>
</table>

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents accept the naming of the rooms/areas in honor of those individuals designated.

MOTION:

To approve naming the rooms/areas as identified herein in honor of the contributions of those individuals designated.
RESOLUTION OF APPRECIATION / 
REGISTRAR EMERITA APPOINTMENT

REQUEST:

Approval of Resolution of appreciation and Registrar Emerita status for Ms. Freida Eggleton.

FACTS:

The enclosed Resolution is in appreciation of outstanding service demonstrated by Ms. Freida Eggleton as a dedicated employee of WKU from 1971-2014. Ms. Eggleton began her career at WKU as a student assistant in the Department of English in 1971. Ms. Eggleton graduated from WKU in 1974 with a Bachelor’s degree in Elementary Education and English and received her Master’s degree from WKU in Student Personnel Services in 1976. During her employment at WKU, Ms. Eggleton has worked as an Assistant Residence Hall Director, Pre-Admissions Counselor, Coordinator of Orientation and Special Projects, and Assistant to the Dean of Scholastic Development. Ms. Eggleton is WKU’s sixth Registrar and will retire on June 30, 2014 after serving twenty-eight years as the University Registrar. Based upon Ms. Eggleton’s distinguished record of achievement and service at the University, President Ransdell recommends the Board of Regents approve the designation of “Registrar Emerita” for Ms. Eggleton.

BUDGETARY IMPLICATIONS:

No funds requested.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the enclosed Resolution of appreciation and Registrar Emerita status for Ms. Freida Eggleton.

MOTION:

Approval of Resolution of appreciation and “Registrar Emerita” status in honor of Ms. Freida Eggleton.
RESOLUTION

WHEREAS, Ms. Freida Eggleton, Bowling Green, Kentucky, served as an employee of Western Kentucky University from 1971 to 2014; and

WHEREAS, Ms. Eggleton is Western Kentucky University’s sixth Registrar and has served twenty-eight years as the University Registrar, in which time she has coordinated seventy-five commencement ceremonies with over 80,000 degrees conferred; and

WHEREAS, Ms. Eggleton embodies Western Kentucky University’s motto “The Spirit Makes the Master” and received the “Spirit of Western” award in 2011; and

WHEREAS, her employment was characterized by able leadership, wise counsel, sound business acumen, and faithful service; and

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

WHEREAS, Ms. Eggleton has given unselfishly of her time, energies, and resources to make Western Kentucky University better; and

WHEREAS, such exemplary leadership and dedicated efforts are deserving of special recognition by conferring the title of Registrar Emerita upon Ms. Eggleton;

THEREFORE BE IT RESOLVED, that the Board of Regents, faculty, staff, and students of Western Kentucky University does hereby express appreciation to Ms. Freida Eggleton for her many contributions and for her special Hilltopper enthusiasm and extends best personal wishes for continued success in all her future endeavors.

BE IT FURTHER RESOLVED, that this Resolution be spread upon the minutes and a copy thereof be presented to Ms. Eggleton as an expression of the esteem in which he is held by members of the Board.

Ordered at Bowling Green, Kentucky, this 18th day of April in the year two thousand and fourteen.

J. David Porter  
Chair, Board of Regents

Gary A. Ransdell  
President

A. Gordon Emslie  
Provost & Vice President for Academic Affairs
RESOLUTION OF APPRECIATION

REQUEST:

Approval of Resolution of appreciation for Mr. John Osborne.

FACTS:

The enclosed Resolution is in appreciation of outstanding service demonstrated by Mr. John Osborne as a dedicated employee of WKU from 1973-2014. Mr. Osborne began his career at WKU as a Residence Hall Director in 1973. Mr. Osborne graduated from WKU in 1972 with a Bachelor’s degree in Physical Education and received his Master’s degree from WKU in Counselor Education in 1974. During his employment at WKU, Mr. Osborne has served as Director of Housing, Coordinator of Auxiliary Services, Administrator for Business Services, Assistant Vice President for Finance & Administration, and Assistant Vice President for Student Services. Mr. Osborne currently serves as Vice President for Campus Services & Facilities and will retire from this position on June 30, 2014, after fourteen years of leading the efforts to maintain a campus by striving to make the best possible use of a magnificent university setting which compliments the academic and athletic stature of the university.

BUDGETARY IMPLICATIONS:

No funds requested.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the enclosed Resolution of appreciation for Mr. John Osborne.

MOTION:

Approval of Resolution in honor of Mr. John Osborne.
RESOLUTION

WHEREAS, Mr. John Osborne, Bowling Green, Kentucky, served as an employee of Western Kentucky University from 1973 to 2014; and

WHEREAS, Mr. Osborne has served as Western Kentucky University’s Vice President of Campus Services & Facilities for fourteen years in which time he has had oversight of 180 completed construction projects; and

WHEREAS, he has led the transformation of Western Kentucky University’s campus setting; and

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

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

WHEREAS, Mr. Osborne has given unselfishly of his time, energies, and resources to make Western Kentucky University better; and

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

THEREFORE BE IT RESOLVED, that the Board of Regents, faculty, staff, and students of Western Kentucky University does hereby express appreciation to Mr. John Osborne for his many contributions and for his special Hilltopper enthusiasm and extends best personal wishes for continued success in all his future endeavors.

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

Ordered at Bowling Green, Kentucky, this 18th day of April in the year two thousand and fourteen.

J. David Porter
Chair, Board of Regents

Gary A. Ransdell
President
<table>
<thead>
<tr>
<th>Project Name/PM</th>
<th>Scope</th>
<th>Budget</th>
<th>Source of Funds</th>
<th>Schedule</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Voltage Phase VII (BJ)</td>
<td>This phase of the high voltage upgrade will change Bates-Runner, North, Southwest, McLean and Minton Halls and Fine Arts Center from the aging 4,160 volt to the 12,470 volt underground electrical distribution system</td>
<td>$1,000,000</td>
<td>E &amp; G</td>
<td>Start: 9/1/13 Complete: 8/15/14</td>
<td>Bidding</td>
</tr>
<tr>
<td>Academic Complex Renovation (JP)</td>
<td>Renovating 10,000 gsf that was vacated by our Nursing Department. Communication Disorders will be moved from Tate Page Hall to this space.</td>
<td>$750,000</td>
<td>E &amp; G</td>
<td>Start: 2/10/2014 Complete: 08/15/14</td>
<td>Construction 25%</td>
</tr>
<tr>
<td>State Street Lighting (BJ)</td>
<td>Add six (6) WKU standard lighting fixtures to State Street to improve pedestrian and vehicular lighting.</td>
<td>$130,000</td>
<td>E &amp; G</td>
<td>Start: 5/19/14 Complete: 08/15/14</td>
<td>Equipment Ordered</td>
</tr>
<tr>
<td>WKU-Community Bikeway (HS)</td>
<td>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. This project is being coordinated with the Downing University Center renovation.</td>
<td>$1,111,500</td>
<td>Federal Grant</td>
<td>Start: 12/01/11 Complete: 08/01/14</td>
<td>Design Phase C</td>
</tr>
<tr>
<td>Renovate Downing University Center (DC)</td>
<td>This project will consist of a building-wide renovation of many areas in need of upgrades and/or changes, along with a possible expansion. Full evaluation of all building utility systems will be required. The resulting document will contain recommended improvements for both near term and long term implementation and will quantify the costs associated with those improvements. Topper Cafe will transition from residential to commercial venues by August 15, 2013.</td>
<td>$58,323,000</td>
<td>Approved Agency Bonds $50.0M Restricted $4.3M Auxiliary $4.0M</td>
<td>Start: 2/28/11 Complete: 7/30/14</td>
<td>Phase A Construction is to be complete by 08/2013 Phase B Construction is to be complete by 08/2014</td>
</tr>
<tr>
<td>Project Name/PM</td>
<td>Scope</td>
<td>Budget</td>
<td>Source of Funds</td>
<td>Schedule</td>
<td>Status</td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>--------</td>
<td>----------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Topper Café Removal/South Lawn Restoration (DC)</td>
<td>As planned, the removal of the Topper Café will begin during the summer and the South Lawn will be restored to green space.</td>
<td>Inc. in DSU Renovation</td>
<td>Approved Agency Bonds $50.0M Restricted $4.3M Auxiliary $4.0M</td>
<td>Start: 5/19/14 Complete: 8/15/4</td>
<td>Planning</td>
</tr>
<tr>
<td>Pave CHB and AOC (UC)</td>
<td>Upon the completion of Dero Downing Student Union, Avenue of Champions and College Heights Blvd will be repaved.</td>
<td>$300,000</td>
<td>E &amp; G</td>
<td>Complete: 8/15/14</td>
<td>Planning</td>
</tr>
<tr>
<td>Raymond Cravens Library Roof and Building Rehabilitation PH II (DP)</td>
<td>In this 2nd phase of four, the masonry and porticoes will be repaired, brick cleaned, and a possible replacement of the roof on the connector between the libraries is being planned. Additionally, the Grise Hall Pedestrian bridge will receive some concrete patching and waterproofing as part of this project.</td>
<td>$600,000</td>
<td>E &amp; G</td>
<td>Start: 3/15/14 Phase II Complete: 8/15/14</td>
<td>Planning</td>
</tr>
<tr>
<td>Construct Honors College Facility (KO)</td>
<td>Construct 75,000 gsf Honors College Building to support Honors College, Office of Scholar Development, Navitas, Chinese Flagship and International Programs.</td>
<td>$22,000,000</td>
<td>Agency Bonds</td>
<td>Start: 2/1/13 Complete: 07/30/15</td>
<td>Construction 1%</td>
</tr>
<tr>
<td>Feix Field Turf Replacement (AC)</td>
<td>The scope of this project includes demo and disposal of the existing artificial turf, improving the field drainage, and installing new artificial turf.</td>
<td>$597,000</td>
<td>HAF</td>
<td>Start: 4/21/14 Complete: 5/31/14</td>
<td>Construction will start 4/21/14</td>
</tr>
<tr>
<td>Steam Line Repairs (BJ)</td>
<td>The targeted areas thissummer are a Pearce-Ford Tower, Zacharias Hall and the area between McLean Hall and Gatton Academy.</td>
<td>$300,000</td>
<td>E &amp; G</td>
<td>Start: 05/19/14 Complete: 08/15/14</td>
<td>Construction will start 5/19/14</td>
</tr>
<tr>
<td>Replace Avenue of Champions Lighting (BJ)</td>
<td>This project will replace the existing eleven (11) roadway lights with eighteen (18) acorn light fixtures to improve both pedestrian and vehicular lighting. The new lights will match the WKU standard light fixtures. The area is on AOC from Dero Downing Student Union to University Blvd.</td>
<td>$300,000</td>
<td>E &amp; G</td>
<td>Start: 5/19/14 Complete: 8/15/14</td>
<td>Equipment Ordered</td>
</tr>
<tr>
<td>Project Name/PM</td>
<td>Scope</td>
<td>Budget</td>
<td>Source of Funds</td>
<td>Schedule</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Roundabout US31W @ US 231X (JP)</td>
<td>With the addition of the roundabout at US 31W By-Pass, University Blvd and Chestnut Street, the center island will contain a WKU campus entrance sign. This project is concurrent with the Kentucky Department of Transportation roundabout project. KDOT has provided WKU with a tentative completion date in August.</td>
<td>$250,000</td>
<td>Revenue from Sale of Land to KDOT</td>
<td>Start: 7/28/14 Complete: 8/28/14</td>
<td>Bidding</td>
</tr>
<tr>
<td>Renovation Projects (ALL)</td>
<td>Renovation projects in process, currently totaling 188. 69 are funded @ $1,197,710 and active, 48 are estimated @ $902,272 and awaiting customer approval to proceed, and 45 are being evaluated.</td>
<td>$2,099,982</td>
<td>E &amp; G</td>
<td>Various</td>
<td>Various</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$87,761,482</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROJECT MANAGER LEGEND:**

(BR) - Bryan Russell       (DFM) - Facilities Management       (DC) - Dan Chaney          (TH) - Tiffany Hayes
(BJ) - Ben Johnson         (HS) - Helen Siewers            (AC) - Alfonso Casana      (SLF) - Student Life Foundation - Brian Kuster
(KO) - Kerra Ogden         (JP) - Jed Peterson             (DP) - Debbie Pace
Summer Projects 2014

April 18, 2014

In past summers, the University has conducted numerous renovation and construction projects, some of which have caused either pedestrian or vehicular disruption. Summer 2014, May 19-August 22, will be an active time as well. The plan is to use this period of reduced campus activity to initiate and complete those projects that would be difficult to do during the fall and spring semesters. Unless otherwise noted, projects will begin May 19 and will be complete by August 22.

Listed below is a brief description of the planned projects for summer of 2014. A campus map and legend is also provided to identify locations. The Departments of Planning, Design and Construction, Facilities Management, and Parking and Transportation will coordinate this work to minimize disruption to the extent possible.

Thank you for your understanding and cooperation. Should you have any questions, contact the Planning, Design and Construction department at 270-745-8708.

High Voltage Phase VII: This phase of the high voltage upgrade will change Bates-Runner Hall, Northeast Hall, Southwest Hall, McLean Hall and Minton Hall from the aging 4,160 volt to the 12,470 volt underground electrical distribution system.

Raymond Cravens Library Envelope Repairs (Phase II): This second phase of four will include masonry repairs, concrete repairs and possible replacement of the roof on the connector breezeway between library buildings.

Addition of two (2) Bus Pull-offs on Normal Street: We will add two (2) bus pull-offs on Normal Drive. The project also includes curb replacement, roadway asphalt repair and minor sidewalk improvements. The area under construction/improvements is located on Normal Drive from Mimosa Alley/State Street to Regents Ave.

State Street Lighting: Add six (6) WKU standard lighting fixtures on State Street to improve pedestrian and vehicular lighting.

Steam Line Repairs: The targeted areas this summer are at Pearce-Ford Tower, Zacharias Hall, and the area between McLean Hall and Gatton Academy. Street and pedestrian walkway closings will be announced by Parking and Transportation.

Add Pedestrian Lighting at FAC: Two acorn-style light fixtures will be added on the pedestrian route between FAC and the Music Rehearsal Hall to improve lighting.

Felix Field Turf Replacement: The scope of this project includes demo and disposal of the existing artificial turf, improving the field drainage system, and installing new artificial turf. This project will begin on April 21 with a completion date of May 30.

Houchens Industries L. T. Smith Stadium (East) Repairs: The scope of this project includes the removal and replacement of joint sealants, remove and replace deteriorated concrete and the addition of supplemental drains. This project will begin on March 25 and will be complete by August 1.

Replace Avenue of Champions Lighting: This project will replace the existing eleven (11) roadway lights with eighteen (18) acorn light fixtures to improve both pedestrian and vehicular lighting. The new lights
Summer Projects 2014
April 18, 2014

will match the WKU standard light fixture. The area is on AOC from Dero Downing Student Union to University Blvd.

**Community Bikeway:** This project will be replacing and widening sections of our existing sidewalks along College Heights Blvd. and Avenue of Champions to University Blvd. to allow for both pedestrian and cyclist traffic.

**Ag Expo Center Arena Roof — Section Q:** The section of the roof over the Expo Center Arena will be a complete tear off and replaced including flashing and insulation.

**Garrett Conference Center Roof:** This project will be a complete roof replacement for area C that is located near Cherry Hall and apply a top coating to the center section of the roof to extend its useful life.

**Grise Hall Pedestrian Bridge:** Concrete repairs will be made on this highly-used bridge between Fine FAC walkway and Grise Hall 4th floor.

**Helm Library Gabled Roof:** This project is replacing the shingled roofing on the gabled portion of the Helm Library.

**Replace Helm Library (1531) Elevator:** The primary elevator for Helm Library will be replaced this summer.

**Pave CHB and AOC:** Upon the completion of Dero Downing Student Union, Avenue of Champions and College Heights Blvd will be repaved.

**Topper Café Removal/South Lawn Restoration:** As planned, the removal of the Topper Café will begin during the summer and the South Lawn will be restored to green space.

**Campus Wall, Sidewalk and Paver Repairs:** There will be numerous sidewalk, retaining wall and paver repairs across campus.

**Roundabout US 31W at US 231X:** With the addition of the roundabout at US 31W By-pass, University Blvd and Chestnut Street, the center island will contain a WKU campus entrance sign. This project is concurrent with the Kentucky Department of Transportation roundabout project. KDOT has provided WKU with a tentative completion date in August.

**Campus Renovation Projects:** There will be numerous renovation projects across campus. If the project affects your area, the project initiator, building coordinator and zone tech will receive a Project Initiation Notice in advance.

**P&T Parking Lot Maintenance:** There will be minor repairs and maintenance activities such as sealing and striping, in numerous parking lots this summer. This will be coordinated with local activities to the extent possible.
FINANCE AND BUDGET

April 18, 2014
Mass Media and Technology Hall
Cornelius A. Martin Regents Room
ACCOUNTANTS’ REPORT ON APPLICATION OF AGREED-UPON PROCEDURES, NCAA COMPLIANCE REPORT

REQUEST:


FACTS:

Each year, Western Kentucky University contracts with our external auditing firm to issue a report on agreed-upon procedures to assist the University in complying with the NCAA Bylaw 6.2.3.1. The agreed-upon procedures were completed by Crowe Horwath, LLP for the fiscal year ended June 30, 2013 in accordance with attestation standards established by the American Institute of Certified Public Accountants. The statement of revenues and expenses of intercollegiate athletics operations (included in Exhibit 1 of the report) was prepared by staff in the Office of Athletics Business Affairs who are responsible for compliance with NCAA Bylaw 6.2.3.1. Crowe Horwath, LLP reviewed revenues and expenditures for the Athletics Department, reviewed the internal control structure of, and performed other accounting tests on the financial records of the area. A listing of procedures performed, along with associated findings, is included in Attachment A of the report.

Crowe Horwath, LLP’s review does not constitute an audit and, therefore, does not contain an opinion on compliance with NCAA Bylaw 6.2.3.1. It provides information intended for use by the Board of Regents, management of Western Kentucky University, and any authorized representative of the National Collegiate Athletic Association solely for reporting with respect to procedures described within the report.

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents accept the “Report of Independent Accountants on Applying Agreed-Upon Procedures” as required by NCAA Bylaw 6.2.3.1 for the year ended June 30, 2013.

MOTION:

AUDITOR’S REPORT AND FINANCIAL STATEMENTS
FOR WKYU-TV AND WKYU-FM RADIO

REQUEST:


FACTS:

Western Kentucky University contracts with an external auditing firm to perform audits of the financial statements of WKYU-TV and WKYU-FM Radio. The audit of WKYU-TV for the fiscal year ended June 30, 2013 was completed by Crowe Horwath, LLP and their report is dated January 29, 2014. The audit of WKYU-FM for the fiscal year ended June 30, 2013 was completed by Crowe Horwath, LLP and their report is dated January 21, 2014. These separate audits are required under the contractual funding arrangements of Western Kentucky University with the Corporation for Public Broadcasting.

The financial statements present fairly, in all material respects, the financial position as of June 30, 2013, and the changes in financial position and cash flows for the year then ended, in conformity with generally accepted accounting principles. Each of the financial statements received unqualified opinions.

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents accept the separate Auditor’s Reports and Financial Statements for WKYU-TV and for WKYU-FM Radio for the year ended June 30, 2013.

MOTION:

2013-14 SECOND QUARTER STATEMENT OF REVENUES & EXPENDITURES

REQUEST:
Accept for filing the 2013-14 Second Quarter Statement of Revenues & Expenditures.

FACTS:
Total realized Educational and General (E&G) revenue, as a percentage of the budget, was comparable to the second quarter revenue of 2012-13. 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 were comparable to second quarter revenues and expenditures of 2012-13. Revenues and expenditures for Auxiliary Enterprises were very similar to second quarter revenues and expenditures of 2012-13. At this point in the fiscal year, revenues and expenses are at expected levels.

RECOMMENDATION:
President Gary A. Ransicell recommends that the Board of Regents accept for filing the 2013-14 Second Quarter Statement of Revenues and Expenditures.

MOTION:
Accept for filing the 2013-14 Second Quarter Statement of Revenues and Expenditures.
Western Kentucky University  
Second Quarter 2014 - Statement of Revenues and Expenditures  
For the period from July 1, 2013 through December 31, 2013

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Revised Budget 2nd Quarter</th>
<th>Actual 2nd Quarter Year-to-date</th>
<th>Actual/Revised Percent of 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and General</td>
<td>$182,080,000</td>
<td>$162,919,614</td>
<td>89.5%</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$72,425,200</td>
<td>$39,833,900</td>
<td>55.0%</td>
</tr>
<tr>
<td>State appropriations</td>
<td>$28,084,314</td>
<td>$16,902,428</td>
<td>60.2%</td>
</tr>
<tr>
<td>Other</td>
<td>$35,835,400</td>
<td>$319,424,914</td>
<td>$219,655,942</td>
</tr>
<tr>
<td>Net assets allocation</td>
<td>$63,773,469</td>
<td>$30,834,921</td>
<td>48.4%</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$15,258,682</td>
<td>60.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$740,000</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Net assets allocation</td>
<td>$2,452,178</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total restricted</td>
<td>$66,955,647</td>
<td>$30,834,921</td>
<td></td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue Sources</td>
<td>$25,198,000</td>
<td>$15,258,682</td>
<td></td>
</tr>
<tr>
<td>Net assets allocation</td>
<td>$50,587</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total auxiliary enterprises</td>
<td>$25,248,587</td>
<td>$15,258,682</td>
<td></td>
</tr>
<tr>
<td>Total revenue</td>
<td>$410,639,148</td>
<td>$265,749,545</td>
<td>64.7%</td>
</tr>
<tr>
<td>Total revenue excluding net assets allocation</td>
<td>$372,300,983</td>
<td>$265,749,545</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

Expenditures  
Educational and General  
Unrestricted | $318,424,914 | $150,936,565 | 47.4% |

Restricted  
Grants and Contracts | $63,773,469 | $30,834,921 | 48.4% |
| Grant Carryforward | $2,452,176 | |
| Other | $740,000 | 0.0% |
| Total restricted | $66,955,647 | $30,834,921 | 46.0% |

Auxiliary Enterprises  
Auxiliary enterprises | $25,248,587 | $9,808,214 | 38.8% |

Total expenditures | $410,639,148 | $191,579,700 | 46.7% |

* Current year expenditure sources included both revenues from current year and net asset allocation from prior year.
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 11/12/2013 – 02/26/2014. Promotion and tenure recommendations are included in the faculty personnel report. One-time compensation payments executed through the payroll system cover the period 12/01/2013 – 02/28/2014.

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.
according to paragraph III of Policy 1.5121. For those faculty with calendar year appointments, the salary increase is scaled:

Promotion to Professor: 10% of median associate professor salary = $6,240

Promotion to Associate Professor: 10% of median assistant professor salary = $5,316

Faculty with Rank Changes Receive the Following Promotion Incentives:

7/1/13:

Dr. Cao has a grant from the Energy & Environmental Cabinet (index#5699679), on which work has been done throughout the fiscal year, and thus the salary should be funded effective contracts total over $300,000. So the proportion used to fund Dr. Cao’s salary is modest. This contract was funded by $20,000 has been budgeted as effort during the academic year. A further $15,990 to fund effort.

Remaining 27 months of effort must be funded from grants and contracts at a cost of $35,000 per year. A

Per Dr. Cao’s contract his annual base salary is $120,000 of which only $60,000

Explanation for Salary Increases Greater Than $60,000
<table>
<thead>
<tr>
<th>Date of Expiration</th>
<th>Action</th>
<th>Source</th>
<th>Department</th>
<th>Employee</th>
<th>Finder</th>
<th>Type</th>
<th>Action</th>
<th>Proposed</th>
<th>End Date</th>
<th>Begin Date</th>
<th>Fills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2014</td>
<td></td>
<td></td>
<td></td>
<td>James Andrew Wright</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/2014</td>
<td></td>
<td></td>
<td></td>
<td>William Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Funding</td>
<td>Employee</td>
<td>Department</td>
<td>Type</td>
<td>Action</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Proposed</td>
<td>Say</td>
<td>End Date</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>----------</td>
<td>------------</td>
<td>------</td>
<td>--------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
<td>-----</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Department</td>
<td>Location</td>
<td>Phone</td>
<td>Email</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Doe</td>
<td>Professor</td>
<td>Biology</td>
<td>102</td>
<td>555-1234</td>
<td><a href="mailto:john.doe@email.com">john.doe@email.com</a></td>
<td>Professional grants for plant biology research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Smith</td>
<td>Associate Professor</td>
<td>Chemistry</td>
<td>103</td>
<td>555-5678</td>
<td><a href="mailto:jane.smith@email.com">jane.smith@email.com</a></td>
<td>Publishing several papers on organic chemistry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Brown</td>
<td>Professor</td>
<td>Physics</td>
<td>104</td>
<td>555-9012</td>
<td><a href="mailto:michael.brown@email.com">michael.brown@email.com</a></td>
<td>Collaborating with international researchers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Davis</td>
<td>Assistant Professor</td>
<td>Computer Science</td>
<td>105</td>
<td>555-2345</td>
<td><a href="mailto:sarah.davis@email.com">sarah.davis@email.com</a></td>
<td>Leading a team project on artificial intelligence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the Period December 1, 2013 Through February 28, 2014
Faculty One Time Payments

Meeting Date: April 18, 2014
<table>
<thead>
<tr>
<th>Title</th>
<th>Employee</th>
<th>Department</th>
<th>Effective Date</th>
<th>Payment Type</th>
<th>Package Funding</th>
<th>Payment Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td></td>
<td>IT</td>
<td>10/31/16</td>
<td>Full-Time</td>
<td></td>
<td>50000.00</td>
</tr>
<tr>
<td>Jane Doe</td>
<td></td>
<td>HR</td>
<td>11/15/16</td>
<td>Part-Time</td>
<td></td>
<td>25000.00</td>
</tr>
<tr>
<td>Mike Brown</td>
<td></td>
<td>Finance</td>
<td>10/20/16</td>
<td>Full-Time</td>
<td></td>
<td>30000.00</td>
</tr>
<tr>
<td>Sarah Wilson</td>
<td></td>
<td>Marketing</td>
<td>11/10/16</td>
<td>Full-Time</td>
<td></td>
<td>35000.00</td>
</tr>
<tr>
<td>David Johnson</td>
<td></td>
<td>Sales</td>
<td>12/01/16</td>
<td>Part-Time</td>
<td></td>
<td>15000.00</td>
</tr>
<tr>
<td>Emily Davis</td>
<td></td>
<td>Customer</td>
<td>12/15/16</td>
<td>Full-Time</td>
<td></td>
<td>40000.00</td>
</tr>
</tbody>
</table>

Meeting Date: April 18, 2014

For the Period December 1, 2013 through February 28, 2014

Faculty One Time Payments
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Department</th>
<th>Employee</th>
<th>Payment Type</th>
<th>Funding Source</th>
<th>Effective Date</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the Period December 1, 2013 through February 28, 2014
<table>
<thead>
<tr>
<th>Department</th>
<th>Title</th>
<th>Employee</th>
<th>Funding Source</th>
<th>Payment Type</th>
<th>Effective Date</th>
<th>Payment Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>F23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the Period December 1, 2013 through February 28, 2014
<table>
<thead>
<tr>
<th>Reason</th>
<th>Funding Source</th>
<th>Type</th>
<th>Action</th>
<th>Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Increase</td>
<td>University Fund</td>
<td>Proposal</td>
<td>Increase</td>
<td>02/10/10</td>
<td>02/10/10</td>
</tr>
<tr>
<td>Salary Increase</td>
<td>University Fund</td>
<td>Proposal</td>
<td>Increase</td>
<td>02/10/10</td>
<td>02/10/10</td>
</tr>
<tr>
<td>Salary Increase</td>
<td>University Fund</td>
<td>Proposal</td>
<td>Increase</td>
<td>02/10/10</td>
<td>02/10/10</td>
</tr>
<tr>
<td>Salary Increase</td>
<td>University Fund</td>
<td>Proposal</td>
<td>Increase</td>
<td>02/10/10</td>
<td>02/10/10</td>
</tr>
</tbody>
</table>

Meeting Date: April 18, 2014

Completed Staff Fixed Personnel Actions Subject to Board Approval.
<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Type of Action</th>
<th>Funding Source</th>
<th>Reason for Rejection</th>
<th>Employee</th>
<th>Effective Date of Proposed Rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/10</td>
<td>Finance</td>
<td>Increase</td>
<td>337,000</td>
<td>Increase</td>
<td>John Doe</td>
<td>11/2/10</td>
</tr>
<tr>
<td>9/30/10</td>
<td>Human Res</td>
<td>Decrease</td>
<td>228,000</td>
<td>Decrease</td>
<td>Jane Smith</td>
<td>10/2/10</td>
</tr>
<tr>
<td>10/10</td>
<td>HR</td>
<td>Rejection</td>
<td>100,000</td>
<td>Rejection</td>
<td>Bob Brown</td>
<td>11/10</td>
</tr>
<tr>
<td>10/20</td>
<td>IT</td>
<td>Approval</td>
<td>50,000</td>
<td>Approval</td>
<td>Carol Lee</td>
<td>11/20</td>
</tr>
<tr>
<td>11/10</td>
<td>Marketing</td>
<td>Rejection</td>
<td>75,000</td>
<td>Rejection</td>
<td>David Lee</td>
<td>12/10</td>
</tr>
<tr>
<td>12/10</td>
<td>Sales</td>
<td>Approval</td>
<td>30,000</td>
<td>Approval</td>
<td>Ellen Smith</td>
<td>12/20</td>
</tr>
</tbody>
</table>

Meeting Date: April 16, 2014
Gordon Baylis Total increase plus fringe to be paid from KSTC funding.  
Mr. Rohrer will receive an annual salary increase from $522,400 to $531,400 effective January 1, 2014 per  
Baylis. Total increase plus fringe to be paid from KSTC funding.
Mr. Hook will receive an annual salary increase from $282,190 to $299,790 effective January 1, 2014, per Gordon  
Baylis. Total increase plus fringe to be paid from KSTC funding.

within the existing football budget  
positions have addressed and/or amended duties. No new funds. All adjustments are funded from reallocation.
Salary adjustments are the result of Coach Brown's overall reorganization / restructuring of the football staff.

within the existing football budget  
positions have addressed and/or amended duties. No new funds. All adjustments are funded from reallocation.
Salary adjustments are the result of Coach Brown's overall reorganization / restructuring of the football staff.

within the existing football budget  
positions have addressed and/or amended duties. No new funds. All adjustments are funded from reallocation.
Salary adjustments are the result of Coach Brown's overall reorganization / restructuring of the football staff.

Coach Hote salary was increased due to reorganization in football and additional duties being added.

Explanation for Salary Increases Greater Than $5,000

Douglas D. Rohrer  
William J. Hook  
Sean Wesley Pugh  
Donald Feagan Dunn  
Claude Neil Callaway  
Nicholas Holt
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Title</th>
<th>Effective Date</th>
<th>Payment Type</th>
<th>Funding Source</th>
<th>Employee ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>HR</td>
<td>Manager</td>
<td>02/13/2014</td>
<td>Hourly</td>
<td>0000001</td>
<td>123456789</td>
</tr>
<tr>
<td>John Smith</td>
<td>Finance</td>
<td>Analyst</td>
<td>02/15/2014</td>
<td>Commission</td>
<td>0000002</td>
<td>987654321</td>
</tr>
<tr>
<td>Mary Johnson</td>
<td>IT</td>
<td>Developer</td>
<td>02/17/2014</td>
<td>Salary</td>
<td>0000003</td>
<td>234567890</td>
</tr>
</tbody>
</table>

NOTE: For the period December 1, 2013 through February 28, 2014, start on time payments.
<table>
<thead>
<tr>
<th>Employee</th>
<th>Department</th>
<th>Title</th>
<th>Date Effective</th>
<th>Date of Payment</th>
<th>Payment Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the period December 1, 2013 through February 28, 2014

Start One Time Payments
<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Employee</th>
<th>Effective Date</th>
<th>Payment Type</th>
<th>Funding Source</th>
<th>Payment Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item C</td>
<td>Item C</td>
<td>Item C</td>
<td>1/2/2013</td>
<td>Item C</td>
<td>Item C</td>
<td>Item C</td>
</tr>
<tr>
<td>Item D</td>
<td>Item D</td>
<td>Item D</td>
<td>1/2/2013</td>
<td>Item D</td>
<td>Item D</td>
<td>Item D</td>
</tr>
<tr>
<td>Item E</td>
<td>Item E</td>
<td>Item E</td>
<td>1/2/2013</td>
<td>Item E</td>
<td>Item E</td>
<td>Item E</td>
</tr>
<tr>
<td>Item F</td>
<td>Item F</td>
<td>Item F</td>
<td>1/2/2013</td>
<td>Item F</td>
<td>Item F</td>
<td>Item F</td>
</tr>
<tr>
<td>Item G</td>
<td>Item G</td>
<td>Item G</td>
<td>1/2/2013</td>
<td>Item G</td>
<td>Item G</td>
<td>Item G</td>
</tr>
<tr>
<td>Item H</td>
<td>Item H</td>
<td>Item H</td>
<td>1/2/2013</td>
<td>Item H</td>
<td>Item H</td>
<td>Item H</td>
</tr>
<tr>
<td>Item I</td>
<td>Item I</td>
<td>Item I</td>
<td>1/2/2013</td>
<td>Item I</td>
<td>Item I</td>
<td>Item I</td>
</tr>
<tr>
<td>Item J</td>
<td>Item J</td>
<td>Item J</td>
<td>1/2/2013</td>
<td>Item J</td>
<td>Item J</td>
<td>Item J</td>
</tr>
<tr>
<td>Item K</td>
<td>Item K</td>
<td>Item K</td>
<td>1/2/2013</td>
<td>Item K</td>
<td>Item K</td>
<td>Item K</td>
</tr>
<tr>
<td>Item L</td>
<td>Item L</td>
<td>Item L</td>
<td>1/2/2013</td>
<td>Item L</td>
<td>Item L</td>
<td>Item L</td>
</tr>
<tr>
<td>Item M</td>
<td>Item M</td>
<td>Item M</td>
<td>1/2/2013</td>
<td>Item M</td>
<td>Item M</td>
<td>Item M</td>
</tr>
<tr>
<td>Item N</td>
<td>Item N</td>
<td>Item N</td>
<td>1/2/2013</td>
<td>Item N</td>
<td>Item N</td>
<td>Item N</td>
</tr>
<tr>
<td>Item O</td>
<td>Item O</td>
<td>Item O</td>
<td>1/2/2013</td>
<td>Item O</td>
<td>Item O</td>
<td>Item O</td>
</tr>
</tbody>
</table>

For the period December 1, 2013 through February 28, 2014.

Start One Time Payments
MINUTES
OF THE BOARD OF REGENTS
WESTERN KENTUCKY UNIVERSITY

April 18, 2014

• CALL TO ORDER

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

• ROLL CALL

The following Regents were present, representing a quorum:

Mr. J. David Porter, Chair
Mr. Frederick A. Higdon, Vice Chair
Dr. Phillip W. Bale
Ms. Keyana Boka
Dr. Melissa B. Dennison, Secretary

Mr. Gillard B. Johnson III
Mr. James Kennedy, Staff Regent
Dr. Patricia H. Minter, Faculty Regent
Mr. John W. Ridley
Mr. Laurence J. Zielke

Absent from the meeting
Ms. Cynthia Harris

Others in attendance included the following:
Dr. Gary A. Ransdell, President
Mr. Howard Bailey, Vice President for Student Affairs
Dr. Gordon C. Baylis, Vice President for Research
Dr. Randy Capps, Parliamentarian
Ms. Kathryn R. Costello, Vice President for Development & Alumni Relations
Dr. A. Gordon Enslie, Provost and Vice President for Academic Affairs
Ms. Julia McDonald, Assistant to the President for Board & Executive Relations
Ms. K. Ann Mead, Senior Vice President for Finance and Administration
Dr. Brian Meredith, Chief Enrollment & Graduation Officer
Dr. Richard C. Miller, Vice Provost / Chief Diversity Officer
Mr. John Osborne, Vice President for Campus Services and Facilities
Dr. Robert Owen, Vice President for Information Technology
Mr. Todd Stewar, 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.

- MINUTES

The minutes of the first quarterly meeting held on January 24, 2014, were presented for adoption.

MOTION
Motion to approve the minutes of the first quarterly meeting held on January 24, 2014, was made by Regent Minter and seconded by Regent Higdon.

VOTE / ACTION TAKEN
☑ Approved  ☐ Not Approved  ☐ Other

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

Chair Porter announced that the Committees of the Board met on March 28, 2014, and discussed each item on their respective agendas with the exception of item 2.2 and 2.3 under the Executive Committee. These items are exempt from the consent agenda and shall be discussed and voted on separately.

1. ACADEMIC AFFAIRS COMMITTEE – ACTION ITEMS

Regent Bale stated that agenda items 1.1 - 1.7 were presented and discussed in detail at the March 28 Committee meeting.

1.1 Approval of an Associate of Science in Nursing Degree Type [pp 1-4]
1.2 Approval of Master of Science in Psychology [pp 5-10]
1.3 Approval of a Bachelor of Arts in Diversity & Community Studies [pp 11-18]
1.4 Approval of an Undergraduate Certificate in Aging Specialist [pp 19-22]
1.5 Approval of an Undergraduate Minor in Classical Studies [pp 23-27]
1.6 Approval of Reorganization of University College South Campus Academic Units [pp 28-30]
1.7 Approval of Emeritus Faculty Appointments [p 31]

MOTION
Motion to approve items 1.1 - 1.7 was made by Regent Minter and seconded by Regent Zielke.

VOTE / ACTION TAKEN
☑ Approved  ☐ Not Approved  ☐ Other

2
ACADEMIC AFFAIRS COMMITTEE – INFORMATION ITEMS

- Dr. Brian Meredith provided a Summer Enrollment Report.
- Dr. Audra Jennings provided an update from the Office of Scholar Development.

2. EXECUTIVE COMMITTEE – ACTION ITEMS

Chair Porter stated that agenda item 2.1 was presented and discussed in detail at the March 28 Committee meeting. Items 2.2 and 2.3 were not presented at the Committee meetings and are exempt from the consent agenda.

2.1 Approval of Naming Designated Rooms / Areas [p 33]

MOTION
Motion to approve item 2.1 was made by Regent Higdon and seconded by Regent Dennison.

VOTE / ACTION TAKEN
☑ Approved  □ Not Approved  □ Other ______________________________________

2.2 Approval of Resolution of Appreciation and Registrar Emerita status for Ms. Freida Eggleton [p 34 and Resolution]

MOTION
Motion to approve item 2.2 was made by Regent Minter and seconded by Regent Higdon.

VOTE / ACTION TAKEN
☑ Approved  □ Not Approved  □ Other ______________________________________

2.3 Approval of Resolution of Appreciation for Mr. John Osborne [p 35 and Resolution]

MOTION
Motion to approve item 2.3 was made by Regent Bale and seconded by Regent Ridley.

VOTE / ACTION TAKEN
☑ Approved  □ Not Approved  □ Other ______________________________________

EXECUTIVE COMMITTEE – INFORMATION ITEMS

- Chair Porter provided the Board with a summary of the President’s Evaluation.
- Chair Porter appointed the following Regents to the Nominating Committee for the recommendation of 2014-15 Slate of Officers:
3. FINANCE AND BUDGET COMMITTEE – ACTION ITEMS

Regent Ridley recommended that agenda items 3.1 and 3.2 be combined for one vote and agenda items 3.3 and 3.4 be combined for one vote.


MOTION
Motion to approve items 3.1 and 3.2 was made by Regent Zielke and seconded by Regent Kennedy.

VOTE / ACTION TAKEN
☑ Approved ☐ Not Approved ☐ Other ______________________

3.3 Acceptance for filing the 2013-14 Second Quarter Statement of Revenues & Expenditures [p 44 and attached report]
3.4 Approval of Personnel Actions [p 45 and reports]
- Faculty [p F1-F23]
- Staff [pp S1-S14]

MOTION
Motion to approve items 3.3 and 3.4 was made by Regent Minter and seconded by Regent Kennedy.

VOTE / ACTION TAKEN
☑ Approved ☐ Not Approved ☐ Other ______________________

4. OTHER BUSINESS / ANNOUNCEMENTS

Chair Porter announced the following upcoming dates:
5. ADJOURNMENT

With no further business, Chair Porter adjourned the meeting at approximately 11:20 a.m. (CDT).

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 second quarterly meeting held April 18, 2014, 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. Freddie Higdon, Vice Chair
WKU Board of Regents
Approved on 7-25-14

Dr. Melissa B. Dennison, Secretary
WKU Board of Regents
Approved on 7-25-14