



Northern Kentucky University
Board of Regents Materials

January 14, 2015

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AGENDA
Northern Kentucky University

Regents Dinner
Tuesday, January 13, 2015 – 6:00 p.m.

6:00 p.m.

- Regents Dinner at President's Home (Ft. Thomas, KY)
-

Joint Finance and Policy Meeting
NKU, Student Union, 104 – Wednesday, January 14, 2015 – 9:00 a.m.

9:00 a.m.

A. Joint Finance and Policy Committee:

1. Sabbaticals/Fellowships/Project Grants (Ott Rowlands, Kollock, Wakefield)
2. Inclusive Excellence (Roberts, Ott Rowlands, Gitau, Jones, Noll)
3. School of the Arts (Ott Rowlands, Frank, Jones)
4. Landor (Gentry, Martin, Zalla)

Board Lunch
NKU, Student Union 108 – January 14, 2015 – 11:30 a.m.

11:30 a.m.

Board of Regents Meeting
NKU, Student Union, 104 – Wednesday, January 14, 2015 – 1:00 p.m.

1:00 p.m.

- Call to Order
- Roll Call
- Approval of November 12, 2014, Board Minutes
- Presidential Comments
- Joint Finance and Policy Committee Summary, Secretary of the Board of Regents
- Audit Committee Summary, Secretary of the Board of Regents

1:20 p.m.

B. Presidential Reports:

1. Facilities Management Report (Ramey)
2. Research/Grants/Contracts Report (October 1, 2014 – November 30, 2014) (Ott Rowlands)
3. Fundraising Report (July 1, 2014 – November 30, 2014) (Gentry)
4. Quarterly Financial Report (Ramey)
5. Faculty Development Awards – Project Grants (Ott Rowlands)
6. Faculty Development Awards – Faculty Summer Fellows (Ott Rowlands)
7. Organizational Changes Report (Ramey)
8. Dashboard Report (Hodges Moore)

1:40 p.m.

C. Presidential Recommendations:

1. *Academic Affairs Personnel Actions
2. *Non-Academic Personnel Actions
3. *Major Gifts Acceptance
4. *Naming Recommendation (Konstantinow)
5. *Emeritus Status Appointments
6. *Sabbatical Leaves
7. *Revision of University Policies – Removal of “administrative regulation”
8. *Chase 3 + 3 Program
9. *School of the Arts Recommendation
10. *Facilities Management 225 Johns Hill Road Demolition
11. *Facilities Management Right of Way Acquisition

2:00 p.m.

D. Executive Session

*Consent Agenda Items - (Items placed on the consent agenda are passed in one motion without discussion. Any Regent may request that an item be removed from the consent agenda for a separate motion by calling Wendy Peek in the Office of the President, 572-5172, by 2 p.m., Monday, January 12, 2015).

**Board of Regents Meeting
Northern Kentucky University, Student Union, Room 104
November 12, 2014**

Regent Dennis Repenning, Chair, called the regular meeting of the Board of Regents to order at 1:00 pm, Wednesday, November 12, 2014.

Roll Call: Richard Boehne, Jacqueline Emerine, Virginia G. Fox, John P. B. Jose, Terry Mann, Stephen A. Meier, Dennis Repenning, Nathaniel Smith, Elizabeth Thompson, Brenda Wilson

Other Attendees: Geoffrey S. Mearns, Kathryn Herschede, Tammy Knochelmann, Wendy Peek, Sara Sidebottom, Sue Ott Rowlands, Ken Ramey, Peter Gitau, Ken Bothof, Eric Gentry, Sue Hodges Moore, Joe Wind, Kathleen Roberts, Tracy Insko, Chris Bowling, Jeff Butler, Alex Lefebure, Pat Moynahan, Kathy Stewart, Tim Sofranko, Joel Robinson, Russ Kerdolff, Kevin Kirby, Chris Cole, Larry Meyer, Denise Robinson, Katherine Frank, Becky Porterfield, Cynthia Reed, Kim Scranage, Jeanne Pettit, Bill Thompson, Sara Kelley, Leah Stewart, Jan Hillard, Larry Blake, Jeff Waple, Vickie Natale, Jason Willis, Jerry Pizzano, Ken Kline, Andy Meeks, Mike Woeste, Kim Yelton, John Witte, John O’Neal, John Moran, Alar Lipping, Doug Dejaco, Larry Herbst, Greg Scramm, Bill Molton, Ray Mirizzi, Andy Koenig, Holly O’Malley, Ben Broomall, Kelly Martin, Nick Koch, Scott Barton, Richard Jones, Adrienne Lane, Lori Southwood, Richard Cracchiolo, Darin Surrey

Regent Stephen Meier seconded Regent Virginia Fox’s motion to approve the minutes of the September 10, 2014 Board of Regents meeting. **(Motion carried)**

Presidential Comments:

P&G Breakfast

Yesterday, I joined approximately 100 NKU alumni who work for Procter & Gamble for breakfast. Our message, and our ask of these alumni, was simple. We asked them to engage with NKU – our students and our programs. We plan to continue these breakfast or lunch meetings with companies all over the region who employ a significant number of our graduates.

AASCU Excellence in Innovation

The American Association of State Colleges and Universities (AASCU) recently announced the inaugural winners in a new awards program honoring member institutions for excellence and innovation in several major areas of campus life and leadership. Our University is one of seven institutions nationwide to receive an award.

AASCU honored the NKU Center for Applied Informatics Virtual Co-op Program for its success in adapting the traditional co-op education model into an initiative that provides almost all services virtually. The program now engages more than 120 students per year. Students develop mobile apps, websites, and similar products for more than 200 companies and non-profits, as well as providing services to 50 start-ups.

Professional Grounds Maintenance Society

I am also very pleased that we recently received the Grand Award from the Professional Grounds Maintenance Society. NKU received this award for the excellent maintenance and the beauty of our grounds. NKU was one of just six winners nationally. I believe that the grounds at NKU are well maintained and increasingly beautiful. I am very grateful to the men and women of our facilities maintenance staff who care for our grounds, buildings, and other facilities. Several members of our grounds crew are with us today. Please stand and introduce yourself. Please join me in thanking them, and all of our facilities maintenance staff, for their important work.

Military Friendly Schools

For the fifth consecutive year, our University has been recognized as a Military Friendly School. This designation is given to the top 15% of all universities in the country. We are very proud to serve our military members, veterans, and families. More than 500 students are using military or veteran benefits to attend NKU.

IPP Process

As I have mentioned in previous updates to the Board and to the campus, we are presently engaged in a year-long campus-wide study of our athletics program as part of our Division I reclassification. We have formed several subcommittees comprised of faculty, staff, student athletes, and athletics representatives. The IPP study looks at governance and commitment to rules; academic integrity; gender and diversity issues, and student-athlete well-being. The subcommittees are in the process of drafting sections of the comprehensive report, which we will share with the campus in the spring in order to gather broad feedback. An important part of the IPP is the involvement of the campus in the process. I first shared details about the process at my Fall Convocation and we have since kept the campus and our broader community informed through press releases, the NKU website, social media, emails, and a presentation at our Fuel the Flame retreat in September. I'll have more to share on our progress at our next meeting.

JJ Webber

Two weeks ago, JJ Webber, a star cross country runner, defended his title and captured his second A-Sun individual championship and led our team to a second place finish. As you may recall, JJ was the first Division I conference champion at our University. We are very proud of JJ and the team for these accomplishments.

Postseason Play

As you may recall, NKU is able to compete in A-Sun postseason team tournaments for the first time this year. This is very good news for our student-athletes and our University. So far, two of our Fall sports teams, men's and women's soccer, have qualified for the postseason. Women's soccer won their first game – which was the first, of many, conference tournament wins for teams. And if the volleyball team continues their excellent play, we are hopeful that they will also qualify for postseason play. I am very proud of the excellent season our teams have had.

RoadToNKU

As you know, I am spending time visiting seven areas of the state meeting with high school students, legislators, community leaders, CPE board members, and alumni. These visits have been very productive. I have visited the Somerset, Pikeville, and Ashland areas, and spent four days visiting schools and communities in western and far western Kentucky. I have especially enjoyed talking with the high school students and their teachers. Their enthusiasm for education, and their interest in Northern Kentucky University has been strong. I will give more details about my visits during the January Convocation.

B. Presidential Reports:

1. Facilities Management Report (Vice President Ken Ramey)

- a. Health Innovation Center/Founders Hall Renovation
- b. Campus Recreation Center Expansion/Renovation
- c. Administrative & University Center Storm Water & Drainage Repair
- d. Landrum Elevator Renovation
- e. Arc Flash Hazard Assessment
- f. Switchgear Condition Assessment
- g. Founders Hall Switchgear Replacement
- h. Business Academic Center Variable Air Volume (VAV) Box Replacement
- i. Exterior Door Security and Access Control

2. Research, Grants, and Contracts Report (August 2014 – September 2014) (Provost and Executive Vice President Sue Ott Rowlands)

From August 1, 2014 through September 30, 2014, 24 grants were awarded. The total amount of money awarded was \$2,203,931. From July 1, 2014 through September 30, 2014, the cumulative total number of grants awarded was 32 totaling \$3,325,451.

3. Fundraising Report (July 1, 2014 through September 30, 2014) (Vice President Eric Gentry)

The Fundraising Report summarized fundraising resources committed from July 1, 2014 through September 30, 2014 totaling \$1,591,087 in support of the university.

4. Annual Financial Report (July 1, 2013 – June 30, 2014) (Vice President Ken Ramey)

The Report was reviewed by the Board of Regents Audit Committee in accordance with Article III (D) (2) of the Board of Regents Bylaws.

C. Presidential Recommendations:

Consent Agenda Items: A motion was made by Regent Brenda Wilson and seconded by Regent Elizabeth Thompson to approve the following Presidential Recommendations as listed; C-1 through C-5. **(Motion carried)**

1. Academic Affairs Personnel Actions:

a. Faculty Appointments:

Dr. Gail Mackin, associate dean of the College of Arts and Sciences and professor in the Department of Mathematics and Statistics, effective August 10, 2014; **Dr. Judy Voelker**, associate dean of the College of Arts and Sciences and associate professor in the Department of Sociology, Anthropology, and Philosophy, effective August 10, 2014.

b. Retirements:

Dr. Penny Summers, associate professor in the Department of Communication, effective December 31, 2014; **Dr. Ann Taylor**, senior lecturer in the Department of Communication, effective May 16, 2015.

c. Departures

Dr. Michael McDermott, assistant professor in the Department of Management, effective December 31, 2014; **Dr. Stefan Paula**, associate professor in the Department of Chemistry, effective December 31, 2014.

d. Leaves Paid/Unpaid:

Dr. Penny Summers, associate professor in the Department of Communication, continuation of paid leave of absence with benefits beginning August 11, 2014 through December 31, 2014.

* In the September Board of Regents materials, Dr. Richard Kolbe was incorrectly identified as being in the Department of Management. However, Dr. Kolbe is actually a professor in the Department of Marketing, Economics, and Sports Business.

2. Academic Affairs Faculty Reappointments:

The following reappointments received retroactive Board of Regents approval for the 2014-15 academic year.

Dr. John C. Carmen, Department of Biological Sciences; **Dr. Celeste Morris**, Department of Chemistry; **Dr. Amber Onorato**, Department of Chemistry; **Dr. Ingrid Keller**,

Department of Music; **Dr. Kassiani Kotsidou**, Department of Physics and Geology; **Dr. Mauricio Torres**, Department of Physics and Geology; **Dr. Monica Wakefield**, Department of Sociology, Anthropology, and Philosophy; **Ms. Ronnie Chamberlain**, Department of Theatre and Dance; **Ms. Corrie Danieley**, Department of Theatre and Dance; **Dr. Lee Kersting**, Department of Accounting, Finance, and Business Law; **Dr. Abdullah Al-Bahrani**, Department of Marketing, Economics and Sports Business; **Ms. Jane Underwood**, Salmon P. Chase College of Law; **Dr. Kathleen Thompson**, Department of Counseling, Social Work and Leadership; **Dr. Roger Kollock**, Department of Kinesiology and Health; **Dr. Patricia Bills**, Department of Teacher Education; **Dr. Porsha Robinson-Ervin**, Department of Teacher Education; **Dr. Pamela Fletcher**, Department of Advanced Nursing Studies; **Ms. Deb Engel**, Department of Nursing; **Ms. Julie Hart**, Department of Nursing; **Dr. Kalyani Ankem**, Department of Business Informatics; **Dr. Joseph Rubleskem**, Department of Business Informatics; **Dr. Monica Gallegos**, Department of Communication; **Dr. Alexis Pulos**, Department of Communication.

3. Non-Academic Personnel Actions:

The following categories of non-academic personnel actions which occurred between August 13, 2014 and, October 14, 2014 received approval by the Board of Regents: Activations, Rehires; Reassignments, Reclassifications, Title/Status Changes, Promotions; Transfers; Contract/Temporary to Regular; Departures; Retirees; Administrative/Executive.

4. Major Gifts Acceptance:

The Board of Regents officially accepted contributions totaling **\$1,065,000.00** received by the NKU Foundation Inc. and the University during the period July 1, 2014 through September 30, 2014

5. Naming Recommendations:

The Board of Regents hereby approves the following naming actions:

- (1) The naming of an undergraduate scholarship in support of incoming students from Seton High School, Cincinnati, OH, the “Lynn Brumback Scholarship”.
- (2) The naming of an undergraduate scholarship in support of incoming students from Norwood High School, Cincinnati, OH, the “Emerson Brumback Scholarship”.
- (3) The naming of an endowed undergraduate scholarship in support of students pursuing a degree in history the “Ed and Betty Foster Endowed Scholarship in History”.
- (4) The naming of an endowed undergraduate scholarship in support of students pursuing a degree in social work the “Ed and Betty Foster Endowed Scholarship in Social Work”.

D. Executive Session:

Regent John P. B. Jose seconded Regent Jacqueline Emerine's motion to enter into executive session pursuant to KRS 61.810 (1) (C) in order to discuss potential and pending litigation against the University and KRS 61.810 (1) (F) in order to discuss a personnel issue. (**Motion carried**)

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

At 2:32 p.m., Regent Virginia Fox seconded Regent Terry Mann's motion to adjourn. (**Motion carried**)

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

Signature On File
Kathryn J. Herschede
**Executive Assistant to the President/
Secretary to the Board of Regents**

I, Nathaniel Smith, Secretary of the Board of Regents of Northern Kentucky University, certify that the foregoing is a true copy of the minutes of the regular meeting held on November 12, 2014, and that such matters are still in force and effect.

Signature On File
Nathaniel Smith
Secretary of the Board of Regents

FACILITIES MANAGEMENT REPORT

1. Health Innovation Center/Founders Hall Renovation

The 2014 General Assembly provided \$97 million in state bond funding to allow for design and construction of the Health Innovation Center project which includes the full renovation of Founders Hall. The project encompasses 250,000 square feet; half new construction and half renovation. President Mearns has convened an external as well as an internal advisory committee, each composed of 20-25 members, to assist in the planning for the building. The HIC internal committee's final report will be delivered in December. A smaller project Steering Committee has been appointed to provide guidance as the project moves through the programming and design phases.

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

The selection of the project's construction manager was completed on November 20, 2014 with the selection of Turner Construction. The current goal, subject to verification as the work of the design team progresses, is for the new square footage to be complete in the fall of 2017.

Architect: CO Architects/GBBN

Engineers: CMTA, THP, Kleingers & Associates

Special Consultants: The Sextant Group, The Capital Projects Group, Vivian Llambi

Construction Manager: Turner Construction

Scope: \$97,000,000

2. Campus Recreation Center Expansion/Renovation

This project, entirely funded by a student fee to support agency bond repayment, will expand and renovate the A.D. Albright Health Center to create a modern campus recreation center. Omni Architects, in collaboration with Cannon Design, is leading the design effort. The project scope includes:

- Construction of artificial surface, lighted intramural fields and support building.
- A building expansion to increase campus recreation space.
- Renovation of the existing campus recreation center.

The Albright Health Center opened in 1984. Campus recreation occupies about 65,000 square feet on the first floor of the building. Current campus recreation activity spaces include three basketball courts; a 1/8 mile, four-lane track; three racquetball courts; a multipurpose room; fitness space; a six-lane, 25 yard by 25 meter pool; and locker rooms.

Campus Recreation Center Expansion/Renovation (Continued)

Campus recreation and kinesiology are located on the first floor; athletics and the College of Health Professions (COHP) occupy the second and third floors.

The design scheme includes a new entry, a new multi-activity pool, five basketball courts, a multi-purpose (MAC) court space, two racquetball courts, increased weight-fitness and locker room space, three group fitness rooms and new offices for campus recreation. In contrast to the current facility, the building upon completion will be characterized by a sense of openness and natural light.

Expansion and renovation work began last May. Current construction activities include foundation construction, installation of structural steel, metal decking for new floors, metal roof decking and site utility installation. Geothermal well drilling began in mid-November. Project completion is targeted for late summer 2015, consistent with the original schedule.

Project funding included construction of a new intramural field complex, completed in September 2013. Located behind University Suites, the facility has been a great addition to campus recreation facilities.

Architect: Omni Architects/Cannon Design

Engineers: CMTA, BMFJ, Vivian Llambi

Special Consultants: Sextant Group, Counsilman-Hunsaker

General Contractor for Intramural Fields: Mark Spaulding Construction

Construction Manager for Main Building Renovation/Expansion: Pepper Construction

Scope: \$48,331,788

Building Occupancy: Full use of the new facility is targeted for fall 2015



Rendering - Aerial View from Southwest of Main Building Expansion



Progress Construction Photo from November 2014



Progress Construction Photo from November 2014

3. Callahan Hall Roof Replacement

The roofing system on Callahan Hall has reached the end of its useful life. The roof has had several repairs over the past few months and continues to develop leaks. The roof drain and overflow systems have deteriorated and need replacement as well. The project includes removal and replacement of the entire roof system, roof drains and piping as required. The project will also include the installation of additional roof insulation where possible and new flashings.

Callahan Hall Roof Replacement (Continued)

The project has a scope of \$1 million and will be completed by fall 2015.

Architect: GBBN

Engineers: Schaefer, Kleingers & Associates

Contractor: TBD

Scope: \$1,000,000

4. Landrum Elevator Renovation

The project to modernize Landrum's three passenger elevators, including control system replacement and car modifications to ensure safety and reliability, is well underway. These 38 year old elevators had reached the end of their expected life. As a result of age and excessive wear, the electrical and mechanical components had become worn and misaligned, affecting reliability and consistency of the elevators' performance.

American Elevator has completed the renovation of all three elevator cars and all inspections are complete. Work was completed one month ahead of schedule.

Engineers: Architectural Elevator Consulting

General Contractor: American Elevator

Scope: \$428,000

Anticipated Completion: Completed



Landrum's Old Elevator Control Equipment



Landrum's New Elevator Control Equipment



Landrum New Elevator Cab Interior

5. Arc Flash Hazard Assessment

This project is necessary to bring the university into full compliance with recently enacted OSHA and NFPA regulations regarding arc flash hazards on all electrical distribution systems. An arc flash is a phenomenon where a flashover of electric current leaves its intended path and travels through the air from one conductor to another; if a person is in close proximity to the arc flash, serious injury can occur.

The contract was awarded to Banta Electrical Contractors. The project required the contractor to collect equipment specifications from each campus electrical closet, submit that data to their engineers who calculated the injury risk, determined the safety equipment requirements and identified required equipment labels. Appropriate labels were installed on equipment in August, and NKU maintenance staff has been trained.

Arc Flash Hazard Assessment (Continued)


Banta Electric engineers completed the equipment analysis and provided a final report detailing equipment that does not meet arc flash containment specifications. The initial analysis phase of this project is complete and mitigation planning is now underway.

Engineers: Staggs and Fisher

General Contractor: Banta Electrical Contractors

Scope: \$99,000

Anticipated Completion: Completed

	
WARNING	
Arc Flash and Shock Hazard Appropriate PPE Required	
24 inch	Flash Hazard Boundary
3	cal/cm² Flash Hazard at 18 inches
1DF	PPE Level, 1 Layer 6 oz Nomex®, Leather Gloves, Faceshield
480 VAC	Shock Hazard when Cover is removed
36 inch	Limited Approach
12 inch	Restricted Approach - 500 V Class 00 Gloves
1 inch	Prohibited Approach - 500 V Class 00 Gloves
<small>Equipment Name: Slurry Pump Starter</small>	

Example of a label that must be affixed to equipment in each electric closet that explains the risk and level of safety equipment required before performing any work.



Electrical Equipment with Installed Safety Labels.

6. Switchgear Condition Assessment

Switchgear is the equipment that distributes the electric power to the numerous internal electrical panels and systems in a building. The work associated with this project is to assess the condition of each building's switchgear to identify maintenance requirements and develop a campus wide replacement schedule. This project is currently in the pre-planning stage.

Engineers: TBD

General Contractor: TBD

Scope: \$90,000

Anticipated Completion: TBD

7. Founders Hall Switchgear Replacement

The electrical high voltage switchgear at Founders Hall has reached the end of its useful life and is jeopardizing the reliability of the building's electrical systems. The current equipment is obsolete and can only be maintained with reconditioned or specially manufactured parts. Switchgear failure would likely result in extended outages causing closure of the building for lengthy periods.

The contract was awarded to Atkins & Stang. Onsite conditions have been verified and materials ordered. Onsite work will begin December 20th and be complete prior to the start of the spring semester. The building will be without electrical power and closed for a two week period.

Engineers: CMTA

General Contractor: Atkins & Stang

Scope: \$240,000

Anticipated Completion: Work scheduled to begin December 20, 2014 and scheduled to be complete January 5, 2015



Current Condition of the Founders Hall Switchgear

8. Exterior Door Security and Access Control

Access to each main campus building during non-core hours is controlled by the custodians and University Police who manually lock and unlock each exterior door. Individuals requiring access during off hours are provided door keys in accordance with university policy and procedures. The primary risks associated with this approach are that keys can be lost or stolen and doors are sometimes inadvertently left unlocked. It is impossible to determine if doors are locked without visiting each building entrance. In addition, should the university experience a major security risk such as an active shooter, a quick and efficient building lockdown could not be initiated.

To improve personal security and protect the university's assets, this project will include installation of card access technology on main entrances to each building to permit after-hours access; installation of electronic and mechanical components on all entrance doors to enable lockdown capability based on a set schedule (end of day) or by the University Police in the event of a security threat or an unplanned closure; and the installation of card access technology on all doors to maintenance tunnels, reducing security risks associated with the campus tunnel infrastructure. With the new system, University Police dispatchers will be able to confirm all doors are secure limiting the risk of a door malfunction or prop open.

The project also includes a camera and intercom system for at least one entrance per building, enabling University Police to view and communicate with individuals and to permit or deny access as necessary when the building is closed.

All exterior doors and tunnel doors are now controlled by DSX. The locksmiths have begun switching over locks in the tunnel to a new and limited access keyway. Once the tunnel doors are complete they will begin the same process for all exterior doors. All after-hours access to buildings will be through card access or intercom only. Tunnel access will require card authorization 24/7. The intercom system installations have begun with an anticipated completion of late January.

Contractor: Aegis Protective Services

Scope: \$550,000

Anticipated Completion: January 2015

9. Sustainability

In December 2007, NKU signed the American College and University Presidents Climate Commitment (ACUPCC) and, in so doing, joined over 650 other American colleges and universities which have pledged to actively work towards making their campuses "climate neutral" by a predetermined date. NKU's target date is 2050.

For the seventh year in a row, NKU is participating in RecycleMania, a friendly competition between 600 North American colleges and universities to see which school can reduce the most waste, increase the most recycling and raise awareness of conservation issues across its campus.

Sustainability (Continued)

The 2015 competition runs for 8 weeks – February 1 through March 28. As a signatory to the ACUPCC, NKU is competing in the waste minimization category. Student groups across campus are invited to see which can collect the most recyclables to claim the title of “greenest” organization on campus.



OFFICE OF RESEARCH, GRANTS, AND CONTRACTS REPORT

The attached report lists the grants awarded, with the amount awarded for each grant, for NKU faculty and staff for October and November 2014, Fiscal Year 2015.

- During the October 2014 and November 2014 time period, **12** grants were awarded. The total amount of money awarded was **\$540,520**.
- From July 1, 2014 through November 30, 2014, the cumulative total number of grants awarded is **44** totaling **\$3,865,971**.

**NKU Office of Research, Grants and Contracts
 Presidents Report
 Grants Awarded Funding - October 1, 2014 thru November 30, 2014
 FY 2015**

College/Division	Department	Principal Investigator	Title	Agency	Award Notice	Award Amount
Information Technology	Center of Innovation & Technology in Education	Sarah Mann	Student Technology Leadership Program Showcase 2014-15	Kentucky Department of Education	10/15/2014	\$3,000.00
Office of Regional Stewardship	Kentucky Campus Compact	Gayle Hilleke	Kentucky College Coaches - Berea Match FY 15	Berea College/FFT	10/17/2014	\$47,297.00
College of Education and Human Services	Counseling, Social Work, and Leadership	Susan Cook	Kentucky Non-Public School Commission - FY 14-15	U.S. Dept. of Education/KY State Dept. of Education	10/22/2014	\$56,084.00
College of Education and Human Services	Counseling, Social Work, and Leadership	Susan Cook	Catholic Diocese of Kentucky	U.S. Dept. of Education/KY State Dept. of Education	10/22/2014	\$57,539.00
College of Arts and Sciences	Chemistry	Stefan Paula	Powering Kentucky's Bioeconomy for a Sustainable Future	Kentucky EPSCoR	10/31/2014	\$20,000.00
University Advancement	WNKU-FM Radio	Valerie Abbot	WNKU Radio Community Service Grant- FY 2014-15	Corporation for Public Broadcasting	10/31/2014	\$149,839.00
College of Arts and Sciences	Chemistry	Charlisa Daniels	KBRIN Start Up Funds	University of Louisville Research Foundation	10/31/2014	\$33,125.00

College/Division	Department	Principal Investigator	Title	Agency	Award Notice	Award Amount
College of Arts and Sciences	Chemistry	Lili Ma	Palladium-Catalyzed a-Heteroarylation of Ketones	American Chemical Society	11/1/2014	\$70,000.00
College of Arts and Sciences	Biological Sciences	Emily Shifley	KBRIN Start Up Funds	University of Louisville Research Foundation	11/1/2014	\$33,125.00
College of Health Professions	Nursing	Kris Pfendt	HUD Hope VI Revitalization Grant Subaward	Housing Authority of Covington	11/1/2014	\$5,000.00
College of Arts and Sciences	Physics and Geology	Nathan DeLee	Sloan Digital Sky Survey VI Project	Astrophysical Research Consortium	11/1/2014	\$48,475.00
College of Education and Human Services	Teacher Education	Melissa Jones	Transition Programs for Students with Intellectual Disabilities into Higher Education-Yr 5	University of Kentucky Research Foundation - FFT	11/3/2014	\$17,036.00

Total Number of Awards from
October 1, 2014 thru November 30, 2014: **12**

Total Funds Awarded from
October 1, 2014 thru November 30, 2014: **\$540,520.00**

Total Number of Awards from
July 1, 2014 thru November 30, 2014: **44**

Total Funds Awarded from
July 1, 2014 thru November 30, 2014: **\$3,865,971.00**

FUNDRAISING REPORT

The attached Fundraising Report summarizes fundraising resources committed from **July 1, 2014 through November 30, 2014 totaling \$2,846,761** in support of the university.

The report includes:

1. Resources in support of the colleges, Steely Library, Go Norse Fund, NKU Fund For Excellence, Campus Program Initiatives, and WNKU.
2. Resources for Fiscal Year 2015.

**Fundraising Resources FY to Date by Designation
For the Period 7/01/14- 11/30/14**

Designation	FY15
College of Arts and Sciences	\$ 894,794
College of Business	\$ 34,660
College of Education & Human Services	\$ 11,562
College of Health Professions	\$ 56,139
College of Informatics	\$ 20,325
Chase College of Law	\$ 82,793
Go Norse Fund	\$ 189,482
Steely Library	\$ 2,500
NKU Fund for Excellence	\$ 76,063
Campus Program Initiatives	\$ 1,112,182
WNKU (membership & underwriting)	\$ 366,260
Total	\$ 2,846,761

NORTHERN KENTUCKY UNIVERSITY

QUARTERLY FINANCIAL REPORT

FOR THE PERIOD JULY 1, 2014 THROUGH SEPTEMBER 30, 2014

Northern Kentucky University
Quarterly Financial Report

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Northern Kentucky University and Affiliate
A Component Unit of the Commonwealth of Kentucky

Consolidated Statements of Net Position

September 30, 2014 and 2013

(in thousands)

	9/30/2014	9/30/2013
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 112,390	\$ 104,872
Notes, loans and accounts receivable, net	13,908	13,868
Other current assets	711	641
Total current assets	127,009	119,381
Noncurrent Assets		
Cash and cash equivalents	52,887	29,770
Investments	14,955	13,320
Notes, loans and accounts receivable, net	1,561	1,660
Capital assets, net	314,997	310,444
Other noncurrent assets	86	43
Total noncurrent assets	384,486	355,237
Total assets	511,495	474,618
DEFERRED OUTFLOWS OF RESOURCES		
Loss on refunding	1,056	1,167
LIABILITIES		
Current Liabilities		
Accounts payable and accrued liabilities	11,012	11,682
Unearned revenue	1,333	1,936
Long-term liabilities-current portion	1,500	1,555
Total current liabilities	13,845	15,173
Noncurrent Liabilities		
Deposits	13,663	16,915
Unearned revenue	574	471
Long-term liabilities	135,737	92,308
Total noncurrent liabilities	149,974	109,694
Total liabilities	163,819	124,867
DEFERRED INFLOWS OF RESOURCES		
Service concession arrangement revenue applicable to future years	1,522	1,785
NET POSITION		
Invested in capital assets, net of related debt	215,469	219,912
Restricted		
Nonexpendable	7,616	7,616
Expendable	8,328	6,370
Unrestricted	115,797	115,235
Total net position	\$ 347,210	\$ 349,133

Northern Kentucky University
Statement of Revenues, Expenses, and Changes in Net Position
For the Quarter Ended September 30, 2014 and 2013
(in thousands)

	9/30/2014	9/30/2013
OPERATING REVENUES		
Student tuition and fees(net of scholarship allowances of \$17,170 in 2014 and \$16,305 in 2013)	\$ 55,751	\$ 56,279
Federal grants and contracts	983	845
State and local grants and contracts	138	487
Nongovernmental grants and contracts	549	517
Sales and services of educational departments	735	907
Auxiliary enterprises		
Housing and food service (net of scholarship allowances of \$505 in 2014 and \$480 in 2013)	4,593	4,189
Other auxiliaries	2,451	2,631
Other operating revenues	2,041	1,967
Total operating revenues	67,241	67,822
OPERATING EXPENSES		
Educational and General		
Instruction	16,983	16,893
Research	527	461
Public service	2,613	2,594
Libraries	2,245	2,351
Academic support	4,533	5,163
Student services	5,592	5,364
Institutional support	7,507	7,843
Operation and maintenance of plant	3,638	3,744
Depreciation	4,013	3,992
Student Aid	7,543	7,181
Auxiliary enterprises:		
Housing and food service	1,602	722
Other auxiliaries	385	376
Auxiliary depreciation	681	604
Other expenses	29	43
Total operating expenses	57,891	57,331
Operating income (loss)	9,350	10,491
NONOPERATING REVENUES (EXPENSES)		
State appropriations	14,561	14,051
Federal grants and contracts	9,813	9,880
State and local grants and contracts	4,482	4,200
Private gifts and grants	3	-
Investment income (loss)	281	94
Interest on capital asset--related debt	(1,384)	(861)
Other nonoperating revenues (expenses)	(17)	(82)
Net nonoperating revenues	27,739	27,282
Income before other revenues, expenses, gains or losses	37,089	37,773
Capital appropriations	-	-
Capital grants and gifts	27	30
Total other revenues	27	30
Increase (decrease) in net assets	37,116	37,803
NET POSITION		
Net position-beginning of year	310,094	311,330
Net position-end of quarter	347,210	\$ 349,133

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Revenue, Budgeted and Actual
 For the Period from July 1, 2014 to September 30, 2014
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	Revised Budget	Actual Revenue	% of Bgt	Revised Budget	Actual Revenue	% of Bgt
STUDENT TUITION AND FEES						
Tuition - Summer	\$ 9,658,800	\$ 4,278,177	44 %	\$ 10,109,600	\$ 4,642,044	46 %
Tuition - Fall	67,263,491	64,594,255	96	64,875,717	64,503,174	99
Tuition - Spring (Including Winter)	61,928,900	(23,791)	0	60,738,900	(42,296)	0
Mandatory Fees	4,754,000	2,433,106	51	3,737,800	1,886,938	50
Class Fees	<u>3,044,783</u>	<u>1,639,649</u>	54	<u>2,752,845</u>	<u>1,594,482</u>	58
TOTAL STUDENT TUITION AND FEES	<u>\$ 146,649,974</u>	<u>\$ 72,921,396</u>	50 %	<u>\$ 142,214,862</u>	<u>\$ 72,584,342</u>	51 %
STATE APPROPRIATIONS GENERAL	<u>\$ 48,537,600</u>	<u>\$ 14,561,300</u>	30 %	<u>\$ 46,835,100</u>	<u>\$ 14,050,500</u>	30 %
SALES AND SERVICES OF EDUCATIONAL ACTIVITIES	<u>\$ 5,257,263</u>	<u>\$ 733,158</u>	14 %	<u>\$ 5,152,446</u>	<u>\$ 907,172</u>	18 %
SALES AND SERVICES OF AUXILIARY ACTIVITIES	<u>\$ 15,475,102</u>	<u>\$ 7,549,193</u>	49 %	<u>\$ 14,202,358</u>	<u>\$ 7,300,502</u>	51 %
OTHER SOURCES						
Service Fees	\$ 2,403,000	\$ 730,524	30 %	\$ 2,445,425	\$ 849,178	35 %
Rentals	1,516,233	253,815	17	1,889,950	240,807	13
Investment Earnings	225,275	35,621	16	344,275	(33,825)	-10
Other	<u>2,706,319</u>	<u>850,753</u>	31	<u>2,952,650</u>	<u>737,959</u>	25
TOTAL OTHER SOURCES	<u>\$ 6,850,827</u>	<u>\$ 1,870,713</u>	27 %	<u>\$ 7,632,300</u>	<u>\$ 1,794,119</u>	24 %
TOTAL CURRENT UNRESTRICTED FUND REVENUE	<u>\$ 222,770,766</u>	<u>\$ 97,635,760</u>	44 %	<u>\$ 216,037,066</u>	<u>\$ 96,636,635</u>	45 %

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Expenditures by Function and Account Category
 Budgeted and Actual
 For the Period from July 1, 2014 to September 30, 2014
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	Revised Budget	Actual Expenditures	% of Bgt	Revised Budget	Actual Expenditures	% of Bgt
EDUCATIONAL AND GENERAL						
INSTRUCTION						
Personnel Expenses	\$ 63,023,952	\$ 14,927,688	24 %	\$ 63,363,681	\$ 14,934,915	24 %
Operating Expenses/Capital Outlay	<u>7,224,301</u>	<u>1,273,453</u>	18	<u>12,290,963</u>	<u>1,376,092</u>	11
TOTAL INSTRUCTION	\$ 70,248,253	\$ 16,201,141	23 %	\$ 75,654,644	\$ 16,311,007	22 %
RESEARCH						
Personnel Expenses	\$ 448,007	\$ 98,591	22 %	\$ 288,966	\$ 98,969	34 %
Operating Expenses/Capital Outlay	<u>200,719</u>	<u>13,938</u>	7	<u>249,139</u>	<u>6,825</u>	3
TOTAL RESEARCH	\$ 648,726	\$ 112,529	17 %	\$ 538,105	\$ 105,794	20 %
PUBLIC SERVICE						
Personnel Expenses	\$ 2,526,099	\$ 1,071,971	42 %	\$ 2,557,652	\$ 942,895	37 %
Operating Expenses/Capital Outlay	<u>7,361,733</u>	<u>718,641</u>	10	<u>7,098,666</u>	<u>611,301</u>	9
TOTAL PUBLIC SERVICE	\$ 9,887,832	\$ 1,790,612	18 %	\$ 9,656,318	\$ 1,554,196	16 %
LIBRARIES						
Personnel Expenses	\$ 4,425,276	\$ 1,036,079	23 %	\$ 4,579,318	\$ 966,437	21 %
Operating Expenses/Capital Outlay	<u>1,763,625</u>	<u>1,228,330</u>	70	<u>2,269,209</u>	<u>1,358,244</u>	60
TOTAL LIBRARIES	\$ 6,188,901	\$ 2,264,409	37 %	\$ 6,848,527	\$ 2,324,681	34 %
ACADEMIC SUPPORT						
Personnel Expenses	\$ 16,529,755	\$ 3,601,004	22 %	\$ 16,973,721	\$ 3,788,336	22 %
Operating Expenses/Capital Outlay	<u>3,747,089</u>	<u>791,896</u>	21	<u>5,037,030</u>	<u>1,256,392</u>	25
TOTAL ACADEMIC SUPPORT	\$ 20,276,844	\$ 4,392,900	22 %	\$ 22,010,751	\$ 5,044,728	23 %
STUDENT SERVICES						
Personnel Expenses	\$ 17,129,904	\$ 3,793,934	22 %	\$ 14,785,039	\$ 3,279,928	22 %
Operating Expenses/Capital Outlay	<u>6,876,839</u>	<u>1,550,576</u>	23	<u>6,940,552</u>	<u>2,005,307</u>	29
TOTAL STUDENT SERVICES	\$ 24,006,743	\$ 5,344,510	22 %	\$ 21,725,591	\$ 5,285,235	24 %

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Expenditures by Function and Account Category
 Budgeted and Actual
 For the Period from July 1, 2014 to September 30, 2014
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	Revised Budget	Actual Expenditures	% of Bgt	Revised Budget	Actual Expenditures	% of Bgt
INSTITUTIONAL SUPPORT						
Personnel Expenses	\$ 24,417,572	\$ 5,967,970	24 %	\$ 23,773,245	\$ 6,085,654	26 %
Operating Expenses/Capital Outlay	<u>11,978,239</u>	<u>1,381,385</u>	12	<u>8,622,133</u>	<u>1,610,626</u>	19
TOTAL INSTITUTIONAL SUPPORT	\$ 36,395,811	\$ 7,349,355	20 %	\$ 32,395,378	\$ 7,696,280	24 %
OPERATION & MAINTENANCE OF PLANT						
Personnel Expenses	\$ 10,892,138	\$ 2,195,480	20 %	\$ 10,441,482	\$ 2,135,392	20 %
Operating Expenses/Capital Outlay	3,865,820	1,134,367	29	3,653,450	981,668	27
Utilities	<u>3,832,875</u>	<u>527,872</u>	14	<u>4,861,969</u>	<u>528,535</u>	11
TOTAL OPERATION & MAINTENANCE OF PLANT	\$ 18,590,833	\$ 3,857,719	21 %	\$ 18,956,901	\$ 3,645,595	19 %
STUDENT FINANCIAL AID						
Grants,Loans,Benefits	<u>21,190,897</u>	<u>10,087,017</u>	48	<u>18,159,926</u>	<u>9,062,459</u>	50
TOTAL STUDENT FINANCIAL AID	\$ 21,190,897	\$ 10,087,017	48 %	\$ 18,159,926	\$ 9,062,459	50 %
TRANSFERS						
Mandatory:						
Debt Service Principal/Interest	\$ 6,150,148	\$ 4,917,882	80 %	\$ 3,180,800	\$ 2,482,123	78 %
Nonmandatory	<u>3,844,158</u>	<u>1,336,710</u>	35	<u>6,950,571</u>	<u>2,980,761</u>	43
TOTAL TRANSFERS	\$ 9,994,306	\$ 6,254,592	63 %	\$ 10,131,371	\$ 5,462,884	54 %
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES						
Personnel Expenses	\$ 139,392,703	\$ 32,692,717	23 %	\$ 136,763,104	\$ 32,232,526	24 %
Operating Expenses/Capital Outlay	46,851,240	8,620,458	18	51,023,111	9,734,990	19
Transfers	9,994,306	6,254,592	63	10,131,371	5,462,884	54
Financial Aid	<u>21,190,897</u>	<u>10,087,017</u>	48	<u>18,159,926</u>	<u>9,062,459</u>	50
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES	\$ 217,429,146	\$ 57,654,784	27 %	\$ 216,077,512	\$ 56,492,859	26 %

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Expenditures by Function and Account Category
 Budgeted and Actual
 For the Period from July 1, 2014 to September 30, 2014
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	<u>Revised Budget</u>	<u>Actual Expenditures</u>	<u>% of Bgt</u>	<u>Revised Budget</u>	<u>Actual Expenditures</u>	<u>% of Bgt</u>
AUXILIARY ENTERPRISES						
STUDENT SERVICES						
Personnel Expenses	\$ 2,567,103	\$ 550,785	21 %	\$ 2,274,693	\$ 516,677	23 %
Operating Expenses/Capital Outlay	5,283,489	1,046,681	20	6,201,035	693,738	11
Financial Aid	<u>453,997</u>	<u>247,940</u>	55	<u>416,798</u>	<u>217,040</u>	52
TOTAL STUDENT SERVICES	\$ 8,304,589	\$ 1,845,406	22 %	\$ 8,892,526	\$ 1,427,455	16 %
TRANSFERS						
Mandatory:						
Debt Service Principal & Interest	\$ 5,235,408	\$ 4,117,045	79 %	\$ 4,331,550	\$ 3,246,842	75 %
Nonmandatory	<u>1,864,278</u>	<u>1,549,513</u>	83	<u>57,607</u>	<u>84,451</u>	147
TOTAL TRANSFERS	\$ 7,099,686	\$ 5,666,558	80 %	\$ 4,389,157	\$ 3,331,293	76 %
TOTAL AUXILIARY ENTERPRISES						
Personnel Expenses	\$ 2,567,103	\$ 550,785	21 %	\$ 2,274,693	\$ 516,677	23 %
Operating Expenses/Capital Outlay	5,283,489	1,046,681	20	6,201,035	693,738	11
Financial Aid	453,997	247,940	55	416,798	217,040	52
Transfers	<u>7,099,686</u>	<u>5,666,558</u>	80	<u>4,389,157</u>	<u>3,331,293</u>	76
TOTAL AUXILIARY ENTERPRISES	\$ 15,404,275	\$ 7,511,964	49 %	\$ 13,281,683	\$ 4,758,748	36 %
TOTAL EXPENDITURES AND TRANSFERS						
Personnel Expenses	\$ 141,959,806	\$ 33,243,502	23 %	\$ 139,037,797	\$ 32,749,203	24 %
Operating Expenses/Capital Outlay	52,134,729	9,667,139	19	57,224,146	10,428,728	18
Transfers	17,093,992	11,921,150	70	14,520,528	8,794,177	61
Financial Aid	<u>21,644,894</u>	<u>10,334,957</u>	48	<u>18,576,724</u>	<u>9,279,499</u>	50
TOTAL EXPENDITURES AND TRANSFERS	<u>\$ 232,833,421</u>	<u>\$ 65,166,748</u>	28 %	<u>\$ 229,359,195</u>	<u>\$ 61,251,607</u>	27 %

NORTHERN KENTUCKY UNIVERSITY
 Current Restricted Fund
 Schedule of Actual Revenues and Expenditures
 For the Period from July 1, 2014 to September 30, 2014
 With Comparative Prior Year Data

	Fiscal Year To Date 9/30/14	Fiscal Year To Date 9/30/13	Difference	Percentage Change	Fiscal Year 2014 Final
Revenues by Source					
Federal Grants & Contracts	\$ 768,296	\$ 623,237	\$ 145,059	23%	\$ 2,800,263
State and Local Grants & Contracts	229,536	535,597	(306,061)	-57%	5,513,105
Nongovernmental Grants & Contracts	51,964	105,357	(53,393)	-51%	630,259
Federal Financial Aid Programs	10,028,677	10,104,544	(75,867)	-1%	20,269,802
State Financial Aid Programs	4,394,519	4,151,990	242,529	6%	8,224,156
NKU Foundation Subgrants	462,123	374,523	87,600	23%	1,733,087
Agency Subgrants	37,514	36,936	578	2%	111,369
Other	2,250	275	1,975	718%	1,976
Total Revenues	\$ 15,974,879	\$ 15,932,459	\$ 42,420	0%	\$ 39,284,017

Expenditures by Function					
Instruction	\$ 670,527	\$ 554,717	\$ 115,810	21%	\$ 2,369,959
Research	414,835	355,350	59,485	17%	\$ 1,488,200
Public Service	814,879	1,028,572	(213,693)	-21%	\$ 5,149,688
Libraries	13,588	13,761	(173)	-1%	\$ 54,880
Academic Support	127,412	108,202	19,210	18%	\$ 455,148
Student Services	125,712	136,999	(11,287)	-8%	\$ 659,370
Institutional Support	139,463	122,844	16,619	14%	\$ 520,545
Operation & Maintenance of Plant	1,700	2,825	(1,125)	-40%	\$ 10,351
Student Financial Aid	14,561,042	14,372,312	188,730	1%	\$ 28,598,657
Total Expenditures	\$ 16,869,158	\$ 16,695,582	\$ 173,576	1%	\$ 39,306,798

NORTHERN KENTUCKY UNIVERSITY

Schedule of Bonds and Leases Payable Through the Period Ended September 30, 2014

	Date Issued	Maturity Date	Original Indebtedness	Outstanding Indebtedness	Principal Due This Fiscal Year	Interest Due This Fiscal Year
HOUSING AND DINING SYSTEM REVENUE BONDS						
Series B	11/01/1980	11/01/2020	4,768,000	1,310,000	170,000	\$ 36,750
GENERAL RECEIPTS BONDS						
Series A 2007	05/23/2007	09/01/2027	48,660,000	35,775,000	2,060,000	\$ 1,537,734
Series A 2008	06/18/2008	09/01/2028	19,465,000	18,000,000	440,000	\$ 752,644
Series A 2010	06/29/2010	09/01/2020	6,785,000	2,195,000	400,000	\$ 64,438
Series B 2010	10/21/2010	09/01/2027	12,265,000	10,385,000	650,000	\$ 339,181
Series A 2011	08/04/2011	09/01/2030	9,290,000	8,480,000	410,000	\$ 294,088
Series A 2013	02/26/2013	09/01/2022	4,995,000	4,075,000	465,000	\$ 86,150
Series A 2014	01/07/2014	09/01/2033	47,375,000	45,885,000	1,490,000	\$ 2,182,475
TOTAL BONDS			<u>153,603,000</u>	<u>126,105,000</u>	<u>6,085,000</u>	<u>\$ 5,293,460</u>
LEASE OBLIGATIONS						
Local Leasing Obligations (1)	N/A	N/A	<u>10,177,089</u>	<u>3,051,996</u>	<u>2,185,030</u>	<u>\$ 53,908</u>
TOTAL LEASE OBLIGATIONS			<u>10,177,089</u>	<u>3,051,996</u>	<u>2,185,030</u>	<u>\$ 53,908</u>
TOTAL BONDS AND CAPITAL LEASES			<u>\$ 163,780,089</u>	<u>\$ 129,156,996</u>	<u>\$ 8,270,030</u>	<u>\$ 5,347,368</u>

- (1) NKU exercised the early payoff provision for the local Energy Management lease September 2014. Principal due this fiscal year has been adjusted to include the principal payoff (\$959K). Interest due this fiscal year has been reduced to reflect the \$23K in FY15 interest savings related to the early payoff.

NORTHERN KENTUCKY UNIVERSITY

Schedule of Current Investments

As of September 30, 2014

	Average Balance	YTD Yield	Maturity Date
STATE INVESTMENTS*			
State Investment Short Term Pool - General Receipts	\$ 55,783,458	0.05%	N/A
State Investment Intermediate Term Pool - General Receipts	22,416,435	0.39%	N/A
State Investment Short Term Pool - Housing	669,449	0.05%	N/A
State Investment Intermediate Term Pool - Housing	\$129,876	0.36%	N/A
TOTAL STATE INVESTMENTS	\$ 78,999,218		

*Invested at the state by the Office of Financial Management in investment pools.

RESERVE FOR RETIREMENT OF INDEBTEDNESS

Huntington Protected Deposit Account	\$ 210,112	0.10%	N/A
TOTAL RESERVE FOR RETIREMENT OF INDEBTEDNESS	\$ 210,112		

FUND FOR RENEWALS AND REPLACEMENTS

Huntington Protected Deposit Account	\$ 397,229	0.10%	N/A
TOTAL FUND FOR RENEWALS AND REPLACEMENTS	\$ 397,229		

2015-2016 FACULTY DEVELOPMENT AWARDS: PROJECT GRANTS

Faculty Project Grants are awarded to encourage professional growth through financial support for independent research. The University recognizes the role of research as an integral part of professional activity of the faculty. Faculty Project Grants are intended to provide funds for research equipment and activities that are not available through program budgets. The following grants have been awarded for 2015-2016:

Name	Department	Title
Dr. John J. Metz	History & Geography	Document Social & Environmental Change at Chimkhola, an Upper Elevation Village in West Central Nepal
Dr. Andrea Lambert South	Communication	Long-term Relational and Communication Implications of Forced Residential Treatment Center Placement: Parent and Child Perceptions
Dr. Justin R. Yates	Psychological Science	Role of <i>N</i> -methyl-D-aspartate glutamate receptors in impulsive choice and risky decision making in rats
Dr. Emily Shifley	Biological Sciences	Genetic regulation of thymus development
Dr. Cory Sheadler	Kinesology & Health Science	SPEED study: Self-Paced Exercise tests, Evaluating the Demands
Dr. Nathan De Lee	Physics and Geology	KELT and the NKU Observatory: Small Telescopes Working Together to Map the Disk and Inner Halo of the Milky Way Using Variable Stars
Dr. Robert Wilcox	History & Geography	The Indispensable Marginal: Ranching and Nature in the History of Paraguay, 1840-Present
Dr. Hayley Ericksen	Kinesology & Health Science	The Effect of Focus of Attention on Reducing Risky Landing Mechanics during a Jump-Landing Task
Dr. Andrea Gazzaniga	English	Archival Research in England: Uncovering the Private Papers of Victorian poets and Lovers Katherine Bradley and Edith Cooper (“Michael Field”)

Name	Department	Title
Mr. Thomas McGovern	Visual Arts	Yolanda: A Poetic Reading of Disaster
Dr. Erin D. Strome	Biological Sciences	Identifying Genes Involved in Cancer Incidence, Insight into Early Diagnosis and Treatment
Dr. Jaesook Gilbert	Teacher Education	Bornlearning Academy Study
Dr. Matthew Asare	Kinesology & Health Science	Promoting physical activity: A pilot intervention program among first generation black Africans in a Midwestern city

**2015-2016 FACULTY DEVELOPMENT AWARDS:
SUMMER FELLOWSHIPS**

The Summer Fellowship program is designed to encourage faculty to engage in individual research, scholarly writing, and creative and artistic projects, and to share the results of their efforts with the broader University community. The following fellowships have been awarded for summer 2015:

Name	Department	Title
Dr. Lindsey Walters	Biological Sciences	Harmless vampires: Do blood-sucking bird blow fly larvae really harm their avian hosts?
Dr. Kirsten Schwarz	Biological Sciences	Working Dirt: Community Based Research on Lead, Gardens, and Place
Dr. Erin D. Strome	Biological Sciences	Identifying Genes Involved in Cancer Incidence, Insight Into Early Diagnosis and Treatment.
Dr. David Raska	Marketing, Economics, and Sports Business	Influencing Meal Choices of Consumers with High Risk of Obesity
Dr. Emily Shifley	Biological Sciences	Genetic regulation of thymus development
Dr. Julie Cencula Olberding	Political Science, Criminal Justice & Organizational Leadership	Completion of a Book Manuscript Titled “Special Events in the Era of Social Enterprise: Concepts, Data and Tools for Event Organizers and Host Communities.”
Dr. Andrea Gazzaniga	English	Making Room for Women: Michael Field’s <i>Wild Honey From Various Thyme</i> and the Sonnet Tradition
Dr. Joseph Nolan	Mathematics & Statistics	The Practical Application of Statistical Methods to Healthcare Research
Dr. Susan Griebeling	Teacher Education	Data Analysis: Project Work in the Middle School Classroom

Name	Department	Title
Dr. Isabelle Lagadic	Chemistry	Investigating polymer and microwave chemistry for the advancement of research and teaching
Dr. Sarah E. Kasten	Teacher Education	Delving into Developing Middle Grades Mathematics Preservice Teachers' Mathematical Explanations
Dr. Bridget Nichols	Marketing, Economics, & Sports Business	Rival Team Influence on Responses to Cause-Related Sports Marketing
Ms. Lois Hamill	Special Collections and University Archives	Research for Graduate Level Textbook on Archival Arrangement and Description
Dr. Tonya Krouse	English	The Death of the Author and the Death of the Novel in D.H. Lawrence and Jonathan Franzen
Dr. Hayley Ericksen	Kinesology & Health Science	The Effect of Focus of Attention on Reducing Risky Landing Mechanics during a Jump-Landing Task

ORGANIZATIONAL CHANGES REPORT

1. Student Affairs

Historically, higher education's delivery of diversity initiatives – including programmatic components, enrollment goals, and one-stop workshops – are often short-sighted and narrow, lacking critical integration and comprehensive institutional strategies that align with long-term development (see Williams, Berger, & McClendon, 2005). The Association of American Colleges and Universities (AAC&U) addressed this stagnant approach to these diversity strategies and developed the Inclusive Excellence Change Model. This model posits that “diversity is a key component of a comprehensive strategy for achieving institutional excellence...to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills” (Williams, Berger, & McClendon, 2005, p. 3). Through the implementation of inclusive excellence, institutions begin to identify the “inequalities in student success, identify effective educational practices, and build such practices organically for sustained institutional change” (AAC&U, 2013, p. A). The inclusive excellence model is not solely theoretical; many institutions have adopted the inclusive excellence model in supporting diversity, inclusion, equity, and equity-mindedness across campus, including Southern Illinois University, University of Denver, the University of Wisconsin system, Virginia Commonwealth University, among others. Within the inclusive excellence model, success is not measured by the number of students served or the number of programs implemented (Clayton-Pedersen, O’Neill, & McTighe Musil, 2008). Instead, inclusive excellence becomes a collaborative process that integrates inclusion both within and outside the classroom and across all constituents of the university community.

Since 2010 and the establishment of the Campus Diversity Plan Task Force, NKU has taken aggressive action in developing and implementing inclusive-focused initiatives, including purposefully embedding diversity and inclusion throughout the Fuel the Flame strategic plan and the appointment of a Senior Advisor to the President for Inclusive Excellence. Furthermore, a unit of Inclusive Excellence was proposed and vetted during the Division of Student Affairs’ re-organization process. Working collaboratively with the Senior Advisor to the President for Inclusive Excellence, the Division of Student Affairs is proud to announce the Center for Student Inclusiveness (CSI). This step completes the reorganization of the Division of Student Affairs into four areas of focus: Student Engagement, Student Success and Assessment, Student Support and Business Operations, and Student Inclusiveness. Led by Dannie Moore, Senior Associate Dean of Students, the CSI includes the departments of African-American Programs and Services, Disability Programs and Services, Latino Programs and Services, and LGBTQ Programs and Services. The CSI is a progressive and transformative approach to providing student service programming that align with NKU’s core value of being “a community that embraces inclusiveness, diversity, and global awareness in all dimensions” of the institution. Rather than align inclusive excellence within a single department, the CSI will place the mission of inclusiveness at the center of student life and fundamentally transform NKU’s approach of integrating inclusiveness throughout all levels of co-curricular programming and services. To this end, the CSI will enhance the recruitment,

retention, and success of NKU's students, faculty, staff while fostering an inclusive climate within the community and region.

2. Intercollegiate Athletics

The athletics department has created a new organizational structure, including reporting lines, due to turnover in administrative staff, as well as creation of new or revised administrative positions. Ken Bothof, Director of Athletics, was hired in August 2013. Since his arrival he has been conducting an evaluation of the operations of the athletics department. Included in his evaluation has been a review of the administrative positions within the department in order to determine the need for new or revised positions, as well as the reporting lines for all sport programs and support areas. This evaluation has already lead to the creation of two new administrative positions, specifically the positions of Senior Associate Athletic Director for Business and Finance and Assistant Athletics Director for Communications and Media Services, which were both filled in the spring 2014. The addition of these positions created a need to revise the reporting lines of a number of sport programs and support areas. A revised organizational chart was reviewed and approved by President Mearns this fall. The organizational changes that are being made allow for more oversight to be provided to sport programs and support areas than in the past. It also provides coaches and staff with the opportunity to have more interaction with their direct supervisor.

DASHBOARD REPORT

Enclosed is an update on the progress NKU has made toward the targets set on our Executive Dashboard. The metrics were developed with faculty and staff input during 2013-14 and approved by the Board of Regents in May 2014. Staff from several departments worked collaboratively to develop the interactive website where the public may view the latest trends for our Executive Dashboard metrics.

The document enclosed provides updated information on all metrics for which we currently have data available, including fall enrollment, fall retention rates, and the latest graduation rates. This is a mid-year report to keep Board members up-to-date with our latest information. We will present and discuss the University's progress on Executive Dashboard metrics at our annual Board Retreat.



Executive Dashboard

December 12, 2014

Office of Planning and Performance

Northern Kentucky University Executive Dashboard Metrics January 2015 Update

Northern Kentucky University established metrics and targets for its Executive Dashboard during 2014, with baseline data from 2012-13. This report provides an update for current values on the metrics, as available at the end of 2014. NKU has made substantial progress toward targets on seven metrics: total degrees; first-to-second year retention; credits to degree; STEM+H degrees and credentials; percent of hours completed online; total grants and contract funding; and faculty diversity. Conversely, positive improvement was not made on six of the metrics: credit hours successfully completed; graduation rates; total fall enrollment; number of transfer students; development resources; and staff diversity.

Gold Standard

- NKU awarded a record high number of degrees (2,919) in 2013-14, which was an increase of 2.1% over the baseline. NKU has seen a 40% increase in degrees conferred over the past 10 years, compared to a 21% increase for all other Kentucky comprehensive universities.
- The total annual credit hours successfully completed in 2013-14 declined by 0.6% compared to the previous year. This is a reflection of the flattening of enrollment experienced in the most recent year.

Student Success

- First-to-second year retention for the Fall 2013 first-time, full-time, bachelor-degree-seeking students increased to 69.3%, nearly two percentage points increase over the previous year's rate. Similarly, the retention for the underrepresented minority students in this cohort increased nearly eight percentage points and is the highest level in eight years.
- The six-year graduation rate for the cohort who entered NKU in 2008 was 36.3%, a decline from the previous cohort's six-year graduation rate. The six-year graduation rate for the underrepresented minorities in the 2008 cohort also declined compared to the previous year's rate. We anticipate next year's cohort to show improvement, since the number of students from the 2009 cohort who have graduated thus far already exceeds the performance of past cohorts.

- The average credit hours earned by bachelor degree graduates continued its planned decline, dropping to 139.0 hours in 2013-14. The increased efficiency in hours earned has been a result, in part, of the reduction in credit hours required for graduation, as well as the redesign of general education, moving from 52 hours to 37 hours.

Talent Development

- Total fall enrollment declined 1.1% in Fall 2014 compared to Fall 2013. Undergraduate enrollment held stable, while enrollment in graduate programs declined 4.9% and law enrollment declined, as planned, by 16%. While overall undergraduate enrollment was flat, the number of underrepresented minority students increased 4.9% over last year and represents nearly double the enrollment of URM students from seven years ago.
- The number of new transfer students who enrolled in Fall 2014 was down by 16% from the prior year. Enrollment at area two-year colleges has declined significantly in recent years, due to the improvement in the economy and prospective students returning to the workforce. New articulation plans implemented with Gateway and Cincinnati State will help to reverse this trend.
- The number of degrees and certificates awarded in STEM + health fields increased in 2013-14 by 2.7% to an all-time high of 861.
- The number of bachelor's degrees awarded to underrepresented minorities increased 33%, totaling 173 in 2013-14.









Academic Innovation

- The percent of completed credit hours taken through online courses increased to 17.3% in 2013-14, which is more than double the percent of completed hours taken online just five years ago.

Institutional Excellence

- Revenue from grants and contracts in 2013-14 increased by 2.7% compared to 2012-13.
- Development resources in 2013-14 decreased 33% compared to 2012-13. This has been a transition year for university development, with vacant positions being recruited and new fundraising policies and procedures being implemented.
- The number of full-time minority faculty increased by 14% in Fall 2014, with a total of 80 full-time minority faculty.
- The number of full- and part-time minority staff decreased by 8% in Fall 2014; however, the total of 80 minority staff exceeds the number of minority staff for all previous years except 2013.

Executive Dashboard Metrics

	Metric	Definition	Baseline (2012-13)	Current (2013-14)	Target	Percent Progress Toward Target	Progress Icon
Gold Standard	Degrees	Total number of degrees awarded at all levels (associate's, bachelor's, master's, doctorate, and Juris doctorate) during a year (summer, fall, and spring).	2,860	2,919	3,273	14%	
	Credit Hours Successfully Completed	Annual total number of semester credit hours completed with a grade of A through D and passing during a year (summer, fall, and spring).	317,825	315,770	350,533	0%	
			Baseline (2012 to 2013)	Current (2013 to 2014)	Target	Percent Progress Toward Target	Progress Icon
Student Success	Retention	Cohort-based retention rate of first-time, full-time, bachelor-degree-seeking students entering in the fall semester (or entering in the summer) and returning the second fall.	67.4%	69.3%	71.0%	53%	
	Underrepresented Minorities Retention	First-to-second year retention rates of first-time, full-time, bachelor-degree-seeking African-American students, Hispanic students, and students of two or more races.	58.6%	66.2%	N/A		
			Baseline (Year Ending August 2013)	Current (Year Ending August 2014)	Target	Percent Progress Toward Target	Progress Icon
	Graduation Rate	Percent of first-time, full-time, bachelor-degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall) who graduate with a bachelor's degree within four, five, or six years from their institution of entry.	37.7%	36.3%	41.0%	0%	
	Underrepresented Minorities Graduation Rate	Six-year graduation rates of first-time, full-time, bachelor-degree-seeking African-American students, Hispanic students, and students of two or more races.	29.3%	22.6%	N/A		
	Credits to Degree	Average credit hours earned by bachelor's graduates at the time of graduation, including credit transferred into the degree-granting institution and developmental/remedial coursework.	139.7	139.0	135	15%	
Student Learning	Assessment of five core competencies using a 3-point rubric for: does not meet expectation, meets expectations or exceeds expectations.	TBD			N/A		
			Baseline (Fall 2013)	Current (Fall 2014)	Target	Percent Progress Toward Target	Progress Icon
Talent Development	Enrollment	Unduplicated fall enrollment in all credit-bearing courses for undergraduate, graduate, and law programs.	15,283	15,114	16,878	0%	
	Underrepresented Minorities Enrollment	Undergraduate fall enrollment of African-American students, Hispanic students, and students of two or more races.	1,386	1,454	N/A		
	Transfer Students	Total number of first-time students transferring credit from other two-year and four-year institutions.	799	671	925	0%	
			Baseline (2012-13)	Current (2013-14)	Target	Percent Progress Toward Target	Progress Icon
	STEM+H Degrees and Credentials	Number and level of degrees and credentials conferred in science, technology, engineering, mathematics, and health-related fields during a year (summer, fall, and spring).	838	861	1,150	7%	
Underrepresented Minorities Bachelor's Degrees	Bachelor's degrees awarded to African-American students, Hispanic students, and students of two or more races during a year (summer, fall, and spring).	130	173	N/A			

Executive Dashboard Metrics

		Baseline (2012-13)	Current (2013-14)	Target	Percent Progress Toward Target	Progress Icon	
Academic Innovation	Online Hours	Percent of total completed credits within a year (summer, fall, and spring) by which 50% or more of the delivery of instruction is taken through online and other distance learning, technology-enhanced modes of delivery.	16.0%	17.3%	23%	19%	
	Seniors with Experiential Learning Participation	Percent of seniors who have registered for graduation and responded to the senior survey that they have participated in one or more of the following during their studies at NKU: undergraduate research, study abroad, service learning, internships, practica, clinicals, and fieldwork.	TBD			N/A	
		Baseline	Current	Target	Percent Progress Toward Target	Progress Icon	
Community Engagement	Experiential Learning Courses with Community Engagement Programming	Number of experiential learning courses with community engagement programming.	TBD			N/A	
		Baseline (2012-13)	Current (2013-14)	Target	Percent Progress Toward Target	Progress Icon	
Institutional Excellence	Grants and Contracts	Total grants and contracts funding including operating grants, indirect cost, and financial aid paid by grants.	\$8,711 <small>(in Thousands)</small>	\$8,944 <small>(in Thousands)</small>	\$9,345 <small>(in Thousands)</small>	37%	
	Development Resources	Total value of documented gift commitments (i.e., pledges, including those amounts to be paid over future fiscal years), outright gifts of cash, gifts of stock and property, and revocable and irrevocable planned gifts at current face value.	\$4,435 <small>(in Thousands)</small>	\$2,954 <small>(in Thousands)</small>	\$5,391 <small>(in Thousands)</small>	0%	
	Faculty Diversity	Fall headcount of full-time faculty in the following minorities: African-American, Hispanic, two or more races, Asian, American Indian, and Pacific Island or Hawaiian. Figures include minority employees who are also non-resident aliens.	70	80	82	83%	
	Staff Diversity	Fall headcount of full and part-time staff in the following minorities: African-American, Hispanic, two or more races, Asian, American Indian, and Pacific Island or Hawaiian. Figures include minority employees who are also non-resident aliens.	87	80	94	0%	

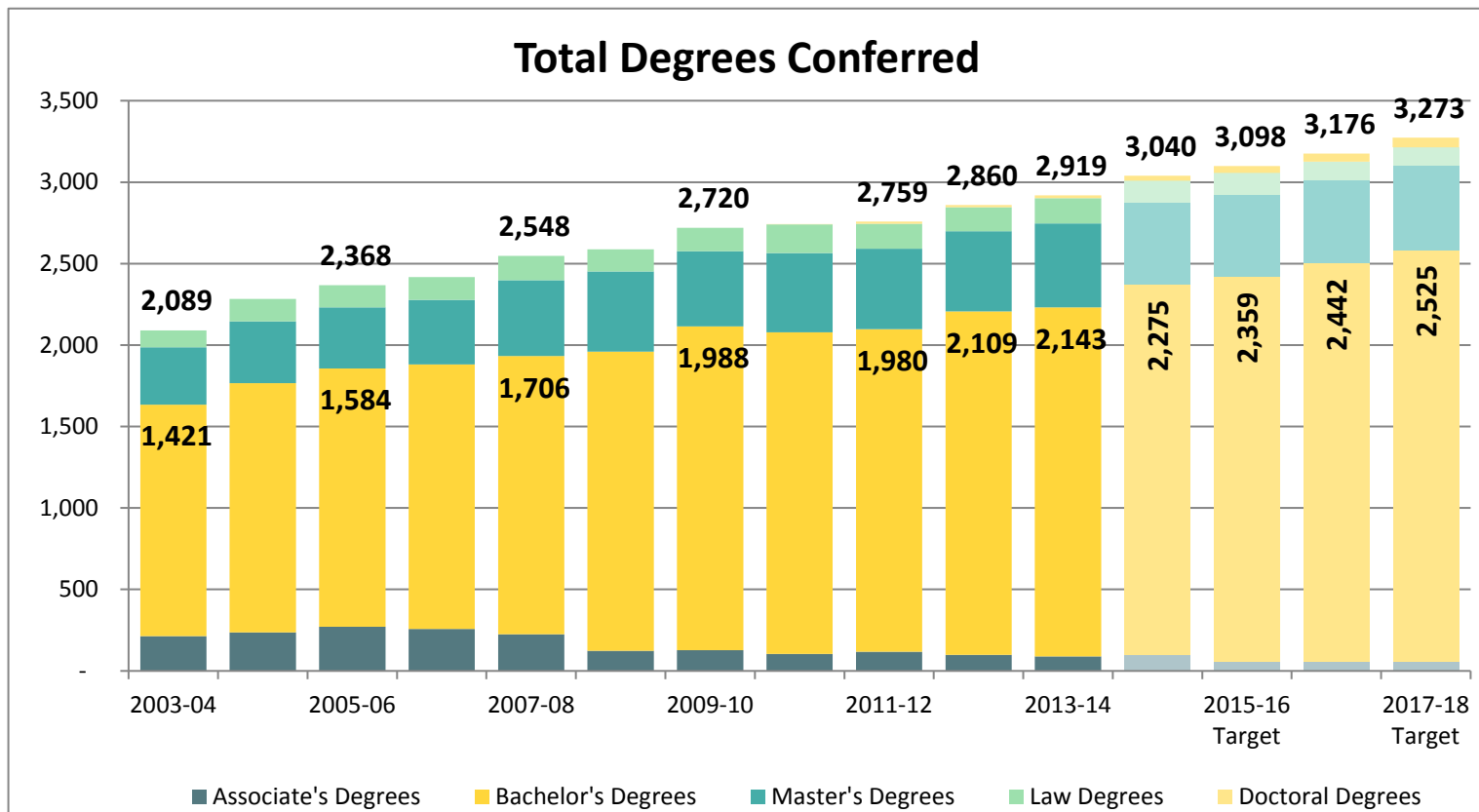
Progress Icon Key

- Met target**
- On trajectory to meet target**
- Making progress but below trajectory**
- No progress**
- Losing ground**

<http://fueltheflame.nku.edu/metrics.html>



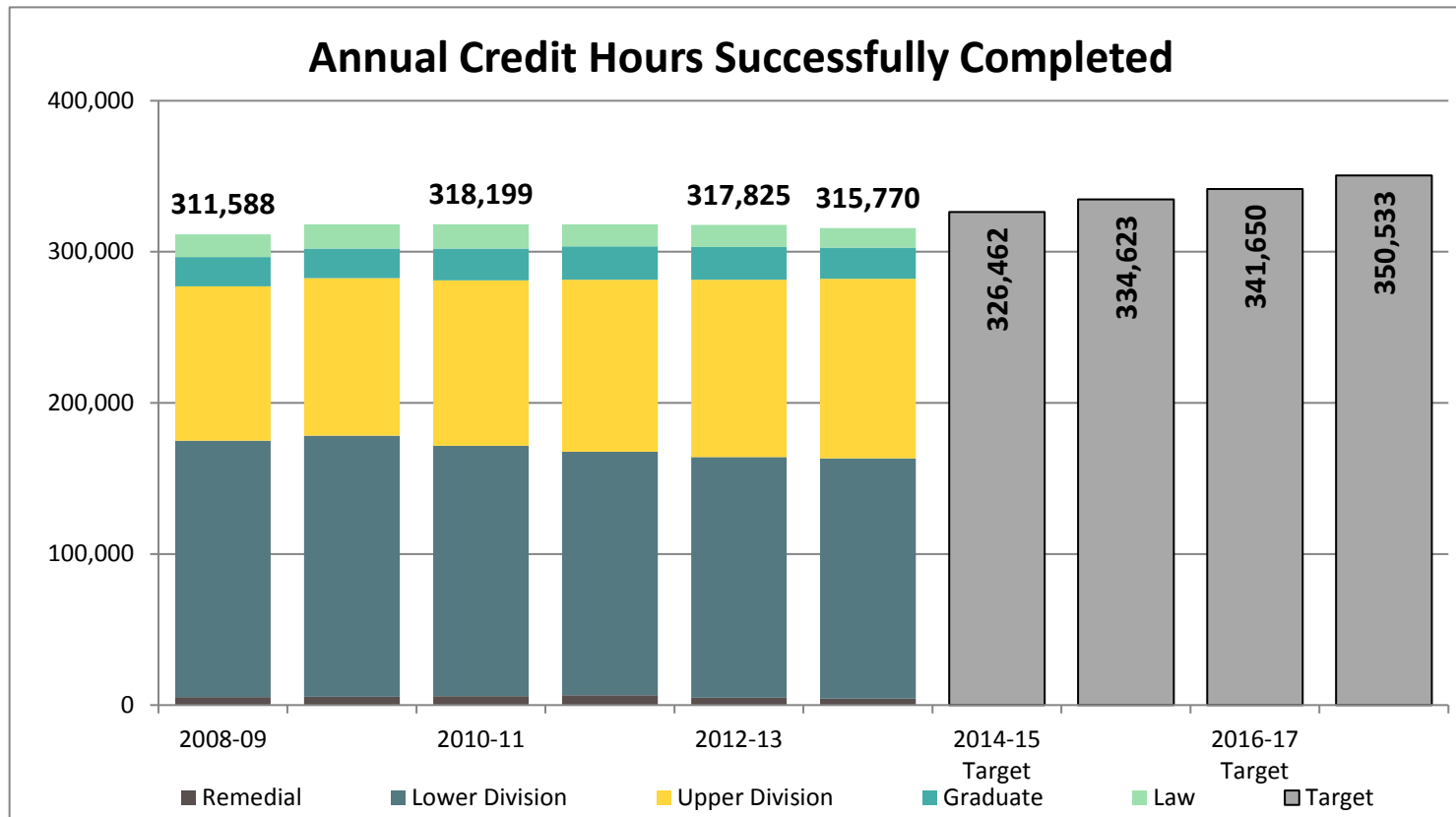
Gold Standard



Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	% Change 2012-13 Baseline to 2018 Target
Total Degrees	2,089	2,283	2,368	2,418	2,548	2,588	2,720	2,743	2,759	2,860	2,919	3,040	3,098	3,176	3,273	14.4%
Associate's Degrees	214	237	272	258	226	124	127	105	118	98	89	98	60	60	60	-38.8%
Bachelor's Degrees	1,421	1,529	1,584	1,624	1,706	1,836	1,988	1,974	1,980	2,109	2,143	2,275	2,359	2,442	2,525	19.7%
Master's Degrees	352	380	376	395	466	491	461	485	493	491	515	501	506	511	516	5.1%
Law Degrees	102	137	136	141	150	137	144	177	154	149	155	134	132	112	112	-24.8%
Doctoral Degrees								2	14	13	17	32	41	51	60	361.5%
Year-to-year % Change	1.7%	9.3%	3.7%	2.1%	5.4%	1.6%	5.1%	0.8%	0.6%	3.7%	2.1%					

Notes:

1. This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.
2. Average annual percent change for the years included above is 4%.



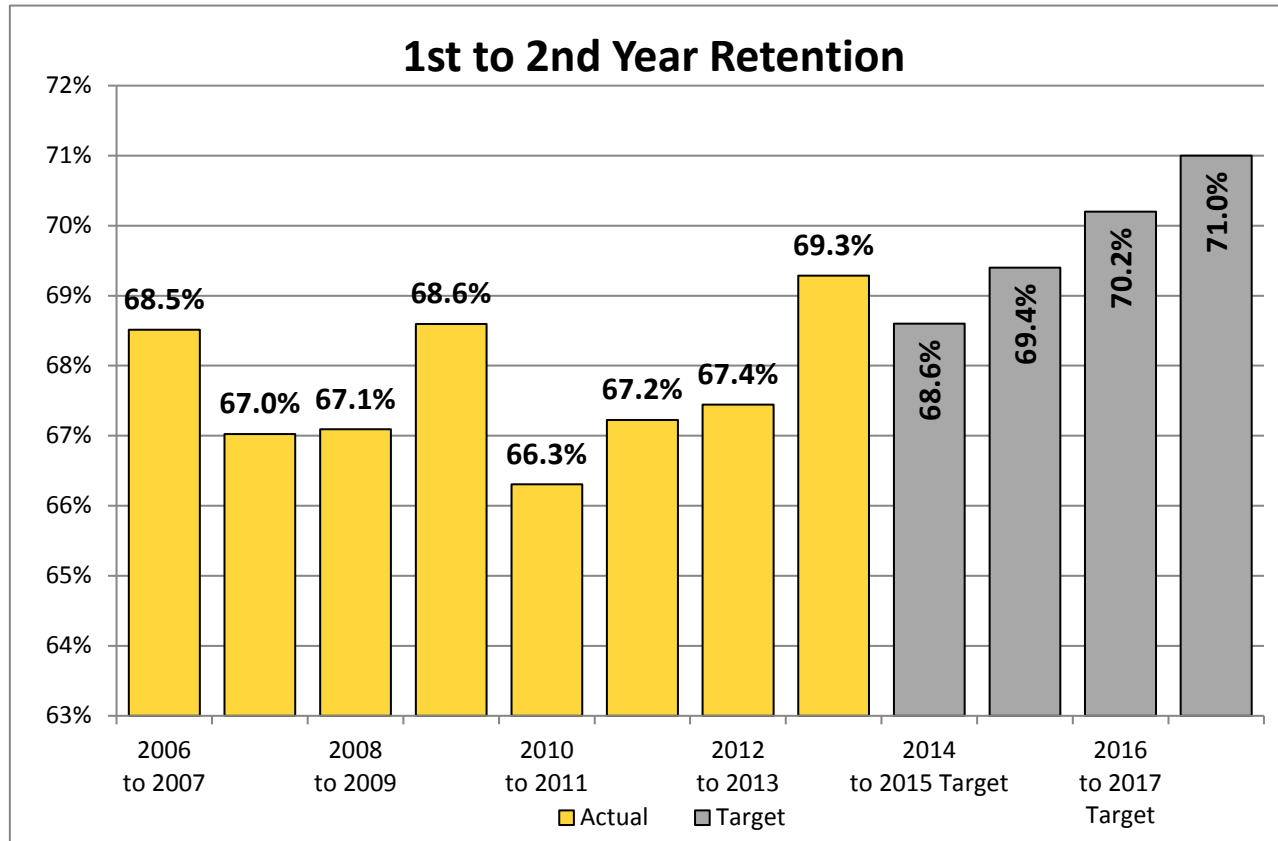
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	% Change 2012-13 Baseline to 2018 Target
Credit Hours Completed	311,588	318,177	318,199	318,258	317,825	315,770					10.3%
Remedial	5,295	5,570	5,953	6,559	4,963	4,225					
Lower Division	169,661	172,870	165,682	161,241	159,156	159,105					
Upper Division	102,272	104,100	109,543	113,702	117,399	118,807					
Graduate	19,326	19,732	21,075	22,171	21,709	20,641					
Law	15,034	15,905	15,946	14,585	14,598	12,992					
Year-to-year % Change		2.1%	0.01%	0.02%	-0.14%	-0.65%					
Target							326,462	334,623	341,650	350,533	

Notes:

1. The data represents semester credit hours successfully completed with a grade of A through D or passing.
2. This report is based on a year (summer, fall, and spring). 2014-2015, for example, includes the summer and fall semesters 2014 and spring semester 2015.



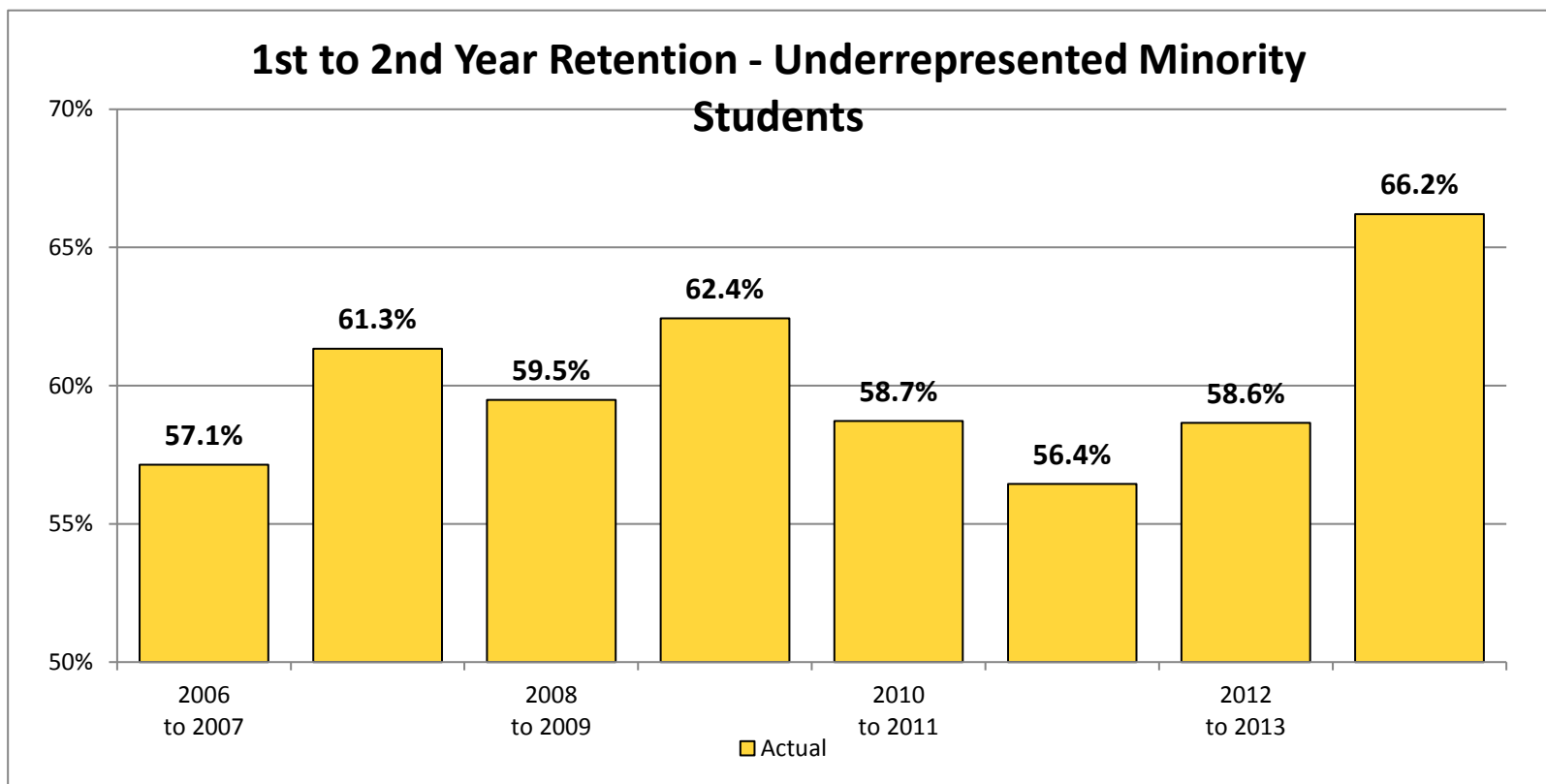
Student Success



Cohort Year	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015 Target	2015 to 2016 Target	2016 to 2017 Target	2017 to 2018 Target
1st to 2nd Year Retention (%)	68.5%	67.0%	67.1%	68.6%	66.3%	67.2%	67.4%	69.3%				
Headcount	1,839	1,856	1,963	2,159	2,211	2,200	1,843	2,022				
Continued to 2nd Fall	1,260	1,244	1,317	1,481	1,466	1,479	1,243	1,401				
Target									68.6%	69.4%	70.2%	71.0%

Notes:

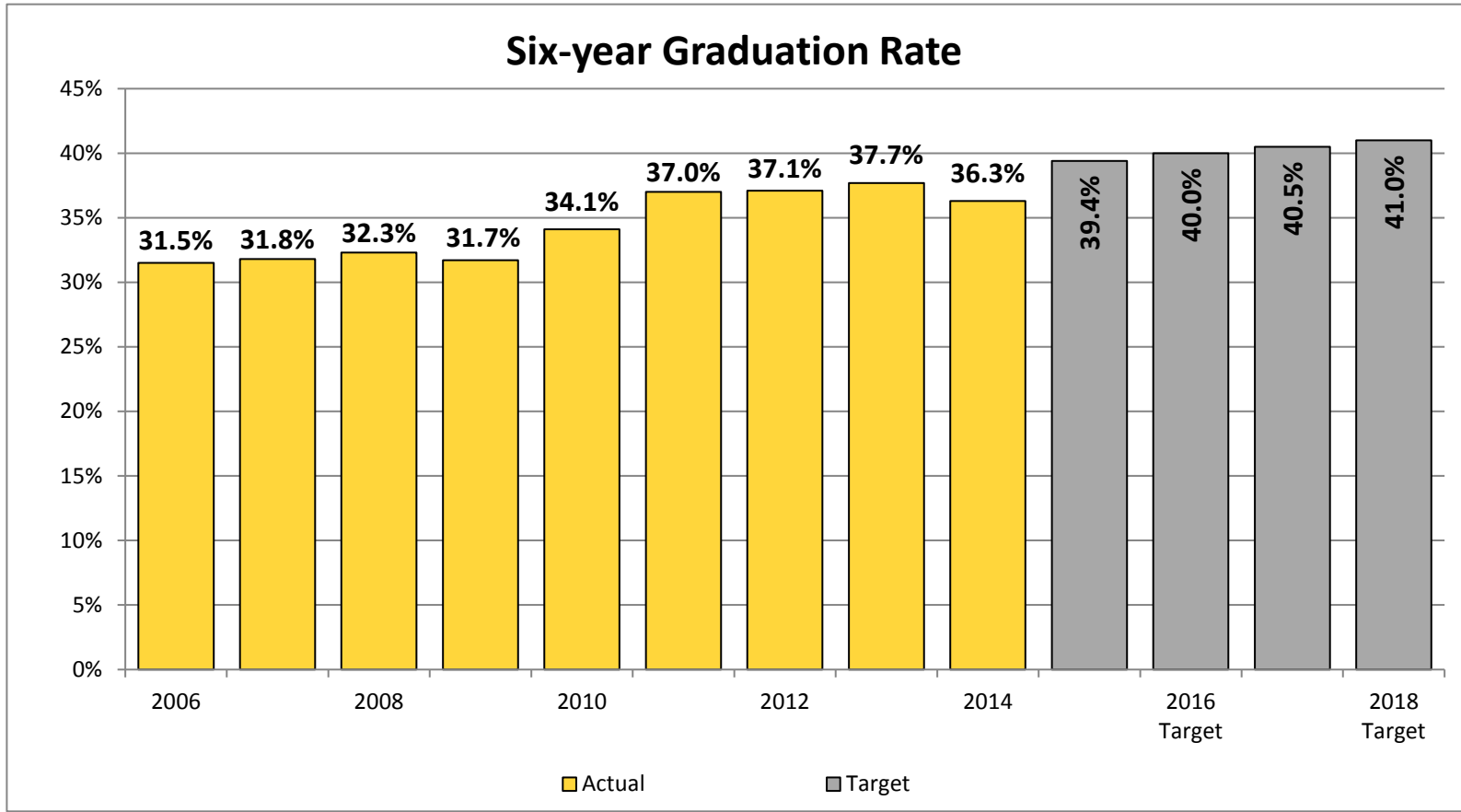
1. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.
2. Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester.
3. Public four-year universities with traditional admissions selectivity and offering bachelor's and master's degrees only have first-to-second year retention rates of 69.4%; public four-year institutions offering bachelor's, master's and doctorate degrees have an average first-year retention rate of 72.2% (ACT, 2013).



Cohort Year	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014
African-American	56.2%	64.5%	56.8%	60.3%	57.5%	54.0%	58.9%	70.0%
Hispanic	60.7%	46.2%	70.0%	73.5%	71.4%	56.1%	64.4%	72.3%
Two or more races					43.5%	64.3%	51.0%	48.1%
Actual URM Retention Rate	57.1%	61.3%	59.5%	62.4%	58.7%	56.4%	58.6%	66.2%

Notes:

1. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.
2. Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester.
3. URM includes the following underrepresented minorities: African-American, Hispanic, and two or more races.



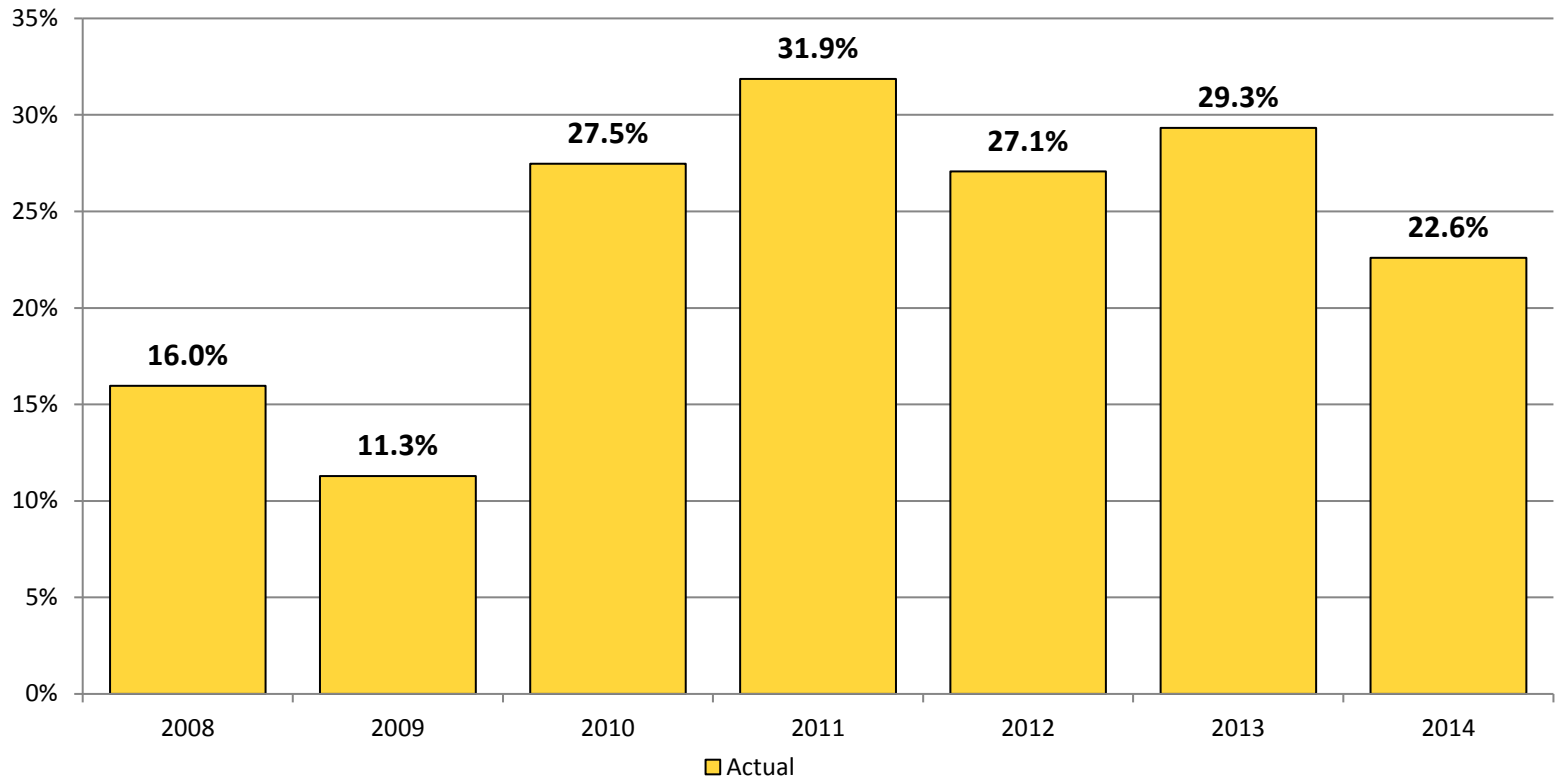
Academic Year Ending	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target	2018 Target
Entering Cohort	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Graduated on or before	August 2006	August 2007	August 2008	August 2009	August 2010	August 2011	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017	August 2018
6-year Graduation Rate	31.5%	31.8%	32.3%	31.7%	34.1%	37.0%	37.1%	37.7%	36.3%				
Target										39.4%	40.0%	40.5%	41.0%

Notes:

1. Six-year Graduation Rate is a Kentucky Council on Postsecondary Education Institutional Metric.

2. The graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

Six-year Graduation Rate - Underrepresented Minority Students

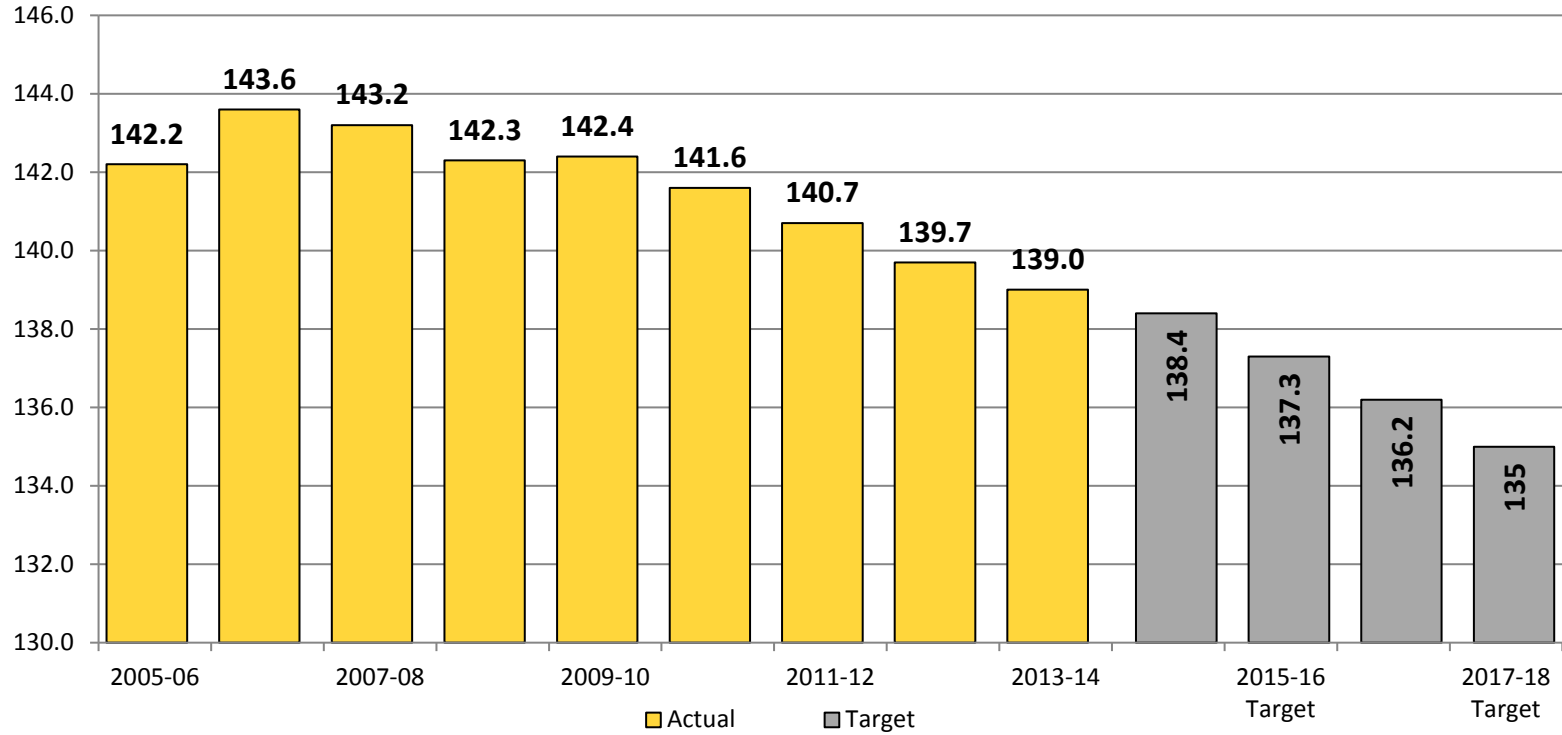


Academic Year Ending	2008	2009	2010	2011	2012	2013	2014
Entering Cohort	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Graduated on or before	August 2008	August 2009	August 2010	August 2011	August 2012	August 2013	August 2014
URM Actual	16.0%	11.3%	27.5%	31.9%	27.1%	29.3%	22.6%

Notes:

1. The graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.
2. URM includes the following underrepresented minorities: African-American, Hispanic, and two or more races.

Average Credit Hours Earned by Bachelor's Degree Graduates



Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	% Change 2012-13 Baseline to 2017-18 Target
Average credits to bachelor's degree	142.2	143.6	143.2	142.3	142.4	141.6	140.7	139.7	139.0					-3.4%
Year-to-year % Change		1.0%	-0.3%	-0.6%	0.1%	-0.6%	-0.6%	-0.7%	-0.5%					
Target										138.4	137.3	136.2	135	

Notes:

- Average Credit Hours Earned by Bachelor's Degree Graduates is a Kentucky Council on Postsecondary Education Institutional Metric.**
- Average credit hours earned by bachelor's graduates at the time of graduation, including credit transferred into the degree-granting institution and developmental/remedial coursework.
- This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.
- In fall 2010, NKU decreased the number of credit hours required to graduate from 128 to 120. In addition, there was a redesign of general education, moving from 52 hours to 37 hours. This is helping to reduce total number of hours to degree; however, there are five years of students in the pipeline who used the 52-hour general education program, so our total number of hours-to-degree will decrease but it will take time for students to move through the pipeline.

Proposed Executive Dashboard Metric - Student Learning

Percent of Students That Meet or Exceed Expectations on General Education Core Competencies

The general education program, Foundation of Knowledge, provides a solid base to establish an executive dashboard metric that demonstrates student learning. General education courses are assessed by core competencies via a 3-column rubric that notes if a student (1) does not meet expectations, (2) meets expectations, or (3) exceeds expectations. This rubric framework is used for all competencies, which allows for a common metric to be used for all categories while allowing different competencies to be included annually per the cycle described below.

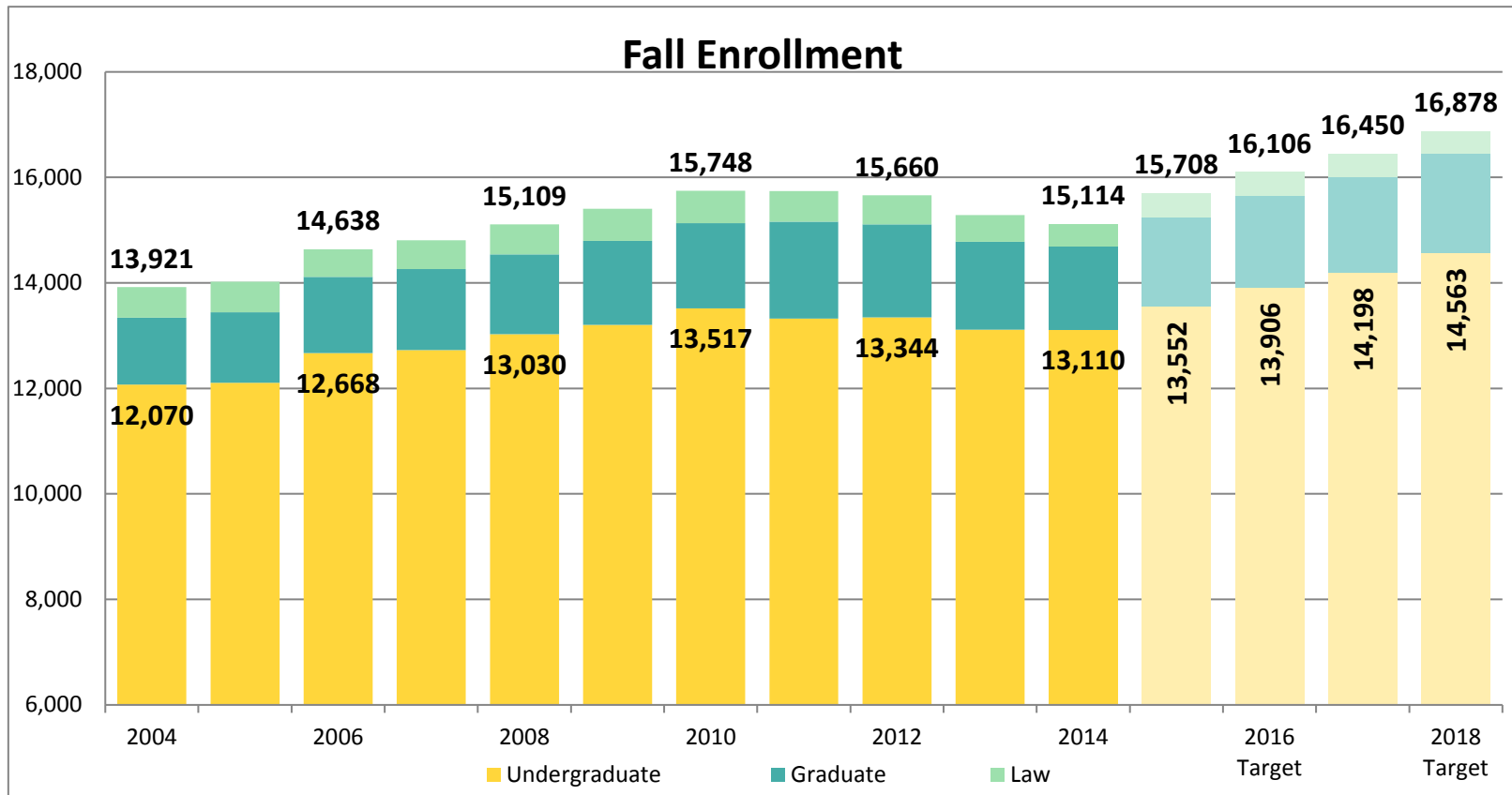
The general education program consists of five core competencies that will be assessed on an annual three-year cycle as of 2013-14. Prior to 2013-14, competencies were assessed by semester; however, this single semester process did not allow for assessment of all general education courses. The prior year assessments will aid us in determination of a target by providing general guidance in setting an appropriate target across the core competencies. Rolling three-year assessment cycles will begin with the Foundation of Knowledge core competencies for perspectives and personal responsibility and community.

Foundation of Knowledge Core Competencies	Rolling 3-Year Assessment Cycle
Perspectives	2013-14, 2016-17
Personal Responsibility and Community	2013-14, 2016-17
Critical Thinking*	2014-15, 2017-18
Communication	2014-15, 2017-18
Science and Technology	2015-16, 2018-19

* Critical thinking competencies were assessed in 2012-13 as a pilot. These results will be used as the baseline to set a target for 2014-15.



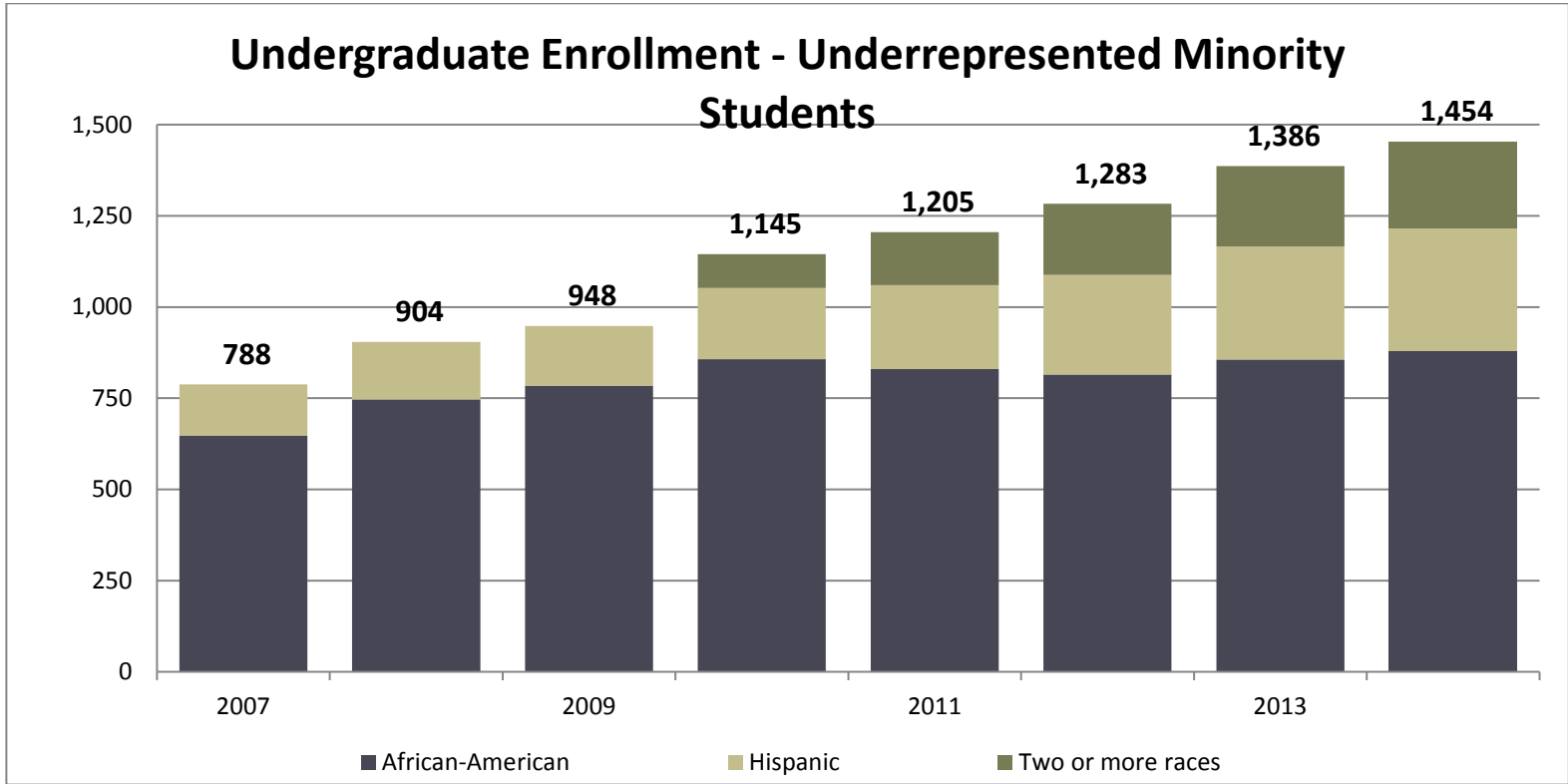
Talent Development



Fall Semester	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target	2018 Target	% Change 2013 Baseline to 2018 Target
Total	13,921	14,025	14,638	14,807	15,109	15,405	15,748	15,738	15,660	15,283	15,114	15,708	16,106	16,450	16,878	10.4%
Undergraduate	12,070	12,107	12,668	12,726	13,030	13,206	13,517	13,322	13,344	13,116	13,110	13,552	13,906	14,198	14,563	11.0%
Graduate	1,272	1,335	1,447	1,537	1,508	1,593	1,615	1,841	1,768	1,661	1,579	1,699	1,750	1,817	1,895	14.1%
Law	579	583	523	544	571	606	616	575	548	506	425	457	450	435	420	-17.0%
Year-to-year % Change	-0.2%	0.7%	4.4%	1.2%	2.0%	2.0%	2.2%	-0.1%	-0.5%	-2.4%	-1.1%					

Note:

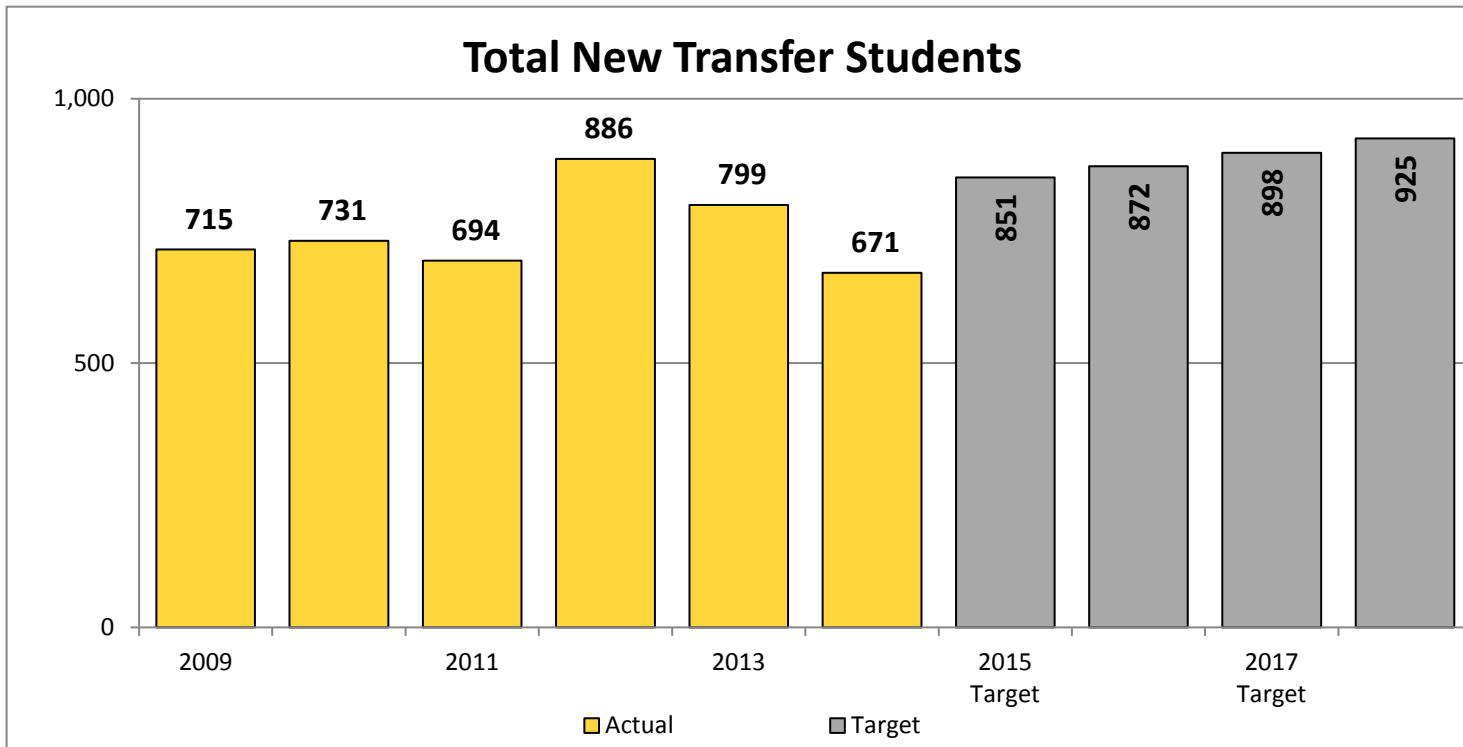
1. This report is based on enrollment as reported to the Kentucky Council on Postsecondary Education. Each semester's enrollment is based on a census date, which is the last day to add a class (the eighth calendar day of the semester).



Fall	2007	2008	2009	2010	2011	2012	2013	2014
African-American	648	747	784	857	830	815	856	879
Hispanic	140	157	164	195	230	273	310	338
Two or more races				93	145	195	220	237
Total	788	904	948	1,145	1,205	1,283	1,386	1,454
Year-to-year % Change		14.7%	4.9%	20.8%	5.2%	6.5%	15.0%	4.9%
Total Enrollment	12,726	13,030	13,206	13,517	13,322	13,344	13,116	13,110
Percent URM	6.2%	6.9%	7.2%	8.5%	9.0%	9.6%	10.6%	11.1%

Notes:

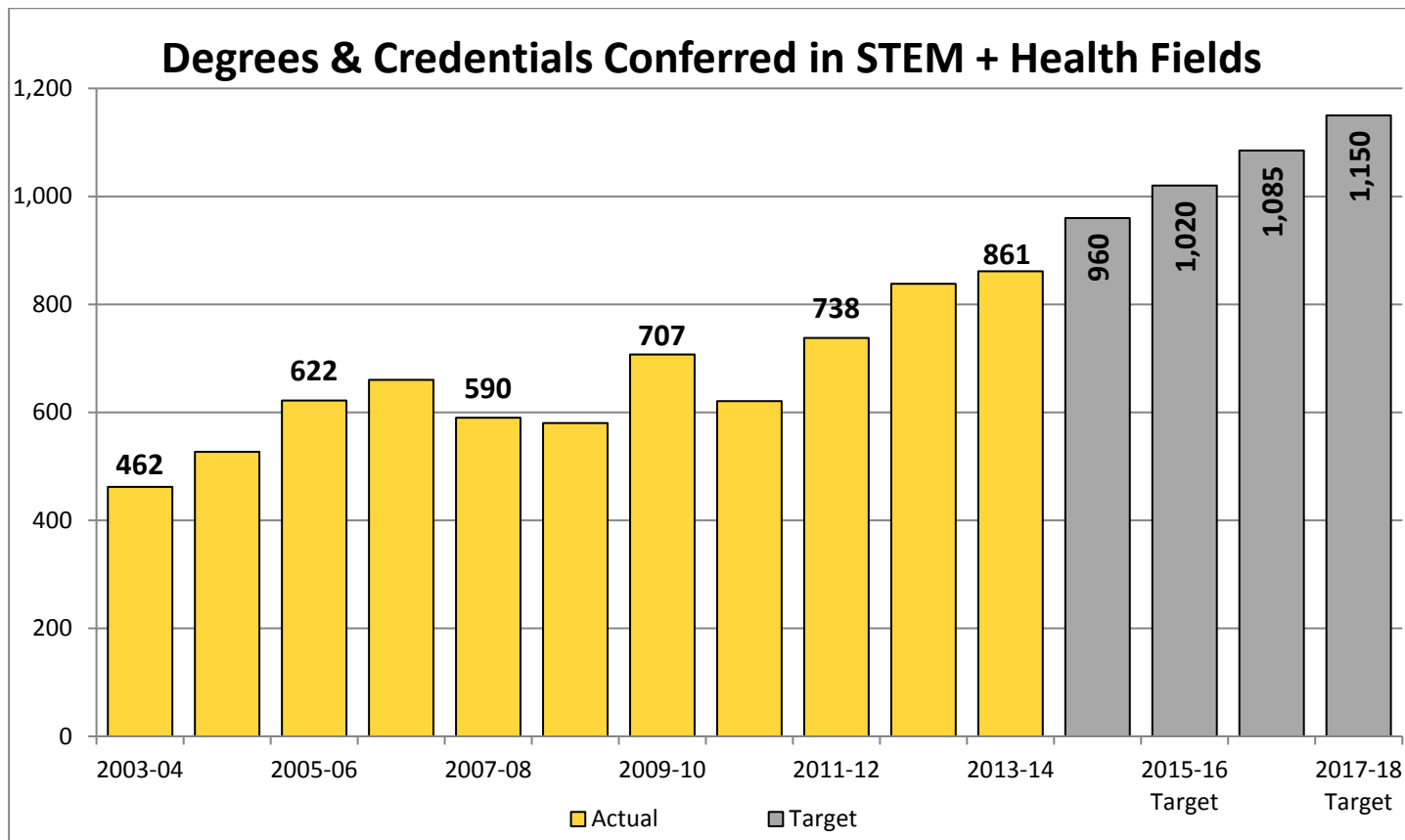
1. This report is based on enrollment as reported to the Kentucky Council on Postsecondary Education. Each semester's enrollment is based on a census date, which is the last day to add a class (the eighth calendar day of the semester).
2. Average annual percent change for the years included above is 12.1%.
3. Undergraduate URM enrollment has increased by 84.5% over the past six years.
4. URM includes the following underrepresented minorities: African-American, Hispanic, and two or more races.



Fall	2009	2010	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target	2018 Target	% Change 2013 Baseline to 2018 Target
New Transfer Students	715	731	694	886	799	671					15.8%
Target							851	872	898	925	

Note:

1. This metric includes all students transferring into NKU for the first time; each transfer student is counted only the first semester at NKU. This number does not include first-time graduate students.

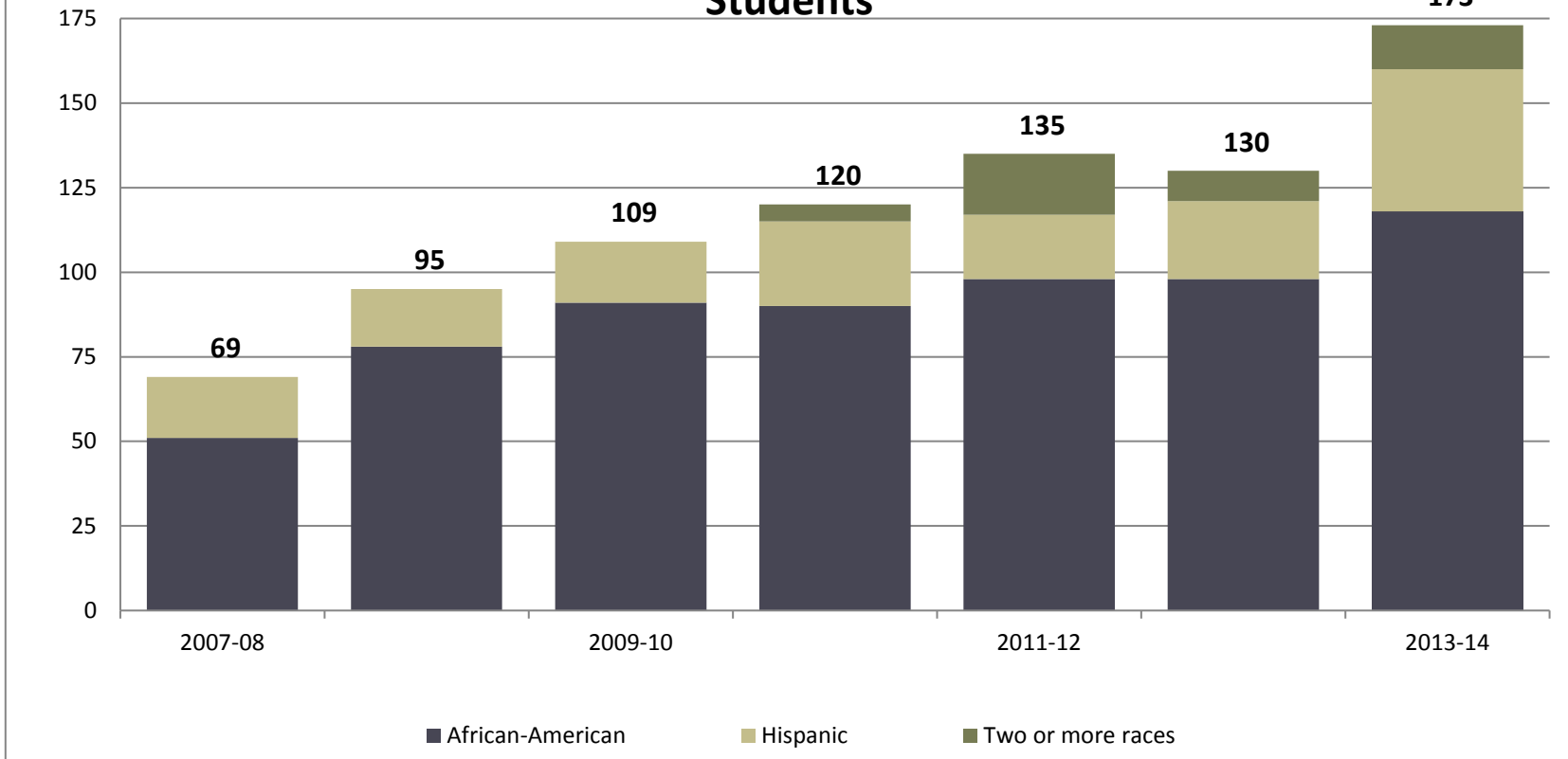


Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	% Change 2012-13 Baseline to 2018 Target
Degrees Conferred in STEM+H	462	527	622	660	590	580	707	621	738	838	861					37.2%
Target												960	1,020	1,085	1,150	

Notes:

1. The number of degrees and credentials conferred in science, technology, engineering, mathematics, and health-related fields during a year (summer, fall, and spring). This is based only on first-majors.
2. This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.
3. NKU saw a reduction in STEM+H awards in 2010-11 due primarily to a reengineering of the RN program through increased standards implemented and an enhancement of the entrance requirements. Major increases in 2013-14 were in master's degrees in health professions, and bachelor's degrees in business informatics, engineering technology, and computer science.

Bachelor's Degrees Conferred to Underrepresented Minority Students



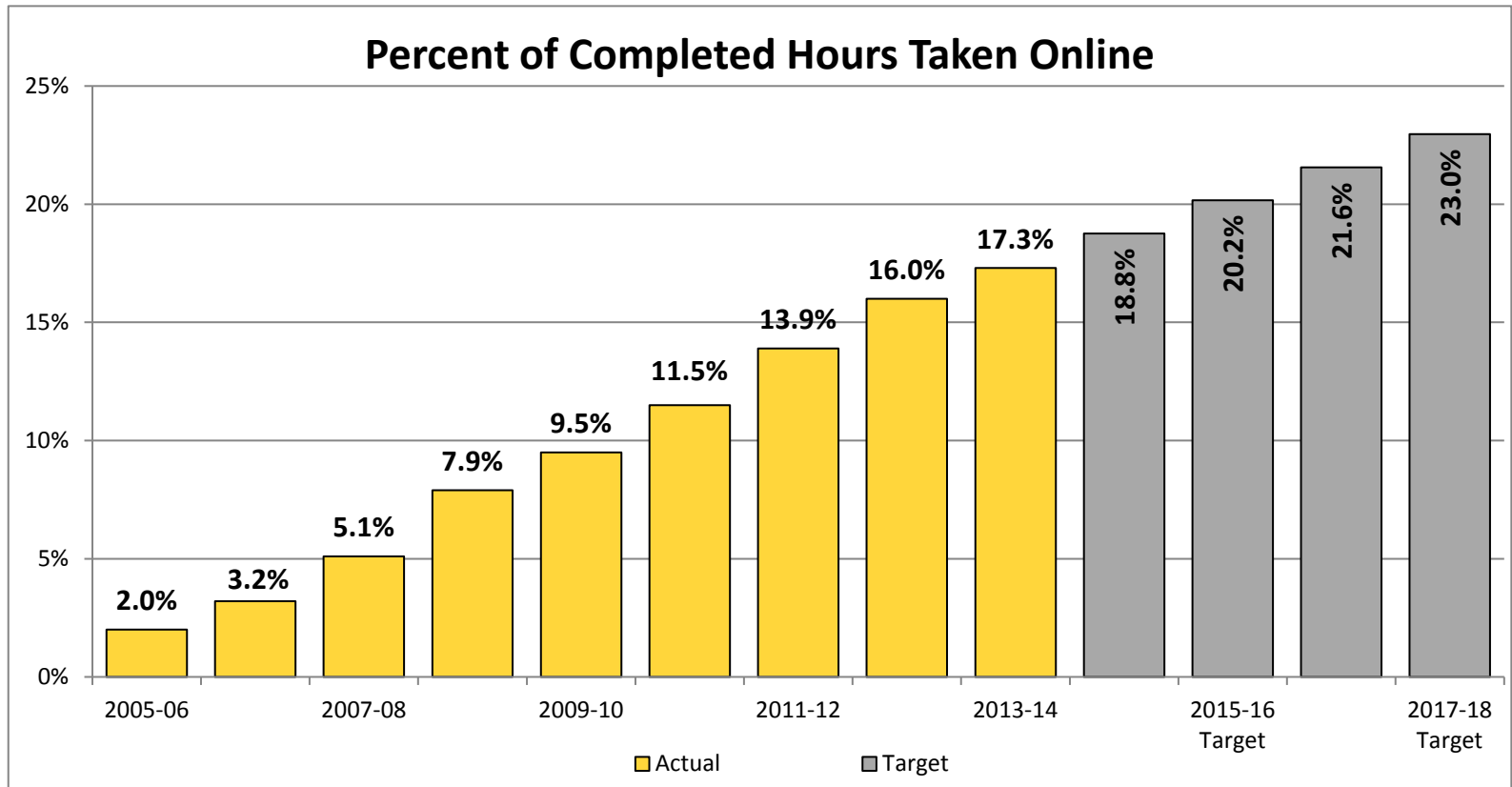
Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
African-American	51	78	91	90	98	98	118
Hispanic	18	17	18	25	19	23	42
Two or more races	N/A	N/A	N/A	5	18	9	13
Total	69	95	109	120	135	130	173

Notes:

1. This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.
2. URM includes the following underrepresented minorities: African-American, Hispanic, and two or more races.



Academic Innovation



Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target
Percent of total completed credits taken through online and other distance learning	2.0%	3.2%	5.1%	7.9%	9.5%	11.5%	13.9%	16.0%	17.3%				
Target										18.8%	20.2%	21.6%	23.0%

Notes:

1. Online Learning is a Kentucky Council on Postsecondary Education Institutional Metric.

2. Of all courses completed in the academic year, the percentage of credit hours completed which were delivered through distance learning. Only courses from which students withdrew without penalty, in which students received audit credit, or for which grade reporting was delayed are not included. Distance learning is defined as follows: "Any for-credit instruction where more than 50 percent of the delivery of instruction may utilize any or all of the following: print material, e-mail, telephone, audio tape, video tape, television/VCR, satellite, or computer for access to CD ROM, interactive video, Internet, or the Web. The instructor must be physically separated from the students for the majority of the term. This criterion excludes sessions that may be scheduled individually, such as advising, labs, or testing. KTLN sections that originate from campus are considered distance learning courses."

3. This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

Proposed Executive Dashboard Metric

Percent of Bachelor Degree Graduates with Experiential Learning

Since NKU's strategic plan identifies experiential learning as a key, value-added dimension of the student academic experience, a task force composed of faculty and deans was formed to provide recommendations for a metric that focuses on experiential learning. The team provided a comprehensive list of experiential learning opportunities at NKU and recommended that common definitions and practices be established across campus, wherever possible, to facilitate the measurement of experiential learning at NKU, as well as to facilitate the assessment of student learning. Efforts are underway to standardize definitions, practices, and data collection for experiential learning opportunities at NKU. As an initial effort, the graduating senior survey will be revised to include the variety of experiential learning opportunities identified by the task force. Targets for this metric will be considered once the University has at least one full year of baseline information available.

Examples of experiential learning being considered by the Academic Affairs Council include the following:

- Undergraduate research
- Study abroad
- Service learning
- Internships
- Practica
- Clinicals
- Fieldwork



Community Engagement

Proposed Executive Dashboard Metric

Experiential Learning Courses with Community Engagement Programming

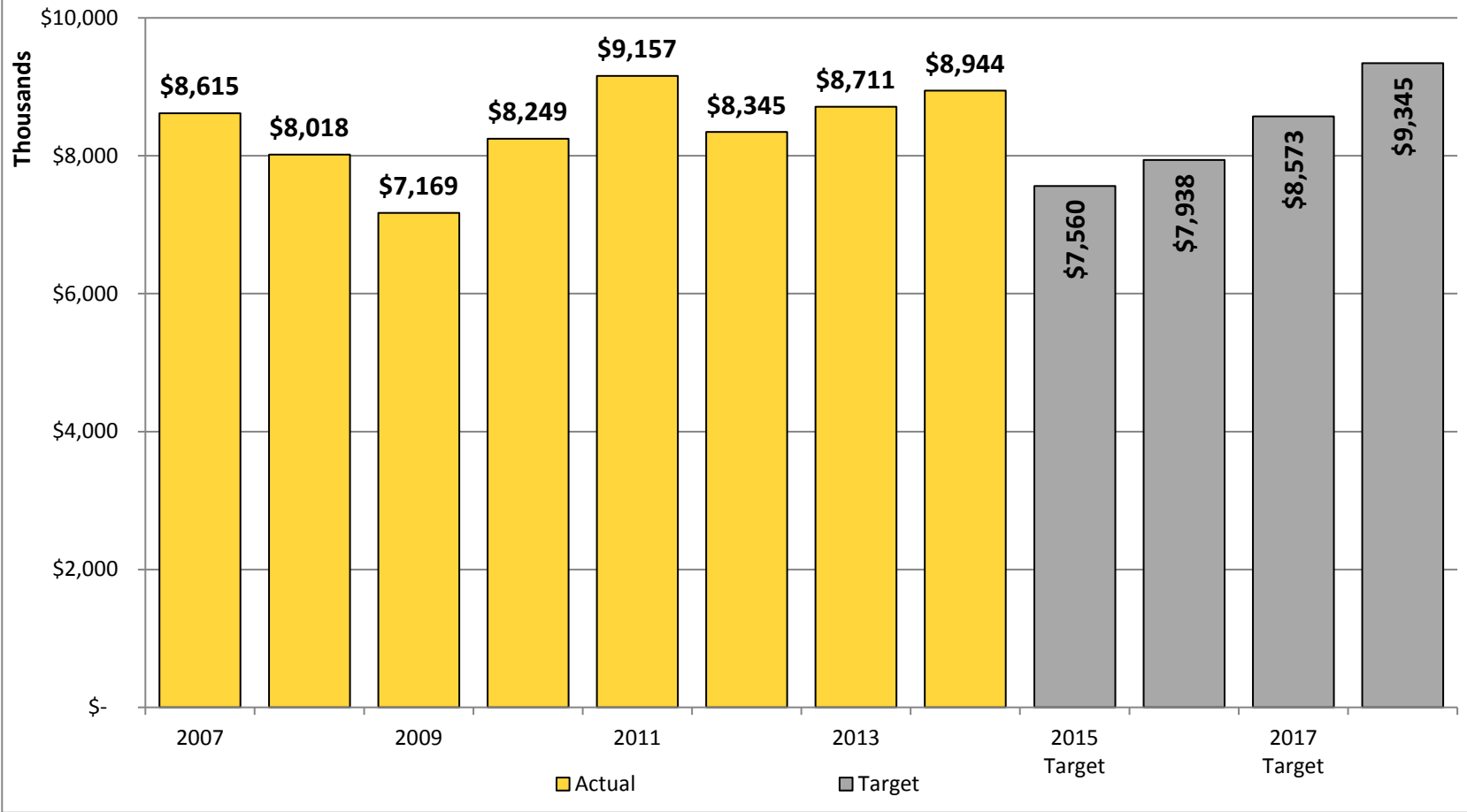
Efforts are underway to standardize definitions, practices, and data collection for experiential learning opportunities at NKU. This will involve additional coding of courses, interim reporting by departments, and faculty providing more comprehensive information about the service learning components embedded within their courses. Coding is also being developed to identify experiential learning courses that involve community engagement programming. We anticipate amassing baseline information on experiential learning for the 2013-14 academic year, and the University will be better able to analyze and establish targets after trend data is available.

In addition, efforts are underway to develop coding and reporting for the number of participants who are impacted by community engagement programming. These efforts will involve identifying and reporting the number of people served or impacted through programming such as service learning courses, community service activities, public forums, conferences, and P-12 partnerships.



Institutional Excellence

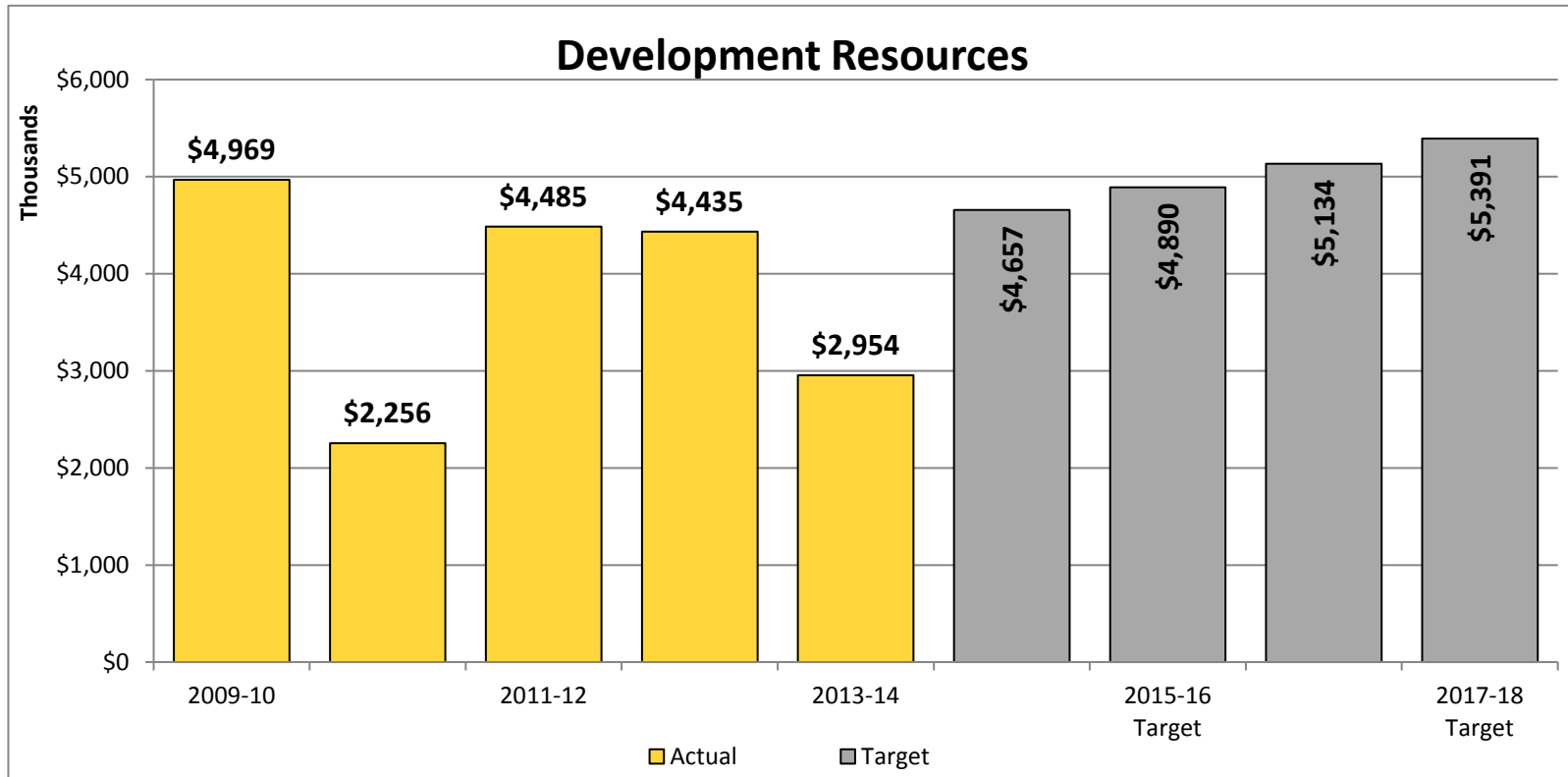
Grants and Contracts Revenue



Fiscal Year	2007	2008	2009	2010	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target	2018 Target	% Change 2013 Baseline to 2018 Target
Grants & Contracts Revenue	\$8,615,041	\$8,017,970	\$7,169,432	\$8,248,748	\$9,156,612	\$8,344,903	\$8,711,217	\$8,943,627					7.3%
Target									\$7,560,000	\$7,938,000	\$8,573,040	\$9,344,614	
Year-to-year % Change		-6.93%	-10.58%	15.05%	11.01%	-8.86%	4.39%	2.67%					

Notes:

1. Totals for grants and contracts reported here include operating grants, indirect cost, and financial aid paid by grants.

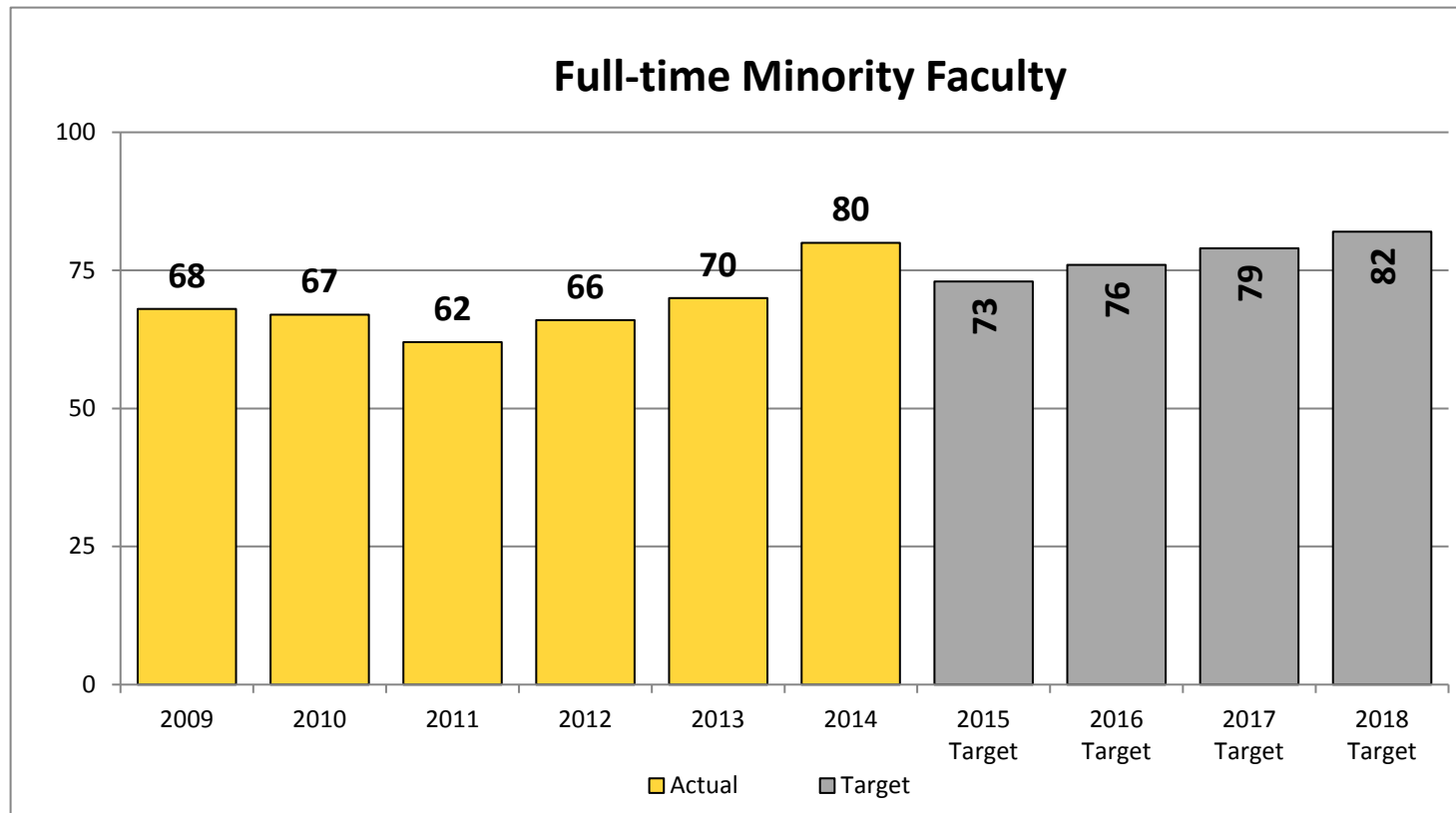


Fiscal Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	% Change Baseline to 2018 Target
Development Resources	\$ 4,968,749	\$ 2,256,426	\$ 4,485,373	\$ 4,435,066	\$ 2,954,021					21.6%
Target						\$ 4,656,819	\$ 4,889,660	\$ 5,134,143	\$ 5,390,850	
Year-to-year % Change		-54.59%	98.78%	-1.12%	-33.39%					

Notes:

1. FY15-FY18 goal represents a 5% increase over fundraising resources committed in FY2013, the most recently completed fiscal year period when the targets were set. In previous fiscal years, the fundraising metric was based on gifts received - i.e., cash, gifts of property and stock, and the future or discounted value of planned gifts. The above metric is based on the total value of documented gift commitments (i.e., pledges, including those amounts to be paid over future fiscal years), outright gifts of cash, gifts of stock and property, and revocable and irrevocable planned gifts at current face value. The previous metric of cash received informed gift cash flow, the revised metric informs fundraising effort. The methodology aligns the university dashboard metric with the methodology used to report fundraising progress to the Board of Regents.

2. 2013-14 represents a transition year for university development; the assistant vice president position and several development officer positions were in the process of being filled and new fundraising policies and procedures are being implemented.

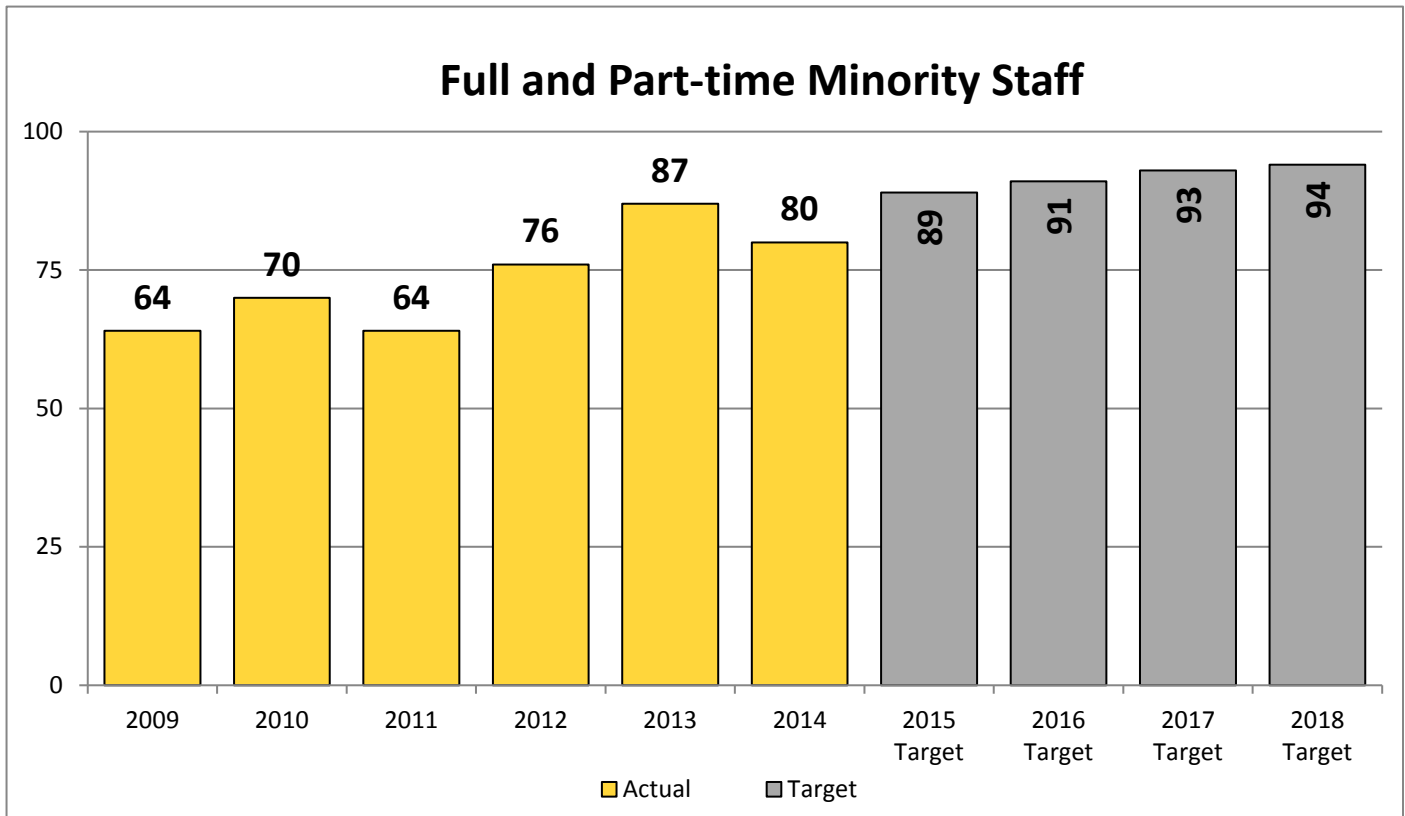


Fall	2009	2010	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target	2018 Target	% Change Baseline to 2018 Target
Minority Total	68	67	62	66	70	80					17.1%
Target							73	76	79	82	
Faculty Total (All Races)	542	532	547	550	552	555					
Percent Minorities	12.5%	12.6%	11.3%	12.0%	12.7%	14.4%					

Notes:

1. Full and part-time staff fall headcount.

2. Minorities included are African-American, Hispanic, two or more races, Asian, American Indian, and Pacific Island or Hawaiian. Figures include minority employees who are also non-resident aliens.



Fall	2009	2010	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target	2018 Target	% Change Baseline to 2018 Target
Minority Total	64	70	64	76	87	80					8.0%
Target							89	91	93	94	
Staff Total (All Races)	1,027	1,055	1,080	1,146	1,157	1,078					
Percent Minorities	6.2%	6.6%	5.9%	6.6%	7.5%	7.4%					

Notes:

1. Full and part-time staff fall headcount.

2. Minorities included are African-American, Hispanic, two or more races, Asian, American Indian, and Pacific Island or Hawaiian. Figures include minority employees who are also non-resident aliens.

RECOMMENDATION:

That the following Academic Affairs personnel actions receive Board of Regents approval:

DEPARTURES:

Dr. Jennifer Webster, interim director of Integrative Studies and lecturer in the Department of Political Science, Criminal Justice, and Organizational Leadership, effective June 30, 2015.

RETIREMENTS:

Dr. Hildegard Baldrige, lecturer in the Department of Biological Sciences, effective May 17, 2015.

Ms. Barbara Houghton, professor of art in the Department of Visual Arts, effective May 17, 2015.

Mrs. Andrea Knarr, lecturer in the Department of Visual Arts, effective May 17, 2015.

Dr. James Ramage, professor in the Department of History and Geography, effective May 17, 2015.

Dr. Robert Rhode, professor in the Department of English, effective May 17, 2015.

PHASED RETIREMENTS:

Ms. Nancy L. Firak, professor of law at Chase College of Law, beginning August 2015 and terminating at the end of the academic year 2016-17.

LEAVES PAID/UNPAID:

Ms. Jamie Tanzman, director of American English Language Program, beginning November 6, 2014 and ending May 11, 2015.

MINI VITA

Name: Amber Pleiman

Title: Lecturer (non-tenure-track temporary)

Education: M.S., 2012, Chemistry, University of Cincinnati
B.S., 2004, Chemistry, Northern Kentucky University

Experience: 2012-Present, Adjunct Instructor, Chemistry, Northern Kentucky University
2009-2012, Adjunct Instructor, Chemistry, Raymond Walters College

MINI VITA

Name: John Brengelman

Title: Lecturer of ESL in the American English Language Program,
Northern Kentucky University

Education: M. Ed., 1974 Special Education, University of Cincinnati

B.A., 1968, English, Ohio State University

Experience: 2011-Present, Teacher in the American English Language Program,
Northern Kentucky University

1993-2005, Teacher of English, School for Creative and Performing Arts,
Cincinnati Public Schools

1979-1993, Teacher of Special Education, School for Creative and Performing
Arts, Cincinnati Public Schools

1973-1979, Teacher of Special Education, Midway Elementary and Carson
Elementary, Cincinnati Public Schools

1972-1973, Teacher of 8th Grade, Assumption School, Cincinnati

1969-1970, Teacher of 6th Grade, Crescent Springs Elementary, Crescent Springs,
Kentucky

1968-1969, Teacher of 6th Grade, Arnold Elementary, Newport, Kentucky

MINI VITA

Name: David Gutmann

Title: Interim Director and Lecturer of ESL, American English Language Program,
Northern Kentucky University

Education: M.A., 2007, Education in TESL, University of Cincinnati
J.D., 1986, University of Dayton School of Law
B.A., 1983, Business, Miami University

Experience: 2009-Present, ESL Instructor/Interim Director, American English Language
Program, Northern Kentucky University
2008-2009, ESL Instructor, Universidad Católica de la Santísima Concepción,
Concepción, Chile
2006-2007, ESL Adjunct Instructor, University of Cincinnati and Cincinnati
Public Schools
1999-2005, Director/Editorial Manager of Case Law Summaries, LexisNexis
1997-1999, Human Resources Assistant Manager, Countrywide Investment

MINI VITA

Name: Karin Hauschild

Title: Lecturer of ESL, American English Language Program, Northern Kentucky University

Education: M.A., 1974, Education & Art, Western Connecticut State College, Danbury, Connecticut

B.A., 1972, English & Art, Sir George Williams University, Montreal, Canada

Experience: 1964-1966, Protestant School Board of Greater Montreal, Montreal, Canada, Elementary School Teacher

1966-1968, New Lincoln School, New York City, New York, Elementary School Teacher

1968-1972, Protestant School Board of Greater Montreal, Montreal, Canada, Elementary School Teacher

1972-1985, Katonah-Lewisboro Schools, Katonah, New York, Elementary Art Teacher

1985-1987, Wendywood High School, Johannesburg, South Africa, High School English, Art & French Teacher

1987-1998, Katonah-Lewisboro Schools, Katonah, New York, Elementary Art Teacher

2007-2010, Cincilingua, Cincinnati, Ohio, ESL teacher

2010-2014, Northern Kentucky University, ESL teacher

MINI VITA

Name: Ms. Lisa Kirk

Title: Lecturer of English as a Second Language, American English Language Program, Northern Kentucky University

Education: MA, 2004, Teachers College, Columbia University
BS, 1998, The Ohio State University

Experience: 2010-Present, Lecturer of English as a Second Language, American English Language Program, Northern Kentucky University
Summer 2013, Science Curriculum Developer and Teacher for Grades K-3 in the Explore More Program, Institute for Talent Development and Gifted Studies in the College of Education, Northern Kentucky University
Spring 2012, English Developmental Writing Instructor, English Department, Northern Kentucky University
Fall 2011, Fall 2012, University 101 Instructor, Office of First Year Programs, Northern Kentucky University
2000-2010, Primary and Elementary School Teacher

MINI VITA

Name: William Thomas Menz

Title: Adjunct Instructor, American English Language Program, Northern Kentucky University

Education: Ed.D., 2009, Literacy/TESL, University of Cincinnati
M.A., 1995, TESOL, University of Findlay (Ohio)
M.A., 1977, Elementary Education, Xavier University (Cincinnati, Ohio)
B.A., 1972, Political Science, Xavier University (Cincinnati, Ohio)

Experience: 2014-present, American English Language Program,
2011-2012 Northern Kentucky University
2009-2012, ESL Endorsement Program for Kentucky Teachers, Northern Kentucky University
2012-Present, Adjunct Instructor, ESL Department, University of Cincinnati
1992-2011, Teacher (All subject / ESL), Cincinnati Public Schools

MINI VITA

Name: Melissa Napier

Title: Instructor, American English Language Program

Education: M.Ed., 2014, Literacy and Second Language Studies, University of Cincinnati
Adult TESOL Certificate, 2014, University of Cincinnati
B.A., 2010, Anthropology, Northern Kentucky University, Highland Heights

Experience: 2010-Present, Refugee & Immigrant Employment Coordinator, LifePoint Solutions, Cincinnati, Ohio
2007-2010, Instructor, ESL, Conversa Language Center, Cincinnati, Ohio
2009-2010, Substitute Instructor & Tutor, American English Language Program, Northern Kentucky University
1998-2007, Corporate Trainer & Operations Manager, Entretax, Cincinnati, Ohio

RECOMMENDATION:

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

BACKGROUND:

The following categories of non-academic personnel actions which occurred between October 15, 2014 and, December 2, 2014 require approval by the Board of Regents:

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

**ACTIVATIONS/REHIRES
10/15/14 – 12/2/14**

NAME	DEPARTMENT	TITLE	EFF. DATE
Blend, Danielle	Early Childhood Center	Coordinator – Child Care	11/17/2014
Burns, Jacob	Office of Student Account Services	Student Account Services Representative	10/20/2014
Curran, Eric	IT - Infrastructure & Operations Group	Technology Support Specialist II	10/20/2014
Gamm, Kimberly	Advanced Nursing Studies	Secretary	11/17/2014
Hackney, Teresa	PP – Custodial Services	Custodian	10/28/2014
Humphries, Eric	IT - Infrastructure & Operations Group	Technology Support Specialist II	11/10/2014
Hyle, Regina	Advancement Services	Prospect Researcher	10/13/2014*
Jones, Kelly	College Development	Director of Development	10/20/2014
Mountain, Lauren	Northern Terrace	Residence Hall Director	10/24/2014
Ritter, Jeannie	KTAP	Specialist	10/22/2014
Rudd, Emily	Chase College of Law	Assistant to the Dean	10/14/2014*
Townsend, Sheila	Advanced Nursing Studies	Academic Coordinator	10/20/2014
Tumbleson, Nicholas	IT - Infrastructure & Operations Group	Technology Support Specialist II	11/17/2014

**REASSIGNMENTS, RECLASSIFICATIONS, TITLE/STATUS CHANGES, PROMOTIONS
10/15/14 – 12/2/14**

NAME	DEPARTMENT	TITLE	STATUS	EFF. DATE
Alig, Shanna	Steely Library	Library Specialist I	Reclassification	10/26/2014
Berning, Malinda	PP – Custodial Services	Custodian	Reassignment	10/26/2014
Blackburn, Christy	Health, Counseling & Student Wellness	Specialist, Admin. & Billing Oper.	Promotion	11/03/2014
Bratton, Jane	International Students & Scholars	Manager, Intl. Admis. & Cred. Svcs.	Promotion	11/01/2014
Brown, Jeffrey	IT - Infrastructure & Operations Group	Senior Systems Analyst I	Promotion	10/20/2014
Mulligan, Erin	Institutional Research	Associate Director	Reclassification	10/01/2014*
Nickol, Natalie	Educational Outreach	Coordinator, Online Programs	Reclassification	11/01/2014
Pangburn, Darla	IT – Enterprise Systems Group	Project Manager	Promotion	11/17/2014
Smith, Mary	PP – Custodial Services	Lead Custodian	Promotion	11/09/2014
Tabor, Christopher	PP – Custodial Services	Assistant Supervisor, Floor Care	Promotion	11/09/2014

TRANSFERS
10/15/14 – 12/2/14

NAME	PREVIOUS DEPARTMENT	NEW DEPARTMENT	TITLE	EFF. DATE
Fox-Ash, Corbin	PP – Custodial Services	Student Financial Assistance	Specialist	10/27/2014
Holland, Kalin	Residence Halls	Athletic Administration	Advisor	10/27/2014
Swanson, Alison	Office of University Registrar	Graduate Center/Graduate Prgms.	Graduate Admissions Coord.	11/03/2014

CONTRACT/TEMPORARY TO REGULAR & REGULAR TO CONTRACT
10/15/14 – 12/2/14

NAME	DEPARTMENT	TITLE	STATUS	EFF. DATE
Olson, Ian	International Students & Scholars	Specialist	Contract to Regular	11/24/2014
Sterrett, Amy	Advanced Nursing Studies	Secretary	Regular to Contract	11/24/2014

DEPARTURES
10/15/14 – 12/2/14

NAME	DEPARTMENT	TITLE	EFF. DATE
Bath, Gina	Alumni Programs	Program Coordinator	10/18/2014
Beckham, Kasey	College Development	Major Gift Officer, COB	12/02/2014
Bertsch, Justin	IT – Academic Technology Group	Analyst, Academic Technology	11/08/2014
Bishop, Rachel	University Wellness	Manager, Student Wellness	10/24/2013
Covey, Kenneth	PP – Laborer	Building Services Material Handler	11/13/2014
Doyle, Michael	PP – Roads & Grounds	Heavy Equipment Operator	10/28/2014
Iulg, Jennifer	Biological Sciences	Manager, Lab	10/20/2014
Koabel, Daniel	College of Informatics	Director of Creative Technology	10/18/2014
Murphy, Christopher	Theatre & Dance	Scene Shop Foreman	12/02/2014
Pierce, Leslie	Human Resources	Director of Diversity & Employee Relations	11/05/2014
Smith, Sylvia	Teacher Education	Academic Assistant	11/08/2014
Striet, Matthew	Testing Services	Coordinator, Testing Services	11/13/2014

RETIREEES
10/15/14 – 12/2/14

NAME	DEPARTMENT	TITLE	EFF. DATE
Henegar, Gloria Jean	Marketing & Communications	Administrative Specialist	11/01/2014
Taylor, Denise	Chase – Student Affairs	Specialist	11/01/2014
Thomes, Barb	Curriculum & Academic Compliance	Administrative Secretary	10/25/2014

ADMINISTRATIVE/EXECUTIVE
10/15/14 – 12/2/14

NAME	DEPARTMENT	TITLE	REASON	EFF. DATE
Bennett, Kathleen	IT – Enterprise Systems Group	Director	Separation	11/05/2014
Dials, Julie	University Development	Assistant Vice President	New Hire	11/20/2014
Gillilan, Sandra	VP – Academic Affairs	Associate Provost, Acad. Planning & Policy	Separation	11/26/2014
Moore, Dannie	African American Programs & Services	Sr. Assoc. Dean/Incl. Excel/Dir./AAPS	Promotion	11/01/2014
Martin, Kelly	Marketing & Communications	Assistant Vice President	New Hire	10/13/2014*

***Not on previous report**

RECOMMENDATION:

The Board of Regents officially hereby accepts contributions totaling **\$850,000.00** received by the NKU Foundation Inc. and the University during the period October 1, 2014 through November 30, 2014 per the list below.

BACKGROUND:

At the March 12, 2014 Board Meeting, a major gift policy was approved by the Regents raising the level of major gifts submitted for review and acceptance by the Board to \$25,000. This recommendation includes major contributions of \$25,000 or more for the designated period.

**Gift Detail and Summary Report
Gifts Greater than \$25,000 (10/01/14 - 11/30/14)**

Constituent Name	Date	Fund Description	Cash	Pledge	In-Kind/Other	Totals
Larry A. Giesmann	10/3/2014	Larry Giesmann Endowed Scholarship	\$0	\$25,000	\$0	\$25,000
Henry Konstantinow	10/10/2014	Henry Konstantinow Theatre Outreach Program, Henry Konstantinow Study Abroad Scholarship Short Semester, Henry Konstantinow Study Abroad Scholarship Full Semester, Henry Konstantinow Post - Traditional Student Scholarship, Ken Jones Playwright Scholarship	\$800,000	\$0	\$0	\$800,000
Charles E. Schell Foundation	11/12/2014	C.E. Schell Foundation Loan Fund	\$25,000	\$0	\$0	\$25,000
Grand Totals:			\$825,000	\$25,000	\$0	\$850,000

RECOMMENDATION:

The Board of Regents hereby approves the following naming actions:

- (1) The naming of an undergraduate scholarship in support of talented and academically proficient students enrolled in the Fine Arts Theatre Program who are pursuing the playwriting area of specialization “The Ken Jones Playwright Scholarship”.
- (2) The naming of an undergraduate scholarship in support of talented and academically proficient students enrolled in the Bachelor of Fine Arts or Bachelor of Arts degree programs in Theatre with a preference given to students who meet the university’s post-traditional student qualifications “The Henry Konstantinow Post-Traditional Student Scholarship”.
- (3) The naming of an endowed undergraduate scholarship in support of study abroad educational opportunities for students enrolled in the Bachelor of Fine Arts or Bachelor of Arts degree programs in Theatre “The Henry Konstantinow Study Abroad Scholarship Full Semester”.
- (4) The naming of an endowed undergraduate scholarship in support of study abroad educational opportunities for students enrolled in the Bachelor of Fine Arts or Bachelor of Arts degree programs in Theatre “The Henry Konstantinow Study Abroad Scholarship Short Semester”.
- (5) The naming of an endowed undergraduate scholarship in support of outreach efforts of the Department of Theatre and Dance “The Henry Konstantinow Theatre Outreach Program”.
- (6) The naming of rooms 117, 118, and 119 in the Fine Arts Building “The Henry Konstantinow Studio Theatre and Acting Lab” in recognition of Mr. Konstantinow’s gift.

BACKGROUND:

Naming actions in connection with private gifts are governed by NKU Administrative Regulation-II-4.0-2, section 2.2. NKU’s Naming Policy provides for naming opportunities in consideration of a major contribution to the university. The policy allows flexibility in determining the level of contribution appropriate for each naming action, enabling each gift to be judged on its own merit.

After careful consideration by university officials and unanimous support by the University Naming Committee, it was recommended to offer the following naming recognitions.

- (1) The university has received a major gift commitment in support of talented and academically proficient students enrolled in the Fine Arts Theatre Program who are pursuing the playwriting area of specialization.

Donor: Henry Konstantinow
Naming Gift: \$124,800
Naming: The Ken Jones Playwright Scholarship

(2) The university has received a major gift commitment in support of talented and academically proficient students enrolled in the Bachelor of Fine Arts or Bachelor of Arts degree programs in Theatre with a preference given to students who meet the university's post-traditional student qualifications.

Donor: Henry Konstantinow

Naming Gift: \$124,800

Naming: The Henry Konstantinow Post-Traditional Student Scholarship

(3) The university has received a major gift commitment in support of study abroad educational opportunities for students enrolled in the Bachelor of Fine Arts or Bachelor of Arts degree programs in Theatre.

Donor: Henry Konstantinow

Naming Gift: \$124,800

Naming: The Henry Konstantinow Study Abroad Scholarship Full Semester

(4) The university has received a major gift commitment in support of study abroad educational opportunities for students enrolled in the Bachelor of Fine Arts or Bachelor of Arts degree programs in Theatre.

Donor: Henry Konstantinow

Naming Gift: \$51,200

Naming: The Henry Konstantinow Study Abroad Scholarship Short Semester

(5) The university has received a major gift commitment in support of outreach efforts in Theatre and Dance.

Donor: Henry Konstantinow

Naming Gift: \$374,400

Naming: The Henry Konstantinow Theatre Outreach Program

(6) The university has received a major gift commitment in support of NKU's theatre arts programs and its students.

Donor: Henry Konstantinow

Naming: Rooms 117, 118, and 119 in the Fine Arts Building "The Henry Konstantinow Studio Theatre and Acting Lab" in recognition of Mr. Konstantinow's \$800,000 gift.

These six namings are in honor and memory of Henry Konstantinow. Mr. Konstantinow produced his first play at sixteen years of age in Poland and spoke nine languages fluently. In 1948, he and his wife immigrated to Springfield, Ohio. He attended NKU for almost ten years beginning at the age of seventy. He had a passion for learning, especially in the field of playwriting, often repeating the same course two and three times to better understand the subject

matter. He wrote an original musical called *Love* and participated in numerous studio productions and scenes. He appeared in Professor Ken Jones's film, *Triangles and Tribulations*, which was featured at the New York Film Festival and premiered in Tribeca. Mr. Konstantinow always referred to the theatre faculty and students as his "family".

RECOMMENDATION:

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

Ms. Mary Cupito, associate professor of journalism in the Department of Communication, effective January 1, 2015.

Mrs. Barbara Houghton, professor of art in the Department of Visual Arts, effective July 1, 2015.

Mini Vitas Follow

BACKGROUND:

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

MINI VITA

Name: Mary Carmen Cupito

Title: Associate Professor of Journalism

Education: M.A., 1980, Journalism, New York University

B.A., 1976, Biology, Rutgers University

Experience: 2007 – Present, Associate Professor, Journalism, Northern Kentucky University

2001 – 2007, Assistant Professor, Journalism, Northern Kentucky University

1986 – 1991, Instructor, News Writing and Reporting, The Ohio State University

1994 – 1996, Freelance Writing, Laine & Lane Marketing Communications

MINI VITA

Name: Barbara Houghton

Title: Full-time Tenure Professor

Education: 1971 B.A., University of Illinois, Chicago (Plastic and Graphic Art: Printmaking)
1973 M.F.A., School of the Art Institute of Chicago (Photography)

Experience: 1998-Current: Professor of Art, Photography, Northern Kentucky University
1992-1998: Chair of Art, Northern Kentucky University
1986-1990: Chair of Art Department, Metropolitan State College of Denver
1974-1990 Professor Art/Photography and Electronic Media, Metropolitan State College of Denver

RECOMMENDATION:

That the following sabbatical leave recommendations for the 2015-2016 academic year receive Board of Regents approval.

BACKGROUND:

Sabbatical leaves are granted by the University to promote the professional growth and effectiveness of the faculty. Sabbatical leaves enable the recipients to devote full time to scholarly activity and research, advanced study, or artistic performance in pursuit of academic objectives.

Applicant	Department	Title	Term Requested
Dr. Christine Perdan Curran	Biological Sciences	Incorporation of RNAseq technology into studies of gene-environment interactions	Fall 2015
Dr. Perilou Goddard	Psychological Science	Beyond the Ivory Tower: Developing Expertise to Address the Region's Heroin Epidemic	Fall 2015
Dr. Jaesook Gilbert	Teacher Education	Bornlearning Academy Study	Fall 2015
Dr. Seyed Allameh	Physics and Geology	Reliability of Small Structures with Potential Applications in MEMS	Fall 2015
Dr. Andrea Lambert South	Communication	Long-term Relational and Communication Implications of Forced Residential Treatment Center Placement: Parent and Child Perceptions	FY: Fall 2015 & Spring 2016
Dr. Eileen Weisenbach Keller	Marketing, Economics, and Sports Business	Experiential Marketing Education focused on the Small Business or Start Up Organization	Fall 2015
Dr. Qing Su	Marketing, Economics, and Sports Business	Greenhouse Gas (GHG) Emissions from Household Travel in the United States	Spring semester 2016
Dr. John J. Metz	History & Geography	Document Social & Environmental Change at Chimkhola, an Upper Elevation Village in West Central Nepal	Fall 2015

Applicant	Department	Title	Term Requested
Dr. Julie Ossege	Advanced Nursing Studies	Effective Curriculum Sequence for Nurse Practitioner Students	Spring semester 2016
Dr. Kevin P. Gallagher	Business Informatics	The Role of Individual Differences, Occupational Preferences, and Requisite Skills in Determining Information Technology Worker's Choice of Career Path and Potential for Success.	FY: Fall 2015 & Spring 2016
Ms. Lois Hamill	Special Collections and University Archives	Graduate level textbook on archival <i>arrangement</i> and <i>description</i>	Fall 2015
Mr. Marc Leone	Visual Arts	The Archipelagos	Fall 2015 or Spring 2016
Dr. Isabelle Lagadic	Chemistry	Investigating polymer and microwave chemistry for the advancement of research and teaching	Fall 2015 (one semester at full salary)
Dr. Robert Wilcox	History & Geography	The Indispensable Marginal: Ranching and Nature in the History of Paraguay, 1840-Present	FY: Fall 2015 & Spring 2016
Dr. Aron Levin	Marketing, Economics, and Sports Business	Analyzing the joint impact of parent & child on family purchases of healthy vs. unhealthy foods: further exploration of the "nag" factor	Spring semester 2016
Dr. Jonathan McKenzie	Political Science, Criminal Justice & Organizational Leadership	Shame and Self-Government: Essays on Hawthorne's Politics	Fall 2015
Dr. Danielle McDonald	Political Science, Criminal Justice & Organizational Leadership	Race, Gender and Crime Textbook	Spring semester 2016
Dr. Lisa Holden	Mathematics & Statistics	Theoretical Investigations of Star Formations	Fall 2015

Applicant	Department	Title	Term Requested
Dr. Kathleen Fuegen	Psychological Science	“Strange things, moving things, wild animals, bright things”: Applying William James’s perspective on attention to research and teaching	FY: Fall 2015 & Spring 2016
Dr. Daryl L. Harris	Theatre and Dance	South Indian Theatre Intensive	Fall 2015
Dr. Steven Gores	English	“William T. H. Howe: Cincinnati Book Publisher, Literary Patron, and Rare Book Collector”	Fall 2015
Mr. Thomas McGovern	Visual Arts	Yolanda: A Poetic Reading of Disaster	Fall Semester 2015
Dr. Gregory, G. De Blasio	Communication	Ubiquitous and Inescapable: Networked Communication as Generator of Interest, Value, and Debt	Spring semester 2016
Dr. Mary K. Whitson	Biological Sciences	Focus on Flat Plants: Research, Curation, and Modernization in the John W. Thieret Herbarium	Fall 2015

RECOMMENDATION:

That the Board of Regents approve the removal of the term *administrative regulation* as classification for a university policy that requires Board approval.

The Board of Regents shall approve the following criteria to determine if a university policy requires Board approval:

- The policy identifies a major university strategic initiative;
- The policy involves the Board's fiduciary responsibilities;
- The policy is associated with an issue of significant risk; and/or
- The policy must be approved by the Board for legal and compliance purposes

The criteria will be interpreted by the President, who may seek consultation from General Counsel or other university administrators. All new or revised university policies that meet the above criteria will be submitted to the Board for approval.

For efficiency purposes, the administration shall have the authority to make technical or editorial revisions for Board approved policies. A technical or editorial change is a non-substantive change such as the correction of statutory or regulation references, contact names, position titles, department names, office locations, email or web addresses, spelling or grammatical errors, and the like.

BACKGROUND:

At its September 2014 meeting, the Board of Regents approved the Policy Creation, Revision, and Communication policy. As indicated in the Policy Creation, Revision, and Communication policy, all new university policies will go before the Board by way of a consent agenda item if the policy requires Board approval, or by way of Presidential report if such approval is not required.

At its May 2013 meeting, the Board of Regents approved several revisions to the university's administrative regulations. With the removal of the administrative regulation classification, these policies will remain university policies and, if they meet the criteria for Board approval, will continue to require approval from the Board.

Removal of the term administrative regulation will reduce confusion among campus constituents and will reinforce the notion that all university policies are in place to govern the operations of the university, regardless of whether authority for approval lies with the Board or the President. Additionally, this recommendation is made to be descriptive and transparent about which policies do, in fact, require Board approval.

RECOMMENDATION:

That a 3+3 Bachelor's / J.D. program at NKU and the Chase College of Law, as outlined in the accompanying proposal, be approved for immediate implementation.

BACKGROUND:

Currently, NKU students who want to attend law school must receive their Bachelor's degree prior to enrolling in law school. The American Bar Association, however, has a policy that allows students to start attending law school if they have completed at least three-fourths of the credits required for their bachelor's degree. In an effort to encourage more NKU undergraduate students to attend Chase, and in an effort to maintain or increase Chase's entering student profile, the 3+3 option is being proposed.

The proposal is advantageous to students, to NKU, and to Chase. The advantages to the students would be that they will finish their academic work a year earlier and will save one year of tuition costs. The advantage to NKU is that the program enhances NKU's marketability to highly qualified and motivated undergraduate applicants. The advantage to Chase is that the program will allow Chase to successfully recruit high-quality NKU students who might otherwise go elsewhere for law school.

For a complete description of the program, its admissions requirements, and the application process, please see the accompanying proposal.

MEMORANDUM

To: Faculty

From: Curriculum Committee

Date: September 10, 2014

Re: 3+3 Program

Last year, the Chase faculty approved the concept of a 3+3 Bachelor's / JD degree for high-achieving NKU students. Below are a 3+3 proposal and accompanying notes that set forth the specifics of the program:

The Committee proposes that NKU and Chase jointly offer a 3+3 Bachelor's/JD degree program. In this program, students would spend the first three years of their undergraduate study at NKU, and they would then attend Chase for the next three years. The result would be both a Bachelor's degree and a JD degree in one year fewer than normally required to earn the degrees separately. The Bachelor's degree would be awarded after the first year of law school, and the JD degree would be awarded after the third year of law school. The proposal is advantageous to students, to NKU, and to Chase. The advantages to the students would be that they will finish their academic work a year earlier and will save one year of tuition costs. The advantage to NKU is that the program enhances NKU's marketability to highly qualified and motivated undergraduate applicants. The advantage to Chase is that the program will allow Chase to successfully recruit high-quality NKU students who might otherwise go elsewhere for law school.

After reviewing several 3+3 programs from law schools around the country, the Committee believes that the NKU/Chase 3+3 program should contain the following:

REQUIREMENTS

No later than March 15 of a student's junior year at NKU, the student may apply for admission to Chase under the 3+3 program. The student applies for admission by submitting the standard Chase application form and a supplemental application to Chase's 3+3 program. As a prerequisite to being admitted to the Chase 3+3 program, a student must:

Take the LSAT (for the first time) no later than February of the student's junior year. Typically, to be admitted, the student must earn a score of *at least the median LSAT score from the previous year's entering class* (the highest LSAT score will count if the student takes the LSAT more than once).

Typically, to be admitted, the student must have an undergraduate GPA of *at least the median undergraduate GPA from the previous year's entering class* both at the time of application to the 3+3 program and at the end of the student's junior year.

Demonstrate that, by the end of the junior year, the student will have:

1. Completed at least 92 semester hours;
2. Completed at least 17 semester hours of 300-level or above course work;
3. Satisfied all General Education requirements;
4. Completed all major requirements, or that certain 1L courses will count toward satisfying the major's requirements;
5. Satisfied all Honors Program requirements, or that certain 1L courses will count toward satisfying the Honors Program's requirements, if the student is attempting to graduate as a University Honors Scholar; and
6. Interviewed with an admissions counselor from the law school.

NOTES

Currently, NKU requires the following: (1) thirty-seven (37) credit-hours of General Education coursework; (2) one hundred and twenty (120) credit-hours of coursework to earn a Bachelor's degree; (3) a "minor" or an "area of focus" in addition to the "major;" and (4) at least forty-five (45) hours of 300-level or above coursework. With the proposal identified above, most students will be able to fit in the course requirements and be eligible to participate in the 3+3 program; some students, however, will not be able to do so because of the high number of credit-hours needed to fulfill some majors' requirements. Excluding those majors, below is a chart of how the "math" for this type of program would work out:

120 total credit-hours needed for Bachelor's degree; MINUS

28 credit-hours from the 1L curriculum (which would serve as the "area of focus"); EQUALS

92 credit-hours (left that a student would need to complete before entering Chase); MINUS

37 credit-hours for the NKU General Education requirements; EQUALS

55 credit-hours to be applied to the student's undergraduate major (most majors have fewer than fifty-five required credit-hours) and electives.

The student receives a Bachelor's degree upon the successful completion of the first-year law school curriculum (2.000 law GPA or above). Courses taken at Chase will not be used to calculate undergraduate GPA. If the student leaves Chase for academic or other reasons before completion of the first-year law school curriculum, the student may complete his/her degree at

NKU as if the student had taken a leave of absence.

Upon enrolling at Chase, the student: (a) is charged law school tuition; and (b) will no longer be eligible for financial aid and loans given to undergraduate students. The student will be eligible for financial aid and loans given to graduate students. The student will be treated as a Chase student for all intra-university purposes, as well as for the eligibility of any undergraduate scholarships the student is receiving. The student will, however, be eligible for Chase scholarships.

Application to Chase under the 3+3 program will be more rigorous than for other applicants because 3+3 applicants will be competing with college seniors and applicants with more varied experiences. Students who unsuccessfully apply for admission to Chase under the 3+3 program should be encouraged to reapply in their senior year, and they will not be prejudiced by the fact that their earlier application was unsuccessful.

Chase reserves the right to withhold admission from students who have been subjected to academic and/or disciplinary actions by NKU, other educational or testing institutions, governmental or administrative agencies (including any branch of the armed forces), or who have been charged with a crime other than a minor traffic violation.

Many students entering Chase under the 3+3 program will be a year younger than other Chase first-year students, and/or will have a year less of undergraduate experience. This raises the issue of whether they will be academically prepared for law school. Anecdotal evidence suggests that most 3+3 perform better in law school than their regularly-admitted peers. The explanation received from other schools is that the rigors of graduating with the better part of an undergraduate degree in three years, coupled with the often more rigorous admissions requirements, identifies the brightest and most motivated students.

The student would also be required to submit two letters of recommendation from undergraduate faculty members explaining in detail why the student would be a strong candidate for the 3+3 program.

A student in the Honors Program would do the following to meet the 21 credit-hours of required courses:

1. Take Honors 101 (fall of first year) (3 credits)
 2. Take two honors General Education courses (6 credits)
 3. Take one 300-level seminar (3 credits)
 4. Complete a six credit-hour capstone course (6 credits)
 5. Complete BLS-Writing (3 credits)
- *** Students with Advanced Placement credits and/or NKU Student Scholar credits will have more flexibility to satisfy the NKU requirements

RECOMMENDATION:

That a School of the Arts be formed within the College of Arts and Sciences, comprising the existing departments of theatre and dance, visual arts, and music.

BACKGROUND:

For several years, the departments of theatre and dance, visual arts, and music have expressed a desire to form a new college so as to heighten visibility/prominence and improve outreach and development efforts. Although a college is not structurally or fiscally feasible, the need to heighten visibility/prominence and improve outreach and development efforts and help these programs reach their full potential is understood and considered essential as we compete for students and external funds in a community that has established itself as a sponsor of the arts. Therefore, we are proposing a new school structure that can be established within the current budget and exemplifies the importance of transdisciplinary teaching and learning that is central to the university's new strategic plan.

Outcomes

Organization/Reduction of Administrative Costs/Facilities

The new school will consist of the programs that currently comprise the departments of theatre and dance, visual arts, and music. This structure will eliminate departments and department chairpersons. The programs will report to a school director, who will report to the dean of the College of Arts and Sciences. The school director will be assisted by an associate director. The programs will have faculty leaders who help direct and manage curricular issues, day-to-day operations, and in the case of music, accreditation.

Reappointment, tenure, and promotion (RPT) will involve a school committee, instead of the former department-level committees.

No additional staff will be required. Instead, reorganization will allow for changes in duties that result in improved efficiency across programs.

Centralized management of facilities at the school level will replace the current decentralized model managed at the department level, thereby improving usage and efficiency (i.e. classrooms, studios, performance halls, faculty offices, etc.).

Transdisciplinarity

The structure described above will literally dissolve departmental boundaries, facilitate improved communication and collaboration, and encourage innovative thinking around program and course design, faculty hiring, and marketing and communications.

Discussion about new, transdisciplinary programming, both at the school level and across colleges, has already begun. Visual arts and theatre are working on planning for a puppetry program that would involve sharing of studio and performance space as well as faculty expertise. There is also discussion of arts management degrees at both the undergraduate and graduate level that would combine expertise across the new school and the College of Business. Theatre and

dance faculty specialize in the Alexander Technique that is often used in speech pathology, occupational therapy, kinesiology, etc., which suggests future pathways with the College of Education and the new Health Innovations Center. Connections already exist between New Media Studies in Visual Arts and the College of Informatics.

A new school structure also presents creative hiring possibilities. A transdisciplinary focus allows engaged consideration of hiring needs, and as lines are available and programs developed, cluster hires across school disciplines and colleges present more opportunities to break down barriers, innovate, heighten research/creative activities profiles, and improve student learning.

Visibility/Prominence

The new school roll out will be designed to increase public interest by announcing and featuring the innovative school structure and strong leadership. Marketing and communications will focus on the School of the Arts and its new brand in order to feature the work of the various programs. Currently decentralized (and in some cases, non-existent) resources devoted to marketing and communications among departments will be managed at the school level.

A focused marketing and communications plan managed centrally will improve promotion of revenue-bearing activities across the school. A major objective of this new plan and centralized focus will be to increase revenue brought in by the school as a whole.

Centralized oversight of outreach efforts will also support increased visibility, assist with brand recognition, and help deepen development prospects. Exceptional programs such as Music Prep, which includes regionally recognized programs such as the NKU String Project, will report directly to the school director and provide a model for expansion into other areas of faculty expertise.

Increased visibility/prominence, improved marketing and communications, expanded outreach efforts, and centralized oversight will aid in expanding development opportunities. Cultivation and stewardship opportunities will be increased, and strategic efforts can be used to promote and capitalize on the strengths of all of the programs that will comprise the school.

RECOMMENDATION:

That the Board of Regents approve demolition of the residence and outbuildings located on the parcel at 225 Johns Hill Road.

BACKGROUND:

The university purchased the parcel located at 225 Johns Hill Road in December. Located on about 0.7 acres, the acquisition is a key parcel as it completes the acquisition of land in the area between the Bank of Kentucky Center and Johns Hill Road.

The residence and outbuildings, a large garage and a barn structure, have been vacant for a number of years. The house is in especially poor condition. Approval is requested to demolish the house and also one or both outbuildings, pending determination of condition and potential for continued use of the outbuildings.



225 Johns Hill Road

(The east end of the Bank of Kentucky Center parking lot is shown at the top of the map).

RECOMMENDATION:

That the Board of Regents approve the acceptance by the university of surplus Right-of-Way from the Kentucky Transportation Cabinet.

BACKGROUND:

Now that the Johns Hill Road construction project is complete, we have completed negotiations with the Kentucky Transportation Cabinet to gain title to the section of old Johns Hill Road that runs from Campus Drive at the west and proceeding about 800 feet to the east. In addition, the new, short section of Campus Drive from old Johns Hill Road to new Johns Hill Road is logically part of the campus and should be maintained and controlled by the university. These two areas total 1.06 acres.

This transfer of Right-of-Way would occur at no cost to the university. In addition to ownership, the university is accepting maintenance responsibility for these roadways.

