

AGENDA BOOK

Board of Regents

September 28, 2017

Morehead, Kentucky

www.moreheadstate.edu/bor



Morehead State University
Board of Regents Quarterly Meeting

Thursday, September 28, 2017, 9 a.m.

Morehead State University
Board of Regents Members

Paul C. Goodpaster, Chair

Wayne M. Martin, Vice Chair

Shannon L. Harr

Eric E. Howard

Debbie H. Long

Rachael Malone

Jonathan Pidluzny

Craig Preece

Patrick E. Price

Kathy Walker

Terri S. Walters

Joseph A. (Jay) Morgan, President

**BOARD OF REGENTS MEETING
MOREHEAD STATE UNIVERSITY**
Center for Health, Education and Research, DeMoss Suite
Thursday, September 28, 2017, 9 a.m.

Agenda

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. EMPLOYEE RECOGNITION**
- IV. SPOTLIGHT PRESENTATION ON CRAFT ACADEMY FOR EXCELLENCE
IN SCIENCE AND MATHEMATICS – DR. CAROL CHRISTIAN**
- V. PRESIDENT’S RECOMMENDATIONS**
 - A. Consent Agenda (Action)**
 - 1. Approve Minutes of June 8, 2017 and August 24, 2017 Meetings..... 1-12
 - 2. Ratify Personnel Actions 13-17
 - 3. Ratify Revised 2018-2024 Capital Plan..... 18-20
 - 4. Ratify Diversity Plan 21-57
 - B. Recommendations (Action)**
 - 1. Approve Student Code of Conduct..... 58-77
 - 2. Approve Revision to Morehead State University
Police Department Standard Operating Procedures Manual..... 78-89
 - 3. Approve Disposal of Real Property..... 90-91
 - C. Reports**
 - 1. Preliminary Fall 2017 Enrollment Report..... 92
 - 2. Report on Real Property Leases 93-96
 - 3. Report on Personal Service Contracts..... 97-99
 - 4. Alumni Center Update (provided at meeting)
 - D. President’s Report**
- VI. OTHER BUSINESS**
 - A. Executive Session**
 - B. Future Meetings**
 - 1. Audit Committee Meeting, Thursday, November 9, 8 a.m.
 - 2. Work Session, Thursday, November 9, 9 a.m.
 - 3. Quarterly Meeting, Thursday, December 7, 1 p.m.
 - 4. Fall Commencement, Saturday, December 9, 10:30 a.m.
- VII. ADJOURNMENT**

VIII. FACILITY TOUR – A tour of current construction and renovation projects—Adron Doran University Center, President’s Home, and the Rocky Adkins Dining Commons—will be offered after lunch.

Agenda materials are available online at <http://www.moreheadstate.edu/bor>

**BOARD OF REGENTS MEETING
MOREHEAD STATE UNIVERSITY
June 8, 2017**

The Board of Regents of Morehead State University met at 9:00 a.m. on Thursday, June 8, 2017, in the DeMoss Suite of the Center for Health, Education and Research in Morehead, Kentucky.

CALL TO ORDER

Chair Goodpaster called the meeting to order.

ROLL CALL

The following Board members were present: Adam Abbott, Royal Berglee, Paul Goodpaster, Shannon Harr, Eric Howard, Wayne Martin, Craig Preece, Patrick Price, Kathy Walker, and Terri Walters. Debbie Long was unable to attend.

MEDIA

Jason Blanton, Director of Media Relations, introduced Megan Smedley of The Morehead News, and Arlo Barnette of Morehead State Public Radio.

**RESOLUTION OF
COMMENDATION**

Chair Goodpaster read the following resolution of commendation for Royal Berglee whose term on the Board ends June 30, 2017:

Royal Berglee

RESOLUTION HONORING ROYAL BERGLEE

WHEREAS, Dr. Royal Berglee, professor of geography and international studies, has served with distinction as a member of the Board of Regents of Morehead State University since 2014, and

WHEREAS, Dr. Berglee served with distinction on the search committee for the 14th president of Morehead State University, and

WHEREAS, Dr. Berglee's distinguished service on the Board of Regents consistently has exemplified his high ethical standards and strong personal commitment to institutional integrity, and

WHEREAS, Dr. Berglee's tenure as a board member has reflected his professional collegiality and dedication to academic excellence and his abiding concern for the welfare of the entire University community,

THEREFORE, be it resolved by the Board of Regents of Morehead State University that Dr. Royal Berglee be and hereby is commended for his three years of honorable and outstanding service on the Board of Regents and that the University expresses its profound and sincere gratitude for his efforts.

Done this eighth day of June 2017.

Paul C. Goodpaster, Chair

ATTEST:

Sharon S. Reynolds, Secretary

Wayne D. Andrews, President

Adam Abbott

Chair Goodpaster read the following resolution of commendation for Adam Abbott whose term on the Board ends June 30, 2017:

WHEREAS, Mr. Adam Abbott of Buckhorn, Kentucky, served with distinction as the student member of the Board of Regents of Morehead State University since July 1, 2016, and

WHEREAS, Mr. Abbott also served in superior fashion during this period as president of the University's Student Government Association, and

WHEREAS, Mr. Abbott initiated MSU student involvement at the State Capitol in support of higher education funding, and

WHEREAS, Mr. Abbott displayed outstanding leadership to promote student participation at intercollegiate athletic events, and

WHEREAS, Mr. Abbott served with distinction on the search committee for the 14th president of Morehead State University, and

WHEREAS, Mr. Abbott's active engagement with the Board of Regents and his stewardship of the Student Government Association consistently demonstrated his high ethical standards and his abiding commitment to student and institutional success,

THEREFORE, be it resolved by the Board of Regents of Morehead State University that Mr. Adam Abbott be and hereby is commended for his year of honorable and outstanding service on the Board of Regents and for his leadership of the Student Government Association.

Done this eighth day of June 2017.

Paul C. Goodpaster, Chair

**STUDENT
GOVERNMENT
REPORT**

ATTEST:

Sharon S. Reynolds, Secretary_____
Wayne D. Andrews, President

Ms. Walker made a motion to accept the resolutions for Dr. Berglee and Mr. Abbott; Dr. Harr seconded the motion. The motion carried unanimously.

Mr. Abbott reported on SGA initiatives for the past year, including initiatives to encourage student attendance at athletic events, the competition against ECU and NKU called Challenge for Change, and his participation in the search for the next university president. Chair Goodpaster thanked Mr. Abbott for his work as SGA President and a member of the Board of Regents.

**FOUNDERS AWARD
FOR UNIVERSITY
SERVICE**

The President recommended:

RECOMMENDATION: That the Board approve the selection of Dr. David Saxon as the recipient of the 2017 Founders Award for University Service.

Dr. Saxon retired from MSU in 2016 after 49 years of loyal and dedicated service as a professor of biology.

(Background information attached to these minutes and marked VI)

MOTION: Mr. Price moved that the Board approve the President's recommendation. Ms. Walker seconded the motion.

Mr. Price and Mr. Martin noted they took courses from Dr. Saxon while students at MSU.

VOTE: The motion carried unanimously.

The President recommended:

**TENURE AND RANK,
NEW PRESIDENT**

RECOMMENDATION: That the Board approve the granting of tenure and the rank of Professor to Dr. Joseph A. (Jay) Morgan, who will become President on July 1, 2017.

(Background information attached to these minutes and marked VII)

MOTION: Mr. Howard moved that the Board approve the President's recommendation. Mr. Preece seconded the motion.

VOTE: The motion carried unanimously.

CONSENT AGENDA

Chair Goodpaster asked if the Board would like to discuss any item on the Consent Agenda as follows:

1. Minutes of March 5, 2017 and March 9, 2017 (VIII-A-1)
2. 2017 Spring Graduates (VIII-A-2)
3. Personnel Actions (VIII-A-3)
4. Reappointment of Auditing Firm (VIII-A-4)
5. Minimum Scope of Annual Audit (VIII-A-5)

Dr. Berglee requested that the Personnel Actions item be removed from the Consent Agenda.

MOTION: Ms. Walker moved that the Board approve the remaining items in the Consent Agenda. Mr. Price seconded the motion.

VOTE: The motion carried unanimously.

Dr. Berglee claimed the personnel action report was not up-to-date but did not offer specifics.

MOTION: Mr. Preece moved that the Personnel Actions be approved. Dr. Harr seconded the motion.

VOTE: The motion carried with Dr. Berglee abstaining.

**PRESIDENT'S
RECOMMENDATIONS*****Promotion***

The President recommended:

RECOMMENDATION: That the Board approve the granting of promotion to the following faculty with the issuance of their contracts for the 2017-2018 year:

Jennifer O'Keefe, geology & science education
Timothy Simpson, education (FGSE)
Brian Mason, music
Kristina DuRocher, history
Denise Watkins, theatre

(Additional background information attached to these minutes and marked VIII-B-1)

MOTION: Mr. Price moved that the Board approve the President's recommendation. Mr. Martin seconded the motion.

VOTE: The motion carried unanimously.

Emeritus Status

The President recommended:

RECOMMENDATION: That the Board of Regents approve the granting of Emeritus Status to the following:

Thomas Creahan, associate professor of economics
Donna Everett, associate professor of business education
Beverly McCormick, professor of real estate
Peggy Osborne, associate professor of marketing
Larry Albert, professor of speech
Noel Earl, assistant professor of speech
George Eklund, professor of English
June Grice, associate professor of music
Wendell O'Brien, professor of philosophy
David Saxon, professor of biology
Dayna Seelig, professor of kinesiology

(Additional background information attached to these minutes and marked VIII-B-2)

MOTION: Ms. Walker moved that the Board approve the President's recommendation. Dr. Berglee seconded the motion.

VOTE: The motion carried unanimously.

The President recommended:

Educational Leaves

RECOMMENDATION: That the Board of Regents approve the granting of an educational leave for the following faculty members:

Vanessa Flannery, associate professor of nursing, 2018 Spring Semester
Sylvia Henneberg, professor of English, 2018 Spring Semester

(Additional background information attached to these minutes and marked VIII-B-3)

MOTION: Dr. Berglee moved that the Board approve the President's recommendation. Ms. Walker seconded the motion.

VOTE: The motion carried unanimously.

The President recommended:

***Personnel Policy
PAc-27 Tenure and
Reappointment Review***

RECOMMENDATION: That the Board of Regents approve personnel policy PAc-27, Tenure and Reappointment Review.

**Personnel Policy PG-50
Staff Performance
Management System**

(Additional background information attached to these minutes and marked VIII-B-4)

MOTION: Mr. Martin moved that the Board approve the President's recommendation. Ms. Walker seconded the motion.

VOTE: The motion carried unanimously.

The President recommended:

RECOMMENDATION: That the Board of Regents approve personnel policy PG-50, Staff Performance Management System.

(Additional background information attached to these minutes and marked VIII-B-5)

MOTION: Mr. Howard moved that the Board approve the President's recommendation. Mr. Preece seconded the motion.

VOTE: The motion carried unanimously.

**Third Quarter Financial
Statements**

The President recommended:

RECOMMENDATION: That the Board approve the financial statements and amend the operating budget for the third quarter of the fiscal year that will end June 30, 2017.

(Financial Report and additional background information attached to these minutes and marked VIII-B-6)

Ms. Beth Patrick, Chief Financial Officer and Vice President for Administration, reported that MSU's financial picture remained stable through the third quarter of the 2016-17 fiscal year. She said that the University operated with a surplus of revenues over expenditures and transfers of \$15M, which is expected at this point in the year as most of the billings for spring semester 2017 are reflected in tuition and fees revenue, while only expenditures through March 31, 2017 are reflected. She said that total revenues decreased by \$3.9M from last year due to projected declines in undergraduate and graduate enrollment and changes in the non-resident tuition rate and scholarship program. State appropriation revenue also decreased due to a \$1.4M net reduction in state appropriations for the current fiscal year. She noted that bookstore and food service revenues are also down due to lower enrollment.

The university posted \$5.7M less in expenses related to budgeted reductions from all divisions and budgeted reductions in non-resident scholarships. Budgets for several units were reallocated from Academic Affairs, Student Life, and Administration & Fiscal Services to the new Division of Student Success in the current fiscal year. She

also noted that (non-athletic) scholarships and tuition waiver budgets have been moved to the “Other” category of expenses.

Looking at the Statement of Net Position, Ms. Patrick noted that cash and cash equivalents decreased \$21M primarily due to the expenditure of the bond proceeds to construct the new student residential facilities and parking garage/dining commons. These projects, along with IT infrastructure and student services facility expansion/renovation have increased capital assets by approximately \$29M from the previous year.

Ms. Teresa Lindgren, Executive Director of Budgets and Financial Planning, said the total operating budget for the University has increased by \$1.584M in the third quarter due to a combination of increased tuition from the winter session, unbudgeted revenue from sales and services of educational activities, unbudgeted support from the MSU Foundation in support of Academic Affairs, and fund balance allocations. Fund balance in the amount of \$813,962 has been allocated to the parking garage/dining commons and temporary dining. The university anticipates receiving \$500K from Aramark for the dining commons project to offset much of the allocation of fund balance. She noted that the final scope in the amount of \$1.641M for the Lappin Hall cooling system replacement is now known as final estimates and bids are complete. The HVAC system is currently being replaced in the vet tech building at the estimated scope of \$731K.

MOTION: Mr. Price moved that the Board approve the President’s recommendation. Mr. Preece seconded the motion.

VOTE: The motion carried with Dr. Berglee abstaining.

The President recommended:

RECOMMENDATION: That the Board approve the recommended 2017-2018 Operating Budget, which totals \$152,235,000, the 2017-2018 Personnel Roster, and the 2017-2018 Fee Schedule.

(2017-2018 Operating Budget, Personnel Roster and Fee Schedule along with background information attached to these minutes and marked VIII-B-7)

Ms. Patrick reminded the Board of strategies that have been implemented to counterbalance continuing declines in state appropriations, increased competition, mandatory and unavoidable cost increases (such as retirement and healthcare), declining population in the traditional service region, and challenges with student retention. These include but are not limited to new and expanded academic programs, a new strategic enrollment plan which is before the Board today, various efforts to support student success, and student aid adjustments.

The 2017-2018 Operating Budget totals \$152.2 million, an increase of \$1.3 million (0.9 percent) compared to the current fiscal year. New revenue from a combination of a 4.92 percent tuition rate increase for undergraduate students (\$210 per semester), additional tuition revenue from winter session and expanded programs, and a 6.2 percent increase in residence hall rates are included in the operating budget. Total revenue reflects an increase in tuition and fee revenue of \$1.2M and a decrease of \$326,700 in state appropriation.

The operating budget is built on 1,200 first-time freshmen and total enrollment of 10,525 (including Early College) in fall 2017, which represents a decline of 5.7 percent decline in first-time freshmen, a decrease of 2.2% among returning undergraduate students, and a decrease of 5% in graduate students. Tuition in 2017-2018 will be \$4,475 per semester, which includes the special use fee/student recreation fee of \$66. The average residence hall rate will \$2,635 per semester.

The Personnel Roster includes 1,000 positions with an estimated 913 positions contracted to be filled as of July 1, 2017. Total personnel costs (salaries, benefits and student wages) are in excess of \$79.6M. No faculty positions are eliminated in the budget.

MOTION: Mr. Preece moved that the Board approve the President's recommendation to approve the 2017-2018 Operating Budget, the 2017-2018 Personnel Roster, and the 2017-2018 Fee Schedule. Mr. Howard seconded the motion.

VOTE: The motion carried with Dr. Berglee voting nay.

The President recommended:

RECOMMENDATION: That the Board ratify the 2018-2024 Six-Year Capital Plan that was submitted to the Capital Planning and Advisory Board on April 15, 2017.

(Additional background information attached to these minutes and marked VIII-B-8)

The Six-Year Capital Plan includes capital projects with an estimated scope of \$1,000,000 or more and equipment purchases with an estimated scope of \$200,000 or more. The projects included in the first biennia of the Plan will be used as the basis of the development of the 2018-2020 Executive Budget Capital Request that will be presented to the Board for approval at a future meeting.

MOTION: Mr. Martin moved that the Board approve the President's recommendation. Ms. Walker seconded the motion.

VOTE: The motion carried unanimously.

**Strategic Enrollment
Management Plan**

The President recommended:

RECOMMENDATION: That the Board approve the 2017-2019 plan to support strategic enrollment management at Morehead State University.

(Additional background information attached to these minutes and marked VIII-B-9)

In 2016, Morehead State University organized the Division of Student Success in order to support the recruitment, enrollment, retention and graduation of students. Additionally, the new division advances an intentional enrollment agenda and student service model in partnership with faculty, staff and students. The creation and implementation of a strategic enrollment management plan facilitates the future of the university in accord with the vision, mission and strategic priorities of Morehead State University and its Board of Regents, and endeavors to maximize financial resources and competitiveness.

MOTION: Dr. Harr moved that the Board approve the President's recommendation. Mr. Price seconded the motion.

VOTE: The motion carried unanimously.

REPORTS**Spring 2017 Enrollment**

Dr. Bentley presented the final enrollment report for Spring 2017, including the Winter Term. He reported that final spring semester headcount enrollment was 9,537, and 544 students were enrolled during the Winter term. The Winter term has seen significant growth in headcount, credit hour generated, and FTE. He further briefed the Board on the outlook for fall 2017 recruitment and enrollment. *(Final Enrollment Report for Spring 2017 attached to these minutes and marked VIII-C-1)*

**Personal Service
Contracts**

Ms. Patrick reported on personal service contracts, which represent all such contracts issued with amounts greater than \$10,000 between February 16, 2017 and May 15, 2017. *(Report attached to these minutes and marked VIII-C-2)*

**PRESIDENT'S
REPORT**

Dr. Andrews acknowledged that today is his last Board meeting, after 12½ years at Morehead State University and 40 years in higher education. His years at MSU have been the most satisfying of his career. He highlighted the significant progress that has been made over his tenure, stating that a large part of the success has been due to the support of the Board. He wished the Board and University well in the future.

**PERSONNEL
POLICIES PAc-22,
PAc-26**

Chair Goodpaster stated that debate on personnel policies PAc-22, Faculty Discipline and Removal for Cause, and PAc-26, Termination of Faculty for Financial Exigency and Discontinuance of Program, has been ongoing for approximately three years. He said that individual Board members have heard from numerous stakeholders as well. While the Chair has received a request to delay action on the policies, consensus among Board members was that the full Board should decide whether to choose to formally

accept the policies at this time, or choose to schedule a vote in September. (*Background information attached to these minutes and marked IX*)

MOTION: Mr. Martin moved that the Board approve PAC-22 and PAC-26 today. Ms. Walker seconded the motion.

Chair Goodpaster asked for questions or comments. Dr. Berglee said there were many reasons why delaying a vote would be helpful, and would allow incoming President Morgan to share his thoughts on the matter.

MOTION: Mr. Martin called the question. VOTE on call to question: The motion to question carried with Dr. Berglee opposed.

VOTE on original motion: The motion carried with Dr. Berglee voting nay and Dr. Harr abstaining.

Emeritus Status

RECOMMENDATION: That the Board of Regents approve the granting of emeritus status to President Wayne D. Andrews upon his retirement on June 30, 2017, as the 13th president of Morehead State University.

Chair Goodpaster stated that Dr. Andrews had served as president for 12½ years, a tenure exceeded only by Adron Doran, and matched only by Ron Eaglin. He thanked Dr. Andrews for his commendable service, hard work and dedication to the institution.

MOTION: Mr. Preece moved that the Board approve emeritus status for Dr. Andrews. Mr. Price seconded the motion.

VOTE: The motion carried with Dr. Berglee voting nay.

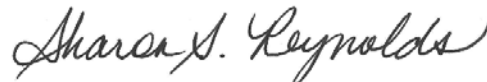
ANNOUNCEMENTS

Chair Goodpaster invited Board members to attend the dedication of the Rocky Adkins Dining Commons on June 20, and announced the next Board work session is August 24, and the next quarterly meeting is September 28.

ADJOURNMENT

There being no further business to conduct, Dr. Harr moved that the meeting adjourn at 11:39 p.m. Mr. Howard seconded the motion. The motion carried.

Respectfully submitted,



Sharon S. Reynolds, Secretary
Board of Regents

**SPECIAL MEETING
BOARD OF REGENTS
MOREHEAD STATE UNIVERSITY
August 24, 2017**

The Board of Regents of Morehead State University met at 9:00 a.m. on Thursday, August 24, 2017, in the DeMoss Suite of the Center for Health, Education and Research in Morehead, Kentucky for a special called meeting to administer the oath to new and reappointed Board members. Chair Paul C. Goodpaster presided.

CALL TO ORDER

Chair Goodpaster called the meeting to order and introduced new and reappointed Board members in attendance: Debbie Long, Jonathan Pidluzny and Rachael Malone.

ROLL CALL

The following Board members were present: Paul Goodpaster, Shannon Harr, Eric Howard, Debbie Long, Rachael Malone, Wayne Martin, Jonathan Pidluzny, Craig Preece, Patrick Price, Kathy Walker and Terri Walters.

Also present was President Joseph A. (Jay) Morgan, Provost Dr. Steven Ralston, Vice President Beth Patrick, Interim Vice President Russ Mast, Vice President James Shaw, Diversity Officer Charles Holloway, and General Counsel Jane Fitzpatrick.

MEDIA

Jason Blanton, Director of Media Relations, introduced Leeann Akers of Morehead State Public Radio, and Megan Smedley of The Morehead News.

OATH OF OFFICE

The Honorable William Lane, Circuit Judge for the 21st District, administered the oath of office to the following Regents:

Ms. Debbie Long, who was reappointed by Governor Matt Bevin to serve a six-year term ending June 30, 2023;

Dr. Jonathan Pidluzny, who was elected by the faculty to serve a three-year term ending June 30, 2020; and

Ms. Rachael Malone, elected by the student body to serve a one-year term ending June 30, 2018.

**ELECTION OF
VICE CHAIR &
SECRETARY;
APPOINTMENT
OF TREASURER**

Pursuant to KRS 164.330, Chair Goodpaster asked for nominations for vice chair, secretary and treasurer. Mr. Price made a motion to nominate Mr. Martin as vice chair, Ms. Reynolds as secretary, and to reappoint Ms. Patrick as treasurer. Mr. Howard seconded the motion. The motion carried with Mr. Martin abstaining.

DISCUSSION

The Board engaged in discussion of the mission and vision statements for the University; a new Diversity Plan; state performance metrics and the state's new performance funding plan; planning for the update of the University's strategic plan;

and an update to the six-year capital plan. The Board also learned how to access a new secured website where meeting materials will be distributed. Also, Board members were provided proposed 2018 meeting dates. These items were for discussion only and no action was taken.

**UPCOMING
MEETINGS AND
EVENTS**

Chair Goodpaster announced the upcoming meetings and events:

- Governor's Conference on Postsecondary Education Trusteeship, Monday-Tuesday, September 11-12, Louisville Marriott East
- Quarterly Meeting, Thursday, September 28
- Audit Committee Meeting, Thursday, November 9, 8 a.m.
- Work Session, Thursday, November 9, 9 a.m.
- Quarterly Meeting, Thursday, December 7
- Fall Commencement, Saturday, December 9, 10:30 a.m.

ADJOURNMENT

There being no further business to conduct, Mr. Martin moved that the meeting adjourn at 12:17 p.m. Ms. Walker seconded the motion. The motion carried.

Respectfully submitted,



Sharon S. Reynolds, Secretary
Board of Regents

RATIFY PERSONNEL ACTIONS

BOR (V-A-2)
September 28, 2017

Recommendation:

That the Board ratify the Personnel Actions for the period May 16, 2017, through September 6, 2017.

Background:

The Personnel Action Request Report includes actions related to:

- 1) full-time and continuing part-time faculty and Executive, Administrative and Managerial employees, excluding supplemental actions not listed under Item 3, below;
- 2) full-time and continuing part-time non-classified Executive, Administrative and Managerial and Professional Staff positions (including supplemental actions);
- 3) supplemental actions for faculty acquiring managerial duties, excluding normal grant activities;
- 4) discipline;
- 5) leave of absences;
- 6) sabbaticals; and
- 7) retirements.

**MOREHEAD STATE UNIVERSITY
ROSTER POSITIONS SUMMARY
09/06/17**

	July 1 Authorized Positions	Current Authorized Positions	+/- Position Adjustments	Current Position Strength	% Current Strength
Office of the President	3.50	3.50	0.00	3.50	100.00
Division of University Advancement	40.75	40.40	-0.35	36.40	90.10
Division of Administration and Fiscal Services	98.75	101.75	3.00	98.75	97.05
Facilities Management	150.00	149.00	-1.00	138.00	92.62
Division of Student Success	187.49	167.49	-20.00	155.49	92.84
Division of Academic Affairs	50.91	49.91	-1.00	46.91	93.99
Caudill College of Arts, Humanities & Social Sciences	135.54	136.14	0.60	119.14	87.51
College of Business and Technology	53.00	53.00	0.00	49.00	92.45
College of Education	65.45	67.45	2.00	60.45	89.62
College of Science	148.33	148.33	0.00	132.58	89.38
Undergraduate Education & Student Success	28.83	45.83	17.00	43.83	95.64
Camden-Carroll Library	29.00	29.00	0.00	28.00	96.55
	<u>991.55</u>	<u>991.80</u>	<u>0.25</u>	<u>912.05</u>	<u>91.96</u>

Note: Positions are expressed in terms of full-time equivalency.

DEFINITIONS OF THE DIFFERENT KINDS OF APPOINTMENTS

- Full-Time Standing:** A Full-Time Standing Appointment designates an appointment that is full-time and for which no ending date is specified. Such appointments are terminable in accordance with the appropriate University policy. Full-time Standing Appointments must be backed with budgeted funds. Full-Time Standing Appointments may be used for all four payroll classification categories namely 1) Academic; 2) Administrative; 3) Staff Exempt; and 4) Staff Nonexempt (see PG-2). Full-Time Standing Appointments may be specified for nine, ten, eleven, or twelve months per fiscal year. This type of appointment is provided all regular University benefits.
- Full-Time Fixed:** A Full-Time Fixed Appointment designates an appointment that is full-time for a fixed period of time and for which an ending date is specified. Such appointments may be specified for nine, ten, eleven, or twelve months. The appointments do not have to be backed by permanent funds. Full-Time Fixed Appointments may be used for all four payroll classification categories namely 1) Academic; 2) Administrative; 3) Staff Exempt; and 4) Staff Nonexempt (see PG-2). This includes instructors and any other individuals in a classification covered by the tenure regulations. Such appointments are discontinued automatically at the specified ending date. Appointments may be terminated before the ending date for cause or business necessity. Full-Time Fixed Appointments may be renewed. Persons appointed to Full-Time Fixed Appointments are not converted to Full-Time Standing Appointments without an appropriate search or search waiver. This type of appointment is provided all regular University benefits.
- Supplemental:** A Supplemental Appointment designates an appointment which is supplementary to a Full-Time Standing or Full-Time Fixed Appointment and has the effect of providing an additional contractual provision beyond the term of the Full-Time Standing or Full-Time Fixed Appointments. For example, a Supplemental Appointment may be used if an individual whose regular appointment is for nine months but whose appointment is extended for one to three additional months. Supplemental Appointments will also be used to designate those appointments which are supplementary to Full-Time Standing or Full-Time Fixed Appointments to compensate for approved additional services normally outside the scope of regular duties. For example, A Supplemental Appointment can be used when an eligible employee is employed to teach a course for additional compensation. Regular University benefits, except sick leave and vacation accrual, continue with a Supplemental Appointment.

APPOINTMENT STATUS ACTIONS
5/16/17 - 9/6/17

Department/Office	Name	Effective Date	Ending Date	Title	Contract Months	Salary	Employment Status	Employment Action
Hires								
Athletics-Women's Basketball	Mitmesser, Todd	07/03/17	03/31/18	Assistant Basketball Coach	12	\$56,000.00	Full-Time Fixed, Probationary	New
Athletics-Women's Softball	Alfaro, Alexa	07/03/17	06/30/18	Assistant Softball Coach	12	\$26,000.00	Full-Time Fixed, Probationary	New
Athletics-Women's Volleyball	McGuire, Angela	07/24/17	12/31/17	Assistant Volleyball Coach	12	\$32,000.00	Full-Time Fixed, Probationary	New
Early Childhood, Elementary & Special Ed.	Motley, Ellen	08/07/17	05/15/18	Instructor of Education	9	\$38,000.00	Full-Time Fixed	New
Engineering & Technology Management	Cheng, Cheng	08/14/17	05/15/18	Visiting Asst. Prof. of Engineering & Technology Management	9	\$60,000.00	Full-Time Fixed	New
Engineering & Technology Management	Jenab, Kouroush	08/17/17	05/15/18	Asst. Prof. of Engineering & Technology Management	9	\$65,000.00	Full-Time Standing	New
History, Philosophy, Politics, Int'l & Legal Studies	Basil, Christine	08/07/17	05/15/18	Visiting Asst. Prof. of Government	9	\$51,700.00	Full-Time Fixed	New
History, Philosophy, Politics, Int'l & Legal Studies	Dunman, Leonard	08/07/17	05/15/18	Visiting Asst. Prof. of Legal Studies	9	\$54,150.00	Full-Time Fixed	New
Mathematics & Physics	Waltmire, Joshua	08/07/17	05/15/18	Instructor of Mathematics	9	\$40,000.00	Full-Time Fixed	New
Mathematics & Physics	Whaley, Ryan	08/14/17	05/15/18	Instructor of Mathematics	9	\$40,000.00	Full-Time Fixed	New
Music, Theatre & Dance	Clark, Travis	08/07/17	05/15/18	Visiting Asst. Prof. of Theatre/Scene Design/Stage Lighting	9	\$41,000.00	Full-Time Fixed	New
Music, Theatre & Dance	Mosley, Ellen	08/07/17	05/15/18	Visiting Asst. Prof. of Music-Flute	9	\$51,000.00	Full-Time Fixed	New
Nursing	Bates, Lauren	08/07/17	05/15/18	Instructor of Nursing	9	\$50,000.00	Full-Time Fixed	New
Nursing	Clarke, Virginia	08/07/17	05/15/18	Instructor of Nursing	9	\$50,000.00	Full-Time Fixed	New
Nursing	Harrison, Judy	08/14/17	05/15/18	Instructor of Nursing	9	\$50,000.00	Full-Time Fixed	New
Nursing	Lowery, Bethany	08/07/17	05/15/18	Patient Care Laboratory Coordinator/Instructor	9	\$42,000.00	Full-Time Standing	New
Nursing	Thompson, Christa	08/07/17	05/15/18	Instructor of Nursing	9	\$50,000.00	Full-Time Fixed	New
School of Business Administration	Stahl, Amy	08/07/17	05/15/18	Instructor of Accounting	9	\$54,000.00	Full-Time Fixed	New
Veterinary Technology Program	Hill, Britney	08/28/17	05/15/18	Instructor of Veterinary Technology	9	\$37,500.00	Full-Time Fixed	New
Veterinary Technology Program	Melzer, Lauren	08/07/17	05/15/18	Asst. Prof. of Veterinary Technology	9	\$56,000.00	Full-Time Standing	New
Carl Perkins Vocational Center	Conley, Joanna	07/01/17	06/30/18	Certified Psychologist Chief	12	\$63,934.00	Full-Time Fixed	Renewal
Carl Perkins Vocational Center	Hensley, Christy	07/01/17	06/30/18	Mental Health Counselor	12	\$37,701.00	Full-Time Fixed	Renewal
Carl Perkins Vocational Center	Walker, Elizabeth	07/01/17	06/30/18	Child Care Center Director	12	\$30,771.00	Full-Time Fixed	Renewal
Middle Grades & Secondary Education	DeLong, Richard	06/01/17	05/31/18	STEM Instructor	12	\$42,500.00	Full-Time Fixed	Renewal
Space Science Center	Paglalunga, Daniele	07/01/17	06/30/18	Visiting Research Engineer-Exomedicine	12	\$45,000.00	Full-Time Fixed	Renewal
Interim Appointment								
Caudill College of Arts, Human, & Social Sci.	Ernst, John	07/01/17	06/30/18	Interim Dean		\$137,500.00		
College of Education	Miller, Christopher	07/01/17	06/30/18	Interim Dean		\$36,684.00		
Distance Education & Instructional Design	Flora, David	06/16/17	10/15/17	Interim Director		\$4,857.00		
Early Childhood, Elementary & Special Ed.	Miller, April	07/01/17	06/30/18	Interim Chair		\$27,427.00		
Foundational & Graduate Studies in Ed.	Simpson, Tim	07/01/17	06/30/18	Interim Chair		\$23,764.00		
Student Success	Mast, Russell	07/26/17	06/30/18	Interim Vice President		\$13,750.00		
Leave Of Absence								
Art & Design	Li, Dongfeng	08/07/17	12/08/17	Assoc. Prof. of Art	9	\$50,631.00	With Pay	Sabbatical
English	Neeper, Layne	08/07/17	12/08/17	Professor of English	9	\$70,149.00	With Pay	Sabbatical
Sociology, Social Work & Criminology	Barton, Bernadette	08/07/17	12/08/17	Professor of Sociology	9	\$67,139.00	With Pay	Sabbatical
Facilities Mngt.-Building Services	Cooper, Sharon	06/06/17	06/08/17	Building Services Technician	12	\$8.86	Without Pay	Suspension
Promotions								
Agricultural Sciences	Porter, Heather	08/07/17	05/15/18	Instructor of Animal Science	9	\$37,500.00	Full-Time Fixed	Title Change/Transfer/Salary Adjustment
Music, Theatre & Dance	Geiger, Matthew	08/07/17	05/15/18	Visiting Asst. Prof. of Music-Jazz/Percussion	9	\$46,551.00	Full-Time Fixed	Title Change/Transfer/Salary Adjustment
Reassignments								
Art & Design/KY Folk Art Center	Hawkins, Susan	08/14/17		Instructor of Art Education/Outreach Educator	9	\$43,157.00	Full-Time Standing	Title Change/Transfer/Salary Adjustment
Enrollment Services	Butler, Vincent	07/01/17	06/30/18	Military & Veteran Success Program Specialist	12	\$18.53	Full-Time Fixed	Title Change
Human Resources	Napier, Karen	07/01/17	06/30/18	Senior Human Resources Assistant (Customer Service)	12	\$16.30	Full-Time Fixed, Probationary	Title Change/Transfer/Salary Adjustment
School of Creative Arts	Petsch, Jeanne	07/01/17		Associate Dean	12	\$120,000.00	Full-Time Standing	Title Change/Transfer/Salary Adjustment
School of English, Comm., Media & Languages	Williams, Thomas	07/01/17		Associate Dean	12	\$125,000.00	Full-Time Standing	Title Change/Transfer/Salary Adjustment
School of Humanities & Social Sciences	Murphy, Dianna	07/01/17		Associate Dean	12	\$120,000.00	Full-Time Standing	Title Change/Transfer/Salary Adjustment
Separations								
Agricultural Sciences	LeCompt, Erin	06/23/17		Equestrian Coach	12	\$43,424.00		Discharge
Enrollment Services	Walker, Brandon	08/28/17		Enrollment Services Counselor	12	\$14.97		Probationary Release
Athletics-Women's Volleyball	Goldberg, Jared	06/15/17		Assistant Volleyball Coach	12	\$32,000.00		Resignation
Engineering & Technology Management	Chapman, Hans	06/30/17		Assoc. Prof. of Engineering & Technology Management	9	\$63,512.00		Resignation
Engineering & Technology Management	Lee, Sanghyun	05/16/17		Asst. Prof. of Engineering & Technology Management	9	\$61,033.00		Resignation
History, Philosophy, Politics, Int'l & Legal Studies	McBrayer, Gregory	06/30/17		Asst. Prof. of Government	9	\$58,191.00		Resignation
Nursing	Brown, Amy	05/16/17		Assoc. Prof. of Nursing	9	\$59,131.00		Resignation
Nursing	Clarke, Virginia	09/01/17		Instructor of Nursing	9	\$50,000.00		Resignation
School of Business Administration	Stahl, Amy	08/07/17		Instructor of Accounting	9	\$54,000.00		Resignation
Student Success	Bentley, Jason	07/25/17		Vice President for Student Success	12	\$150,000.00		Resignation
Counseling & Health Services	Templeman, Sheila	08/31/17		Medical Office Associate/Dental Biller	12	\$15.20		Retirement
Early Childhood, Elementary & Special Ed.	Decker, Martha	06/30/17		Assoc. Prof. of Education	9	\$58,570.00		Retirement
Facilities Mngt.-Building Services	Boggs, Ronald	07/31/17		Building Services Technician	12	\$10.62		Retirement
Mathematics & Physics	Ahmad, Dora	07/31/17		Assoc. Prof. of Mathematics	9	\$64,488.00		Retirement
Talent Search Programs	Keston, Lisa	06/30/17		TRIO Academic Coordinator	11	\$22.36		Retirement
Facilities Mngt.-Building Maintenance	Kidd, Richard	05/31/17		Maintenance Technician II	12	\$15.21		Retirement (Disability)
Other								
Communication, Media & Languages	Murray, Donell	08/01/17	05/15/18	Instructor of Communications	9	\$39,756.00		Advanced Degree Increase
Conference & Event Services	Cornett, Gary	07/16/17		Audio/Media Technician	12	\$11.31		Demotion (Voluntary)
Engineering & Technology Management	Joshi, Nilesh	09/01/17		Assoc. Prof. of Engineering & Technology Management	9	\$70,580.00		Salary Adjustment
Housing & Residence Education	Rucker, Alan	07/01/17		Director of Housing & Residence Education	12	\$75,000.00		Salary Adjustment
Undergraduate Education & Student Success	Couch, Laurie	08/01/17		Assoc. Vice President, Undergrad. Ed. & Student Success	12	\$128,000.00		Title Change
Athletics	Fletcher, Richard	07/16/17		Deputy Director of Athletics	12	\$78,500.00		Title Change/Salary Adjustment
Carl Perkins Vocational Center	Miller, Rita	08/16/17	06/30/18	Program Instructor	12	\$30,892.00		Title Change/Transfer/Salary Adjustment
History, Philosophy, Politics, Int'l & Legal Studies	Masterson, James	08/07/17		Assoc. Prof. of Government	9	\$63,639.00		Title Change/Transfer/Salary Adjustment
Enrollment Services	Litteral, David	07/01/17	06/30/18	Director of Military Initiatives	12	\$60,000.00		Transfer
Total Number of PARs = 68								

SUPPLEMENTAL ACTIONS
5/16/17 - 9/6/17

Name	Title	Department/Office	Effective Date	Ending Date	Salary	Description
Barker, Stephanie	Head Women's Golf Coach	Athletics-Women's Golf	08/14/17	08/30/17	\$2,229.00	Vehicle Allowance
Barker, Stephanie	Head Women's Golf Coach	Athletics-Women's Golf	08/14/17	06/30/18	\$2,429.00	Additional Duties
Barrette, Randy	Instructor of Education	Middle Grades & Secondary Education	07/01/17	07/30/17	\$1,103.00	Administrative Duties
Barrette, Randy	Instructor of Education	Middle Grades & Secondary Education	08/07/17	05/15/18	\$9,190.00	Administrative Duties
Clevenger, Kimberly	Prog. Coord. (Bac. Degree)/Assoc. Prof. of Nursing	Nursing	08/01/17	05/31/18	\$10,000.00	BSN Program Coordinator
Conroy, Christina	Assoc. Prof. of Philosophy	First Year Seminar	07/01/17	06/30/18	\$7,000.00	Program Coordinator
Davison, Rebecca	Instructor of Social Work	Sociology, Social Work & Criminology	08/07/17	06/30/18	\$4,444.00	Program Director
Dobranski, J. Michael	Assoc. Prof. of Mathematics	MSU Teach Program	08/01/17	08/04/17	\$513.00	Administrative Duties
Finch, Julia	Asst. Prof. of Art History	Art & Design	07/01/17	06/30/18	\$7,000.00	Program Coordinator
Gordon, James	Head Women's Volleyball Coach	Athletics-Women's Volleyball	08/14/17	08/30/17	\$3,344.00	Vehicle Allowance
Harrison, Merrell	Chief of Police	Police Department	07/01/17	06/30/18	\$4,000.00	Incentive Pay
Highley, Melinda	Asst. Vice President, Alumni Relations & Development	First Year Seminar	08/14/17	12/12/17	\$1,050.00	Teaching 1.5 Credit Hours
Holloway, Charles	Chief Diversity Officer	Recreation & Wellness Center	07/01/17	06/30/18	\$18/class	Group Fitness Instructor
Howell, Teresa	Prog. Coord. (Assoc. Degree)/Professor of Nursing	Nursing	08/01/17	05/31/18	\$10,000.00	ADN Program Coordinator
Hutchinson, Brian	Director of Athletics	Athletics	05/30/17	05/30/17	\$5,000.00	Achieved Academic Progress Rate (APR)
Hutchinson, Brian	Director of Athletics	Athletics	07/01/17	06/30/18	\$8,400.00	Vehicle Allowance
Joshi, Nilesh	Assoc. Prof. of Engineering & Technology Management	Engineering & Technology Management	08/14/17	05/11/18	\$7,234.00	Program Coordinator
Klecker, Beverly	Professor of Education	Quality Enhancement Plan	05/12/17	05/12/17	\$176.00	Assessment Coordinator
Krummrich, Philip	Professor of Comparative Literature	Honors Program	07/01/17	06/30/18	\$9,316.00	Director of Honors Program
Malone, Sara	Asst. Prof. of Agriculture/Equine Coordinator	Agricultural Sciences	08/01/17	05/31/18	\$5,663.00	Additional Duties
Marshall, Jeffrey	Executive Director of Regional Engagement	History, Philosophy, Politics, Int'l & Legal Studies	08/14/17	12/12/17	\$2,400.00	Teaching 3 Credit Hours
Masterson, James	Assoc. Prof. of Government	History, Philosophy, Politics, Int'l & Legal Studies	07/01/17	06/30/18	\$20,341.00	Assistant to Dean
Mays, Lucille	Online Nursing Prog. Coord./Professor of Nursing	Nursing	08/01/17	05/31/18	\$10,000.00	Online Program Coordinator
Modaff, John	Professor of Speech	Communication, Media & Languages	11/01/17	12/09/17	\$250.00	Speech Coach
Moore, Keith	Assistant to Dean/MBA Director	Innovation Launchpad	07/01/17	06/30/18	\$12,000.00	Director, Innovation Launchpad Incubator
Morgan, Joseph	President	Office of the President	07/01/17	06/30/18	\$14,400.00	Vehicle Allowance
Nelson, Johnathan	Assoc. Professor of Management	Healthcare Leadership Program	11/15/17	11/15/17	\$3,000.00	Program Director
Pannuti, Thomas	Assoc. Prof. of Astrophysics & Space Science	Earth & Space Sciences	08/01/17	05/31/18	\$6,235.00	Additional Duties
Patrick, Beth	Chief Financial Officer/Vice President	Board of Regents	07/01/17	06/30/18	\$6,445.00	Treasurer
Redwine, Bill	Asst. Vice President, Auxiliary Services	University Store	07/01/17	06/30/18	\$11,618.00	Special Projects for VP, Admin. & Fiscal Services
Rucker, Alan	Director of Housing & Residence Education	Housing & Residence Education	07/01/17	07/01/17	\$500.00	Educational Bonus
Smith-Stephens, Shannon	Director of Counseling & Health Services	Nursing	08/14/17	10/04/17	\$5,000.00	Teaching 5 Credit Hours
Spradlin, Preston	Head Men's Basketball Coach	Athletics-Men's Basketball	08/14/17	08/30/17	\$2,787.00	Vehicle Allowance
Stratton, Erika	Assistant Softball Coach	Athletics-Women's Softball	06/30/17	06/30/17	\$162.00	Summer Clinic
Taylor, Matthew	Asst. Prof. of Music	Music, Theatre & Dance	07/01/17	06/30/18	\$7,000.00	Program Coordinator
Tenyer, Robert	Head Football Coach	Athletics-Football	08/14/17	08/30/17	\$2,090.00	Vehicle Allowance
Todd, Robert	Head Women's Basketball Coach	Athletics-Women's Basketball	08/14/17	08/30/17	\$1,951.00	Vehicle Allowance
Watkins, Denise	Professor of Theatre	Music, Theatre & Dance	07/01/17	06/30/18	\$7,000.00	Program Coordinator
Williams, David	Head Women's Softball Coach	Athletics-Women's Softball	06/30/17	06/30/17	\$405.00	Summer Clinic
TOTAL NUMBER OF SUPPLEMENTALS = 39						

**RATIFY REVISED
2018-2024 SIX-YEAR CAPITAL PLAN**

**BOR (V-A-3)
September 28, 2017**

Recommendation:

That the Board ratify the Revised 2018-2024 Six-Year Capital Plan that was submitted to the Capital Planning and Advisory Board on April 15, 2017.

Background:

The University submitted the 2018-2024 Six-Year Capital Plan to the Capital Planning and Advisory Board and the Council on Postsecondary Education by the statutory deadline of April 15, 2017. The Plan included a list of capital projects with an estimated scope of \$1,000,000 or more and equipment purchases with an estimated scope of \$200,000 or more. A list of the projects in the 2018-2024 Six-Year Capital Plan was shared with the Board at the May 11, 2017 workshop for discussion. The Board ratified the initial submission of the Six-Year Capital Plan in June 2017. Since that time, a revision to the plan has been made which reprioritizes the list of projects requested in the first biennium. The revised priority list was shared with the Board at their August 2017 workshop.

The projects included in the first biennia of the Plan will be used as the basis of the development of the 2018-2020 Executive Budget Capital Request that will be presented to the Board for approval at its December 2017 meeting. The projects are identified by the anticipated fund source including:

- State Bonds – Bonded indebtedness issued by the State for which the debt service payments will be managed by the State.
- State General Funds – Direct state appropriations designated in the Budget of the Commonwealth for a specific line item.
- Agency Bonds – Bonded indebtedness issued by the University for which debt service payments will be made by the University from institutional revenues.
- Agency Funds – University funds generated from institutional revenue sources.
- Other Funds – External funds granted to the University for a specific capital project.

Following is the final list of projects included in the 2018-2024 Six-Year Capital Plan as submitted to the Capital Planning Advisory Board and the Council on Postsecondary Education:

MOREHEAD STATE UNIVERSITY
SIX-YEAR CAPITAL PLAN
2018 – 2024
CAPITAL PROJECTS SUMMARY LISTING

<u>2018-2020</u>	<u>Project Title</u>	<u>Estimated Scope</u>
	<u>Projects Funded with State Bonds or State General Funds</u>	
	Renovate Combs Classroom Building	\$31,761,000.00
	Renovate Lloyd Cassity Building	\$18,481,000.00
	Construct Vet Tech Clinical Services Center	\$14,707,000.00
	Repair Camden-Carroll Library Façade	\$9,592,000.00
	Construct Center for Health Educ & Research Phase II	\$23,527,000.00
	Enhance Library Automation Resources	\$1,539,000.00
	Water Plant Sediment Basin	\$1,880,000.00
	Construct Center for Excellence in Education for Performing Arts	\$65,502,000.00
	Renovate Third Street Eats	\$2,982,000.00
	Reconstruct Central Campus	\$3,075,000.00
	Replace Electrical Switchgear B (East Campus)	\$1,845,000.00
	Renovate Howell-McDowell	\$3,985,000.00
	Capital Renewal & Maintenance Pool-E&G	\$6,283,000.00
	Comply with ADA – E&G	\$3,837,000.00
	Capital Renewal & Maintenance Pool-University Farm	\$1,209,000.00
	Acquire Land Related to Master Plan	\$4,000,000.00
	Enhance Network/Infrastructure Resources - Additional	\$3,000,000.00
	Renovate Button Auditorium	\$17,711,000.00
	Upgrade Campus Fire & Security Systems	\$2,670,000.00
	Upgrade Instruct. PCs/LANs/Peripherals	\$4,000,000.00
	Upgrade Administrative Office Systems	\$3,000,000.00
	Construct KY Center for Traditional Music Phase II	\$1,975,000.00
	Renovate Jayne Stadium	\$39,761,000.00
	<i>Subtotal State Bonds/Funds</i>	<i>\$266,322,000.00</i>
	<u>Projects Funded with Agency Bonds or Agency Funds</u>	
	Construct New Volleyball Facility - Phase 2	\$2,761,000.00
	Construct University Welcome Center/Alumni House	\$7,927,000.00
	Renovate Alumni Tower Ground Floor	\$3,812,000.00
	Capital Renewal and Maintenance Pool-Aux	\$3,961,000.00
	Comply with ADA – Auxiliary	\$1,991,000.00
	Construct New Residence Hall	\$35,789,000.00
	Renovate Cartmell Residence Hall	\$14,991,000.00
	Renovate Exterior Precast Panels-Nunn Hall	\$3,075,000.00
	Replace Turf on Jacobs Field (Jayne Stadium)	\$1,060,000.00
	<i>Subtotal Agency Bonds/Funds</i>	<i>\$75,367,000.00</i>
	TOTAL 2018-2020 CAPITAL PROJECTS	\$341,689,000.00

2020-2022**Projects Funded with State Bonds or State General Funds**

Acquire Land Related to Master Plan	\$4,000,000.00
Campus Drainage Project	\$15,792,000.00
Capital Renewal and Maintenance Pool-E&G	\$1,317,000.00
Comply with ADA - E&G	\$4,798,000.00
Construct MCTC/MSU Postsec Center of Excellence Phase II	\$15,100,000.00
Construct Classroom Lab Building at Browning Orchard	\$2,074,000.00
Construct General Office Building	\$12,813,000.00
Plan and Design New Library Facility	\$2,158,000.00
Renovate Camden-Carroll Library	\$49,735,000.00
Renovate Lappin Hall	\$3,629,000.00

Subtotal State Bonds/Funds***\$111,416,000.00*****Projects Funded with Agency Bonds or Agency Funds**

Comply with ADA - Auxiliary	\$2,020,000.00
Construct New Parking Garage - West Campus	\$8,688,000.00
Renovate Eagle Center	\$1,752,000.00

Subtotal Agency Bonds/Funds***\$12,460,000.00*****TOTAL 2020-2022 CAPITAL PROJECTS****\$123,876,000.00****2022-2024****Projects Funded with State Bonds or State General Funds**

Acquire Land Related to Master Plan	\$4,000,000.00
Capital Renewal and Maintenance Pool-E&G	\$2,207,000.00
Comply with ADA - E&G	\$4,227,000.00
Construct Facilities Management Office Complex	\$6,345,000.00
Construct New Baseball/Softball Facility	\$15,393,000.00
Construct New Library Facility	\$77,846,000.00
Expand Claypool-Young Building	\$2,540,000.00
Expand Life Safety: E&G Facilities	\$986,000.00
Renovate Academic Athletic Center	\$41,771,000.00
Renovate Allie-Young	\$17,442,000.00
Renovate Ginger Hall Classroom Building	\$37,909,000.00
Renovate Reed Hall	\$34,060,000.00

Subtotal State Bonds/Funds***\$244,726,000.00*****Projects Funded with Agency Bonds or Agency Funds**

Comply with ADA - Auxiliary	\$1,783,000.00
Construct New Parking Garage - East Campus	\$8,688,000.00

Subtotal Agency Bonds/Funds***\$10,471,000.00*****TOTAL 2022-2024 CAPITAL PROJECTS****\$255,197,000.00**

Recommendation:

That the Board approve Morehead State University's 2018 – 2021 Diversity Plan.

Background:

MSU's Diversity Plan was developed in the 2016-2017 academic year in response to the Council on Postsecondary Education's (CPE) mandate of all state institutions.

Involving multiple stakeholders, including faculty, staff, students and community members, MSU's Plan was developed and then presented to the Council on Equal Opportunity (CEO), a subcommittee of the CPE, on July 20, 2017. MSU's 2018 – 2021 Diversity Plan includes metrics approved by MSU and CPE.

Following approval by the Board of Regents, the Plan will be presented to the Kentucky Council on Postsecondary Education (CPE) for final approval. Afterward, the Plan will be shared with the campus community. In place now is an implementation committee that will work to ensure the Plan is fully integrated into our campus life.

**Morehead State University Campus
Diversity Plan
2017 - 2021**



**Morehead State University
June 21, 2017**

Introduction

Morehead State University (MSU) is a comprehensive public university with robust undergraduate and graduate programs, emerging doctoral programs and an emphasis on regional engagement. MSU aspires to be the best public regional university in the South through a commitment to academic excellence, student success, building productive partnerships, improving infrastructure, enhancing resources and improving enrollment and retention.

MSU is located in the foothills of the Daniel Boone National Forest in Rowan County, Kentucky. Founded in 1887 as Morehead Normal School, it was a private, church-supported institution known as “a light to the mountains.” In 1926, it became part of the state-supported system and was renamed Morehead State Normal School and Teacher’s College. An increase in enrollment and degree programs resulted in successive renaming as Morehead State College (1948) and its current designation as Morehead State University (1966). The mission statement/purpose of MSU is as follows:

As a community of lifelong learners, we will

- Educate students for success in a global environment;
- Engage in scholarship;
- Promote diversity of people and ideas;
- Foster innovation, collaboration, and creative thinking; and
- Serve our communities to improve the quality of life.

MSU has an eleven-member Board of Regents that serves by statute as the governing body of the University. The board is dedicated to the promotion of the mission and goals of the University. The board is also responsible for the creation or dissolution of degrees upon approval of the Council on Postsecondary Education.

MSU has 135 undergraduate and 70 graduate degree programs in four colleges: Caudill College of Arts, Humanities and Social Sciences; College of Business and Technology; College of Education; and College of Science. MSU offers associate, baccalaureate, masters, specialist, and doctoral degrees as well as undergraduate and graduate certificates.

In the fall of 2016, MSU employed 408 total faculty members: 333 full-time (76.3% tenured or tenure track) and 75 part-time faculty members in addition to 730 full-time staff and 127 part-time staff.

MSU’s annual operating budget, approved by the Board of Regents each June, is based on projected funds from tuition and fees, state appropriation, sales and services of educational activities, and auxiliary enterprise revenue. The University’s independent external auditors conduct an annual audit and disclose concerns and recommendations to the Board if needed. MSU has received no audit concerns or recommendations in recent history.

MSU is part of the Kentucky public postsecondary education system. Our service region consists of 22 counties in eastern Kentucky; however, our outreach extends far beyond the service region. The University’s main campus is located in Morehead, Kentucky with regional campuses in Ashland, Mt. Sterling, Prestonsburg and West Liberty.

Diversity Planning Process

In the fall of 2016, MSU developed a Diversity, Equity and Inclusion Task Force to develop the campus diversity plan under the direction of the Chief Diversity Office and the Provost. The taskforce was charged with the following:

- Propose the new Morehead State University diversity, equity and inclusion plan.
- Develop a process that considers input from campus and community stakeholders in developing the plan.
- Follow CPE requirements associated with the new plan.
- Consider other elements/metrics for the new plan unique to Morehead State that are not necessarily included in CPE requirements.
- Propose how the plan might be implemented and maintained (see Diversity
- Follow the established timeline provided by CPE.

The following working committees were created and their membership was purposefully designed to represent a cross-section of campus stakeholders including faculty, staff, and students:

MSU Ad Hoc Committee:

Steven Ralston, Provost
Charles Holloway, Chief Diversity Officer
Laurie Couch, Interim Associate VP of Academic Affairs – Academic Programs
Chris Miller, Interim Dean, College of Education
Sandra Riegle, Associate Professor of Education
Jamie Thomas, Assistant Director of Athletics,
Shannon Colvin, Coordinator of Student Leadership and Advocacy
Jessica Thompson, Technology Business Analyst II

MSU Workgroup Committee:

MSU Ad Hoc Committee
Dora Admadi, Associate Professor Mathematics
Bill Redwine, Auxiliary Services
Bernadette Barton, Professor Sociology
J.T. Blackledge, Associate Professor Psychology
Christopher Blakely, Minority Retention Coordinator
Ophelia Chapman, Systems Librarian
Cory Clark, Minority Academic Coordinator
Kristina Durocher, Associate Professor History
Tori Henderson, Student – SGA
Jami Hornbuckle, Assistant to the President/Chief Market and Public Relations Office
Michelle Hutchinson, Employment & Training Manager
Robert Sparks, Area Coordinator Housing
J. Marshall, Executive Director Regional Engagement
Hope Mills, Student – Student Activities
Fatma Mohamed, Associate Professor Management

Donna Murphy, Community and Alumni
Shondrah Nash, Professor Sociology
David Peyton, Professor Biology
Jill Ratliff, Assistant Vice President for Academic Affairs - Institutional Effectiveness
Tim Rhodes, Assistant Vice President Enrollment Services
Lexius Yarbrough, Student – NPHC
Capp Yess, Associate Professor Physics

Opportunity Members:

Dora Admadi, Associate Professor Mathematics
Ophelia Chapman, Systems Librarian
Tori Henderson, Student – SGA
Michelle Hutchinson, Employment & Training Manager
Fatma Mohamed, Associate Professor Management
Tim Rhodes, Assistant Vice President Enrollment Services
Shondrah Nash, Professor Sociology

Student Success Members:

Christopher Blakely, Minority Retention Coordinator
Cory Clark, Minority Academic Coordinator
Kristina Durocher, Associate Professor History
Hope Mills, Student – Student Activities
Robert Sparks, Area Coordinator Housing
Capp Yess, Associate Professor Physics

Impact Members:

J.T. Blackledge, Associate Professor Psychology
Bernadette Barton, Professor Sociology
Jami Hornbuckle, Assistant to the President/Chief Market and Public Relations Office
Jill Ratliff, Assistant Vice President for Academic Affairs/Institutional Effectiveness
J. Marshall, Executive Director Regional Engagement
Donna Murphy, Community and Alumni
David Peyton, Professor Biology
Sandra Riegle, Associate Professor of Education
Lexius Yarbrough, Student – NPHC

After teams were developed by the Ad Hoc Committee, the Vice President of Academic Affairs and the Chief Diversity Officer met with the committees to inform them of the necessary tasks to assist with developing the campus diversity plan.

Each subcommittee held their own individual meetings to discuss and develop strategies related to diversity. Each subcommittee also had authorization to engage other campus constituents if needed.

After the subcommittees had developed strategies, they reported to the entire group with their recommendations for developing the diversity plan. The strategies for this plan was developed by the taskforce, and the other information has been provided as a part of the campus strategic plan.

Key Terms

As a part of our plan development, MSU believes there is a campus community need to have agreement on definitions that will be a part of our diversity plan.

Cultural Competence - Cultural competence requires that organizations:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- Incorporate the above in all aspects of policymaking, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (National Center for Cultural Competence)

Diversity – Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). (American Association of Colleges & Universities)

Equity – Appropriate access and right to needed resources, processes, opportunities, and participation to provide for equal, successful outcomes. The term is often confused with equality. Equity aims to level the playing field. (Gorski, 2013; Gorski & Pothini, 2013; Gorski & Swalwell, 2015)

Equity-Mindedness – A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff. (Center for Urban Education, University of Southern California).

Fidelity: Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but is not be limited to the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Identity - The social and historical construction of the self/individual/person that creates a sense of community, belonging, and uniqueness. Identity (-ies) may intersect or overlap and most often do. Key facets of identity include sex, gender, sexual orientation, race, ethnicity, social class, age, ability, and religion/spirituality. (Capper & Young, 2014; Gorski, 2013; Griffiths, 2003; Page, 2007; Samuels, 2014)

Inclusion – The active, intentional, and ongoing engagement with diversity in the curriculum, in the co-curriculum, and in the communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. (American Association of Colleges & Universities)

Inclusive Excellence – The recognition that a community or institution's success is dependent on how well it values diversity and engages diversity, and includes the rich diversity of students, faculty, administrators, and alumni constituents. (University of Denver)

Low-Income: Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Power and privilege – The institutional, systemic, systematic, and cyclical process that bestow unearned rights, benefits, or privileges on some chosen groups or populations while exerting control over and manipulation of marginalized and oppressed groups. (Davis & Harrison, 2013; Irving, 2014; Loewen, 1995; Tochluk, 2010)

Social justice – The goal of social justice is both full and equal participation of all groups in society wherein that society be mutually shaped to meet the needs of all groups. Social justice is both individual and collective. Advocates for social justice work to provide access and opportunity for everyone, particularly those in greatest need. (Dantley, Beachum, & McCray, 2008; Davis & Harrison, 2013; Normore & Brooks, 2014)

Underrepresented Minority (URM): – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races or marginalized.

Opportunity

- In the fall of 2015, MSU enrolled 10,875 students
- MSU retained 65% of first-time freshmen from fall of 2014 to fall 2015 (58% of the underrepresented minorities).
- First-time freshmen headcount decreased by 3.4% from the fall of 2014 to 1,461 but 99.4% of these students were full-time.
- The average ACT composite score for first-time students was 22.4, 1.4 points higher than the national average composite score of 21.
- A total of 6,209 (63.4%) undergraduate students attended MSU on a full-time basis while 3,574 (36.5%) undergraduate students attended MSU part-time.

- The majority of graduate students, 875 (80.1%), attended MSU as part-time students while 217 (19.9%) attended as full-time students.
- The 2015-16 undergraduate student population was 59.5% female, 40.5% male.
- The 2015-16 graduate student population was 64% female, 35.7% male.
- Sixty-two percent of MSU's undergraduates were between the ages of 18-24 while 15% of MSU undergraduates were older than 24.
- MSU's 22 county service region attracted 6,135 (56.4%) students to the university in the fall of 2015, and 3,504 (32.2%) of those students came from counties not included in MSU's service region. Accordingly, 88.6% of MSU students originated from the state of Kentucky.
- Under-represented minorities (American Indian, Black, Hispanic, Native Hawaiian/Pacific Islander, and two or more races) represented 7% of the institutional enrollment.
- MSU provided community outreach by offering a substantial number of dual-credit courses to high school students. There were 177 dual-credit courses offered at 48 different high schools across the state of Kentucky.
- During the 2015-16 academic year, MSU awarded 20 Doctoral degrees, 291 Master's degrees, 1,331 Bachelor's degrees, 28 Specialist degrees and 168 Associate's degrees.

Supporting Documentation for Morehead State University Target Setting

The targets selected for each of the metrics that follow were chosen based on extensive analysis of MSU trend data, the pipeline for each metric, census data for the service region and benchmark data when available. Tables of data along with a brief summary describing their impact are followed by the final selection of a target for each metric.

1A: Fall Undergraduate Enrollment of African American Students as a Percent of Total Fall Undergraduate Enrollment (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed this target:

Table 1: African American Undergraduate Students as Percent of Undergraduate Population

Institution	2010	2011	2012	2013	2014	2015	2016	Change
African American Students (UG)	3.4%	3.2%	3.3%	3.3%	3.6%	3.4%	3.4%	0.0

- Table 1 shows that the proportion of undergraduate African American students has been stable over time. This stability is deceptive because the data analyzed in successive tables reveals a picture of growth and performance, despite the demographic constraints of MSU's service region.

Table 2: African American Undergraduate Students at MSU

Institution	African American Students	Total UG Enrollment	African American Enrollment as Percent UG	Census Data
MSU	330	9,873	3.4%	1.5%

- Table 2 shows that MSU is already out-performing 2 out of 3 non-urban peer institutions given the demographics of the respective service regions. In the baseline year, Census data showed that African Americans are 1.5% of MSU's service region. The baseline number of 3.4% reveals that the composition of African American undergraduate students is more than 2 times higher than the demographic composition of MSU's service region.

Table 3: African American Undergraduate Students by Classification

Classification	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
Freshman	83	94	125	126	114	80	82	-34.4%
Sophomore	34	47	51	55	74	61	41	-19.6%
Junior	46	42	39	50	43	64	64	64.1%
Senior	64	69	62	56	60	59	71	14.5%
UG Non-Degree	12	9	12	8	16	24	33	175.0%
Early College	10	34	29	33	45	40	43	48.3%
Post-Bac, Degree-Seeking	3	6	7	5	4	1	1	-85.7%
Craft Academy	0	0	0	0	0	1	1	100%
Total	252	301	325	333	356	330	336	3.4%

- As shown in Table 3, the enrollment of freshmen African American students declined substantially in the fall of 2015 and 2016. These recruiting shortfalls will weaken enrollment in the coming years as the larger groups of African American students graduate and leave MSU. The current numbers of incoming freshmen are below replacement levels. As shown earlier, the demographics of the service region make it difficult to achieve a critical mass of African American students, which is a challenge for recruitment and retention. Despite these barriers, the data in Table 3 show that the number of African American students increased remarkably since 2010; however, as displayed in Table 1, these big numerical increases did not produce a substantial change in the proportion of African American students, due to the small size of this group relative to the overall undergraduate population.
- MSU has been casting a wide net to generate additional enrollment. This means that even if the numerator increases, (i.e. the number of African American students) the denominator is also likely to increase (number of non-African American students). If the denominator increases faster than the numerator, there will be little change in the proportion or even a decrease. Thus, because the numerator is such a small number, it will be extremely hard to move, especially if overall enrollment increases.

Table 4: Fall African American Enrollment Target

Target	Baseline	2016	2017	2018	2019	2020	% UG Enrollment
2% annual increase	330	336	343	350	357	364	3.8%

- As shown in the target calculation Table 4, a 2% annual increase generates a numerical difference even though the percentage does not increase significantly. A 2% annual increase would produce substantial numerical improvement and moderate improvement in the proportion of the undergraduate population that is African American.

1B: Fall Undergraduate Enrollment of Hispanic Students as a Percent of Total Fall Undergraduate Enrollment (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed this target:

Table 5: Hispanic Undergraduate Students as Percent of Undergraduate Population

Institution	2010	2011	2012	2013	2014	2015	2016	Change
Hispanic (UG)	0.9%	0.9%	1.2%	1.1%	1.5%	1.4%	1.9%	1.0

- Table 5 demonstrates that progress has been slow and steady with regard to the proportion of Hispanic students in MSU's undergraduate population. By the end of the period, it is clear that two years, 2014 and 2016, account for most of the change that occurred on this metric.

Table 6: Hispanic Undergraduate Students by Classification

Classification	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
Freshman	21	25	31	33	38	32	35	12.9%
Sophomore	8	10	12	16	18	26	19	58.3%
Junior	13	12	12	11	22	15	25	108.3%
Senior	14	14	25	18	17	29	32	28.0%
UG Non-Degree	0	3	5	2	5	6	5	0.0%
Early College	6	18	31	30	46	31	66	112.9%
Post-Bac, Degree-Seeking	2	2	1	3	2	2	2	100.0%
Total Hispanic	64	84	117	113	148	141	184	57.3%
Total Non-URM	7,046	8,960	9,162	9,481	9,282	9,111	9,005	-1.7%

- As shown in Table 6, the enrollment of freshman Hispanic students increased 12.9%; however, this large percentage increase only represents four students. Since 2012, the number of Hispanic students increased 57.3%, which is an exceptionally strong growth. The largest numerical

increase has been early college students, but there has also been robust growth across all student classifications.

- Table 6 provides greater insight into the changes in 2014 and 2016. In 2014, the number of non-URM students decreased by 2.1% and in 2016 the number of non-URM students decreased from the 2015 number by 1.2%. Concurrently between fall of 2013 and fall of 2014, undergraduate Hispanic students increased by 30.9%, and a similar increase occurred between fall of 2015 and fall of 2016. This pattern demonstrates how difficult it is to move a proportional metric that has a small numerator and a large denominator. Thus, the numerator (undergraduate Hispanic students) had to increase by almost 31% AND then a significant portion of the denominator (Non-URM students) had to decrease to produce change of 0.4% and 0.5% for 2014 and 2016.

Table 7: Hispanic Undergraduate Students at MSU

Institution	Hispanic Students	Total UG Enrollment	Hispanic Enrollment as Percent UG	Census Data
MSU	141	9,783	1.4%	1.0%

- Table 7 demonstrates that MSU is currently over-performing based on the demographics of the service region. In the baseline year, Census data showed that Hispanics are 1.0% of the MSU service region. The baseline number of 1.4% reveals that the composition of Hispanic undergraduate students is slightly higher than the demographic composition of the service region.
- MSU has been casting a wide net to generate additional enrollment. This means that even if the numerator increases (i.e. the number of Hispanic students) the denominator is also likely to increase (number of non-Hispanic students). If the denominator increases faster than the numerator, there will be little change in the proportion or even a decrease. Thus, because the numerator is such a small number, it will be extremely hard to move, especially if overall enrollment increases. This dynamic must be taken into consideration when setting targets.

Table 8: Fall Hispanic Enrollment Target, Morehead State University

Target	3 Year Mean	Baseline	2016	2017	2018	2019	2020	% UG Enrollment
2% annual increase	134	141	184	147	150	153	156	1.6%

*Three year average includes 2013, 2014, and 2015.

- As shown in the target calculation in Table 8, a 2% annual increase creates quite a numerical difference even though the percentage does not increase a great deal. Thus, in this case, a 2% annual increase would produce numerical improvement and moderate improvement in the proportion of the undergraduate population that is Hispanic.
- The model trend will look a bit odd because the target setting builds off the established baseline of 141 rather than the current year number of 184. Thus, the calculation of annual increases discounted the current 2016 number because a big part of the enrollment increase is due to early college. These students are not a stable source of enrollment, so it is unwise to assume

that 2017 will maintain and continue the growth that was modeled in 2016.

1C: Fall Undergraduate Enrollment of Underrepresented Minority Students as a Percent of Total Fall Undergraduate Enrollment (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed the target:

Table 9: URM Undergraduate Students as Percent of Undergraduate Population

Institution	2010	2011	2012	2013	2014	2015	2016	Change
URM (UG)	4.8%	4.9%	5.8%	5.9%	6.7%	6.9%	7.7%	2.9

- Table 9 reveals that the percentage of URM students changed by almost three percentage points since 2010, when 4.8% of the undergraduate population was classified as URM. In 2016, 7.7%, which is growth of 2.9% and represents a percent change of 60%.

Table 10: Fall UG Enrollment Trend Data

	2010	2011	2012	2013	2014	2015	2016	Change Since 2012	Change Since 2010
Black, Non-Hispanic	252	301	325	333	356	330	336	3.4%	33.3%
American Indian	19	23	22	26	18	12	16	-27.3%	-15.8%
Native Hawaiian	2	2	5	7	12	11	12	140.0%	500.0%
Hispanic/Latino	64	84	117	113	148	141	184	57.3%	187%
Two or More Races	16	50	94	116	136	178	201	113.8%	1,156%
URM	353	460	563	595	670	672	749	33.0%	112%
Non-URM	7,046	8,960	9,162	9,481	9,282	9,111	9,005	-1.7%	27.8%
Enrollment Total	7,399	9,420	9,725	10,076	9,952	9,783	9,754	0.2%	31.8%

- Table 10 shows that Hispanic/Latino students were one driver of URM growth, but the biggest driver of URM growth is two or more races. 2010 was the first year that this was an ethnicity category in CPE reporting, so obviously the growth has been tremendous during this period. Even since 2012, this category grew consistently every year increasing by 114% in this period.
- 2014 was the year in which the proportion of URM students started to increase, but this was only possible because the number of non-URM students declined while URM students were increasing and or stable. Thus, the fall of 2014 showed a decrease of 2.1% in non-URM students, and the decline continued into 2015 (1.8%) and 2016 (-1.2%).

Table 11: Undergraduate Fall URM Enrollment by Classification								
Classification	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
Freshman	119	140	194	219	198	177	168	-13.4%
Sophomore	44	71	83	91	121	110	96	15.6%
Junior	61	60	65	73	88	108	113	73.8%
Senior	87	92	101	93	97	116	146	44.6%
UG Non-Degree	10	15	20	14	23	31	41	105%
Early College	22	70	87	93	136	122	175	101%
Post-Bac Degree	10	12	13	12	7	4	5	-61.5%
Craft Academy	0	0	0	0	0	4	5	NA
Total	353	460	563	595	670	672	749	33.0%

- Table 11 shows total URM enrollment peaked in years 2012-2014 followed by a decline in 2015 that continued in 2016. The URM freshmen pipeline is also collapsing similar to what we saw with African American freshmen (Table 3). All other categories yielded increases, but the weakness at the beginning of the pipeline is a concern because this change will reverse the positive trends with regard to sophomores, juniors, and seniors. Early college growth has been quite strong and growth in this category is one of the main factors that drove the increase between 2015 and 2016.

Table 12: Fall Undergraduate URM Enrollment at MSU				
Institution	URM Enrollment	Total UG Enrollment	URM Enrollment as Percent of Total (2015)	Census Data
MSU	672	9,783	6.9%	3.8%

- Table 12 shows that MSU is outperforming the demographics of its service region. In the current year, 2016, MSU has 7.7% of the undergraduate population in the URM category, which is twice the rate of underrepresented minorities in the service region.

Table 13: Fall URM Undergraduate Enrollment Target

Target	Baseline	2016	2017	2018	2019	2020	% UG Enrollment
2% annual increase	672	749	699	713	727	742	7.6%

- As shown in the target calculation in Table 13, a 2% annual increase yields a robust numerical difference even though the percentage does not increase significantly. A 2% annual increase would produce numerical improvement and moderate improvement in the proportion of the undergraduate population that is URM.

1C: Fall Graduate and Professional Enrollment of Underrepresented Minority Students as a Percent of Total Fall Graduate and Professional Enrollment (Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this target:

Table 14: Fall Graduate URM Enrollment as Percent of Total Fall Graduate Enrollment

	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
URM Grad. and Prof.	4.0%	6.2%	5.7%	5.6%	6.8%	8.1%	6.5%	2.5

- As shown in the Table 14, the percent of URM graduate students at MSU rose 2.5 percentage points since fall of 2010. 2015 was a peak year, and 2016 suggests a return to the mean, which is 6.1%.

Table 15: Fall Graduate Enrollment Trend Data

	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
African American	41	57	49	41	53	48	44	-10.2%
American Indian	5	4	5	5	2	3	2	-60.0%
Hispanic/Latino	9	21	15	16	14	23	12	-20.0%
Two or More Races	3	14	13	10	6	12	6	-53.8%
Native Hawaiian	0	0	0	0	0	2	1	NA
URM	58	96	82	72	75	88	65	-20.7%
Total Enrollment	1,443	1,551	1,447	1,282	1,101	1,092	994	-31.3%

- Table 15 shows that graduate student enrollment at MSU has declined substantially since 2012 decreasing 11.4% from 2012 to 2013 and 14% between fall 2013 and fall 2014. Fall of 2016 was another decline of 9%. URM graduate student enrollments have not declined as quickly as the total graduate student population, which accounts for the relatively strong growth in URM graduate students as a proportion of the population. However, it is important to note that URM graduate student enrollment did decline by about 1.5 percentage points in 2016.

Table 16: Fall Graduate URM Enrollment at MSU

Institution	URM Enrollment	Total GR Enrollment	URM Enrollment as Percent of Total	Census Data
MSU	88	1,092	8.1%	3.8%

- Once again, Table 16 demonstrates that MSU is over performing with regard to the demographics of the service region. We have more than twice the proportion of URM in our graduate students as the service region as a whole.

Table 17: Fall Graduate URM Enrollment Target

Target	3 Year Mean	Baseline	2016	2017	2018	2019	2020	% GR Enrollment
1% annual increase	78	88	65	90	91	92	93	9.4%

3-year average includes 2013, 2014, and 2015.

- As shown in the target calculation in Table 17, a 1% annual increase creates a numerical difference even though the percentage does not increase a great deal. Given the population of our service region, that the baseline year (2015) is higher than our 3- year average, and we are starting behind because our proportion of URM graduate students declined to 6.5% in 2016, the 1% annual increase is realistic.

Strategies

Tactics	Measures	Lead/ Accountability	Internal Collaborators	External Collaborators	Timeline
Strategy 1: Increase First-Time Freshmen Enrollment of Diversity Population.					
1.1 Focus on high-priority areas such as Louisville, Lexington, and Northern Kentucky market	- Number of students who enroll from year to year increases	Enrollment Services	Web Marketing Director, Chief Diversity Officer, Enrollment Counselors	-Schools, -Alumni - Students, - Community	Fall 2017
1.2 Promote Diversity Opportunity Scholarships and	- Number of students who enroll from	Enrollment Services	Web Marketing Director, Chief Diversity Officer,	-Schools, -Alumni - Students,	Fall 2017-S

Black Achievers Scholarships	year to year increases		Enrollment Counselors	- Community	
Strategy 2: Create a more diverse campus, meaning more diversity among faculty and staff, more diversity among student groups, and a campus environment that is more “friendly” to diversity, so that it becomes easier to recruit and retain a more diverse student body.					
2.1 Implementation of Diversity Training for new employees	- Join NAME - Use NAME resources and curriculum in programming	Chief Diversity Officer, Human Resources,	Academic Affairs	-Morehead Civic Organizations;	Fall 2018

Success

6B: Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students –Low Income (Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 24: Six-Year Graduation Rates of First-Time, Full-Time Baccalaureate Degree-seeking Low Income Students

	2005	2006	2007	2008	2009	2010
Low Income Cohort	27.8%	33.3%	34.5%	34.7%	31.0%	34.1%

- Table 24 shows that MSU low-income cohort graduation rates have increased from 27.8% in 2005 to 34.1% in 2010. These rates are what would be expected as the low- income cohort has a confidence interval of 29.9-35.3.

Table 25: Status of Low Income Cohort as of January 27, 2017

Cohort	Adjusted Cohort	Enrolled Fall 2016	Registered for Spring 2017	Current Graduation Rate	Maximum Grad Rate
2011	650	6.8% (n=44)	4.6% (n=30)	28.5%	33.1%
2012	791	22.0% (n=174)	14.2% (n=112)	27.3%	41.5%
2013	805	45.0% (n=362)	40.4% (n=325)	2.7%	43.1%
2014	751	44.7% (n=336)	42.1% (n=316)	0.4%	42.5%
2015	698	67.5% (n=471)	57.8% (n=403)	0.0%	57.8%
2016	509	100% (n=509)	85.9% (n=437)	0.0%	85.9%

- Table 25 shows that the maximum graduation rate for all MSU low income cohorts is below 50% except the 2015 and 2016 cohort based upon the number of students currently enrolled at the end of the last advance registration period. Retention of the 2014 low-income students was especially poor. The percentage of 2013 cohort students that are still actively enrolled in their fourth year is about the same as the 2014 cohort midway through their third year.

Table 26: Graduation Projections for Bachelor's GRS Cohort, Low Income Students

	2007	2009	2010	2011	2012	2013	2014	2015
Fall to Fall	65.8%	63.3%	68.0%	59.2%	66.8%	66.3%	59.2%	67.5%
Year 1 to Year 3	51.6%	50.3%	52.2%	46.2%	53.4%	51.7%	44.7%	51.4-55.4
Year 1 to Year 4	44.9%	42.8%	47.1%	39.2%	47.1%	45.0%	36.6-39.7	45.3-48.4
4 Year Grad Rate	15.3%	14.7%	18.4%	15.3%	21.6%	15.4-17.9	12.1-14.6	16.5-19.0
5 Year Grad Rate	13.8%	13.2%	11.7%	11.8%	11.3-16.2	11.4-13.2	8.9-10.7	12.1-14.0
6 Year Grad Rate	5.3%	3.1%	4.0%	1.4-4.6	2.8-4.0	3.7-4.3	2.9-3.5	4.0-4.6
Total Grad Rate	34.4%	31.0%	34.1%	28.5-33.1	32.9-37.8	30.8-35.7	23.9-28.8	32.6-37.5

- Unlike the MSU total bachelor's cohort, where there has been improvement in time to graduation, there has not been observable improvement with low-income students. They are not graduating faster, and MSU is not graduating more of them. Even the 2008 cohort, which is not included in the table, had extremely high fall to fall retention of 72.0% and slightly higher first to third retention (55%), by the end of the six years, the 34.7% graduation rate is average.
- A confidence interval was constructed and it shows that the expected graduation rate for the low-income cohort is 30-37.5% based on historical averages. Based on current retention patterns and using past performance as a guide, the current cohorts show that the trajectory has not changed and all projected six-year graduation rates fall within the confidence interval.

Table 27: Six-Year Graduation Rate of Low Income Cohort Target

Target	3 Year Average	Baseline	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	Cumulative increase
1.0% annual increase	33.2%	34.1%	34.4%	34.7%	35.0%	35.3%	35.7%	4.7%

- Based on the data that is available, ECU has a four- year graduation rate for low- income students of 28.5%. NKU's four- year average is about 26.4%, Murray's graduation rate is 41.2% and WKU's is about 37.4%. MSU is performing slightly below MSU and WKU but above NKU and ECU on this metric.
- Our baseline comes from the 2010 cohort and it is 34.1%. Unfortunately, with the 2011 cohort, we would not be able to meet the target for a 1% annual increase based on the students who remain enrolled. The remaining cohorts do have potential, but the 2014 cohort has been an exceptionally poor performing cohort.
- A 1% annual increase target was suggested

6B: Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students –URM (Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 28: Six-Year Graduation Rates of First-Time, Full-Time Baccalaureate Degree-seeking URM Students

	2005	2006	2007	2008	2009	2010
URM Cohort	37.7%	32.8%	31.6%	42.9%	22.4%	32.6%

- Table 28 shows that MSU URM cohort graduation rates have experienced significant volatility. Confidence intervals for this group are 24.7 to 37.6. Thus, the only year that exceeds this threshold is the 2008 URM cohort, which only had 28 students.

Table 29: Status of URM Cohort as of January 27, 2017

Total Cohorts	Adjusted Cohort	Enrolled Fall 2016	Registered for Spring 2017	Grad Rate	Maximum Grad Rate
2011	96	7.3% (n=7)	5.2% (n=5)	28.1%	33.3%
2012	141	27.0% (n=38)	17.0% (n=24)	23.4%	40.4%
2013	152	50.0% (n=76)	46.1% (n=70)	0.0%	46.1%
2014	128	49.2% (n=63)	46.1% (n=59)	0.0%	46.1%
2015	121	67.8% (n=82)	58.7% (n=71)	0.0%	58.7%
2016	76	100% (n=76)	82.9% (n=63)	0.0%	82.9%

- Table 29 documents the status of each of the current MSU cohorts at the end of the most recent advance registration period. This data enables us to figure the cohort retention and the maximum graduation rate if every currently enrolled student graduated on time. For the 2011 cohort, the data suggests a graduation rate of 33.3% or less. A review of the remaining cohorts indicates that none has more than 50% of the students still enrolled until we get to the 2015 and 2016 cohorts that have 58.7% and 82.9% respectively of students still enrolled.

Table 30: Graduation Projections for Bachelor's GRS Cohort, URM Students

	2005	2006	2007	2009	2010	2011	2012	2013	2014	2015
Fall to Fall	60.0%	56.7%	54.2%	63.8%	66.3%	64.6%	66.2%	69.7%	62.5%	67.8%
Year 1 to Year 3	48.3%	46.7%	37.3%	41.4%	46.5%	44.8%	51.4%	55.3%	49.2%	45.4-57.8%
Year 1 to Year 4	43.3%	40.0%	35.6%	36.2%	40.7%	38.5%	45.8%	50.0%	42.5-47.5%	44.9-49.9%
Year 4 Grad Rate	9.7%	9.8%	10.2%	6.9%	12.8%	9.8%	17.7%	12.2-15.2%	10.3-13.2%	11.2-14.1%
Year 5 Grad Rate	17.9%	19.7%	14.0%	12.1%	17.4%	18.3%	14.3-18.6%	18.3-22.8%	15.7-20.1%	17.0-21.4%
Year 6 Grad Rate	9.7%	3.3%	6.8%	3.4%	2.3%	2.3-5.2%	2.6-3.8%	5.7-7.1%	4.9-6.3%	5.3-6.7%
Total Grad Rate	37.3%	32.8%	31.6%	22.4%	32.6%	30.4-33.3%	34.6-40.4%	36.2-45.1%	30.9-39.6%	33.5-42.2%

Table 31: Six-Year Graduation Rate of URM Cohort Target

Target	3 Year Average	Baseline	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	Cumulative increase
1.0% annual increase	32.6%	32.6%	32.9%	33.2%	33.5%	33.8%	34.1%	4.6%

*Revised on 8/3/2017

- There has been apparent volatility in the graduation rate of MSU URM students because of the small number of students. Due to the apparent instability, there is a wide confidence interval of 23% to 42% using all values, including the extremely high 2008 figure in which there were 28 URM students and the extremely low 2009- graduation rate of 22.4%. Thus, the problem is a large standard deviation, which creates a wide interval.
- Because this interval is so wide, we can't use a confidence interval as a guide to define "improvement" because MSU would have to show consistent increases of more than 4% per year.

- A 1.0% annual increase was selected for this metric. Given the small number of students and the support strategies in place, we think it may be possible to achieve this target beginning with the 2012 cohort.

6C: First- to Second-Year Retention – Low Income (Strategic Agenda, Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 34: First- to Second-Year Retention of Low Income Bachelor's GRS Cohort

Cohort Type	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Low Income	62.2%	68.0%	59.2%	66.6%	66.3%	59.2%	67.4%

- Table 34 demonstrates that the retention of MSU low-income students has had quite a bit of volatility. A 95% confidence interval was calculated to assess how retention has been and to determine what numbers would yield a statistical improvement.
- The average retention rate for the low-income cohorts is 64%. The confidence interval is 60.6-67.4. Using these numbers, we can see that 2011 and 2014 cohorts had retention declines that are outside the confidence interval. This means the declines are unlikely to be the result of error and general fluctuation in the data. The 2015 cohort is near the top of the confidence interval, but it does not fall outside it. This suggests there has not been a statistical improvement in retention for the 2015 cohort because it stayed within the parameters expected.

Table 35: First- to Second-Year Retention of Low Income Bachelor's GRS Cohort Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative increase
1% annual increase	64.2%	67.4%	68.1%	68.8%	69.5%	70.2%	70.9%	5.1%

- MSU's baseline of 67.4% retention is higher than the three-year mean. This is partly because the three-year mean is pulled by the retention of the 2014 cohort.

- A 1% annual increase was selected for this metric. This will be a statistical increase that will move the rate outside of the confidence interval.

6C: First- to Second-Year Retention – URM (Strategic Agenda, Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 36: First- to Second-Year Retention of URM Bachelor's GRS Cohort							
Cohort Type	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
URM Cohort	63.8%	66.3%	64.6%	66.2%	69.7%	62.5%	67.8%

- Table 36 shows that retention of URM student has been more stable than retention of low-income students (Table 34). The average retention rate across this period is 65.8%, and the 95% confidence interval is 63.6% to 68.0%. Having calculated the confidence interval, we can see that the 2015 cohort is within that interval, which suggests that the baseline of data is not an improvement from past historical data.
- The current fall to spring retention is preliminary for the 2016 cohort, and shows that 82.8% of the cohort enrolled for the spring semester. This is lower than fall to spring retention for both the 2015 cohort and the 2013 cohort, both of which had URM fall to spring retention rates higher than 90%. The fall to spring retention rate closely matches the retention for the fall 2014 cohort.

Table 37: First- to Second-Year Retention of URM Bachelor's GRS Cohort Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative increase
1% annual increase	66.8%	67.8%	68.5%	69.2%	69.9%	70.6%	71.3%	5.2%

- Table 37 models a 1% annual increase. Retention for the 2016 cohort is close to the fall to spring retention for the 2014 cohort. If this trend continues, MSU would not reach the 16-17 goal with a 1% annual increase.
- As discussed with the confidence intervals, anything above 68% would be durable improvement, but given the high starting baseline, even a 1% annual increase would result in a retention rate in excess of 71%, which would be a significant increase from our current rate.

9B: Bachelor's Degrees Awarded – Low Income (Strategic Agenda, Performance Funding, Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 46: Low Income Bachelor's Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Low Income Bachelor's Degrees	619	617	666	703	702	779

- Table 46 shows that the three-year change since 2012-13 varied enormously from 5.5%, 0% and 11%. The average annual rate of change is 5.5%.
- 11% annual growth is unlikely to continue. Historically, 2010-11 and 2011-12 showed no rate of change as did 2013-14 and 2014-15. 8% change occurred between 2011-12 and 2012-13.

Table 47: Pipeline of Total Low Income Bachelor's Seeking Student Enrollment

Year	Freshmen	Sophomores	Juniors	Seniors	Seniors Graduate within Year	Seniors Graduated Total*
2009-10	1,198	698	801	1,234	438 (35.5%)	979 (79.3%)
2010-11	1,107	734	846	1,355	585 (43.2%)	1,102 (81.3%)
2011-12	1,254	752	900	1,383	595 (43.1%)	1,129 (81.6%)
2012-13	1,376	762	911	1,391	611 (43.9%)	1,125 (80.9%)
2013-14	1,384	827	896	1,387	658 (47.5%)	1,096 (79.0%)
2014-15	1,206	879	938	1,315	660 (50.5%)	1,000 (76.0%)
2015-16	1,002	766	950	1,304	703 (53.9%)	813 (62.3%)
2016-17	786	639	845	1,238	638 (51.5%)	638 (51.5%)

*Includes unofficial graduates from fall 2016 and winter 2016. Also includes applications to graduate in spring 2017

- The percentage of MSU seniors qualifying as low income has been declining. In 2009-10, the percentage was higher than 60%. MSU reached a maximum of 67% of seniors in 2013-14 and 2014-15. In 2015-16, the number of seniors declined to 63% and in 2016-17, it declined further to 60%. Thus, low-income students are declining in number and in percentage of the student population. This presents a challenge to growth as the demographics are shifting.
- The trends are more concerning among MSUI freshmen with only 54% of 2015-16 freshmen being low income and 49% of 2016-17 freshmen being low income. From 2007-08 to 2012-13, there was relatively parity in the percentage of freshmen and seniors who were low income. For example, in 2011-12, 64% of freshmen were low income and 63% of seniors were low income. Beginning in 2013-14, the numbers begin to diverge with the percentage of low-income seniors rising, and the percentage of low-income freshmen declining. In 2015-16, 54.4% of freshmen were low income whereas 63.2% of seniors were.
- Table 47 shows that MSUI has seen substantial increases in seniors who graduate within the year. In 2009-10 only 35.5% of low income seniors graduated in 2009-10, whereas in 2015-16, almost 54% did.
- The number of low-income seniors has been around 1300-1400 since 2010-11, but it began declining in 2014-15 and reached a new low in 2016-17. The peak was 1,391 and 1,234 is a decline of 11.3%.

Table 48: Low Income First-Time Transfers by Classification

Classification	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Freshman	74	100	96	89	76	58	49
Sophomore	99	129	117	107	117	109	88
Junior	185	238	242	220	211	184	171
Senior	123	131	100	94	84	82	60
Total	481	598	555	510	488	433	368

*AY is SUR, fall, winter, and spring term. Data from spring 2017 is preliminary and the classification numbers may change as transfer credit is processed. Students from 16-17 have had little opportunity to get a Pell grant during their time at MSU. Thus, the number of Pell recipients is very likely to grow over time, especially for this group.

- Table 48 shows the trends with regard to low-income transfer students. The 2016-17 numbers are likely low because some of these students will receive Pell as they continue at MSU. Despite this caution, the trend suggests a decline in the number of low-income transfer students. As with the total transfer students, the low-income transfer students do not appear to graduate quickly. For the seniors who transferred in 2010-11 and 2011-12, about 50% of the low-income transfers graduated. This is in contrast to the low-income transfers who came during those years, who have an average graduation rate of 27%.
- Regarding low income, since 2010-11, about 62% of first-time transfer students are low income. This is similar to the MSU population, and like the MSU population, the percentage of low-income students has declined in recent years, particularly 2015-16 and 2016-17.
- Historically, the largest number of low-income transfers have come from five of the KCTCS institutions: Big Sandy, Ashland, Maysville, Bluegrass, and Hazard. This is both good and bad news in that there have been enrollment declines in Ashland, Bluegrass, and Maysville. Hazard showed small increases in enrollment, and Big Sandy increased enrollment in 2015-16 by about 600.

Table 49: Low Income Bachelor's Degrees Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative Increase
1.0% annual increase	690	779	787	795	803	811	819	5.1%

*3 year mean includes 2012-13, 2013-14, and 2014-15

- Given the data available, this seems as if it will be a hard metric to move, especially with a new high baseline. The three-year mean of 690 is substantially lower than the baseline of 779. This is especially true since the number and percentage of low-income students is declining. The number of low-income seniors, 1,238 is smaller than the previous total of 1,304.
- Table 49 models a 1% annual increase as the target for this metric.

9B: Bachelor's Degrees Awarded – URM (Strategic Agenda, Performance Funding, Diversity Plan)

Recommended target: 4% annual growth

The following elements informed this selection:

Table 50: Underrepresented Minority Bachelor's Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
URM Bachelor's Degrees	49	53	46	51	63	69

- Table 50 shows that the number of MSU's bachelor's degrees awarded to URM students increased by 40.8% since 2010-11. However, there has been a good bit of instability in these increases. For instance, from 2011-12 to 2012-13, URM degree production decreased by 13.2%, whereas in 2013-14 to 2014-15 degree production increased by 23.5%.

Table 51: Pipeline of Total URM Bachelor's Seeking Student Enrollment

Year	Freshmen	Sophomores	Juniors	Seniors	Seniors Graduated within Year	Seniors Graduated Total*
2009-10	97	62	51	85	33 (38.8%)	73 (85.9%)
2010-11	125	40	61	92	43 (46.7%)	75 (81.5%)
2011-12	145	69	62	105	43 (40.9%)	81 (77.1%)
2012-13	200	82	62	107	44 (41.1%)	76 (71.0%)
2013-14	226	96	72	97	45 (46.4%)	73 (75.3%)
2014-15	203	123	88	97	54 (55.7%)	73 (75.2%)
2015-16	178	112	111	118	61 (51.7%)	77 (65.2%)
2016-17	137	98	115	149	58.4%(n=87)*	58.4% (n=87)

*Includes graduate applications

Table 51 shows that the number of URM freshmen at MSU

increased dramatically reaching a new high in 2013-14, but since then, the numbers have been declining along a similar trajectory to their rise. As with other bachelor's degrees, the percentage of seniors who graduate during the year has been rising. Based on the preliminary graduates and graduate applications, it is very likely that MSU will surpass the 69 URM degrees

produced in 2015-16. This would also be a new high with regard to the percentage of URM seniors who graduated during the year with 58.4%.

Table 52: URM First-Time Transfers by Classification

Classification	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*	Change from 2010-11
Freshman	4	16	17	14	7	12	14	250%
Sophomore	6	11	15	11	11	15	16	167%
Junior	15	21	14	23	17	16	18	20.0%
Senior	16	14	18	6	8	13	9	-43.7%
Post-Bac	6	6	5	4	1	2	3	-50.0%
Total	47	68	69	58	44	58	60	27.6%

*AY is SUR, fall, winter, and spring term. Data from spring 2017 is preliminary and the numbers may change as transfer credit is processed.

- Table 52 shows that first-time transfer students provide an average of 58 URM students a year and are not a huge source of URM students. The source for the most URM transfers is Bluegrass Technical College, which provided 53 transfers from 2010-11 through 2016-17. The next closest sources are Maysville with 25 and Ashland with 23.
- Of the 404 URM transfers, 92 completed their bachelor's degree at MSU, which is about 22.7%. A review of first time transfers from 2010-11 to 2013-14 reveals that 81 out of 242 or approximately 33.5% graduated including all classifications. Freshmen again had the lowest rate of graduation at 21.6% and seniors had the highest graduation rate of 46.3%. Juniors graduated at about 37%.

Table 53: Underrepresented Minority Bachelor's Degrees Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative Increase
4.0% annual increase	53	69	72	75	78	81	84	21.7%

*Three year mean includes 2012-13, 2013-14, and 2014-15.

- Table 53 shows that MSU is starting at a very high baseline. This substantial improvement has been partially driven by enrollment increases in URM students. Improvements in the pipeline can be seen for juniors and seniors; however, the number of freshman enrolled declined significantly in 2015-16 and 2016-17. This will affect the pipeline moving forward because MSU

will not have any slack that would allow the loss of students. MSU will have to retain and graduate the enrolled students, or else replenish the numbers by enhancing transfer students. In the current year, it looks as if MSU is set to establish a new high for URM bachelor's degrees.

- URM transfer students have been relatively stable over this period with the exceptions of 2010-11 and 2014-15, which showed substantial dips. The other concern is the weakness in the KCTCS pipeline going forward, especially with regard to declines in enrollment at Bluegrass Community and Ashland, both of which have been the largest sources of URM first-time transfer enrollment during this time.
- The data provided suggests short-term improvement and potential risk over the long term. Thus, if all graduation applications were approved MSU would likely achieve growth of 33.3% this year by hitting 92 URM bachelor's degrees, which is the 2020-21 target for 6% annual increase. However, unless the pipeline is replenished with transfers or improvements occur in the retention and progression of the current freshmen students, MSU will not be able to maintain the current pace of degree production. Thus, if we exclude the 149 seniors that we have in 2016-17, MSU's average number of URM seniors is around 100.
- The target selected for this metric is a 4% annual increase.

Strategies

While maintaining a diverse student body is essential, institutions must commit to helping enrolled students be. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population. In order to improve the success of these students, MSU will implement strategies designed to address the issues.

Tactics	Measures	Lead/ Accountability	Internal Collaborators	External Collaborators	Timeline
Strategy 1: The plan utilizes high impact practices to create strategies designed to support increased student success for Black/African American, Hispanic, low-income, and underrepresented minority students.					
1.1 Institutionalize the Eagle Diversity Education Center (EDEC) programs and services	- Creation of Community Conversations - Number of student programs created for students	Minority Academic Services Coordinator, Minority Retention Coordinator	Chief Diversity Officer, Office of Student Activities, Inclusion & Leadership, Counseling & Health Services, Career Services, Academic Affairs, Undergraduate Research, Center for Regional Engagement		Fall 2017
Strategy 2: Identify annual goals for underrepresented minority students and low income for the student success metric of 1st to 2nd year retention.					
2.1 The Dedication	- Provide	Director of	Minority		Fall 2017

to Retention, Education, and Academic Success at Morehead State program (DREAMS) is a comprehensive academic support and retention program centered on first year transition, mentoring, and leadership.	direct and supplemental academic support to students who are in jeopardy concerning academic performance and heightened rendition risk.	Academic Advising & Retention	Academic Services Coordinator, Minority Retention Coordinator, Chief Diversity Officer		
Strategy 3: Identify annual goals for underrepresented minority and low income students for the student success metric of graduation rates (6 year for four year institutions)					
3.1 Create a plan to identify underrepresented minority students who have left MSU and attempt to re-enroll them to complete their programs	- Number of students reclaimed	Enrollment Services Dean Graduate School	Enrollment Counselors, Academic Advisors, Program Coordinator		Fall 2017
3.2 Create and implement plan to increase diverse international student enrollment, especially targeting Black and Hispanic population	-Numbers of international students enrolled and maintained	Enrollment Services, Academic Affairs	Enrollment Counselors, Academic Departments, First Year Experience	-SACAM -Foreign Countries	Fall 2018
Strategy 4: Identify annual goals for underrepresented minority and low-income students and for the student success metric of degrees conferred.					
4.1 Assess increase in percentage of degrees awarded	- Compare rates from year to year	Director of Academic Advising & Retention	Undergraduate Research Fellowship Program		Fall 2018
4.2 Have the appropriate units within Academic Affairs and Student Success review the data annually and develop strategies to address areas of concern	-Review graduation metrics	Vice President of Academic Affairs/ Vice President of Student Success	Academic Advising & Retention, Institutional Research, Chief Diversity Officer Academic Affairs		Fall 2018

Impact

Workforce Diversity: URM Tenured and Tenure Track Faculty (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed this selection:

Table 61: Workforce Diversity - URM Tenured and All Tenure-Track Faculty including Academic Chairs and Program Directors

Institution	2013	2014	2015	2016	Census Data	Change
MSU	7.7%	7.2%	7.0%	7.5%	3.8%	-0.2

*Information from IPEDS HR report and includes tenured and tenure-track faculty members.

- Table 61 shows that MSU has experienced a slight decline of .2% since 2013, but continues to outperform the demographics of the service region with regard to the percentage of URM tenured and tenure-track faculty employed. The percentage of URM tenured and tenure-track faculty at MSU in 2016 is almost twice that of the service region demographics based upon Census data.

Table 62: Workforce Diversity – URM Tenured and Tenure-Track Faculty including Acad. Chairs and Program Dir. Target

Targets	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative Increase	% Faculty
2.0% annual increase	20	19	19	20	20	21	21	10.5%	7.8%

*Percentages based on a stable number of 270 total tenured/tenure-track faculty members as shown in IPEDS HR 2015.

- Table 62 models a 2% annual increase in the number of URM tenured and tenure-track faculty employed at MSU. This is somewhat ambitious, given the continued budget cuts that affect the hiring of faculty positions.

Workforce Diversity: URM Management Occupations (Diversity Plan)

Recommended target: 4% annual growth

The following elements informed this selection:

Table 63: Workforce Diversity: URM Management- Executive & Professional-Presidents, Deans, Directors, Etc.

Institution	2013	2014	2015	2016	Census Data	Change
MSU	5.0%	8.1%	6.9%	2.6%	3.8%	-2.4

*Information from IPEDS HR report and includes all full-time people in SOC code 11

- Table 63 shows that MSU has experienced a decline of 2.4% since 2013 but continues to outperform the demographics of the service region with the percentage of URM managers employed.

Table 64: Workforce Diversity: URM Management Target

Target	3 Year Mean	Base-line	2016 -17	2017 -18	2018-19	2019 -20	2020 -21	Cumulative Increase	% Management
4.0% annual increase	5	5	5	5	5	5	6	20.00%	8.30%

*Percentages based on a stable number of 72 total full-time management positions as shown in IPEDS HR 2015.

As shown in the target calculation Table 64, 4% annual increase will result in an increase in the number of URM managers by one. In order to realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.¹ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that is supportive and respectful of all people.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If "diversity" refers to the variation in populations as defined in this policy, then "competency" refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. Because of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others.

Strategies

Tactics	Measures	Lead/	Internal	External	Timeline
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		Accountability	Collaborators	Collaborators	
Strategy 1: Establish a baseline of community members' perceptions of diversity, equity, inclusion and cultural competence at Morehead State University and determine how the institution may advance its goals for diversity and inclusion.					
1.1 Create a bias reporting and response mechanism for students, staff and faculty to address issues that may affect the environment or atmosphere negatively.	<ul style="list-style-type: none"> - Creation of bias reporting and response mechanism/system - Number of incidents reported - Nature of incidents (populations impacted) reported 	Coordinator Student Leadership and Advocacy	Web Marketing Director, MSU Police; Dean of Students, Chief Diversity Officer, Office of Student Activities, Inclusion & Leadership, Counseling & Health Services, Human Resources	Morehead Police; Rowan County Sheriff; Pathways (other community mental health agencies)	Fall 2017
1.2 Develop an expanded institutional definition of diversity and inclusion that acknowledges and supports intersectionality i.e. support and advocacy for equity regardless of race, ethnicity, veteran status, orientation, identity, gender expression or socio-economic status	<ul style="list-style-type: none"> - Establish expanded definition - Receive institutional approval through shared governance - Distribute to campus community - Replace in printed/electronic plans, publications, etc. 	Chief Diversity Officer	Human Resources, General Counsel, Student Activities, Inclusion & Leadership, Student Government Association, Faculty Senate, Staff Congress		Fall 2017- Spring 2018

1.3 Systematically administer, analyze, and use feedback from a campus climate survey.	<ul style="list-style-type: none"> - Assessment instrument selected - Survey administered to faculty, staff and students - Feedback analyzed and utilized to improve campus climate 	Office of Institutional Research & Analysis	Human Resources; General Counsel; Student Activities, Inclusion & Leadership; Chief Diversity Officer		Administered in Fall 2017 to establish baseline; administered every three years thereafter
Strategy 2: Create and support an emphasis that would serve as a cross-divisional, interdisciplinary organization to facilitate advocacy, education, and research related to social justice, diversity, inclusion, equality, and equity.					
2.1 Join National Association of Multicultural Education and renew as an institution on an annual basis	<ul style="list-style-type: none"> - Join NAME - Use NAME resources and curriculum in programming 	Chief Diversity Officer			Fall 2018

2.2 Create a database of information about offices and individuals who are doing programming, education, advocacy, and research related to diversity and inclusion on campus.	<ul style="list-style-type: none"> - Creation of database - Number of programs - Types of programs offered - Programs offered per population - Alignment of programs/ research to campus climate survey feedback 	Chief Diversity Officer	Office of Student Activities, Inclusion & Leadership; Chief Diversity Officer; Eagle Education Diversity Center, Academic Affairs		Spring 2019
Strategy 3: Increase representation of diverse faculty, professional staff, and administrators through strategic recruitment and retention efforts.					
3.1 Utilize recruitment networks such as Kentucky Association of Blacks in Higher Education, Blacks in Higher Education, SREB, Diverse Education, etc.	<ul style="list-style-type: none"> - Jobs advertised in/with diversity recruitment networks/ publications 	Human Resources	Hiring supervisors, Academic Affairs	Professional Associations	Ongoing
3.2 Facilitate the development of and provide support for faculty/staff associations based on diverse backgrounds; and embed mentorship dimensions within them for knowledge development and organizational effectiveness.	<ul style="list-style-type: none"> - Creation of associations - Number of faculty/staff participating compared to number employed - Survey to all diverse faculty/staff to determine why they were/were not involved 	Human Resources	Vice Presidents; Faculty and staff of diverse backgrounds; Faculty Senate; Staff Congress	Professional Associations	Fall 2018

Strategy 4: Identify various settings (integrating artwork and signage in common areas) that reflect the diversity of the campus community. Develop communication in venues that promote diversity, inclusion, cultural competence, and Diversity Plan action steps in ways that motivate the community to engage in implementing the actions (e.g., the website, social media, on- and off- campus community forums, blogs, printed publications, exhibits, TV and radio interviews, presentations at conferences).					
4.5 Conceptualize and develop a video during New Student Days highlighting the diversity and commonalities among the incoming freshman class – "What We Share"	- Completion of video - Distribution of video on web and social media	Chief Marketing and Public Relations Officer	Vice President for Student Success; First Year Programs; Chief Diversity Officer; Web Marketing Director; Videographer; Students		Fall 2017; Updated annually

Barriers

In order for the Diversity Plan to be successful, the appropriate resources need to be in place, related to student success and employment. The internal and external collaborators will need to work together to ensure that proper communication channels are in place and that each group understands the expectations or the requirements needed to advance the plan forward. If resources are removed (other projects or leave for other jobs), there will need to be others to step in and complete or implement the strategies that are a part of the plan. The information needed to make decisions will need to be accurate and available in a timely manner to adjust to the plan if needed.

Plan Assessment

Assessment of the plan will be performed annually, with progression and feedback conducted. Institutional Research will coordinate the data collection and analysis. The targets that are a part of the strategic agenda and contained in the diversity plan will need to be reviewed concurrently. Any adjustments to the plan will be done after careful review. Moreover, the efficacy of the strategies outline in the proposal to achieve success are currently being developed.

Conclusion

Morehead State University has an unwavering commitment to promoting diversity and inclusion on campus, and in the Region, we serve. Accordingly, the plan proposed is complete with campus-wide enthusiasm and support. We look forward to collaborating with the Kentucky Council for Postsecondary Education to improve, implement and assess this important plan

Implementation Plan

Once approved the MSU Diversity Plan will be subject to two sequential committees. First, an implementation committee will ensure that the plan is in place and adjustments made as necessary throughout the coming year. Following initial implementation, an oversight committee thereafter to

ensure annual review and updates as necessary.

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University of Denver

**APPROVE REVISIONS TO THE
MOREHEAD STATE UNIVERSITY
STUDENT CONDUCT CODE**

**BOR (V-B-1)
September 28, 2017**

Recommendation:

That the Board approve revisions to the Morehead State University Student Conduct Code, found in the Eagle Student Handbook.

The changes/updates included in this revision of the Student Conduct Code include:

SCC NUMBER 400:	Assault (Revision)
SCC NUMBER 500:	Civility (Delete)
SCC NUMBER 600:	Computer Infraction – Fraud and Misconduct (Revision)
SCC NUMBER 900:	Disorderly Conduct (Revision)
SCC NUMBER 1600:	Harassment (Revision)
SCC NUMBER 2700:	Residence Hall Infractions (Revision)
SCC Note:	Identifies SCC violations that are adjudicated as prescribed by a different policy (New)
Procedural Changes:	Changes terminology, clarifies due process, clarifies standard of evidence, permits professional housing staff to investigate and hear conduct cases for residential students, permits AVP for Student Engagement to investigate and hear conduct cases involving student organizations, updates record retention/disposition, adds Restorative Actions as a possible sanction.

Background:

The Student Conduct Code reinforces student behavioral expectations by providing general notice of expected and prohibited behavior. The code is not written with the specificity of a criminal statute, and similarities in vocabulary between criminal statutes and the Student Conduct Code are unintentional. Students found responsible for misconduct are subject to disciplinary sanctions intended to promote personal growth, educate them to the consequences of their actions, and contribute to the safety/security of the larger campus community.

The revision to SCC NUMBERS 400, 500, 600, 900, and 1600 reflect changes to ensure the codes do not violate constitutionally protected rights (most notably – First Amendment). SCC 2700 is revised to direct students to refer to the Housing Policies instead of the Handbook (change to publication). The SCC Note identifies SCC violations that are adjudicated as prescribed by the Sexual Misconduct Policy, Academic Misconduct Policy, or the Copyright Infringement Policy. The procedural changes clarify and simplify the conduct due process and specify additional university professionals who are normally involved in the conduct process.

The Board has received a copy of the 2016-2017 Eagle Student Handbook, which includes the Student Code of Conduct, as well as documents that highlight the recommended changes, for review.

Student Conduct Codes

SCC 100 Academic Misconduct – Dishonesty or Disruption¹

Last Revised: 8/01/2012

a. Dishonesty:

Assisting or participating in cheating, plagiarism, violating copyright laws, and other forms of dishonesty in an academic setting.

b. Disruption:

Engaging in behavior that disrupts or obstructs the peaceful and orderly conduct associated with teaching, research, or other activities related to the academic mission of the university

SCC 200 Aiding and Abetting

Last Revised: 8/01/2012

Assisting with, having knowledge of without reporting, or inciting violations of the Student Conduct Code or other University policies and/or regulations.

SCC 300 Alcohol

Last Revised: 8/01/2012

Possessing or consuming alcoholic beverages in public or on University-owned or controlled property, or while participating in University related activities which include student teaching, internships, class trips, etc., or providing alcoholic beverages to others. Possession of alcohol related paraphernalia (i.e., kegs, beer bong, empty containers, etc.). Exhibiting drunken behavior on University-owned or controlled property or while off-campus in a manner that can be defined as disorderly, disrespectful, or disruptive to the community, individual citizens, and/or the reputation of Morehead State University.

SCC 400 Assault

Last Revised: 8/01/2017

Intentionally causing, or attempting to cause, physical injury to another person. This policy is applicable on University-owned or controlled property, or while participating in University related activities (e.g. student teaching, internships, class trips). The standard is applicable off-campus when: 1) all parties involved are MSU employees or students; or 2) the behavior threatens the health, welfare, safety, or educational environment of the University community or any individual member thereof; or 3) the behavior reflects adversely upon the student's character and fitness as a member of the student body and/or the reputation of Morehead State University.

SCC 500 Civility - deleted

SCC 600 Computer Infraction – Fraud and Misconduct

Last Revised: 8/01/2017

a. Fraud:

Using information technology or communication systems to disseminate, transfer, enter, alter, or gather data by using another person's or organization's access code or technology/communication equipment without their permission.

b. Misconduct:

Using University-owned or provided equipment or internet access systems in any manner that is prohibited by the Student Conduct Code, MSU policies; or local, state or federal law.

SCC 700 Copyright Infringement¹

Last Revised: 8/01/2012

There is potential for significant liability for an individual and the University if a student shares copyrighted materials without approval from the copyright owner. University technology resources are subject to University discretion and all federal, state, and local laws governing accessibility, appropriate and timely content, intellectual property, obscenity, nondiscrimination, defamation, and copyright, trademark, and licensing regulations. The University, acting in its role as an Internet Service Provider and in conformance with the Digital Millennium Copyright Act, is required to respond immediately to notifications of violations of legal or contractual requirements.

SCC 800 Discrimination

Last Revised: 8/01/2012

Discriminating against another person on a basis not reasonably related to the education or job function involved including, but not limited to, age, sex, sexual preference, disability, race, religion, national origin, or marital status.

SCC 900 Disorderly Conduct

Last Revised: 8/01/2017

Acting or inciting others to act in a manner that disrupts or interferes with the normal operation of the University or infringes on the rights of other members of the University community. Interfering with or obstructing the duties of any University administrator, faculty, staff member or local authority.

SCC 1000 Drugs

Last Revised: 8/01/2012

Using, possessing, transferring, or selling drug paraphernalia, narcotics, or other controlled and/or illegal substances on University-owned or controlled property or while participating in University related activities which include student teaching, internships, class trips, etc.

SCC 1100 Failure to Comply

Last Revised: 8/01/2012

Failure to respond to the reasonable requests of University officials or law enforcement officers acting in performance of their duties, and/or failing to produce identification when requested to do so by these individuals. Failing to abide by sanctions imposed during a University disciplinary proceeding or authorized official.

SCC 1200 Fire Safety

Last Revised: 8/01/2012

a. Arson:

Willfully or maliciously burning of property, or attempting to burn property.

b. Evacuation:

Failure to exit a University-owned building upon activation of a fire alarm or direction from designed authorities or personnel.

c. Fire Equipment:

Tampering with, obstructing, or using fire equipment (i.e., fire extinguishers) in an inappropriate fashion.

d. Fireworks/Hazardous Material:

Using or possessing fireworks on University-owned or controlled property, improper storage of propane tanks, etc.

SCC 1300 Forgery

Last Revised: 8/01/2012

Altering, creating, completing, executing, falsifying, or authenticating any school record document, instrument, or identification card with the intent to defraud or harm any individual.

SCC 1400 Fraud

Last Revised: 8/01/2012

Deceiving, tricking, or misrepresenting with the intent of defrauding or misleading another individual or the University. Examples include, but are not limited to, misuse of an ID card in dining facilities and/or library.

SCC 1500 General Policies

Last Revised: 8/01/2012

Violating any rule, regulation, or policy established by the Board of Regents, the President of the University or an authorized representative, any college, division, department, office, or other authorized University employee within the scope of his/her authority. Such rules, regulations, and policies will be published, posted, or otherwise publicized in a fashion that allows students opportunities to have adequate knowledge of said information.

SCC 1600 Harassment

Last Revised: 8/01/2017

Any behavior that is threatening or intimidating and which places a person in reasonable fear of harm to person or property; or creates a hostile environment by substantially interfering with or impairing the person's educational performance, opportunities or benefits. Any conduct or pattern of behavior directed at an individual or a group in a manner that is unwelcome and, under the totality of the circumstances, is so severe or pervasive that it undermines or detracts from the person's educational or work opportunities or participation in University activities, effectively denying equal access to University resources and opportunities.

SCC 1700 Harm to Person

Last Revised: 8/01/2012

Causing, or threatening to cause, physical harm or injury to another person and/or self. Taking or threatening any actions that create a danger to any person's health, safety, or personal wellbeing (including self).

SCC 1800 Hazing

Last Revised: 8/01/2012

Acting in a manner or creating a situation, whether physical, mental, emotional or psychological, which subjects another, voluntarily or involuntarily, to anything which may: (a) abuse, mistreat, degrade, humiliate, harm or intimidate, (b) endanger the mental or physical health or safety of another; or (c) induce or coerce another to endanger his or her mental or physical health or safety. (For more detailed information, see the University's policy on hazing).

SCC 1900 ID /Access Card Misuse

Last Revised: 8/01/2012

Using, or allowing another person to use, a University ID card in an inappropriate manner. Examples include, but are not limited to, improper use in a dining facility, unauthorized use with a card access system, improper use in the library, etc.

SCC 2000 Key Misuse

Last Revised: 8/01/2012

Possessing or duplicating keys or door access cards to any University premises without proper authorization.

SCC 2100 Lying

Last Revised: 8/01/2012

Intentionally providing false information to, or filing false charges against, another person or organization. Examples include, but are not limited to, written or oral communication given to student government association, residence hall association, disciplinary councils, University officials, faculty members, law enforcement officers.

SCC 2200 Obstruction

Last Revised: 8/01/2012

Preventing the free movement of a person and/or vehicle, or restricting the access to or egress from a designated passageway.

SCC 2300 Pets

Last Revised: 8/01/2012

Being in possession of an animal, other than those trained and required for service to people with disabilities, in a University owned facility. Individuals requiring a service animal are referred to the Disabilities Services Coordinator for assistance. Having an animal that causes damage to University property or exhibits disruptive or disrespectful behavior on University owned or controlled property. Pets must be leashed, and their waste disposed of properly, at all times while on University owned or controlled property. Pets, other than service animals, are further restricted from outdoor events held on campus where food is served. Students living in on-campus housing may have fish.

SCC 2400 Possession of Stolen Property

Last Revised: 8/01/2012

Receiving, retaining, storing, or disposing of movable property which belongs to another person knowing that it has been stolen, or having reason to believe that it has been stolen unless it is clear that the property is received, retained, or stored with the specific intent to restore it to the proper owner.

SCC 2500 Property Damage

Last Revised: 8/01/2012

Causing or assisting with the misuse, vandalism, malicious or unwarranted damage or destruction, defacement, disfiguration, or unauthorized use of property belonging to the University or another person or organization. Examples include, but are not limited to, fire alarms, fire equipment, elevators, telephones, keys, library materials, statues, artwork, or vehicles.

SCC 2600 Recreational Equipment

Last Revised: 8/01/2012

Using bicycles, scooters, in-line skates, skateboards, hoverboards and other recreational equipment on any University-owned property in a manner that causes (or may cause) damage, hazardous conditions, or harm to self or others.

SCC 2700 Residence Hall Infractions

Last Revised: 8/01/2017

Failure to adhere to the guidelines as outlined in the “Housing Policies and Guidelines” (see Office of Housing website).

SCC 2750 Retaliation

Last Revised: 8/06/2015

Infractions MSU prohibits any retaliation against another student for making an inquiry, participating in an investigation, or making a reasonable good faith report of possible non-compliance with laws and regulations.

MSU is committed to a process that encourages the timely disclosure of potential incidents of non-compliance and/or violations of the law, policies or regulations. MSU recognizes that students may not make known non-compliance or violations if they fear retaliation. Therefore, no student is permitted to engage in retaliation directed against the good-faith efforts of another student who makes an inquiry, participates in an investigation, or reports possible non-compliance with laws and regulations.

Conversely, students who knowingly and intentionally make a false report of non-compliance may also be subjected to the full range of available sanctions, per SCC 2100, Lying.

SCC 2800 Sexual Misconduct¹

Last Revised: 8/07/2015

Infractions Morehead State University will not tolerate sexual offenses in any form. Sexual offenses include, but are not limited to, sexual harassment, sexual assault, domestic violence, dating violence, exploitation, and stalking. Please refer to University Administrative Regulation (UAR) 337 for more detailed information associated with these offenses. Examples of prohibited conduct include, but are not limited to:

Sexual Harassment. Sexual Harassment can take one of two forms. The first form involves unwelcome verbal, electronic, physical and/or visual conduct based on sex, which both (1) unreasonably interferes with a person's work or educational performance, and (2) creates an environment that both a reasonable person and the specific person being harassed would find intimidating, hostile or offensive.

Sexual Assault. Sexual Assault refers to any sexual act directed against another person, forcibly and/or against the person's will; or not forcibly or against the person's will where the survivor is incapable of giving consent, as well as incest or statutory rape.

Domestic Violence or Dating Violence. Domestic Violence & Dating Violence refer to violence committed by a person who is or has been in a committed and/or social relationship of a romantic or intimate nature with the survivor.

Stalking. Stalking occurs when someone engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress.

Sexual Exploitation. Sexual exploitation occurs when someone takes sexual advantage of another person for the benefit of anyone other than that person without that person's consent (i.e. recording images or audio, distributing images, or viewing another person's sexual activity, intimate body parts or nakedness without that person's consent).

General Misconduct. Engaging in, or advocating engagement in, inappropriate sexual acts. Examples include, but are not limited to, indecent exposure and engaging in sexual activity in public.

SCC 2900 Solicitation

Last Revised: 8/01/2012

Distributing, promoting, selling, advertising, or collecting information or material goods on University property or within University-owned facilities without permission from an authorized University official. Requesting that someone engage in the aforementioned activities on behalf of an individual or organization.

SCC 3000 Stalking

Last Revised: 8/01/2012

Intentionally and repeatedly, for no legitimate purpose, engaging in conduct toward another person in any form (e.g., personal visits, telephone calls, instant messages, letters) which causes that person to reasonably fear personal harm. Examples include, but are not limited to: (1) following a person into public places where the individual has been previously warned to cease such conduct; (2) contacting another person repeatedly where the individual has been previously warned to cease such conduct; and/or (3) engaging in a course of conduct, or repeatedly committing acts which cause a person to reasonably fear physical injury.

SCC 3100 Theft

Last Revised: 8/01/2012

Intentionally or unintentionally taking (or attempting to take) property belonging to the University, members of the Morehead State University community, visitors, guests, or another person or organization.

SCC 3200 Tobacco

Last Revised: 8/01/2012

Tobacco use is prohibited on all University owned, leased, or controlled property and in University owned, leased, or rented vehicles. This includes but is not limited to all University sidewalks, parking lots, landscaped and recreational areas; at lectures, conferences, meetings and social/cultural events held on University-owned or controlled property; in vehicles owned and/or operated by the University; in privately owned vehicles parked on, or in transit across University property; and in the interior of all buildings and University residential facilities. Tobacco is defined as all tobacco-derived or containing products, including but not limited to cigarettes (clove, bidis, kreteks), cigars and cigarillos, hookah-smoked products, and oral tobacco (spit and spitless, smokeless, chew, snuff) and those devices/products giving the appearance tobacco use such as electronic cigarettes (ecigarettes). All tobacco industry promotions, advertising, marketing, and distribution are prohibited on campus properties. The distribution or sampling of tobacco and associated products is prohibited on all University owned, leased, or controlled property and at University-sponsored events, regardless of the venue. The sale of tobacco products and tobacco-related merchandise (including items reflecting logos) is prohibited on all University property and at University sponsored events, regardless of the operating vendor. Tobacco industry and related company sponsorship of athletic or other events is prohibited. The University does not permit tobacco companies on campus to conduct student recruitment or employment activities. The University does not accept any direct or indirect funding from tobacco companies.

SCC 3300 Trespassing

Last Revised: 8/01/2012

Entering a building or area where the individual has been informed by University officials and/or law enforcement officers that s/he has been restricted from that facility or location. Being in a University-owned or controlled facility after designated hours of operation without written permission from designated officials.

SCC 3400 Unauthorized Entry

Last Revised: 8/01/2012

Entry Entering a building or area without proper authorization from University officials and/or the owner of the property in question.

SCC 3500 Unauthorized Use of Recording

Last Revised: 8/01/2012

Using the recorded voice of a University official, administrator, faculty member, staff member, student, or another person without first having obtained the recorded person's expressed permission.

SCC 3600 Violation of Law

Last Revised: 8/01/2012

Committing any act that is in violation of federal, state, and local laws or regulations, whether on or off campus, when it appears that the student has acted in a manner that adversely impacts or

interferes with the University's normal function, or which injures or endangers the general welfare of the University community.

SCC 3700 Weapons

Last Revised: 8/01/2012

Possessing any weapon, regardless if licensed to possess said weapon, while on University-owned or controlled property, or at University-sponsored or supervised activities without proper authorization from the President of the University or his/her designee. Examples include, but are not limited to firearms, rifles, handguns, shotguns, ammunition, air guns, paint-ball guns, pellet guns, explosive devices (including fireworks), hunting knives, etc.

¹ *Procedure for this code violation may be prescribed by another university policy or regulation.*

Student Conduct Procedures and Due Process

Misconduct Allegations

Administrative Evaluation of Charges

Conduct Hearings

Conduct Appeals and Reviews

Procedural/Process Variations

Student Conduct Records and Release of Information

Sanctions

1. Misconduct Allegations

Charges of misconduct may be initiated via several sources, including but not limited to, law enforcement reports, incident reports, direct observations, and complaints. Any member of the university community may file a complaint against a student for misconduct. Complaints shall be prepared in writing and directed to the Dean of Students or, in the case of infractions occurring in the residential community, to the Director for Housing & Residence Education.

2. Administrative Evaluation of Charges:

Upon notification or discovery of a potential incident of student misconduct, the Dean of Students will evaluate the alleged conduct to determine whether the charge merits further action.

If the Dean of Students receives a complaint against a student but believes that the complaint merits no further action, s/he shall inform the complainant. In the event that the complainant disagrees with this decision, s/he may request a review by the Vice President for Student Success within five class days of receiving the decision from the Dean of Students. Requests must be made in writing to the Vice President for Student Success with a copy to the Dean of Students. Should the Vice President for Student Success feel that the charge and information merit further consideration or action, s/he may refer the case back to the Dean of Students or to the Student Disciplinary Committee.

If the Dean of Students receives a complaint against a student, or receives information that implicates a student in a conduct violation, and believes that the complaint/information merits further action, then s/he shall conduct or request a designee to conduct an investigation. The investigation shall include notification to the respondent (accused) of the charges, including the source of the complaint/information, and consultation with the respondent (accused) for the purpose of establishing necessary facts of the incident in question.

Note: The Director for Housing & Residence Education and/or Assistant Director(s) for Student Housing may serve as the designee for the Dean of Students to evaluate charges and conduct investigations in the residential community (campus housing). The Assistant Vice President for Student Engagement may serve as the designee for the Dean of Students to evaluate charges and conduct investigations involving student organizations recognized by the University (e.g. Greek and registered student organizations). Complaints involving sexual misconduct will be referred to the university's Title IX Coordinator per PG-6 and UAR 337, Sexual Misconduct Policy.

3. Conduct Hearings:

a. Judicial officer.

The Dean of Students serves as the chief judicial officer for the university and is responsible for the implementation of the student judicial system. The Director for Housing & Residence Education and/or Assistant Director(s) for Student Housing may be designated by the Dean of Students to hear cases, determine responsibility, and determine sanctions for infractions in the residential community (campus housing). The Assistant Vice President for Student Engagement may be designated to hear cases, determine responsibility, and determine organizational sanctions involving student organizations recognized by the University (e.g. Greek and registered student organizations).

If a charge of misconduct is not serious enough to result in suspension or dismissal, if substantiated, then the Dean of Students (or designee) may determine if a violation of the conduct code occurred and whether or not the respondent (accused) is responsible for the misconduct. If the respondent (accused) is found responsible for the misconduct, then the Dean of Students (or designee) may determine the appropriate sanction(s) (e.g. warning, probation or restitution). The respondent will be notified of the decision, in writing, to include the specific conduct code violation(s) and related sanction(s).

If the respondent (accused) disagrees with the decision, s/he may request an appeal. Cases decided by a designee will be appealed to the Dean of Students for review. Cases decided or reviewed by the Dean of Students will be appealed to the Student Disciplinary Committee. The request for appeal shall be honored if submitted in writing within five class days of the decision.

If a charge of misconduct is serious enough that it may result in suspension or dismissal, if substantiated, then the case shall be referred to the Student Disciplinary Committee. However, if the respondent agrees in writing to accept the decision of the Dean of Students, and waives his/her right to appeal, then the Dean of Students may decide the case and impose the sanction.

If the Dean of Students, or other designee authorized by the Vice President for Student Success, determines that a student's presence is of a serious or immediate threat to the University, then the student may be peremptorily suspended. The student shall have the right to appeal the decision by submitting a written request to the Dean of Students within five class days. Suspension appeals shall be heard by the Student Disciplinary Committee within 10 class days of receiving the request unless an exception is approved in writing by the Vice President for Student Success. The student may also request reinstatement of all or part of his/her rights and privileges as a student during the appeal process. Such a request must be in a written petition to the Vice President for Student Success. This request typically includes only class attendance.

b. Student Disciplinary Committee.

The Student Disciplinary Committee serves as the hearing committee for students who have been charged with violations of the Student Conduct Code that may lead to suspension or dismissal from the University.

Committee Membership and Responsibilities.

The Student Disciplinary Committee will consist of members of the Morehead State University community. A chairperson is elected by the committee, and s/he shall be responsible for making arrangements for the hearing, ensuring due process, and having the hearing committee render a decision on whether there is substantial evidence that the student has violated University policies, rules, regulations, or the Student Conduct Code; and issue a sanction where appropriate. Members of the Student Disciplinary Committee who cannot continue to serve shall notify the Vice President for Student Success, who shall arrange for another appointment. Members of a hearing committee who cannot serve on a particular case will notify the chairperson. In the case where the chairperson cannot serve on a particular case, s/he shall notify the Vice President for Student Success, who will arrange for a chairperson pro tem, directly or through a designee.

During student conduct hearings, the committee will determine if the respondent (accused) is responsible or not responsible for violating University policies, rules, regulations, or the Student Conduct Code. If the committee determines that the respondent (accused) is responsible for violating University policies, rules, regulations, or the Student Conduct Code, the committee shall also determine the appropriate sanction(s).

Committee decisions will be determined by a simple majority of a quorum of the hearing committee. Each committee member present at a hearing will have one vote as to whether there is substantial evidence that the respondent (accused) has violated University policies, rules, regulations, or the Student Conduct Code on each charge. Although every reasonable effort shall be made to have all members of the Student Disciplinary Committee present, five voting members shall constitute a quorum. The committee chairperson is a non-voting member except in circumstances in which the committee vote is tied.

Student Disciplinary Committee Hearing

1. The Dean of Students shall notify the respondent (accused) in writing of the charges filed, the source of the complaint/information, sufficient information surrounding the charge so that a defense can be prepared, and the sanctions to which the accused may be subject if found that the student has violated University policies, rules, regulations, or the Student Conduct Code.
2. Upon request, the respondent (accused) will be permitted to review the evidence and obtain a copy of each document.
3. The hearing will be held no earlier than five class days and no later than 10 class days from the date of notification.
4. For extenuating circumstances, a hearing may be held earlier than five class days or postponed past the 10 class days. Such request must be agreed upon by the respondent (accused) and the Student Disciplinary Committee chairperson, and approved by the Vice President for Student Success. If a hearing is scheduled any time other than the fall or spring semester, the University president may appoint an ad hoc committee to hear the case.
5. The respondent (accused) and complainant (accuser) shall be informed of the specific hearing procedures and format. All hearings will be closed to the public and must provide for the following:
 - a. The respondent and the complainant may be accompanied by an advisor selected from the student body, faculty, or staff. The advisor serves only in a support role and may not participate in the direct examination, cross-examination, and arguments.
 - b. The respondent and the complainant will be given the opportunity to hear the evidence presented and to cross-examine witnesses who testify.

c. The respondent and the complainant may present witnesses who will testify, and make arguments. Reasonable limits may be placed by the chairperson on the direct examination, cross-examination, and argument.

d. The respondent may remain silent, which fact will not be considered as adverse against the respondent.

e. At the conclusion of the presentation of all evidence, the Student Disciplinary Committee will move into executive session for deliberation.

6. The committee shall determine, by majority vote, whether the respondent violated each section of the student conduct code of which the respondent is charged. The determination will be made on the basis of whether it is “more likely than not” that the respondent violated the conduct code. A student’s academic performance or similarly unrelated information will not be taken into consideration in determining if the respondent violated University policies, rules, regulations, or the conduct code.

7. If the committee finds that the respondent is responsible for violating University policies, rules, regulations, or the conduct code, then the committee shall determine the appropriate sanctions by a majority vote. Academic performance, past behavior, and other mitigating factors may be used in determining the appropriate sanctions.

8. All proceedings, except deliberations in executive session of the Student Disciplinary Committee, will be tape recorded. The respondent (accused), upon request, may receive copies of these records at a reasonable cost.

9. Should the respondent (accused) fail to appear and the Student Disciplinary Committee determines that the notification process was reasonable and adequate; the case will be heard in absentia and decided upon with available evidence.

10. If the respondent withdraws or otherwise leaves the University, the Student Disciplinary Committee shall have the option of conducting a hearing with the respondent present if possible.

11. The respondent (accused) may appeal the hearing committee’s recommended decision to the University president under the conditions and stipulations outlined in the appeals section.

c. Other Conduct Committees

In student conduct situations that involve identified groups or part of a community, the Dean of Students may designate another judicial body (e.g., Residence Hall Association, Panhellenic Council, National Pan-Hellenic Council, or Interfraternity Council) to hear the case. This judicial body will have the authority to impose the sanctions of warning, probation, and restitution through the Dean of Students. In the event that the judicial body believes that suspension or dismissal is warranted, the case shall be referred to the Dean of Students.

Additional ad hoc hearing committees may be appointed by the University president as required or in emergency situations. Such committees will be constituted in the same manner and with the same composition as the Student Disciplinary Committee.

d. Standard of Evidence:

A determination of whether a student is responsible or not responsible for violating the student conduct code will be based upon a preponderance of the evidence standard. This means that a determination is made on the basis of whether it is “more likely than not” that the respondent violated, or did not violate, the conduct code.

4. Conduct Appeals and Reviews

a. Appeal of decisions made by a designee.

The Dean of Students shall serve as the reviewer for appealed student conduct decisions made by the Director of Housing & Residence Education, Assistant Directors of Student Housing, Student Courts, or any others entities designated by the Dean of Students to hear student conduct cases. A request for appeal must be in writing and submitted to the Dean of Students within five class days following written notification of the conduct decision. The Dean of Students shall make a decision after reviewing all recommendations and supporting material. The Dean of Students will notify the respondent (accused) of the decision within 10 class days of receiving the appeal.

b. Appeal of decisions made by the Dean of Students.

The Student Disciplinary Committee shall serve as the appellate body for student conduct decisions made by the Dean of Students. A request for appeal must be in writing and submitted to the Dean of Students within five class days following written notification of the conduct decision. An appeal is not simply a second hearing. Thus the appeal must clearly state the reasons for seeking modification of the student conduct decision. The Dean of Students will forward the appeal letter to the Student Disciplinary Committee chairperson within three class days after receiving the document.

1. The appeal hearing will be held no earlier than five class days and no later than 10 class days from the date of notification.
2. For extenuating circumstances, a hearing may be held earlier than five class days or postponed past the 10 class days. Such request must be agreed upon by the respondent (accused) and the Student Disciplinary Committee chairperson, and approved by the Vice President for Student Success. Unless agreed upon by the Student Disciplinary Committee chairperson and the respondent (accused), an appeal will not be heard during finals week, winter term, or summer term. These periods will not be considered class days. The student may request, in writing to the Dean of Student, the suspension of any sanctions while awaiting the appeal.
3. The appeal will be closed to the public and the following procedure will be used:
 - a. The respondent will give his/her reasons for requesting a dismissal or modification of charges and/or sanctions.
 - b. The Dean of Students will present the reasons for the action taken against the respondent.
 - c. The committee may ask questions of the respondent, complainant and/or the Dean of Students (or designee).
 - d. The committee will move to an executive session for deliberation.
4. The respondent and the complainant may be accompanied by an advisor selected from the student body, faculty, or staff. The advisor serves only in a support role and may not participate in the direct examination, cross-examination, and arguments.
5. Appeal decisions of the committee will be reached by a simple majority vote of a quorum (as listed in the Student Disciplinary Committee Hearing section).
6. The committee may remand a case, dismiss some or all charges, affirm the original decision, or change the sanction(s) imposed.
7. The respondent will be notified of the committee's decision within five class days. The committee's decision will be relayed to the Dean of Students in writing. Upon receipt of the committee's decision, the Dean of Students will notify the respondent, notify any other appropriate individuals, and update the student conduct records.

8. The respondent who has filed an appeal may request in a written petition to the Vice President for Student Success reinstatement during the appeal process of all or part of his or her rights and/or privileges which were denied by the action being appealed.

9. The appeal hearing procedure for peremptory suspension will follow the Student Disciplinary Committee Hearing procedure.

c. Appeal of decisions made by the Student Disciplinary Committee.

Decisions of the Student Disciplinary Committee, either as the initial hearing agency or as an appeals agency, may be appealed to the President of the University. The President shall make a decision after reviewing all recommendations and supporting material. In sanctions other than suspension or dismissal from the University, the decision of the President is final. A request for appeal must be in writing and submitted to the President's office, with a copy to the Dean of Students, within five class days following written notification of the action of the Student Disciplinary Committee. The letter of appeal must clearly state the reason(s) for the appeal. The President shall review the findings of the Student Disciplinary Committee, including hearing transcripts and other documents relating to the case. At the discretion of the President, the review process may include a meeting with the student filing the appeal. The President shall issue a decision within 10 class days.

d. Appeal of decisions made by the University President.

Students suspended or dismissed from the University for violations of the Student Conduct Code shall have the right to appeal to the Board of Regents. The various levels of University review must be exhausted before appealing to the Board of Regents. Appeals to the Board of Regents must be in writing and submitted to the Chair, with a copy to the Dean of Students, within five class days following written notification of the action of the President. The letter of appeal must clearly state the reason(s) for the appeal. The Chair of the Board of Regents may present the appeal to the entire board or a subcommittee of the board with no fewer than three members. At the discretion of the Chair or the subcommittee of the board, the review process may include a meeting with the student filing the appeal. Appeals will be completed as soon as possible but no later than the Board of Regents regularly scheduled quarterly meeting subsequent to the filing of the appeal. The decision of the Board of Regents is final. The decision will be relayed in writing to the accused and to the Dean of Students within five class days of the date of the decision. The Dean of Students will notify appropriate individuals and maintain all student conduct records.

e. Review for Cause.

The Vice President for Student Success may modify or remand a case back to the Dean of Students for cause. Cause would include, but is not limited to, outcome of court proceedings or availability of new evidence. Review for cause is exercised at the discretion of the Vice President for Student Success.

5. Procedural/Process Variations

a. Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student results.

b. The following student conduct code violations may follow a different procedure that is prescribed by a university regulation or policy:

SCC 100 Academic Misconduct – Dishonesty or Disruption

SCC 700 Copyright Infringement

SCC 2800 Sexual Misconduct

6. Student Conduct Records and Release of Information:

1. Conduct records, except for Title IX, are maintained by the Dean of Students within the Office of Student Success. The Dean of Students is responsible for safeguarding the conduct records and ensuring privacy. The University Title IX Coordinator maintains and safeguards the Title IX Sexual Misconduct records.

2. Files documenting academic integrity code violations, suspensions, and dismissals, including any records of previous student conduct action, shall be indefinitely maintained by the Dean of Students. The student's admission record will indicate any action that prohibits readmission as long as the suspension/dismissal is in effect.

3. Files documenting student conduct violations, other than those listed in paragraph 2, will be retained until three (3) years after graduation or three (3) years after last date of attendance or three (3) years after all sanctions have been met, whichever is longer.

4. If a student fails to complete a sanction, then the student's record will be annotated so as to restrict that student from registering for new courses. Once the sanction has been completed, removed by expiration, or by action of the Dean of Students, then the notation will be removed from the record by the Dean of Students.

7. Sanctions

Students who are found responsible for violating the guidelines established within the Student Conduct Code shall be subject to one or more of the following disciplinary sanctions:

Dismissal:

The sanction of dismissal from the University may be imposed by the Student Disciplinary Committee upon the recommendation of the Dean of Students. Dismissal is for an indefinite period of time, and may be imposed even though the violator has not received a previous sanction of suspension, warning or probation. Only when a sanction of dismissal has been removed by action of the President or his/her designee may a student apply for readmission. Normally, dismissed students must wait two years before requesting removal of the dismissal sanction from their records and annually thereafter. Students who have been dismissed must meet all other University requirements before being reinstated. Under provisions of KRS 164.370, a student dismissed for violations of the Student Conduct Code shall have the right of appeal to the Board of Regents. The decision of the Board of Regents is final.

Probated Dismissal:

The Vice President for Student Success or the Dean of Students may impose the sanction of probated dismissal. This sanction serves as written notification that further violation of University policies, procedures, or regulations may result in a hearing before the Student Disciplinary Committee to determine if the student should be dismissed from the University. Probated dismissal will be for a specific period of time as determined by the Vice President for Student Success or the Dean of Students.

Suspension:

The sanction of suspension from the University may be imposed by the Student Disciplinary Committee upon the recommendation of the Dean of Students. Suspension from the University is for a specific period of time as determined by a designated University official. The sanction of suspension may be imposed even though the violator has not received a previous sanction of warning or probation. Only when the designated period of suspension has expired may a student apply for readmission to the University. Students who have been suspended must meet all other University requirements before being reinstated. Under provisions of KRS 164.370, a student suspended for violations of the Student Conduct Code shall have the right of appeal to the Board of Regents. The decision of the Board of Regents is final.

Peremptory Suspension:

The Vice President for Student Success and the Dean of Students may peremptorily suspend a student in cases of flagrant or repeated violation of the Student Conduct Code, University policies, procedures or regulations, and/or federal, state, or civil law, especially when occurring under crisis or emergency circumstances. The Vice President for Student Success and the Dean of Students may also peremptorily suspend a student as a result of a single incident of behavior or conduct that is deemed extreme or dangerous to an individual (including self) or group. The student retains the right of a hearing as outlined in the Eagle Student Handbook. Under the terms of peremptory suspension a student may be asked to leave the campus immediately.

Probated Suspension:

The Vice President for Student Success and the Dean of Students may impose the sanction of probated suspension. This sanction serves as written notification that further violation of University policies, procedures, or regulations may result in a hearing before the Student Disciplinary Committee to determine if the student should be suspended from the University. Probated suspension will be for a specific period of time as determined by the Vice President for Student Success or the Assistant Vice President/Dean of Students.

University Housing Suspension:

Suspension from University Housing removes a student from university housing for a specific period of time as determined by a designated University official. The sanction of suspension from a residence hall may be imposed even though the violator has not received a previous sanction of warning or probation. Only when the designated period of suspension has expired may a student apply to live in University-owned housing facilities. Students who have been suspended from University Housing must meet all other sanctioning requirements before being reinstated.

Probation:

Probation is a written notice that it has been determined that there is substantial evidence that a student has violated University policies, rules, regulations, or the Student Conduct Code. Probation may include designated restrictions on the student.

Referral to University Counseling Center:

Referral requires a student to visit the University Counseling Center for an initial evaluation and follow-through on any prescribed treatment program. Although the content of sessions will remain confidential, the student will be required to sign a waiver allowing the University Counseling Center to communicate with the Dean of Students regarding the student's commitment to scheduling and attending required meetings.

Community Service:

Required performance of community service hours at a location either on or off campus as determined by the Dean of Students or his/her designee. Students who do not complete their community restitution hours in a timely fashion, or who do not represent the University in a positive fashion while performing their community restitution hours, will be subject to further disciplinary action and/or payment of financial restitution in the amount equal to the assigned number of community restitution hours multiplied by minimum wage.

Financial Restitution:

Restitution requires the reimbursement for damages, misappropriation of property, financial loss due to fraud or gross negligence, or for personal injury cost.

Fine:

A financial penalty to hold students accountable for their actions or to pay for resources required to fund another sanction.

Restriction:

Restriction is official written notice that a student may not participate in designated University-sponsored events or functions. Restrictions will be imposed for designated periods of time, and the parameters will be given to students in written form.

Administrative Loss of Privileges:

Suspension the privileges of a student prior to or as a component of the disciplinary process (e.g., loss of parking privileges, loss of access to a designated area, loss of eligibility to participant in intramural events, etc.). The student will receive written notification of any loss of privileges, and will be given the opportunity to speak with the Dean of Students or his/her designee related to the matter in an expedient fashion.

Warning:

A warning is an official written notice advising the student that his or her conduct has been found in violation of the Student Conduct Code. In addition, the student is advised against recurrence of behavior in violation of the Student Conduct Code.

Restorative Actions:

Restorative actions require a student to engage in actions to repair the harm caused by the misconduct. Actions may include mediation, letters of apology, and restitution.

Other Sanctions:

Other sanctions may be imposed in addition to, or in conjunction with, previously specified sanctions. Examples include but are not limited to, research projects, losing membership or leadership position in an organization, writing assignments, meeting with designated University officials, etc. In extreme circumstances, students may be required to provide documentation related to treatment to address specific concerns before being allowed to continue as a student or considered for readmission.

**APPROVE REVISION TO THE
MOREHEAD STATE UNIVERSITY
POLICE DEPARTMENT
STANDARD OPERATING PROCEDURES MANUAL** **BOR (V-B-2)
September 28, 2017**

Recommendation:

That the Board approve a revision to the Morehead State University Police Department (MSUPD) Standard Operation Procedures (SOP) Manual.

The updates included in this revision of the MSUPD SOP are the addition of the following new chapters based on recommendations of the accrediting organization Kentucky Association of Chiefs of Police (KACP):

CHAPTER 65: Video Recording/Photography of Police Officers
CHAPTER 66: Use of K-9
CHAPTER 67: Social Networking/Internet
CHAPTER 68: Field Training Program

Background:

The Morehead State University Police Departments Standard Operating Procedures Manual (MSUPD SOP) was first approved and published in 1980 as the Public Safety Policy Manual. Since that time, there have been several revisions brought before and approved by the Board. It is customary to update the manual as needed which may include changes to KRS; as equipment, trainings, and accreditation standards are revised; and to address minor housekeeping updates related to University procedures and processes. The Morehead State University Police Department was re-accredited in July 2017.

The new MSUPD SOP chapters are attached for review.



**Morehead State University Police Department
Standard Operating Procedure Manual**



Title: Video Recording/Photography of Police Officers	Chapter: 65 Page(s): 1-2	KACP 17.12
Approved Date: June 2017	Review Month: May	Issued by: Colonel Merrell J. Harrison Chief of Police

POLICY

It shall be the policy of the Morehead State University Police Department to recognize individuals have a First Amendment right to record police officers in the public discharge of their duties. The right to record is not limited to streets and sidewalks -- it includes areas where individuals have a legal right to be present, including an individual's home or business, or other private property where the person has a right to be present.

PROCEDURE

- A. Members of the press and members of the general public enjoy the same rights in any area accessible to the general public. No individual is required to have or to display 'press credentials' in order to exercise his/her right to observe, photograph, or record police activity taking place in an area accessible to, or within view of, the general public.
- B. In situations where members of the public are photographing or recording a police action, officers must not search or seize a camera or recording device (including cell phones) without a warrant, except under very limited circumstances as described herein.
- C. Morehead State Police University Department Officers are prohibited from threatening, intimidating or otherwise discouraging any individual from photographing or recording police activities.
- D. Department Officers must not intentionally block or obstruct cameras or recording devices in any manner.
- E. Department Officers are prohibited from deleting recordings or photographs, and from damaging or destroying recording devices/cameras under any circumstances.
- F. A person may record/photograph public police activity unless the person engages in actions that jeopardize the safety of the officer, the suspect, or others in the vicinity, violate the law, or incite others to violate the law. Examples of such actions include but are not limited to:
- a. Physically interfering with the police officer's official duties. (Interviews with suspects and witnesses/gathering evidence).
 - b. Hindering a lawful arrest;
 - c. Inciting bystanders to hinder or obstruct an officer in the performance of their duties. Conduct taken alone which would be insufficient to meet hindering or obstructing would include, but not be limited to:
 - i. An individual's recording/photographing of police activity from a safe distance without any attendant action intended to obstruct the activity or threaten the safety of others does not amount to interference.

- ii. A person's expression of criticism of the police (or the police activity being observed) does not amount to interference.

NOTE: The U.S. Supreme Court has held that 'a properly trained officer may reasonably be expected to exercise a higher degree of restraint' than the average citizen when it comes to reacting to insults or 'fighting words.'

Courts have given First Amendment protection to persons who made obscene gestures and yelled profanities at police officers, and they have prohibited the police from interfering with such speech.

G. The warrantless seizure of material protected by the First Amendment (photos, videos, etc.) will be strictly scrutinized by a court. In ordinary circumstances, the seizure of cameras or recording devices without a warrant will not be reasonable. Cameras or recording devices will not be seized without a warrant unless:

- a. Officers have probable cause to believe that critical evidence of a felony crime is contained on/in the camera or recording device; and

- b. Officers first have explained the circumstances to the person in the possession of the recording device;

- c. The seizure of the camera/recording device is for no longer than reasonably necessary for the officer, acting with diligence, to obtain a search warrant to seize the evidence; and

- d. The officer's supervisor has been immediately notified of the seizure of the recording device.

- e. Seizing or viewing the evidence contained in the device without a warrant is prohibited unless an exigent circumstance exists; or, until a warrant is obtained for the seizing or viewing.



Morehead State University Police Department Standard Operating Procedure Manual



Title: Use of K-9	Chapter: 66 Page(s): 1-2	KACP 17.9
Approved Date: June 2017	Review Month: May	Issued by: Colonel Merrell J. Harrison Chief of Police

PURPOSE

The use of properly trained police service dogs represents a reliable asset to law enforcement personnel because of the canine's acute olfactory and hearing senses. The Morehead State University Police Department does not currently have a K-9 team, but the agency does have the ability to request the use of K-9 Teams from other law enforcement agencies within the Eastern Kentucky area.

POLICY

Areas of potential deployment for K-9 team may include, but are not limited to:

- Tracking of individuals sought by police
- The search of buildings or areas for suspected criminals
- Locating evidence which has been abandoned or hidden
- Reasonable and necessary physical apprehensions
- Search and rescue of lost or missing persons
- Detection of illegal drugs

REQUESTS FOR K-9 TEAM

The initial responding unit involved or the on-duty supervisor should determine if the crime is significant enough to warrant a K-9 team call-out or response. Requests for assistance from a law enforcement agency with a K-9 Team shall be directed to that agency's supervisor on-duty. Officers requesting a K-9 team assistance must ensure that the request is canceled once it becomes apparent that the need no longer exists.

OFFICER GUIDELINES

Whenever an officer requests the assistance of a K-9 team, the officer shall indicate on the incident report the facts surrounding the request.

Officers involved with a K-9 team deployment shall be governed by the following:

- Officers at the scene shall contain the area to the extent possible to prevent escape of the suspect(s) and maintain, their perimeter security until notified that the search is concluded. Patrol units assigned to perimeter locations will be moved accordingly with the K-9 team's track.
- Officers shall refrain from unnecessary conversation, stay clear of doors and windows, and shall not enter the search area unless instructed by the K-9 handler or supervisor.
- When the K-9 team enters a building or search area, at the discretion of the handler, another officer may be assigned to accompany the K-9 team. This officer's responsibilities would be to provide cover for the K-9 team.
- Officers should avoid lighting up the K-9 team with spotlights or flashlights.
- If an officer is requested to accompany the K-9 team during a field or building search, he/she shall take a position to the rear of the K-9 handler and carefully follow all instructions given by the handler.
- Once the dog has been sent to make an apprehension, other officers shall not attempt to take the person into custody until the animal has been called off, unless it is safe to do so.
- Officer interference with a dog in pursuit may result in injury to the officer(s). If an officer comes between a suspect and the dog, he/she should stand as still as possible and make no overt movements.
- Officers checking an enclosed area with the K-9 team shall issue verbal warnings before searching a building, structure or premise unless it is tactically undesirable in a given situation. This announcement will be made periodically during the search of the area, depending on the area size.
- The perimeter unit should keep the area clear of civilian personnel.
- Officers should avoid contaminating the search area prior to the completion of the K-9 team's search. Officers should be careful to refrain from touching any discarded evidence.
- If officers have entered the search area or building prior to the K-9 team's arrival, they should make sure that all officers are out of the area prior to the canine's search. The K-9 handler should be made aware of the area that has been contaminated.

INJURIES RELATED TO K-9 TEAM

In every situation where a police dog injures another person, the following procedure will be followed:

1. The shift supervisor will be immediately notified.
2. All necessary Response to Resistance reports required by the department will be filed.
3. The injured party shall be interviewed regarding the crime and the K-9 team's activities.
4. Ask the injured party for a release of medical records.
5. Record all details of medical care.
6. When the location of a bite is in a sensitive area, an officer of the same gender as the victim if possible to act as witness and photographer.
7. Turn in required reports by the end of the shift.

MEDICAL TREATMENT

If an injured party is uncooperative, the officer should request another officer to be present to verify the injured party's response. This would include refusals to allow the affected bite area to be observed. If an injured juvenile refuses to allow you to see the alleged bite area, that person should be escorted to a hospital, as soon as possible, for a doctor's examination. If a parent intercedes and refuses such examination, a second officer should be available to witness the refusal. In all cases of visible injury in an alleged bite area, have the juvenile taken to a medical facility when practical and possible. This information shall be included in a complete report.



Morehead State University Police Department Standard Operating Procedure Manual



Title: Social Networking/Internet Postings	Chapter: 67 Page(s): 1-3	KACP 20.5
Approved Date: June 2017	Review Month: May	Issued by: Colonel Merrell J. Harrison Chief of Police

PURPOSE

The purpose of this policy is to direct the employees of this agency with respect to the use of the internet, the world-wide web, and social networking as a medium of communication impacting this department.

POLICY

The internet, blogs, twitter, the world-wide web, social networking sites and any other medium of electronic communication shall not be used in a manner which is detrimental to the mission and function of this agency. It is essential for every employee of this agency to recognize that the proper functioning of any law enforcement/public safety agency relies upon the public's confidence and trust in the individual employees and this agency to carry out the law enforcement and public safety functions. Therefore, any matter which brings individual employees or the agency into disrepute has the corresponding effect of reducing public confidence and trust in our agency, thus, impeding our ability to work with and serve the public. Professionalism is the most significant factor in high level performance which in turn builds the public confidence and trust. While employees have the right to use personal/social networking pages or sites, as employees of this agency, they are public servants who are held to a higher standard than the general public with regard to standards of conduct and ethics. As such, the policy of this agency is to maintain a level of professionalism in both on-duty and off-duty conduct that fulfills the mission of our agency. Any publication, through any medium which is potentially adverse to the operation, morale, or efficiency of this agency will be deemed a violation of this policy.

ON-DUTY PROCEDURES:

- A. Without prior agency approval, employees of this agency are prohibited from using agency computers or agency internet access for any unauthorized purpose including participating in social networking sites.
- B. Employees of this agency are prohibited from posting, or in any other way broadcasting, without prior agency approval, information on the internet, or other medium of communication, the business of this agency to include but not limited to:

1. Photographs/images relating to an investigation by this or any law enforcement agency.
2. Video or audio files related to an investigation of this/other agency.
3. Video, audio, photographs, or any other images which memorialize a law enforcement related action of this/other agency.
4. Logos/uniforms/badges or any other items which are symbols associated with this agency.
5. Any other item or material which is identifiable to this agency.

OFF-DUTY PROCEDURES

- A. Employees of this agency who utilize social networking sites, blogs, Twitter, or other mediums of electronic communication in their off-duty time shall maintain an appropriate level of professionalism and appropriate conduct so as not to broadcast in a manner which is detrimental to the mission and function of this agency.
1. Employees shall not use references in these social networking sites or other mediums of communication that in any way represent themselves as an employee of this agency without prior agency approval. This shall include but not be limited to:
 - a. Text which identifies this agency.
 - b. Photos that depict the logos, patches, badges, or other identifying symbols of this agency.
 - c. Accounts of events that occur within this agency.
 - d. Any other material, text, audio, video, photograph, or image which would be identifiable to this agency.
 2. Employees shall not use a social networking site or other medium of internet communication to post any materials of a sexually graphic nature.
 3. Employees shall not use a social networking site or other medium of internet communication to post any materials which promote violence or weaponry.
 4. Employees shall not use a social networking site or other medium of communication to post or broadcast any materials which would be detrimental to the mission and function of this agency.
- B. Employees of this agency are prohibited from using their title as well as any reference to this agency in any correspondence to include emails, postings, blogs, Twitter, and social network sites such as Facebook unless the communication is of an official nature and is serving the mission of this agency. This prohibition also includes signature lines in personal email accounts. An employee may seek agency approval for such use.

APPLICANTS

- A. All candidates seeking employment within this agency shall be required to indicate their participation in any social networking sites. The candidate shall provide the agency with access to their site as part of the background examination. Failure to disclose this information could be grounds for discontinuation of the background/employment process.

ADMINISTRATIVE INVESTIGATIONS

- A. Employees who are subject to administrative investigations may be ordered to provide the agency with access to the social networking site when the subject of the investigation is directly, narrowly, and specifically related to the employee's performance or ability to perform his or her function within the agency or when the subject of the investigation is potentially adverse to the operation, morale, or efficiency of the agency.



Morehead State University Police Department Standard Operating Procedure Manual



Title: Field Training Program	Chapter: 68 Page(s): 1-4	KACP 14.5
Approved Date: June 2017	Review Month: May	Issued by: Colonel Merrell J. Harrison Chief of Police

PURPOSE

The purpose of the Field Training Program is to guide and direct agency policy regarding recruit training as it applies to the position of sworn officer. The directives that follow are intended to preclude assigning persons to positions requiring the carrying of firearms, enforcing the law, or making arrest until they begin the structured Field Training Officer Program.

POLICY

The department shall provide the resources necessary for recruit officers to learn tasks required to professionally provide police services and to build a foundation of training for career development. The department's field training program shall provide recruit officers with practical field training while working with a variety of experienced officers. Department assigned Field Training Officers shall be responsible for the training of recruit officers and completing weekly evaluations of those recruit officers. The Morehead State University Police Department's field training program shall be twelve weeks in length. Upon completion of the program the training director shall forward a final evaluation to the Chief of Police. The Chief of Police has final approval for the retention or dismissal of a recruit officer.

OBJECTIVES

Training serves three broad purposes:

1. Well trained law enforcement professionals are better prepared to act decisively and correctly in a variety of situations.
2. Training results in greater productivity and effectiveness.
3. Training fosters cooperation and unity.

The goal of the program is to provide recruit officers with "on street" experience following the completion of classroom and academy training.

INSTRUCTORS

Recruits participating in the Field Training Program shall work closely and under the supervision of a Field Training Officer. FTO's shall be selected based on their experience, job performance, attitude, and staff recommendation. The following are requirements for a Field Training Officer.

1. Field Training Officer
 - a. Minimum of two years of experience as a sworn officer within the department.
 - b. Satisfactory or above performance evaluations.
 - c. Organizational loyalty/attitude.
 - d. Technical and communications skills.
 - c. Successfully complete the Department of Criminal Justice Training Police Training Officer program or possess adequate career experience and policy familiarization as determined by the Chief of Police.
2. The Chief of Police shall approve officers selected for Field Training Officer's (FTO's).

FIELD TRAINING COMMITTEE

The field training committee shall consist of the Assistant Chief of Police (Captain), Operations Lieutenant, Shift Sergeant and Field Training Officers. The committee shall review all recruit evaluations and FTO recommendations. The committee shall make a recommendation to the Chief of Police who makes the final decision for retention or dismissal of recruits. Termination can be recommended at any time during the recruit officer's probationary period, if the recruit is performing at an insufficient level. Recruits are probationary employees for six months and have no right of appeal in the case of dismissal.

DURATION/ROTATION

The department's field training program shall be twelve weeks in duration. Once recruits successfully complete The Department of Criminal Justice Basic Academy and return to duty they must successfully complete the twelve-week Field Training Program. Curriculum for this program is explained in section eight of this policy. The duration of field training may be reduced based on prior police experience and competency of the recruit, upon approval from the Chief of Police.

CURRICULUM

The Morehead State University Police Department Field Training Program curriculum shall consist of, but not limited to, the following topics:

- a. Criminal Law
- b. Department Evidence Procedures
- c. Search and Seizure
- d. Department Required Forms
- e. Computer and Internet Usage (Report Writing, E-Mail)
- f. Telecommunications

- g. Department Policies and Procedures
- h. City Ordinances
- i. Active Shooter Response
- j. Firearms (Use and Proficiency)
- k. Use of Force
- l. CPR, AED, First Aid
- m. Vehicle operation, inspection and camera operation
- n. Accident Investigation
- o. Communication Skills
- p. Vehicle Stops
- q. Handling Juveniles
- r. Involuntary Commitment
- s. Court System
- t. University Policies and Procedures
- u. Dealing with the Public

EVALUATION

The evaluation techniques utilized in the Field Training Program are designed to measure the competency on the required skills, knowledge and abilities of successful police officers. The program provides twelve weeks of on the job related experiences. Weekly progress reports shall be completed by the assigned FTO and forwarded to the Training Director.

TESTING

1. The basis for all testing conducted by the department will be the training objectives established for the course and various lesson components.
2. All testing will be standardized. Testing may be either in written form, oral questions, or performance situations.
3. A score of 70% or greater must be achieved to pass any test.
4. All written tests administered and the test results will be given to the Training Director for review and inclusion in the training records.

REMEDIAL TRAINING

1. Each FTO shall be responsible for monitoring the training needs of their assigned recruit and performing or recommending remedial training to improve performance.
2. The criteria for determining the need for remedial training will be a comparison of the employee's performance to the job standards established for the position.
3. The supervisor may provide remedial training to supply the missing knowledge or to develop the necessary skills, or may assign another member of the department with the ability to assist the needing employee.
4. When it can be determined that an employee's performance inadequacy is one, which, if not corrected, would expose the public to unnecessary danger or the Department to substantial liability, immediate action to correct the inadequacy shall be taken.
5. Although remedial training is a viable means of correcting some work-related deficiencies, it will not be considered the only means for coping with poor performance.

RECORDS

1. Field Training Officers (FTO) are responsible for the reporting of information about the performance of recruits under their supervision. This includes observing performances of routine tasks, as well as during more difficult situations.
2. Weekly observation reports shall be completed and submitted by the FTO at the end of each week to the Training Director.
3. Satisfactory completion of training shall be documented and placed in each recruits training file, which will be updated from time to time to maintain current records.
4. At the end of a recruit's Field Training Program the training committee will meet to assess strengths and weaknesses of the recruit. All weekly evaluation reports for a particular recruit shall be reviewed.

APPROVE DISPOSAL OF REAL PROPERTY

BOR (V-B-3)
September 28, 2017

Recommendation:

That the Board approve the Order to Dispose of Property relating to the razing of the six properties including the Blair House, the Phillips House and the Alumni Center located on University Street, the Bell House and the Brumagen House located on University Boulevard and the Honors House located on Elizabeth Street.

Background:

Several buildings have become surplus to the needs of the University and the best interest of the University would be served by razing the structures and using the land for future development in accordance with the University's Campus Master Plan. Authorization is being requested from the Board to raze the buildings listed that are surplus to the University's needs.

Employees and offices located in these facilities will be relocated in other existing facilities on campus. Razing the properties will reduce the square footage maintained by the University, ultimately reducing utilities and maintenance and operating costs.

Each of the structures have significant deferred maintenance needs and are not economically feasible to renovate for suitable use. The land will be turned into green space until such time as it is needed for other construction or parking.

Statutory Authority

KRS 164A.575 (7) provides that the governing board shall sell or otherwise dispose of all real or personal property of the institution that is not needed for the institution's use, or would be more suitable consistent with the public interest for some other use, as determined by the board. The determination of the board shall be set forth in an order, and shall be reached only after review of a written request by the institution desiring to dispose of the property. Such request shall describe the property and state the reasons why the institution believes disposal shall be effected.

Written Request to Dispose of Property

The following properties are identified as surplus to the needs of the University. Each have significant deferred maintenance and operating costs and are not economically feasible to be renovated for suitable uses.

Prepared by: Beth Patrick

ORDER TO DISPOSE OF PROPERTY

				Est. Annual M&O	
Facility Name	Location	Sq. Ft.	Year Acquired	Expense	Current Occupant(s)
Phillips House	358 University Street	3,220	1996	\$2,870	Alumni / Development
Alumni Center	350 University Street	5,040	1972	\$7,646	Communications & Marketing
Bell House	428 University Blvd	4,397	2009	\$3,791	Career Center
Brumagen House	422 University Blvd	4,000	1991	\$4,680	International Students
Blair House	320 University Street	3,550	2004	\$3,593	Ctr for Regional Engagement
Honors House	209 Elizabeth Avenue	3,642	1998	\$6,394	Honors Program

WHEREAS, upon the recommendation of the President on September 28, 2017, the Board of Regents has reviewed the Written Request to Dispose of Property in reference to the razing of the six properties listed above.

WHEREAS, the President of Morehead State University declares that the referenced buildings have become surplus to the University's needs, and

WHEREAS, the removal of the buildings referenced above is consistent with the University's Campus Master Plan adopted by the Board, and is in the best interest of the University and the Commonwealth of Kentucky.

WHEREAS, that the President is authorized to proceed with the razing and removal of the properties described above on a schedule to be determined by the President.

RECOMMENDED:

Joseph A. Morgan, President

Date _____

APPROVED:

Paul C. Goodpaster, Chair
MSU Board of Regents

Date



5-Year Enrollment Trends

Term	Headcount		Student Credit Hours		FTE		First-Time Freshmen	
	N	% Change	N	% Change	N	% Change	N	% Change
Fall 2013	11,358		114,224		7,741		1,685	
Fall 2014	11,053	-2.7%	113,494	-0.6%	7,678	-0.8%	1,513	-10.21%
Fall 2015	10,875	-1.6%	112,282	-1.1%	7,592	-1.1%	1,461	-3.44%
Fall 2016	10,748	-1.2%	109,894	-2.1%	7,423	-2.2%	1,273	-12.87%
*Fall 2017	10,394	-3.3%	106,440	-3.1%	7,264	-2.1%	1,269	-0.31%

High School Dual-Credit Enrollment

	Fall 2016	Fall 2017*
Early College Program	2,757	2,700

*Fall 2017 Early College Program total is an estimate at this time and based on enrollment numbers at 64 high schools offering MSU ECP courses.

Fall 2017* Enrollment by Level

Undergraduate	9,474
Graduate	920
Grand Total	10,394

Fall 2017* Enrollment by Race/Ethnicity

Non URM	9,761
Nonresident Alien	208
Asian	55
White	9,419
Unknown	79
Under-Represented Minority	633
American Indian	18
Black	308
Hispanic	152
Native Hawaiian, Pacific Islander	5
Two or More Races	150
Grand Total	10,394

Fall 2017* First-Time Freshmen

Average ACT	Average HS GPA
22.86	3.51

Origin of First-Time Freshmen

In State	84.95%
In Service Region	50.67%
Out of Service Region	34.28%
Out of State	13.87%
Foreign	1.18%
Grand Total	100.00%

Top 5 Majors of First-Time Freshmen Bachelor Seekers

Pre-Nursing	108
Biomedical Sciences Area Bachelor of Science	107
Veterinary Science Area Bachelor of Science	51
Exercise Science Area Bachelor of Science	45
Provisional Bachelors Degree - Science	40

*Fall 2017 data is preliminary.

Quick Facts about Preliminary Enrollment Numbers for Fall 2017

425 transfer students with 260 being from KCTCS.

69.2% retention of Fall 2016 first-time freshmen to Fall 2017.

63.0% retention of Fall 2016 first-time freshmen who were under-represented minorities to Fall 2017.

72.5% retention of Fall 2016 Black first-time freshmen to Fall 2017.

**ANNUAL REPORT ON
REAL PROPERTY LEASES**

**BOR (V-C-2)
September 28, 2017**

Background:

Policies related to Real Property Management approved by the Board of Regents on April 30, 1993, require that all leases be reported annually to the Board. The Lease Report reflects those Lease Agreements in effect on July 1, 2017.

ANNUAL REPORT ON REAL PROPERTY LEASES

LESSOR	LEASE ID	DESCRIPTION	LOCATION	LEASE EXPIRES	ANNUAL RENTAL COST
ACADEMIC SUPPORT					
Ashland Community & Technical College (ACTC)	MOA	MSU at Ashland Classroom/Office Space	College Drive, Ashland	6/30/2018	\$ 62,136.00
CommUNITY Development	MSU-18	MSU at Mt. Sterling 8,777 sq. ft. Classroom/Office Space (\$9.00/sq. ft.)	Indian Mound Drive, Mt Sterling	6/30/2031	\$ 79,000.00
CommUNITY Development	MSU-18	MSU at Mt. Sterling 9,206 sq. ft. Classroom Space (\$9.00/sq. ft.)	Indian Mound Drive, Mt. Sterling	6/30/2031	\$ 82,854.00
Center for Health Education & Research Building (CHER)	MOA	MSU/SCR/UK	316 West 2 nd Street, Morehead	MOA Beginning 07/02/2010	N/A
Parrott Corporation	MSU-31	Small Business Development Center 2 Offices and 4 Parking Spaces 850 sq. ft.	1645 Winchester Ave. 2nd Floor, Ashland	06/30/2023	\$ 8,400.00
Powell County Board of Education	MSU-34	Adult Learning Center 1568 sq. ft. Office, Classroom and Instructional Room	691 Breckinridge Street P.O. Box 430, Stanton	6/30/2024	\$ 10,380.00

ANNUAL REPORT ON REAL PROPERTY LEASES (continued)

LESSOR	LEASE ID	DESCRIPTION	LOCATION	LEASE EXPIRES	ANNUAL RENTAL COST
Owingsville Baptist Church, Inc.	MSU-49	Bath County Adult Learning Center 1700 sq. ft.	19 Water Street, Owingsville	6/30/2020	\$ 9,000.00
MSU Foundation, Inc.	MSU-054	Launch Pad Business Incubator 5,218 sq. ft. w/8 Parking Spaces. (Cost per term of \$1.00)	149 East Main Street, Morehead	6/30/2020	\$ 1.00
Four J Development, Inc.	MSU-55	Paintsville & Pikeville SBDC Offices w/Reception, Restroom, Kitchen & Storage Areas- 810 sq. ft.	Uniplex Building 126 Trivette Drive, Pikeville	6/30/2022	\$ 12,000.00
AUXILIARY SUPPORT					
KET	MSU A-006	WMKY Transmitter Site and Antenna	2066 Triangle Mt.	8/31/2026	\$ 3,429.00
Board of Education of Rowan County	MSU-056	Temporary Catering Kitchen	415 W. Sun St., Morehead	6/30/2020	\$ 7,562.00
LEASE/PURCHASE					
MSU Foundation, Inc.	MSU-16	Former site of Enrollment Services Center Empty Lot – currently used as staging area for ADUC renovation. Later to be used as parking lot.	120 Normal Avenue, Morehead	6/30/2066	\$ 47,000.00
MSU Foundation, Inc.	MSU-7	Adjacent to Sunnybrook Golf Course	Morehead	2/01/2019	\$ 18,927.84

ANNUAL REPORT ON REAL PROPERTY LEASES (continued)

LESSOR	LEASE ID	DESCRIPTION	LOCATION	LEASE EXPIRES	ANNUAL RENTAL COST
PARKING LOTS					
Dr. Donald Blair	PR 3122	54 Space Gravel Parking Lot	5th Street, Morehead	6/30/2023	\$ 4,225.00
Morehead United Methodist Church Parking Lot (St. Claire Regional Hospital)	MSU-35	50 Space Parking Lot (\$240.00 per space)	227 West Main Street, Morehead	6/30/2018	\$ 12,000.00
BPC, Inc.	MSU-058	87 Space Parking Lot	522 W. Main Street, Morehead	6/30/2026	\$10,000.00
OTHER					
First Commonwealth Bank of Prestonsburg, KY	MSU-53	Retired Senior Volunteer Program - Flooding Disaster Relief Offices & Conference Room 677 sq. ft.	232 Main Street, Paintsville	6/30/2023	\$ 2,400.00
Associates Warehouse	MSU-061	Storage space	251 Price Road, Lexington	9/15/2017	\$ 4,900.00

REPORT ON PERSONAL SERVICE CONTRACTS

BOR (V-C-3)
September 28, 2017

The attached list of personal service contracts represents all such contracts issued with amounts greater than \$10,000 between May 16, 2017 and September 1, 2017.

PERSONAL SERVICE CONTRACTS May 16, 2017 through September 1, 2017					
Individual/Firm	Contract Description	Contract Beginning Date	Contract Ending Date	Contract Amount	Method of Selection
Brenda Wilburn	Delivering healthcare to students	7/1/17	6/30/18	\$54,000.00	Request for Proposal
Dean Dorton Allen Ford, PLLC	Audit services	7/1/17	6/30/18	\$75,320.00	Request for Proposal
MML&K Governmental Solutions	Governmental relations	7/1/17	6/30/18	\$59,640.00	Request for Proposal
McBrayer, McGinnis, Leslie & Kirkland	Legal representation	7/1/17	6/30/18	\$28,000.00	Request for Proposal
Tony Brown	Graphic artist for Athletics	7/1/17	6/30/18	\$10,000.00	Request for Proposal
Sturgill, Turner, Barker & Moloney	Legal representation for United Educators	7/1/17	6/30/18	\$50,000.00	Request for Proposal
Sturgill, Turner, Barker & Moloney	General legal representation	7/1/17	6/30/18	\$15,000.00	Request for Proposal
The Segal Company	Wellness consultant	7/1/17	6/30/18	\$132,000.00	Request for Proposal

PERSONAL SERVICE CONTRACTS May 16, 2017 through September 1, 2017					
Individual/Firm	Contract Description	Contract Beginning Date	Contract Ending Date	Contract Amount	Method of Selection
Audrey Ruiz Lambert	Sign language interpretation	7/1/17	6/30/18	\$35,000.00	Request for Proposal
VITAC Corporation	Remote captioning services	7/1/17	6/30/18	\$120,000.00	Request for Proposal
St. Claire Regional Medical Center	Dental provider	7/1/17	6/30/18	\$26,310.00	Request for Proposal
Sign Language Network of Kentucky	Sign language interpretation	7/1/17	6/30/18	\$30,000.00	Request for Proposal
Metis Associates	External evaluator for Noyce Scholarship grant	8/1/17	5/31/18	\$15,000.00	Sole source



Morehead State University is committed to providing equal educational opportunities to all persons regardless of race, color, national origin, age, religion, sex, sexual orientation, disabled veterans, recently separated veterans, other protected veterans, and armed forces service medal veterans, or disability in its educational programs, services, activities, employment policies, and admission of students to any program of study. In this regard the University conforms to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. This includes: Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Orders 11246 and 11375, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Kentucky Revised Statutes 207.130 to 207.240. Vocational educational programs at Morehead State University supported by federal funds include industrial education, vocational agriculture, business education, and the associate degree program in nursing. Any inquires should be addressed to: Affirmative Action Officer, Morehead State University, 301 Howell-McDowell, Morehead, KY 40351, 606-783-2097.