ABSTRACT OF CAPSTONE

Alan M. Rucker

The Graduate School

Morehead State University

April 5, 2021

CULTIVATING CHANGE: CREATING A BUSINESS PROPOSAL
FOR THE OFFICE OF INNOVATION AT
MOREHEAD STATE UNIVERSITY

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Abstract of Capstone
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A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

Alan M. Rucker

Morehead, Kentucky

Committee Chair: Daryl R. Privott, Assistant Professor

Morehead, Kentucky

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CULTIVATING CHANGE: CREATING A BUSINESS PROPOSAL
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MOREHEAD STATE UNIVERSITY

This capstone provides an examination and review of organizational change management within higher education and the processes related to facilitating change within a higher education environment. A review of related literature was conducted to research change management and the intersection of organizational oversight and a proposal created to implement an Office of Innovation at Morehead State University.

KEYWORDS: higher education; change management; culture; organizational development; innovation

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Candidate Signature

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FOR THE OFFICE OF INNOVATION AT
MOREHEAD STATE UNIVERSITY

By

Alan M. Rucker

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DEDICATION

I would like to dedicate this capstone to Kristen Hall, my parents, my brother, and my late grandmothers. Kristen, you have had to consistently find the balance between motivating and understanding; between kid gloves and swift kicks. You've had to tolerate being (at best) second place for the better part of three years, and there is no way that I can repay the lost time, canceled plans, and all the other hurdles that this presented. Despite these challenges, we are here on the other side, having figured it out. Let's get to living.

From an early age, my parents, Tony and Becki Rucker, consistently prioritized education, lending me a love of learning that would last a lifetime. Who would have thought that breaking the bank at the monthly grade-school book fair would lead to all this?

My brother, John, has shown me what it means to be determined, to be authentic, and to enjoy life as it is, not as we think it should be. I cannot help but feel sad that my late grandmothers aren't here to share this moment with us, as I think they would have enjoyed it very much.

To the friends that I pestered, sent drafts to or just vented to about the process or other trivialities—thank you for the patience, the ears, and the support. Most had no interest in this and yet they still made me feel like it was groundbreaking. Circles like that don't come around often. Jaime Gordon, Cory Clark, and Joel Pace: we did it… together.

ACKNOWLEDGEMENTS

see where each of us go from here. My hope—which is, in truth, a certainty—is that the people within this group are going to do some amazing things. If we can make it through doctoral work in the midst of a global health crisis, changing the world should be easy.

I owe a significant debt of gratitude to all those who contributed their time and talent to help me throughout this journey. Stretching as far back as application references, this process and its final product has been a collective effort. At the risk of leaving a valued friend or colleague out through individual recognition, please instead know that I am eternally grateful for the help I received with this paper, this program, and this overall journey. From reading papers to sharing a laugh, this wouldn't have been possible without all of you.

Finally, I feel it necessary to acknowledge those who were also directly impacted by my involvement with this program—most notably, my work family. I am certainly aware there was a consistent need for patience and grace during the time where this program became the priority. I am thankful for both my team and my supervisors for understanding this process and its importance to me. That has not gone unnoticed, and is certainly appreciated.

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EXECUTIVE SUMMARY

What is the core of the capstone?

The concept underlying this capstone project is rooted in professional experiences that often demonstrated that innovation and creative solutions in higher education seem to be both needed and feared. As the landscape of higher education continues to change, it is a firm personal and professional belief that the institutions positioning themselves as innovative, moving with precision, intentionality, and strategy, are the ones that will be best suited to survive and thrive. These innovative establishments will not only achieve their institutional mission, but also meet the overarching need for higher education in today's society. A review of related literature bears out the suggestion that innovation and change management within higher education are both consistent and consistently evolving.

Change within higher education has been prevalent and constant for nearly three decades (Kezar, 2014). In many respects, the need for and function of change itself has been the only constant in recent memory. Allen and Cherrey (2003) have identified this change and the resulting tenuous organizational footing as a permanent characteristic of higher education, which will only increase in frequency. Dunican, Gearin, and Norman (2019) describe change at institutions of higher education as a way of life, as leadership struggles to keep up with the latest innovations. The need for change within a university is often facilitated by factors such as legislative agendas, changing student populations, internal pressures or personnel, and societal economic realities (Kezar, 2014). Because of these drivers, there is no simple one-

size-fits-all approach or solution to change implementation or process management. Often, the need for change is a result of demographic shifts, globalization, greater accountability, and new technologies (Atkins, 2010). Additionally, the complexity of the change itself is increasing, due to organizational structure and institutional culture (Allen & Cherrey, 2003). The culture present within an organization will not only drive the need for change, but also the strategies required for its implementation.

It is important to note that, without direct attention paid to specific change theories and effective management of those within the change, unintended consequences are possible, if not likely, when programmatic or policy changes occur. To combat this, a holistic view of the university is necessary. This holistic view is best achieved through staffing and the recruitment of leadership with a "systems thinking" mindset. Snow (2020) described this "systems thinking" as a keen understanding of the big picture within an organization, recognizing the role of teamwork and the institution's interconnectedness, and making choices and organizing priorities to reflect that. Beattie, Thornton, Laden, and Brackett (2013) contend that change must be focused through a lens of inherent university culture— specifically, symbolism and historical/established behavior—to determine the necessary changes and institutionalized possibilities with limited negative outcomes. Organizational culture is a significant force within the lives and roles of administrators, staff, faculty and students (McGrath & Tobia, 2008). Eckel and Kezar (2003) suggest organizational culture manifests through visible products and

activities, espoused beliefs and values, and underlying assumptions, which all must align for meaningful change to occur.

Another critical component of the change process within higher education is the human resource that comprises the employees. Allen and Cherrey (2003) identified the critical positional responsibility that many university employees have in the transformation of a university's response to challenges. It is these institutional change agents that often make the difference between a successful or failed change process (McGrath, Barman, Stenfors-Hayes, Roxå, Silén, & Bolander Laksov, 2016). Research indicated the efficacy and longevity of any enacted change are directly proportionate to the understanding of the staff asked to enact and sustain it (McGrath et al., 2016). This is also the case with faculty involvement, as it is imperative that change be focused through a lens of social exchange, whereby significant things like culture, training, and whole-concept understanding are an indication of the prioritization of faculty wellbeing (Stocklin, 2011). This synergistic view and awareness of the institutional factors that make change meaningful and lasting are critical components of this Office of Innovation.

Understanding that cultural awareness and connection of culture and change goals can be the determinant of whether desired change occurs in the first place is also essential to success. Marshall (2010) determined that attempted change within a university is often simply a vehicle to reinforce the current practice, identity, and evolved culture of prior iterations. This underscores the need for campus leadership to not only be aware of the required change, but also to possess the appetite and

fortitude to see it undertaken. It is this timely pairing of a need for different outcomes with situational recognition that determines whether change processes produce lasting, effective, and meaningful results (Marshall, 2010). Initiated change, regardless of need, is doomed to fail without a comprehensive understanding of the complexities and dynamics of the entity being changed.

A critical component of the cultural awareness needed for effective change is the understanding of various stakeholders and their priorities throughout the institution (Caruth & Caruth, 2013). While organizational change may be pervasive and frequent, inherent roadblocks exist in the form of individual resistance to change, whether that be due to tradition, academic freedom or existing relationships (Caruth & Caruth, 2013). As culture is shared, creating change must therefore be a collective process (Martin, 1992).

Stakeholders and their individual work may also be a significant deterrent to change. Kezar (2009) stated that universities often lack substantive and significant change due to the amendment of processes or policies by individual stakeholders with a limited remit or perspective, which unknowingly come into competition with institutional efforts or changes already underway. The implementation of change by staff or faculty within their small locus of control can impact wider, institutional transformation, rendering it significantly less successful than when everyone works toward shared and widely understood outcomes. This lack of synergy and commitment to common goals makes change efforts less effective and lasting (Kezar, 2009). A holistic approach to communication and goal-setting, filtering down

throughout multiple layers of stakeholders, increases positive outcomes (Kezar, 2009). Hiton and Jacobson (2012) echo this need for comprehensive stakeholder approaches, with both consensus-building and the use of political capital from the presidential level far outpacing other factors as successful change strategies. Mitchler (2017) suggests the most effective way to build collaboration in a student-centered environment is to undertake collaboration and change with a principles-focused approach. By focusing on the overall principles of the work being done and/or the change being undertaken, there is a stronger connection and rapport throughout the process between educators who may see an inherent divide between functional units (Mitchler, 2017).

This holistic stakeholder approach must recognize the effect that personal values have on process adoption (Kezar & Gehrke, 2016). As stakeholders and their resistance to or support of change processes are evaluated, individual values and beliefs must be considered (Kezar & Gehrke, 2016). Any change undertaken is likely to be perceived as more successful by stakeholders if there are allowances made and strategies implemented to accommodate their values, experiences and backgrounds (Kezar & Gehrke, 2016).

Of equal importance to the change process is the evaluation of the university's functions, changes, and the processes undertaken. This is easiest when the university operates under the guiding principle of a cultural value of assessment (Lane, Lane, Rich, & Wheeling, 2015). This culture of assessment allows departments to adequately evaluate their operationalization of institutional goals and where

insufficiencies lie (Lane et al., 2015). This loop of evaluation, goal setting, assessment, and realignment is critical to ensuring targeted, specific and dynamic change management. Garrett (2019) outlined how comparative analysis of current institutional culture and the ideal outcomes of any change process demonstrates the gaps that may exist between institutional values and current cultural inventories. This proposed Office of Innovation would act as a bridge, transitioning the university from its current cultural inventories and reframing the ideal outcomes of university priorities and processes to better align with stated and advertised goals and current operational design. In other words, a central responsibility of this office would be to ascertain, through assessment and evaluation, where Morehead State University is not perceived to be meeting its mission, vision and values, creating innovative solutions that will better align university priorities with desired outcomes.

To achieve success, it is imperative that this connection-building between current practice and desired outcome occurs via proper change management processes and the incorporation of change management and its value into the ethos of the university (Kezar, 2007). Belch, Wilson, & Dunkel (2009) identified this orientation of staff to the organizational culture as critical for the type of buy-in and connection needed to initiate and sustain change. Specifically, it was found that professionals had more positive experiences of change when there was an organizational focus on engaging, articulating, and developing a culture (Belch, Wilson, & Dunkel, 2009). Organizations whose employees identified a perceived positive culture saw increased recruitment and retention of professional staff (Belch, Wilson, & Dunkel, 2009). This

perception of positive culture also is a determinant of success for change processes, as comprehensive and pervasive change is either accelerated or blocked by the current culture of an institution (Kezar & Eckel, 2002).

Faculty involvement with the change process and the training and development of such a tactic is also imperative for change undertaken to be successful. Baker and Baldwin (2014) emphasized that nearly every unit within an organization will be impacted by change, whether this is intentional or otherwise. It is the collaboration of these units that allows for change to be pervasive, integrated, and seamless. Kezar (2001) demonstrated the statistically significant relationship which exists between the number of planned collaboration points and initiatives shared by faculty/staff and the success of the overall change process. Kezar (2003) also demonstrated that these collaborations have proven challenging to implement, due to existing institutional structures that hinder communication and relationship-building. Despite these obstacles, this collaboration within and across units within the university structure is a vital contributor to successful change. Such collaboration should be encouraged through training and development in order for it to become an inherent feature of a university's culture.

Through the creation and cultivation of the central tenants of relationship-building, shared understanding, listening and socialization, a pervasive and strong ethos can be intentionally built rather than accidentally formed, running counter to intended goals (Kezar, 2007). This proposed Office of Innovation will ensure that

creative solutions are formulated and diffused across the breadth of the university

through targeted and specific collaboration points with identified critical stakeholders.

Who is the capstone meant to impact?

The Office of Innovation at Morehead State University will contribute to a

more seamless and integrated institutional model that does not solely rely on

individual departments or divisions to implement organizational change or enact edits

to campus processes. This allows for combined resources, planning, and management

at a macro level, to ensure that change is managed effectively and efficiently. The

impact of this will be felt most significantly by the students, faculty, and staff of

Morehead State University, who will directly benefit from the process and policy

enhancement of coordinated and integrated change management.

Additional considerations when evaluating the impact of this change must

include focused attention on implementing intersectionality as a new framework for

organizational priorities and staff culture (Moneta, 2017). In order to best meet the

needs of stakeholders in any setting, Moneta (2017) advocated that—especially when

changing processes, priorities, or culture—one must move beyond the conception of

singular, simplistic identities or communities and gain a deeper understanding in

order to facilitate real inclusion. Specifically, holistic evaluation of certain factors,

such as power, privilege and needs, allows for a more comprehensive development

strategy and better advocacy to avoid marginalization of disadvantaged groups

(Moneta, 2017). Historically, organizational change did not necessarily incorporate

identity, but societal and cultural advances has meant that informed dialogue and altered program design to include transgender and nonbinary identities has now become a priority (Agans, 2007). This attention to identity pays dividends throughout the change process, as campuses who institutionalize inclusion and identity awareness have a higher propensity for successful institutional change (Stanley, Watson, Reyes, & Varela, 2018).

How was the capstone project implemented?

The Office of Innovation at Morehead State University is conceived as an institution that reports directly to the President and a cabinet-level chief officer. Placing this office at this location within the hierarchy lends it a natural gravitas and provides macro-level vision of its various functions and priorities. Going beyond a simple process management organization or the efforts of a chief logistics officer, the Office of Innovation would provide seamless integration of change policies, resources, timelines, and collaboration across the campus. This type of change-related work already happens at the departmental level when individual offices change, or through ad-hoc groups when specific large-scale change must inevitably occur. By establishing this specific office and its subsequent staffing and priorities, functions are consistently centralized and streamlined, with efforts effectively made in concert with the university's positioning and current strategic initiatives, allowing for maximum resource efficiency, allocation, and utilization.

However, it is recognized that this newly created Office of Innovation will initially need to be limited in scope, size, and personnel, in order to prove the concept and allow for effective resource conservation and distribution. Concerning design, the initial launch of the office and its initiatives will be within the Division of Student Affairs, as an additional expectation for a senior-level position. This proposed placement is not without merit, as student affairs is best aligned, as a profession, to offer the greatest potential impact to the largest number of stakeholders, with the least amount of operational disruption. Allen and Cherrey (2003) suggest that that student affairs departments have historically adapted to a permanent state of change, resulting in flexible organizations and functional areas in order to avoid complete overhaul when change processes are undertaken. This minor adaptation, as opposed to wholesale organizational redesign, has created a professional competency in the confrontation and management of change and uncertainty (Allen & Cherrey, 2003). Keeling, Underhile, and Wall (2007) believe that the organizational structure of student affairs divisions is often ideally suited to meet institutional needs and prioritize fluid and dynamic change, especially in comparison with many other departments and the university as a whole. It is the foundational design of student affairs—catering to a uniform need for student services and development across all majors—that creates the requirement for horizontal form and function, despite the vertical nature of university structure (Keeling et al., 2007). Through systems change and design allowing for a more collaborative environment, centered around student learning and engagement rather than hierarchy, new innovations can create positive

and lasting change for the student affairs division and, subsequently, the wider

university and its stakeholders (Keeling et al., 2007).

Within student affairs, the change strategy of appreciative inquiry, in order to

develop a wider departmental priority for change through divisional leadership, has

proved effective (Lehner & Hight, 2006). This positively-oriented development

approach does not target organizational deficiencies, but instead places focus on the

strengths of the department and its staff members (Lehner & Hight, 2006). To foster a

division comprised of change agents, a strategy that creates buy-in, ownership, and

positive reinforcement, such as appreciative inquiry, complements the holistic shared

sense of purpose that is commonly found in successful change. This sort of approach

will be fundamental to the Office of Innovation.

Establishing a shared sense of purpose across a university may be difficult to

achieve. One way to accomplish change within the occasionally unclear functions or

hierarchical design of an organization is to align the priorities and processes to a

model that better facilitates academic initiatives and student learning. Pomerantz

(2006) proposed that, by designing organizational goals and professional practices to

adhere to commonly accepted academic expectations and strategies, departments are

better equipped to collaborate and co-create in alignment with the institutional

priorities and mission, with the aim of achieving overarching university-wide change.

By designing the work and the accountability to be more in line with academic peers,

a division and profession that is ambiguous in its directives and far-reaching in its

function can serve in a change leadership capacity with a common dialect and goals similar to other university colleagues (Pomerantz, 2006).

Effective leadership is absolutely critical to the future launch and success of the office. In any setting, change is directed and driven by a leader who lays its foundation. The motivation for said change, the pathway that it will follow and the outcomes and goals of the entire enterprise must be steered by a certain individual or group. Brigham-Sprague (2001) outlined effective change leadership strategies that also include a vision for the change process. It is the winning over of followers for the necessary change that often determines whether the change is successful or not (Brigham-Sprague, 2001; Gaus, Basri, Thamrin, & Ritonga, 2020). This will also be critical in the design of the office at Morehead State, and another reason why a "soft launch", with a current seasoned professional, offers the best potential for long-term success.

In any change strategy, transformational leadership is often the style most likely to be adopted (Harrison, 2011). Bass (1985) demonstrated that this transformational leadership style regularly leads to organizational performance that surpasses expectations. However, Harrison (2011) suggests that leadership through change most frequently vacillates between transformational and transactional leadership. Leadership through change, too, is often not necessarily dictated by job function or position, as change agents often play a significant role in management and implementation without any official authority or responsibility to do so (Harrison, 2011). These transformational leaders incorporate new processes, priorities or

structures without destroying or otherwise disrupting those already in place

(Brigham-Sprague, 2001). This particular style is what will be sought, in both the

short and long term, for the office.

Just as important as the style of leadership adopted is the experiential

background of the leader. Levin, Lopez, Martin, & Vazquez (2018) outline that the

catalyst for change is often the background and experience of the chief officers

responsible for driving the alterations. Specifically, as change undertaken prompts the

formation of a new organization, the processes and policies that are replaced or

removed are believed to reflect the prior experiences of those in charge. More so than

any other factor, the organizational identities and goals established through the

change process are contingent on the experiences of the leader at that specific

institution and prior institutions (Levin et al., 2018).

Why were this capstone and related strategies selected?

Change is a constant in any organization; however, in the shifting landscape

of higher education, it is especially prevalent, given the enrollment fluctuations,

shrinking resource pools and large and complex organizational structures that are

typical of most universities. Morehead State University is no exception. In many

ways, due to its design and client base, the ability of Morehead State University to

manage change nimbly and effectively, in an innovative and productive way, is even

more of a priority. As a regional, public, tuition-dependent university, serving an area

that is generationally economically disadvantaged and consistently declining in

population, Morehead State is in a challenging position. With state funding

continuing to decline, due to both decreased tax revenue on a state level and

performance funding metrics that disadvantage the university, being able to meet the

mission while doing more with less is a vital need for the university.

Under current practice, change is often (if not entirely) created, enacted, and

directed at the departmental or divisional level. Many of these changes are

department-specific and have little impact to the larger university community;

however, what this instead achieves is an ongoing institutional dynamic in which

change often occurs in a silo, with little to no input from those outside the department

or related chain of command. Under this proposed Office of Innovation, a

comprehensive approach would be implemented, to adequately diagnose the cause of

these issues and identify subsequent opportunities for change that best align with

other university needs, institutional priorities, and resources.

When was the capstone implemented?

Upon approval of the capstone research project, the proposal will be submitted

to Morehead State University President, Dr. Jay Morgan, for consideration. The

proposal outlines sequential steps to implementation upon administrative approval.

This process is conceived as a three-year strategy that will prove the eventual worth

of the department and allow for the budget and personnel allocation necessary to

positive outcomes.

Impact of the capstone

This proposed office would allow the university to streamline its change processes and procedures, thereby creating uniformity and consistency. It would limit individual departments or divisions from undertaking change processes or organizational developments that are counter to the overall university mission or strategic plan. Once fully implemented, there would be a specific office charged with overseeing long-term changes on the campus and generating solutions for any short-term challenges that may arise. This design streamlines response and centralizes any priorities and their alignment with various university guiding principles, documents, or defined strategic initiatives.

Limitations of the study

This project is limited in scope as it will focus solely on one institution, which is Morehead State University. The university is a public, comprehensive institution, located in rural Eastern Kentucky. Findings, suggestions or proposals may not be applicable or operational at other institutions. Although certain aspects of change can be applied and instituted universally, there are several factors that research indicates should be taken into account as part of the change process. For example, the type of institution should be considered when enacting change, as community colleges have a different design, set of institutional priorities, and degree of student involvement than a traditional, four-year institution (Baston, 2018). It is recommended that community colleges involve student affairs professionals from an early point, as they are often

required to be comfortable with change and are adept in advocating for student

success and engagement throughout (Baston, 2018).

Change management may also function very differently at a private college.

Orians & Bergerson (2014) outline that strategic planning and change management

often sees private colleges focus on a "leadership from the middle" philosophy. This

is primarily due to a smaller number of staff in general, or a lack of personnel able to

specifically adopt the responsibility of institutional research, assessment, or change

implementation (Orians & Bergerson, 2014).

Reflections

At its core, this capstone was planned as a manual for change. This basic

document was originally conceived as a road map of sorts for a department or a

professional seeking to change the culture of the organization to which they belong.

Through various conversations with program faculty and trusted colleagues, it

became apparent that the capstone presented a greater opportunity. It was a chance to

think more broadly and to create something that, by design, would have more reach,

more impact, and more possibility.

In truth, that phenomenon of possibility was the reason behind the Office of

Innovation and its current design. Throughout conversations held prior to and

throughout this process, the common thread of thought found at Morehead State

University is that of possibility. There exists the recurrent question of "What if…?", a

consistent degree of rumination and stream of ideas that float around unstructured,

unharnessed, begging to be captured, explored, and implemented. At their core is hope; their objective is almost always to make a collective change for the better.

This capstone has opened my eyes—not only to the way change can be harnessed and leveraged, but also to the immense responsibility that accompanies that process and the perpetual need to ensure that adequate consideration is given to the people, the process, and the final product. At its core, however, are the people: how are they informed and communicated with and the ways in which they are developed, enabling them to transform from passive spectators of change to active stakeholders in a process that can be driven by and for them.

Through completion of this capstone process, giving thought to not only what *can* be done, but what *should* be done, change has assumed a greater importance to the author—both in terms of the need for it and the process by which to achieve it. It is more than the solution to a problem, or a way to consolidate resources or processes. When done correctly, it can be the means by which a collective feels valued, empowered, and proud of what has been done and what is to come. It replaces the "us versus them" with a "we". This brings us closer to our people-first values and places our most precious resource—the people that make everything possible—at the forefront of institutional progress.

A PROPOSAL TO ESTABLISH

The Office of Innovation

Morehead State University

Prepared & Submitted by:

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April 5, 2021

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April 5, 2021

President Jay Morgan
202 Howell-McDowell
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Dear Dr. Morgan,

I am excited to submit this proposal to establish the Office of Innovation on the Morehead State University campus for your review and consideration. This business proposal was developed, designed, and delivered in order to complete the Doctor of Education in Adult and Higher Education Leadership degree program. Despite the foundational reason for this proposal being academic in nature, it also serves to showcase both a need, a desire, and a research-backed approach to best maximize the energies, efforts, and resources of a campus where utilization of all those things is in higher need than ever before.

At its core, this new office allows the university to have a common lens to frame both where we are planning to go as an institution and where those plans may fall short. By leveraging an office's expertise in both change management and strategic positioning as well as an increase in campus collaboration and bright ideas, the Office of Innovation can be instrumental in cultivating a culture where innovation and progress is welcomed, encouraged, and interwoven into the fabric of who we are and what we do as an institution.

This new approach to both planning and innovation on the campus streamlines both processes to allow a seamless marriage of both priorities. Through marshalling existing resources and personnel well-skilled and well-equipped to handle such a charge, the campus would be better positioned than ever before to ensure the vision and the efforts of the campus are aligned. In doing so, employees will feel more empowered and enabled, and the end result will be a student experience unlike any before.

Thank you for your time and consideration of this needed and valuable creation for our campus.

Warm regards,

Alan M. Rucker
Ed.D. Candidate

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Overview

On the campus of Morehead State University, similarly to nearly every institution of higher education, the only constant is change. It impacts every project, idea or initiative and, through both intentional and unintentional outcomes, seemingly touches each office and arm of the campus.

As these changes occur, there are often disconnects between the need for the change, the strategies to create the change, and the personnel responsible for enacting or implementing the change once a final course of action is approved. These organizational dynamics create a natural dissonance where, when launching a new idea or initiative, the standard is, at best, a disjointed and piecemeal strategy; at worst, this creates an environment where a successful launch and a sustainable initiative is difficult to achieve, if not outright impossible.

The premise behind this new Office of Innovation is to create a more specific and directed effort to reduce the gaps between form and function, need and outcomes, and personnel and efforts within the campus of Morehead State University. It would seek to tackle the following areas:

- **Leadership and direction for large-scale campus-wide initiatives that need executive direction as part of the fabric of the position**.

    Specifically, this office would have the responsibility of ensuring a common approach, buy-in, and oversight for initiatives that overlap numerous campus entities and which do not specifically fall within the parameters of an existing standing appointment. Through both organizational changes and personnel adjustments through campus leadership, many of the initiatives that this office would subsequently spearhead are now handled on an ad-hoc basis through a fractional appointment, a larger cross-functional committee, or via staff members on a piecemeal basis.

    These projects may be known or unknown. Examples of known initiatives that are planned and reoccurring could include accreditation processes, strategic planning, or performance-based metrics and measurements for funding or budgetary purposes. Unknown initiatives that are unplanned could include things like response to a pandemic, governmental requests for large volumes of information, or rapid response for university need (e.g. enrollment crises, mass student concern, etc.).

    In its most simplistic definition, this office would act as the unionizing force, ensuring that data gathered through the efforts of institutional research and assessment can be synthesized to best understand where Morehead State's strengths, weaknesses, opportunities and threats lie for both anticipated and unanticipated initiatives. Moreover, it is through this centralization of data, with an eye to all the various components of the campus, that a more effective and cohesive strategic plan and campus direction can be put into motion.

- **Creation and curation of a culture where innovation and strategic organizational change is possible, cultivated, and encouraged.**

    This office would be charged with creating an organizational space where innovation is prioritized, celebrated, and considered, on both an individual and institutional scale. Through multiple strategic positions and priorities, the Office of Innovation would create spaces where employees feel like their input and ideas are not only valued, but are actively encouraged and seriously considered. Whether that be pulling bright ideas from employees for specific pain points within the university structure, or something more abstract such as organizational culture, curating an environment where one-to-one contact is possible is mission-critical.

    This construction of culture can pay remarkable dividends to the campus, as it not only allows the generation of ideas and possibilities that may not occur to senior-level administrators, but

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also allows employees to feel valued and appreciated. In budget-conscious times, it is often the case that the opportunities which increase employees' self-perceived value with no cost are few and far between, but are, in strategical terms, a win-win. Additionally, this valuing of staff provides other benefits in the form of employee trust in the processes and initiatives launched across the campus. By shifting the campus culture from a top-down directed approach to a more bottom-up or non-hierarchal philosophy, employees may be more likely to buy in to pending changes or different ways of operations than they would in prior organizational iterations.

This office would also work with organizations across the campus to improve service delivery or organizational culture in a department or divisional scale and scope. Through that same incubator-style approach, unit heads would have the ability to utilize personnel and resources within this office to better plan and implement change. Whether that change is related to hierarchy, new positions, departmental guidance, or a realignment of office priorities and purpose to better coincide with university values, this Office of Innovation would help shepherd the requesting office through the change process.

The benefits of this function to the university are significant. Firstly, the Office of Innovation would establish a vast array of readily available university resources that other departments may have neither awareness of or access to. Additionally, this would ensure that any changes occurring across the campus are not inconsistent or in conflict with other change processes underway in various departments or as part of wider university prioritization or planning. The Office also removes a potential barrier to progress or change in the form of a unit head's unfamiliarity or discomfort with change processes in general.

Office of Innovation: Guiding Principles

As the Office of Innovation would be a new creation on the campus, it is vital that the story of the office and its purpose be told through published and promoted guiding documents. This guidance would frame the work being done and priorities that will guide the office's efforts and energies. They would act as an example of the kind of documents that would be widely disseminated and interwoven into the fabric of the office and its staff culture.

Vision
To cultivate a campus environment that supports innovative ideas and strategic connection of people and resources; fosters a community of committed professionals striving to make Morehead State a benchmark for institutional excellence; and connects university priorities with university energies in creative and groundbreaking ways.

Mission
The staff of Morehead State University's Office of Innovation strive to create an authentic and engaging environment for our colleagues by providing the resources, consultation, and collaboration necessary to best meet the requirements and priorities of the institution, departments, and personnel. We seek to achieve this through strategic thinking, opportunistic change, and creative ways of solving and addressing issues. We seek to enhance the effectiveness and innovation of Morehead State through the development of a community and institution based on the foundations of collaboration, connection, purpose, and pride. Every effort is made to help mold and create our campus of tomorrow by being innovative today.

Core Values

The Office of Innovation considers the following to be core values of work undertaken:

Institution-Centered
Morehead State University and its collective people and priorities always come first.

Creativity
Initiatives and priorities are creative in design and innovative to achieve maximum efficiency and effectiveness. Antiquated solutions and processes are roundly rejected.

Collaboration
Success is achieved only through a common goal with shared vision and purpose, in consultation with our many institutional stakeholders.

Integrity
At all times, we will conduct ourselves with the highest professional and ethical standards. We will be open, honest, and authentic with each other and our campus partners.

Communication
Any process undertaken is only effective when everyone involved is well-informed and understands what is happening. We will seek to ensure understanding, context, and perspective in all communications.

Additional possible documents may include specific directives in the areas of client service, diversity and inclusion, or ongoing office needs. These documents and organizational guides should be reviewed and evaluated on an annual basis, by both internal and external stakeholders, to ensure that organizational guides and organizational efforts remain aligned.

Current Campus Areas of Potential Overlap

There are specific large-scale initiatives that this office will be best positioned to coordinate, including strategic planning for the university (see: Appendix A), performance-based funding from the Commonwealth of Kentucky and related metrics and measurements (see: Appendix B), and accreditation from relevant bodies (see: Appendix C). Many individual units contribute to these large-scale initiatives, and this office would not necessarily change the current programmatic design of data collection and/or the process of information gathering. The Office of Institutional Research or the Office of Assessment would remain responsible for gathering the relevant data and information to complete adequate evaluation and maintain connection between data and practice.

Where there would be significant change in the consolidation of labor and in increasing consistency and implementation on a recurring, annual basis. With the correct launch and positioning of this office, there would likely no longer be the need for ad-hoc leadership for significant large-scale processes. Inherent in the job description for the Office of Innovation's leadership would be the function of steering these processes from launch to completion. This would remove the need for the assignment of a staff member with other full-time professional responsibilities, who is often positioned at some of the highest levels of the university. This would also remove the need for temporary hires to replace lost positions with previous specific areas of oversight related to change processes. This office and its leadership will provide consistent oversight, direction, coordination, and collaboration through each of these processes—a definite positive in the current landscape of a reduced campus workforce and the subsequent need for fewer personnel to perform equal or more labor than ever before.

It worth noting that there is also likely to be significant inherent overlap with certain offices and entities that already spearhead large-scale projects or initiatives. Although the Office of Innovation will, by design, be available to any and all departments or campus personnel, certain offices are more likely candidates for change management. Some examples include:

- **Academic Affairs**
  Any large-scale change or initiative that is academic in nature will require the initialization, support, and oversight of academic affairs. The Office of Innovation will primarily serve in a consultative role, assisting with strategy and design of roll-out and implementation through consistent and creative collaboration with senior leadership in Academic Affairs.

- **Facilities Management**
  As this department is responsible for the oversight and management of the physical layout of the campus, any large-scale change process will have implications for Facilities Management. These could range from new office creation to infrastructure needs. Any changes to the campus will need to be in consultation with the Office of Innovation relating to how this change should be managed, communicated, and rolled out to the campus at large, to minimize project failures.

- **Fiscal Services**
  Any large-scale change on the campus will have fiscal impact and considerations. It is vital for any office considering a change or any sort of innovation to complete proper due diligence in regard to financial considerations. Sharing a consistent and collaborative relationship with Fiscal Services will allow for a common vernacular and the dissemination of necessary information, prior to proposal, to all parties involved. Fiscal Services will also be able to inform the Office of Innovation about the fiscal climate on the campus, enabling the Office to give good counsel and consultation with budgetary considerations and realities in mind.

- **Human Resources**
  Responsible for the overall direction and implementation of the human capital of the campus, any innovation or large-scale change will likely require the counsel and consult of Human Resource staff. Whether that strategic positioning involves an organizational restructure or position reclassification, any movement will need oversight and approval from Human Resources, as well as their knowledge and perspective regarding what is possible or permitted within university policy.

- **Information Technology**
  Utilization of information technology and advancing infrastructure will likely play a critical role in any innovation process or proposal. In many respects, most of the current innovations on campus in recent memory—from virtual learning to wireless residential internet to electronic processes replacing hard copies—have been implemented or driven by Information Technology. A collaborative relationship with this division can ensure a two-way flow of information about what is needed and possible, enabling the Office of Innovation to find the overlap.

- **Office of Student Housing**
  Home to over 3,000 residents, this department will inevitably play a significant role in any institutionally-driven change. The Office of Innovation will likely be a frequent collaborator with the Office of Student Housing, as the department's track record and industry-wide trends demonstrate the need for new and different efforts to meet benchmarks or targets.

- **Student Affairs**
  Serving the non-classroom needs of the student population, Student Affairs is a division, similar to the Office of Student Housing, that possesses both divisional and industry familiarity with large-scale change and creating new and innovative ways to deliver its mission and services.

It is also critical to note the administrative architecture currently in place at Morehead State may very well create friction points or areas where policy adjustments or edits may be needed. There are specific university regulations (UARs) and personnel policies that apply to the campus as a whole, as well as specific administrative policies for various classifications (administrative, faculty, staff). If the Office of Innovation becomes a *de facto* organizational or individual ombudsman-style office to solve problems, it is likely that the Human Resources policies for grievances and appeals be followed in the current form until changes are enacted. This office and those within it will need to be experts in the administrative rules and regulations of the campus, in order to best assist both individuals and the wider change process.

Higher Education Change & Stakeholder Strategy

Change within higher education has been prevalent and constant for nearly three decades (Kezar, 2014). In many respects, the need for and function of change itself has been the only constant in recent memory. Allen and Cherrey (2003) have identified this change and the resulting tenuous organizational footing as a permanent characteristic of higher education, which will only increase in frequency. Dunican, Gearin, and Norman (2019) describe change at institutions of higher education as a way of life, as leadership struggles to keep up with the latest innovations. The need for change within a university is often facilitated by factors such as legislative agendas, changing student populations, internal pressures or personnel, and societal economic realities (Kezar, 2014). Because of these drivers, there is no simple one-size-fits-all approach or solution to change implementation or process management. Often, the need for change is a result of demographic shifts, globalization, greater accountability, and new technologies (Atkins, 2010). Additionally, the complexity of the change itself is increasing, due to organizational structure and institutional culture (Allen & Cherrey, 2003). The culture present within an organization will not only drive the need for change, but also the strategies required for its implementation.

It is important to note that, without direct attention paid to specific change theories and effective management of those within the change, unintended consequences are possible, if not likely, when programmatic or policy changes occur. To combat this, a holistic view of the university is necessary. This holistic view is best achieved through staffing and the recruitment of leadership with a "systems thinking" mindset. Snow (2020) described this "systems thinking" as a keen understanding of the big picture within an organization, recognizing the role of teamwork and the institution's interconnectedness, and making choices and organizing priorities to reflect that. Beattie, Thornton, Laden, and Brackett (2013) contend that change must be focused through a lens of inherent university culture—specifically, symbolism and historical/established behavior—to determine the necessary changes and institutionalized possibilities with limited negative outcomes. Organizational culture is a significant force within the lives and roles of administrators, staff, faculty and students (McGrath & Tobia, 2008). Eckel and Kezar (2003) suggest organizational culture manifests through visible products and activities, espoused beliefs and values, and underlying assumptions, which all must align for meaningful change to occur.

Another critical component of the change process within higher education is the human resource that comprises the employees. Allen and Cherrey (2003) identified the critical positional responsibility that many university employees have in the transformation of a university's response to challenges. It is these institutional change agents that often make the difference between a successful or failed change process (McGrath, Barman, Stenfors-Hayes, Roxå, Silén, & Bolander Laksov, 2016). Research indicated the efficacy and longevity of any enacted change are directly proportionate to the understanding of the staff asked to enact and sustain it (McGrath et al., 2016). This is also the case with faculty involvement, as it is imperative that change be focused through a lens of social exchange, whereby significant things like culture, training, and whole-concept

understanding are an indication of the prioritization of faculty wellbeing (Stocklin, 2011). This synergistic view and awareness of the institutional factors that make change meaningful and lasting are critical components of this Office of Innovation.

Understanding that cultural awareness and connection of culture and change goals can be the determinant of whether desired change occurs in the first place is also essential to success. Marshall (2010) determined that attempted change within a university is often simply a vehicle to reinforce the current practice, identity, and evolved culture of prior iterations. This underscores the need for campus leadership to not only be aware of the required change, but also to possess the appetite and fortitude to see it undertaken. It is this timely pairing of a need for different outcomes with situational recognition that determines whether change processes produce lasting, effective, and meaningful results (Marshall, 2010). Initiated change, regardless of need, is doomed to fail without a comprehensive understanding of the complexities and dynamics of the entity being changed.

A critical component of the cultural awareness needed for effective change is the understanding of various stakeholders and their priorities throughout the institution (Caruth & Caruth, 2013). While organizational change may be pervasive and frequent, inherent roadblocks exist in the form of individual resistance to change, whether that be due to tradition, academic freedom or existing relationships (Caruth & Caruth, 2013). As culture is shared, creating change must therefore be a collective process (Martin, 1992).

Stakeholders and their individual work may also be a significant deterrent to change. Kezar (2009) stated that universities often lack substantive and significant change due to the amendment of processes or policies by individual stakeholders with a limited remit or perspective, which unknowingly come into competition with institutional efforts or changes already underway. The implementation of change by staff or faculty within their small locus of control can impact wider, institutional transformation, rendering it significantly less successful than when everyone works toward shared and widely understood outcomes. This lack of synergy and commitment to common goals makes change efforts less effective and lasting (Kezar, 2009). A holistic approach to communication and goal-setting, filtering down throughout multiple layers of stakeholders, increases positive outcomes (Kezar, 2009). Hiton and Jacobson (2012) echo this need for comprehensive stakeholder approaches, with both consensus-building and the use of political capital from the presidential level far outpacing other factors as successful change strategies. Mitchler (2017) suggests the most effective way to build collaboration in a student-centered environment is to undertake collaboration and change with a principles-focused approach. By focusing on the overall principles of the work being done and/or the change being undertaken, there is a stronger connection and rapport throughout the process between educators who may see an inherent divide between functional units (Mitchler, 2017).

This holistic stakeholder approach must recognize the effect that personal values have on process adoption (Kezar & Gehrke, 2016). As stakeholders and their resistance to or support of change processes are evaluated, individual values and beliefs must be considered (Kezar & Gehrke, 2016). Any change undertaken is likely to be perceived as more successful by stakeholders if there are allowances made and strategies implemented to accommodate their values, experiences and backgrounds (Kezar & Gehrke, 2016).

Of equal importance to the change process is the evaluation of the university's functions, changes, and the processes undertaken. This is easiest when the university operates under the guiding principle of a cultural value of assessment (Lane, Lane, Rich, & Wheeling, 2015). This culture of assessment allows departments to adequately evaluate their operationalization of institutional goals and where insufficiencies lie (Lane et al., 2015). This loop of evaluation, goal setting, assessment, and realignment is critical to ensuring targeted, specific and dynamic change management. Garrett (2019) outlined how comparative analysis of current institutional culture and the ideal outcomes of any change process demonstrates the gaps that may exist between institutional values and current cultural inventories. This proposed Office of Innovation would act as a bridge, transitioning the university from its current cultural inventories and reframing the ideal outcomes of university priorities and processes to better align with stated and advertised goals and current operational design. In other words, a

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central responsibility of this office would be to ascertain, through assessment and evaluation, where Morehead State University is not perceived to be meeting its mission, vision and values, creating innovative solutions that will better align university priorities with desired outcomes.

To achieve success, it is imperative that this connection-building between current practice and desired outcome occurs via proper change management processes and the incorporation of change management and its value into the ethos of the university (Kezar, 2007). Belch, Wilson, & Dunkel (2009) identified this orientation of staff to the organizational culture as critical for the type of buy-in and connection needed to initiate and sustain change. Specifically, it was found that professionals had more positive experiences of change when there was an organizational focus on engaging, articulating, and developing a culture (Belch, Wilson, & Dunkel, 2009). Organizations whose employees identified a perceived positive culture saw increased recruitment and retention of professional staff (Belch, Wilson, & Dunkel, 2009). This perception of positive culture also is a determinant of success for change processes, as comprehensive and pervasive change is either accelerated or blocked by the current culture of an institution (Kezar & Eckel, 2002).

Faculty involvement with the change process and the training and development of such a tactic is also imperative for change undertaken to be successful. Baker and Baldwin (2014) emphasized that nearly every unit within an organization will be impacted by change, whether this is intentional or otherwise. It is the collaboration of these units that allows for change to be pervasive, integrated, and seamless. Kezar (2001) demonstrated the statistically significant relationship which exists between the number of planned collaboration points and initiatives shared by faculty/staff and the success of the overall change process. Kezar (2003) also demonstrated that these collaborations have proven challenging to implement, due to existing institutional structures that hinder communication and relationship-building. Despite these obstacles, this collaboration within and across units within the university structure is a vital contributor to successful change. Such collaboration should be encouraged through training and development in order for it to become an inherent feature of a university's culture.

Through the creation and cultivation of the central tenants of relationship-building, shared understanding, listening and socialization, a pervasive and strong ethos can be intentionally built rather than accidentally formed, running counter to intended goals (Kezar, 2007). This proposed Office of Innovation will ensure that creative solutions are formulated and diffused across the breadth of the university through targeted and specific collaboration points with identified critical stakeholders.

Organizational Design & Direction

It is important to consider both the short- and long-term positioning and possibilities for the Office of Innovation. In the initial short term, it is best to minimize risk and maximize potential success with the use of a pilot program. This would be best accomplished by a fractionalized appointment of a current roster position. Given that both the literature and campus precedent suggests that the Student Affairs division is capable and familiar with, and welcoming of, change protocols and management, it is therefore recommended that the initial fractional load come from a senior staff member in this department. Given that the largest entity within the division, in terms of student and client reach, is the Office of Student Housing—with the accompanying large-scale change processes that are a feature of its daily operations and business model—the Director of Housing & Residence Education is best positioned to meet this need.

Additionally, given the need to minimize financial impact, it is critical for the first two years of the department's operation to be revenue-neutral. The Office of Student Housing, as an auxiliary revenue-generating entity, would be able to absorb small ticket costs for program launch without impact to the larger university budget or the operational priorities of the Office of Student Housing. After a successful 24-month proof of concept and demonstrated successes, steps can be taken to secure additional funding and permanent roster designation for staffing.

Critical short-term (0-24 month) needs of Office of Innovation launch:
- Appointment of fractional load staff member to oversee infrastructure of initial Office of Innovation services
- Creation of initial guiding documents through use of advisory panel for document review and creation, composed of various campus stakeholders that this office will have frequent collaboration with
- Creation and implementation of strategic plan for Office of Innovation launch, with granular details and plans for marketing, resources, and project request/flow
- Oversight and senior leadership provided by the Vice President for Student Affairs as a direct report for this function.

Long-term (24-48 month) needs of Office of Innovation launch, dependent on positive proof of concept in first 24 months:
- Permanent position roster and funding for the following positions:
    - Executive Director (direct report to the President; possible position description located in Appendix)
    - Administrative Assistant
- Creation and launch of ad-hoc Advisory Committee to oversee:
    - Annual principle and strategic plan review
    - Vetting committee for "What if we…" idea submissions
    - Central steering committee to encourage advocacy and collaboration between critical areas and offices in a unified fashion, based on membership
- Creation of office space with ED office and conference area.

The general focus of this office would be to facilitate a culture that enables a familiarity, comfort, and desire for change, innovation, and progress. This would be a wholesale change to the university's established organizational culture, which is colloquially referred to as "The Morehead Way"—in essence, an operational history of status quo behavior, with little appetite or motivation for change, resulting in simple pockets of change or reactionary measures when change was required (J. Pace, personal communication, October 1, 2020). The macro-level function of this particular office would be to cultivate an institutional culture where change is possible, encouraged, and proactive, with the resources, knowledge base, and expertise to make these changes a reality.

Perhaps the most fundamental function of this office is the ability to destroy pockets of innovation and remove existing silos, removing the perception of change and progress as difficult. The large-scale organizational assistance and assessment/research aside, the personal connection between this office and the campus culture may be the biggest opportunity for change and innovation to take hold. These small culture shifts should focus on employees' ability to feel heard, valued, and valid. To that end, it is recommended that a web portal is immediately launched, featuring a simple prompt: "What if we….?". This portal would incorporate a text box, to provide employees with an opportunity to submit ideas. The Office of Innovation would serve as a *de facto* filter for these ideas, in a similar fashion to the complaints and concerns section of the monthly newsletter. The advisory group would vet the reasonable requests and become a champion for ideas that have merit and value for greater university need. In essence, this office, through its culture and its culture-driver mentality, would be the bridge between university need, university resource, and idea advocacy.

It is also important to note that there will be the need for a consistent and thorough evaluation loop—not only in relation to the office and the performance of its duties, but also as a method to determine the viability of submitted ideas. Through both the Office of Innovation's advisory panel and subsequent advisory committee, an evaluation protocol and process would be formulated for use in the vetting process of ideas, to best determine whether proposed solutions by the campus population have a significant correlation with any of the various campus philosophies or measurements.

Although not a deciding factor, a proposal with a connection to an existing guiding document or measurement would certainly be of increased viability. Any connection should be defined by the proposer. There are myriad documents and information points available to supplement a bright idea, ranging from strategic plan information, key performance indicators, or performance metrics at the campus or state level. This allows the Office of Innovation to identify campus-specific needs as they progress the proposed solution to the Vice President of Student Affairs (for months 0-24) or the President (months 24-48).

Financial Options & Possibilities

Under the aforementioned financial model, the Office of Innovation remains, at worst, revenue-neutral until the 24-month marker, past proof of concept and with clear direction about the possibility of success and return on investment. With a fractional appointment and the utilization of resources through the Office of Student Housing, any minor incidental expenses prior to official launch should have no impact to university resources or appropriations.

It is also worth noting that something greater than simple cost avoidance is possible within this office. Once the office is fully realized, staffed, and launched, there should be real and tangible financial benefits resulting from the innovation and change. Most viable is the state appropriation of the performance-based funding model and this office's function to better align initiatives and programmatic outcomes with the desired strategic goals of this model. It is also likely that an increase in innovation or campus change would minimize staff overlap, reduce process times, and increase productivity, potentially leading to reductions in labor costs through minimization of superfluous redundancies and an increase in employee satisfaction, leading to greater retention.

Marketing & Branding Opportunities

There are also opportunities to improve the reputation of the campus by publicizing and disseminating innovative solutions to problems. A strategic communications hub to showcase any existing or progressing innovations and program adjustments can boost reputation and pay ancillary benefits in recruitment of staff and students and, potentially, alumni and community affinity for campus initiatives. Through a close partnership with Morehead State's award-winning Office of Communications and Marketing, the story of this office and its purpose becomes one that is familiar to both internal and external stakeholders, empowering them to utilize this narrative to make progress.

It is important to note that the marketing and branding of this office and its initiatives and possibilities should occur in both the pre- and post-idea design. In a similar way to the University of Cincinnati (UC), which uses an "Office of Innovation" to cultivate ideas with commercial potential from campus partners and subsequently publishes and celebrates their "wins", this office at Morehead State would advertise internal innovations and changes undertaken for the campus. Although the distinction between external and internal publicization is a critical one, it does not materially change the need for idea generation and the celebration of achievements.

An example of how UC generates idea via a web hub of suggestions and idea possibilities is below:

Campus Infrastructure Needs

Aside from the strategic partnership with the Office of Communications and Marketing, there are sizable campus infrastructure needs inherent to the launch of a new office. Over the course of the four-year launch, to allow this office the greatest chance for success, there will be needs in the areas of fiscal appropriations, human resources, physical office location allowance, potential furniture and layout adjustments/edits, information technology hardware and potentially software, and other unplanned and unexpected requirements. Of critical importance is the overall support of Morehead State University leadership, which would allow this office the opportunity to craft a new course of action and thought on the campus.

Letters of Support

OFFICE OF THE PROVOST

MOREHEAD, KENTUCKY 40351-1689

MEMORANDUM

TO: Alan Rucker

FROM: Dr. Greg Russell, Provost

DATE: 3/25/2021

RE: Office of Innovation Concept

I am supportive of the concept of a Office of Innovation on the Morehead State University campus and could see this office providing significant advantages to the numerous units on the campus, as well as significant efficiency improvements over current processes. More specifically, two very significant initiatives associated with Academic Affairs would greatly benefit should an Office of Innovation be created.

First, the Office of Innovation could facilitate the implementation of important academic affairs strategies which support MSU's SOAR strategic plan. For example, the "Academic Excellence" component of MSU's SOAR strategic plan contains the strategy "review and improve the onboarding training plan for faculty and staff". Implementation of this strategy would require information and input from both Academic Affairs and the Office of Human Resources. The Office of Innovation could serve as the liaison between these two offices, ensuring that data was appropriately gathered, synthesized into an efficient and high-quality process, and properly documented (with consistent structure, formatting, etc.). At present, this type of initiative would likely require a short-term task force to be formed, with decisions made about which group should lead the effort, membership on the task force, and associated inefficiencies inherent in this type of process.

Another strategy from the Academic Excellence component of MSU's strategic plan, "create and maintain high-quality learning spaces for all academic programs", also illustrates the potential utility of an Office of Innovation. Investigation and implementation of this strategy would require input from academic affairs (what classroom equipment, technology, and room design is needed), student affairs (what type of classrooms do students desire), Information

technology (how can the technology be integrated and controlled), purchasing (buying needed equipment/technology), and facilities management (installation of equipment, chairs, lighting, etc.). The Office of Innovation could serve as the "connector" of all of these units, conducting research on classroom options, using space in the Office of Innovation to set up the model of the learning space, demo the classroom equipment and technology, work with purchasing to procure needed equipment, and facilitate installation of the equipment/technology in classrooms.

A second significant Academic Affairs initiative for which the Office of Innovation could provide significant efficiency gains and a more streamlined efforts is accreditation support, for both individual academic programs as well as institution-wide SACSCOC accreditation. Currently, individual departments/schools which have accredited programs must devote faculty and administrative resources toward maintaining data needed for accreditation and in developing accreditation reports. Significant time and resources are used to collect and store needed data for intermediate reports, self-study reports, and final accreditation reports. Typically senior faculty are assigned the task of collecting data and writing these reports (with release time) and, with the normal attrition of faculty and administrators, the quality of these reports and the supporting data is inconsistent. An Office of Innovation could provide resources to collect needed data, assist in the development and writing of accreditation reports, and produce reports which are consistent in look and feel across academic programs.

In summary, I believe an Office of Innovation could provide important benefits to Academic Affairs in the areas of strategic plan implementation and support of program accreditations, thus I am supportive of the development of this office.

MOREHEAD STATE UNIVERSITY

OFFICE OF FACILITIES MANAGEMENT

180 MARTINDALE DRIVE
W.H. RICE SERVICE BUILDING
MOREHEAD, KENTUCKY 40351-1689
TELEPHONE: 606-783-2066

March 14, 2021

Dr. Alan Rucker
Office of Student Housing
200 Earle Clements Lane
Alumni Tower West
UPO 2525
Morehead, KY 40351

RE: Proposal to Establish
        The Office of Innovation
        Morehead State University

Dear Dr. Rucker,

Thank you for giving me the opportunity to provide an opinion on the concept of a new office on campus focused on growth and innovation. I am in support of the development of an Office of Innovation. I am excited about the potential overall coordination and direction this could give to the many diverse, unique and independent units across campus.

While my primary experience is with university facilities management I have also been involved with strategic planning, campus master planning, capital planning and reaccreditation efforts at 3 different higher education campuses. It has been my experience that university units and departments tend to develop into silos of function and authority. This tendency toward independency occurs with normal day-to-day operations but is particularly true when it comes to matters of holistic growth, change and innovation. It is my opinion that the silo effect of organizational units can be much more pronounced at larger universities or institutions, but it certainly exists in any size of higher education institution.

Facilities Management is a department that generally touches on all other departments in some form or fashion so as facilities managers we see how fragmented the university can sometimes be. We are in a unique position to understand the importance of having one single unit on campus that exists to coordinate the growth, change and development of the university. As facilities managers we routinely see that a natural competition for resources and attention exists among departments and the goals of individual units can sometimes become self-centered and less focused on the success and growth of the university as a whole. I feel that having a strategic body which brings all departments together with regard to holistic and strategic goal setting and implementation will help the university be more effective at accomplishing coordinated growth, change and innovation.

It would be highly important to have the right team members in an Office of Innovation. They must have knowledge of the work of each unit as well the ability to get units to collaborate together for the common good. The team members must also have a commitment to the holistic approach to goal setting and plan implementation.

Getting resources to staff the office will be a challenge and therefore cost-benefit analysis of the office will be important to demonstrating the positive effects of such an office. If such an office could be developed I believe it would be a benefit to the university.

Please let me know if you have any questions.

Best regards,

Kim H. Oatman, MPA, PE
Assistant Vice President for Facilities & Operations

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Office of Human Resources
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March 28, 2021

Alan M. Rucker
Director, Housing & Residence Education
Morehead State University
200 Earle Clements Lane, Alumni Tower West
Morehead, KY 40351

Dear Mr. Rucker,

I am writing to express my support for your capstone proposal to create an Office of Innovation designed to promote creative problem-solving on the campus of Morehead State University. From a human resources perspective, the Office of Innovation would be especially beneficial in identifying strengths, weaknesses, opportunities, and threats related to current and future talent acquisition and retention. Nationwide, the workforce in institutions of higher education is changing, including, but not limited to the increased use of non-tenure track instructors, the contracting out of what has previously been seen as traditional university services, an increase in online coursework at traditional bricks and mortar campuses, increased most recently by the current pandemic, and many other factors. Human resource managers must identify and proactively react to how these factors are impacting our workforce, which ultimately impacts student success.

Institutions of higher education research change and innovation and indubitably impact future change and innovation. We must be able to effectively plan for change, particularly when external forces impact our operations. Reduced state appropriations and performance-based funding have not only forced campuses to profoundly shift their business models, but human resources units have had to also shift their operations in order to support the fiscal impact on the educational workforce. It is critical, with these numerous threats to financial and workforce talent, that new opportunities are identified and implemented to assist human resources professionals in adapting, to attract and retain the best talent. This proposal for an Office of Innovation appears to be poised to take a comprehensive, institution-wide view and could be very beneficial in assisting the Office of Human Resources with understanding the intersection between workforce trends in postsecondary education and talent management, while leveraging innovation to weather employment challenges of the future.

Thank you for the opportunity to review this proposal.

Sincerely,

Dr. Caroline Atkins, Interim Director
Office of Human Resources

MSU is an affirmative action, equal opportunity, educational institution.

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March 22, 2021

Mr. Alan Rucker
200 Earle Clements Lane
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UPO 2525
Morehead, KY 40351

Mr. Alan Rucker

Today, more than ever, technology and innovation are transforming our world. Information technology, fostered by innovation, is ubiquitous in all areas of the University and critical for continued success. The Office of Innovation proposed by Mr. Alan Rucker provides a collaborative approach for driving thoughtful change within the University while supporting the University Strategic Plan, SOAR.

A pipeline of new and innovative initiatives can positively impact the student experience, leading to increased enrollment and retention. The proposed office supports this approach and engages the entire student life cycle. The improved processes and efficiencies generated from this office will promote a campus environment centered on student success.

Institutions of higher education are embracing innovation to usher in a digital era of shared experiences and greater connectedness. This proposal introduces the Office of Innovation as a strategic partner supporting and enhancing the mission of Morehead State University.

Regards,

Chris Howes

Christopher Howes
Chief Information Officer
606-783-5192
c.howes@moreheadstate.edu

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MOREHEAD STATE UNIVERSITY

Dr. Jay Morgan
President
Morehead State University
Morehead, Kentucky 40351

Dr. Morgan,

I provide this letter to express my unequivocal support for Alan Rucker's proposal to establish an Office of Innovation at Morehead State University.

Like most senior leaders in our institution, I acknowledge that the continuing, systemic revenue loss is a threat that has created weaknesses in our business processes, productivity, and capability. By necessity, we must reframe the way we have historically responded to threats by embracing a culture of change. In doing so, we can gain a competitive advantage over other institutions who are stuck in the traditional mindset of higher education administration. An Office of Innovation can serve as a catalyst for such an endeavor.

The establishment of an Office of Innovation leverages our core values by enabling employees to contribute to our solutions, while also facilitating quality assurance through the creation of an office that safeguards good decision processes. Such an office can help us navigate a course to turn our threats into opportunities.

With minimal investment, the opportunity exists to make our institution better, more agile, and the desired destination for students and employees.

Sincerely,

Max Ammons
Dean of Students
Assistant Vice President of Student Affairs
Morehead State University

MOREHEAD STATE UNIVERSITY

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March 22, 2021

Letter of Support for "Office of Innovation"

To whom it may concern:

Please accept this letter of support for the creation of an "Office of Innovation" on the campus of Morehead State University. In these difficult and stressful times for higher education across the country, we are in critical need of an office or unit on campus that fosters ideas that will enhance our limited resources. These resources can be both financial and human capital.

Innovation is a means to develop continuous improvement of the university. By having an Innovation Office on campus, we can bring together individuals to share and develop strategies that can transform the University. We can focus on achieving our potential growth opportunities, and better understand our customer (student) expectations. Through innovation the University can adapt to the evolving trends in higher education, both at the state and national level. Innovation can be achieved in the curriculum of the university. Faculty and university officials could collaborate with local, state and national corporations to develop innovative curriculum changes that will make students more marketable and better prepared for a global society.

An Office of Innovation could be instrumental in the development of a new enrollment and marketing strategy that could assist in the recruitment and retention of students. Innovation could lead to new potential revenue streams such as condensed and less expensive degree programs. I can think of no other place better suited than a college campus to establish an Office of Innovation. The cornerstone of higher education is the sharing of ideas from different cultures and the development of critical thinking. I fully support Morehead State University creating a department/office focuses on adding value to the campus community.

Russell F. Mast
Vice President for Student Affairs
Morehead State University

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Summary

In Morehead State University's Mission Statement, the university charges itself to foster innovation, collaboration, and creative thinking. It also charges those within its walls to serve with the purpose of creating a better quality of life for its communities. Those are the foundational aspirations of the campus and of the subsequent strategic plan that lays the framework for the future of the institution. Does the campus live up to that plan? Do personnel know their part in the process? Is there a culture of innovation and creativity which allows for practice to be grounded with a progressive and proud approach?

The Office of Innovation at Morehead State University, as outlined in this proposal, allows the university to really embrace its mission and further strategically position itself to soar within the recommendations of the plan. By charging an office with oversight of the principles of innovation and creative problem-solving on the campus, opportunity can blossom. Employees can have a tangible voice that is valued through both word and action. Transparent and transformational efforts to make their voice be heard will be created.

This is the chance for organizational culture to have a champion and captain that sees the larger picture and how each office and person fits into that framework. It is the opportunity for "The Morehead Way" to be redefined and reimagined as a thriving and innovative philosophy that values its people and processes, making the institution the best that it can be.

The campus and its people are universally lauded as a group of committed and courageous educators, capable of exemplary results. This office, this opportunity, and this moment is how Morehead State University can chart its course to greatness—one innovation, one person, and one change at a time.

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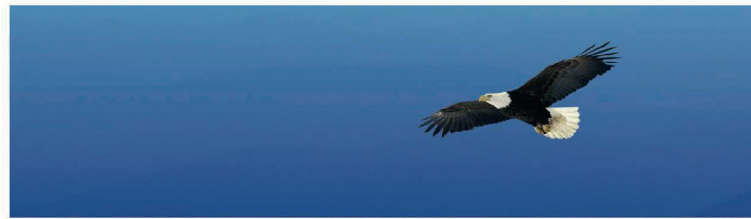
As we celebrate the 130-year history of Morehead State University, we reflect on the humble beginnings of our past and the progress we have made as an educational institution leading up to today. Our environment today presents an opportune time to think strategically about our future and to find ways to further advance the vision and mission of MSU.

With the implementation of a new performance funding formula for higher education in the Commonwealth, and the expiration of the University's existing Strategic Plan, the campus undertook a new visioning and planning process in the fall of 2017. The final plan will become the blueprint to move MSU forward. It affirms and clarifies the University's long-term vision and goals, and provides a multi-year direction that builds upon current planning, informs annual operating unit plans and becomes the framework for charting our forward movement.

MSU aspires to advance its standing within recognized rankings of public regional universities in the South through prioritizing and focusing on the goals of student success; outcomes; academic excellence; and rankings, reputation and regional responsiveness. The strategies identified in the Strategic Plan support these goals and will strengthen our efforts to provide our students the quality educational experience they deserve and will require to be successful as professionals and as citizens in the global environment.

I look forward to working with each of you as we use this plan to build on the strengths of the institution toward an even stronger MSU.

President

UNIVERSITY VISION, MISSION AND CORE VALUES

VISION

We aspire to be the best public regional university in the South.

MISSION STATEMENT

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.

CORE VALUES

We strive to exemplify these core values in all that we do:

- PEOPLE come first and are treated with dignity and respect;
- LIFELONG LEARNING, SCHOLARSHIP and SERVICE;
- DIVERSITY and INCLUSION of people and thought;
- EXCELLENCE, HONESTY, INTEGRITY, and TRUST.

STUDENT SUCCESS

Morehead State University will support student success by investing in and providing experiences that enrich academic, co-curricular, and career goals in order to prepare students for a diverse and ever-changing world.

GOAL 1: RECRUIT - Recruit a diverse and engaged population of students

Strategies

1. Expand recruitment pipelines and strengthen connections for under-represented minority populations.
2. Use predictive analytics to identify and guide student recruitment practices.
3. Expand and identify additional resources for advising and support for all transfer students.
4. Expand involvement of, set accountability standards for, and reward excellence by faculty and staff in the student recruitment process.
5. Enhance orientation initiatives.

GOAL 2: RETENTION/PERSISTENCE & DEGREE COMPLETION - Support the overall success and retention of a diverse student body

Strategies

1. Provide support structures from recruitment to degree completion focused on under-represented minority students.
2. Use predictive analytics to proactively identify "at risk" students to aid in retention.
3. Evaluate the effectiveness of and provide sustained support for services and courses provided to underprepared students in English and mathematics.
4. Utilize comprehensive tools that focus on student success by providing the opportunity for coordinated case management.
5. Implement High Impact Learning Practices (internships/practicums, clinical experiences, student research projects, study abroad, service learning, mentorships), with a goal of all undergraduate students participating in at least one High Impact activity.
6. Provide opportunities for career exploration and planning with a means for students to illustrate academic, engagement, and leadership experiences throughout their educational career.
7. Create a first year experience that includes meaningful academic experiences, cohort-building, leadership and civic opportunities, diversity training, career planning and financial literacy.
8. Expand peer mentoring/coaching groups to increase student success.

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STUDENT SUCCESS

9. Evaluate and improve the student employment experiences to ensure meaningful work/career experiences.

10. Provide intentional/intrusive advising for all first year, sophomore, and other key student populations.

11. Develop a campus wide training model for advising (both professional and faculty advising) for all colleges.

12. Create and implement a Sophomore Experience.

13. Improve the process for identifying students near degree completion with financial need, more effectively distribute funds to them, and monitor their progress.

14. Expand and invest in mental health support services for students.

15. Develop a model to help students navigate and assist with campus wide communication of University policies, procedures and appropriate contacts.

16. Allocate adequate resources, both financial and personnel, to provide co-curricular experiences outside of the classroom including campus life, the arts, and diversity/multicultural events.

17. Create a communication plan that incorporates campus-wide usage of an interactive calendar.

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OUTCOMES
(PERFORMANCE BASED FUNDING)

Morehead State University will strengthen its financial position through alignment with the state's Performance Based Funding Model supported by strategic resource reallocation decisions and overall sound fiscal management.

GOAL 1: Direct resources in support of high potential return outcomes based components of performance based funding model

Strategies

1. Increase support for "high-impact learning" practices to increase retention and progression rates.
2. Evaluate models to increase graduate enrollment including differential tuition pricing models and enhanced graduate assistant packages.
3. Support innovative course scheduling and program delivery models which could enhance progression.
4. Invest in record-keeping technologies and processes needed to provide current and accurate information related to performance funding model metrics.

GOAL 2: Optimize facilities footprint

Strategies

1. Confirm that all MSU square footage is being coded correctly and explore space reallocation to maximize potential under the performance-based funding model.
2. Update the campus master plan based on a cost-benefit analysis of all university properties and programs.
3. Explore ways to generate new revenue with existing square footage through a more efficient utilization of space – including during offline periods.

GOAL 3: Increase targeted investment in instruction and student support services

Strategies

1. Invest in comprehensive advising tools focused on student success.
2. Explore models for fractionalized workloads for staff to utilize expertise and to optimize funding based on direct instructional costs in the performance funding model.
3. Increase investment in targeted retention programs for under-represented minority students.

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OUTCOMES
(PERFORMANCE BASED FUNDING)

GOAL 4: Increase enrollments through targeted recruitment programs

Strategies

1. Increase the number of transfer students from KCTCS through an expansion of articulation/transfer agreements.
2. Increase the MSU matriculation of students participating in the Eagle Scholars Program through more frequent and planned contact with the university faculty/staff.
3. Optimize the university's student scholarship program to enhance enrollment including that of out-of-state and international students.
4. Increase investment in merit-based scholarships for deserving Craft Academy, Governor's Scholars, Governors School for the Arts, Governors School for Entrepreneurs, and other gifted student high school program participants, specifically targeting those students who have attended programs at MSU.
5. Competitively position the University among regional comprehensive universities with respect to cost of attendance.

GOAL 5: Reallocate resources in support of the core university mission

Strategies

1. Reallocate resources to support the "direct cost of educating students" category of the performance funding model by increasing the amount spent on actual instruction and seeking efficiencies in support areas not primarily designed to enroll students or track their academic progress.
2. Develop and apply a consistent process for assessing the University's portfolio of degree programs to ensure both relevance and financial viability.
3. Incentivize development of revenue-generating programs.
4. Evaluate and develop alternatives to effectively manage the University's rising pension costs.

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ACADEMIC EXCELLENCE

Morehead State University will enhance academic excellence through the scholarship and active mentorship of a well-rewarded, diverse, and dedicated faculty and staff that employ innovative, high-quality academic programs and services to engage students in the culture of experiential, life-long learning, citizenship, and achievement.

GOAL 1: Recruit, retain, and support an outstanding and diverse faculty and staff

Strategies
1. Place a priority on addressing faculty shortages in academic programs.
2. Offer nationally competitive faculty and staff compensation packages.
3. Increase departmental recurring funding for faculty development activities.
4. Create a centralized unit that provides resources to support faculty teaching and research.
5. Increase tenured and tenure-track faculty diversity through intentional recruiting approaches/practices.
6. Recruit, retain, and reward well-qualified faculty and staff with inclusive and diverse mindsets in thought and practice with a strong affinity for interacting with students.
7. Authorize and provide the necessary resources for Academic Affairs to conduct and manage faculty hiring processes.
8. Review and improve the onboarding training plan for faculty and staff.

GOAL 2: Offer innovative, high quality, effectively delivered academic programs that attract and retain students and promote academic success

Strategies
1. Offer courses that are of high quality, grounded in theory, and delivered with excellent pedagogy.
2. Develop more extensive on-campus summer programming that might include programs such as requiring underprepared students to attend the Summer Success Academy.
3. Enhance the Honors program.
4. Evaluate current academic program offerings and maintain programs that are consistent with MSU's mission, grow high-quality programs, and develop new programs that produce successful graduates.
5. Retain and provide funding for current accreditations and attainment of new accreditations.
6. Develop and maintain a cohesive General Education program.
7. Increase the number and quality of programs and courses delivered online.
8. Enhance the learning experience for online students, developing an engaging university experience for online students and ensuring that online faculty have proper resources and support.
9. Develop a robust course scheduling approach that integrates multiple terms and sessions.

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ACADEMIC EXCELLENCE

GOAL 3: Provide coordination for high quality, high impact co-curricular and experiential learning opportunities as a distinctive feature of students' learning experience

Strategies

1. Create a Center for High Impact Learning.
2. Evaluate the possibility of providing university-wide academic credit for high impact experiences.
3. Develop a robust system to track student participation in all high impact practices.
4. Ensure that faculty are rewarded with workload credit for participation in high impact activities.
5. Ensure that departments/colleges are granted latitude in creating high impact activities.

GOAL 4: Enhance physical learning environments, core instructional infrastructure, and faculty teaching capacity

Strategies

1. Create and maintain high quality learning spaces for all academic programs.
2. Provide and maintain high quality IT infrastructure and support for academic programs.

Goal 5: Foster a culture of research, scholarship, and creative activity that supports and rewards faculty involvement and engages students and external partners

Strategies

1. Develop a process to document, recognize, and disseminate faculty scholarship, research, and creative activities, especially scholarly activities with students.
2. Enhance support for faculty research/creative capacity and output.
3. Increase engagement of staff in research activity by maximizing staff and related personnel supported by grant money.
4. Encourage cross-collaboration of faculty and staff in research endeavors through identifying existing space for interaction.
5. Ensure scholarly activity is valued through the development of uniform Faculty Evaluation Plans.
6. Incentivize faculty scholarship by revising the indirect (F&A) distribution formula to return research funds to the research accounts of the faculty members who generated those funds.

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RANKINGS, REPUTATION & REGIONAL RESPONSIVENESS

Morehead State University will engage in productive relationships with constituents in order to enhance the reputation of the University, improve the way we are ranked compared to benchmark peers, increase the private support we provide to our students and strengthen our efforts toward serving our state-defined region.

GOAL 1: Enhance the promotion of MSU as a highly respected university for learning and working, and continue to cultivate our reputation of excellence

Strategies

1. Clearly identify and communicate MSU's distinctive attributes to attract students, donors, faculty, staff, education partners and industry partners.

2. Highlight notable/successful alumni to promote MSU's distinctiveness.

3. Analyze and implement best practices to ensure our most effective digital presence including social media platforms and the external website.

GOAL 2: Strengthen student success by cultivating increased private financial support for scholarships, experiential education, learning spaces, awards and fellowships

Strategies

1. Conduct a comprehensive campaign focused on raising funds for student scholarships.

2. Strategically involve academic departments and faculty in fundraising efforts to enhance the quality of learning spaces throughout the campus.

3. Assess resources and staffing devoted to marketing and fundraising and strengthen where necessary in accordance to benchmark institutions.

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RANKINGS, REPUTATION & REGIONAL RESPONSIVENESS

GOAL 3: Provide strategic engagement and service to address regional needs through strengthened and expanded partnerships

Strategies

1. Coordinate and focus initiatives to support regional outreach.
2. Identify and support economic development opportunities to improve the standard of living in Eastern Kentucky.
3. Identify and address the educational needs of our service region.

GOAL 4: Elevate our rankings in select national publications

Strategies

1. Direct resources to campus units whose continuous improvement impact our rankings.
2. Increase alumni giving as a way to improve rankings.
3. Allocate support and resources to promote MSU's reputation (internally and among peer institutions) in academic excellence and student success.

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SOAR 2018-2022
KEY PERFORMANCE INDICATORS

- African-American UG Enrollment
- Hispanic/Latino UG Enrollment
- URM UG Enrollment
- URM GR Enrollment
- URM Faculty
- URM Mgmt. Occupations
- Progress of Underprepared Students (English)*
- Progress of Underprepared Students (Math)*
- 6-yr Graduation Rate - Overall
- 6-yr Graduation Rate - Low Income
- 6-yr Graduation Rate - URM
- 1st to 2nd Year Retention Rate - Overall
- 1st to 2nd Year Retention Rate - Low Income
- 1st to 2nd Year Retention Rate - URM
- Avg. Credit Hours Earned to Bachelor's Degree
- Student Progression - 30 Hours
- Student Progression - 60 Hours
- Student Progression - 90 Hours
- Bachelor's Degrees Awarded - Total

- Bachelor's Degrees Awarded - Low Income
- Bachelor's Degrees Awarded - URM
- Bachelor's Degrees Awarded - STEM+H
- Graduate Degrees Awarded - Total
- Internships/Co-ops/Clinical Learning Experiences
- SCH Earned (unweighted & weighted, not including Craft/HS)
- Total FTE (unweighted, not including Craft/HS)
- UG FTE (unweighted, not including Craft/HS)
- Bachelor's Degrees per 100 FTE
- Facilities Square Footage
- Instruction & Student Services Expense
- Direct Cost
- Number of KCTCS Transfer Students
- Amount of Private Financial Support
- Alumni Giving
- Eagle Scholars Matriculation %
- Total Research Grants Amounts
- Number of Students Enrolling in Service Learning Designated Courses

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NONDISCRIMINATION STATEMENT

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164.092 Comprehensive funding model for the public postsecondary education system -- Legislative findings and declarations -- Separate funding formulas for public university sector and KCTCS sector -- Distribution of funds -- Annual certification of funding distribution amounts -- Postsecondary education working group -- Administrative regulations -- Postsecondary education performance fund.

(1) For purposes of this section:

  (a) "Category I and Category II square feet" means square footage that falls under space categories as defined by the Postsecondary Education Facilities Inventory and Classification Manual published by the United States Department of Education;

  (b) "Comprehensive university" has the same meaning as in KRS 164.001;

  (c) "Council" means the Council on Postsecondary Education;

  (d) "Equilibrium" means a condition in which every institution has an appropriately proportionate level of resources as determined by the performance funding model established in this section given each institution's level of productivity in achieving student success outcomes, course completion outcomes, and other components included in the model;

  (e) "Formula base amount" means an institution's general fund appropriation amount from the previous fiscal year net of debt service on bonds, appropriations for mandated programs as determined by the council, and any adjustments reflecting the previous fiscal year's performance distribution;

  (f) "Hold-harmless provision" means a provision included in the funding formulas as described in subsection (9) of this section that prevents a reduction of a designated portion of funding for an institution through operation of the funding formula;

  (g) "Institution" means a college in the Kentucky Community and Technical College System or a public university;

  (h) "KCTCS" means the Kentucky Community and Technical College System;

  (i) "KCTCS institution allocable resources" means the formula base amount net of any equity adjustment as described in subsection (7)(b) of this section, any amount protected by a hold-harmless provision, and any applicable increase or decrease in general fund appropriations;

  (j) "Research universities" means the University of Kentucky and the University of Louisville;

  (k) "Stop-loss provision" means a provision included in the funding formulas as described in subsection (9) of this section to limit reduction of an institution's funding amount to a predetermined percentage, notwithstanding the amounts calculated by operation of the formula; and

  (l) "University allocable resources" means the formula base amount net of any small school adjustment as described in subsection (5)(c) of this section, any amount protected by a hold-harmless provision, and any applicable increase or

decrease in general fund appropriations.

(2) The General Assembly hereby finds that improving opportunity for the Commonwealth's citizens and building a stronger economy can be achieved by its public college and university system focusing its efforts and resources on the goals of:

    (a) Increasing the retention and progression of students toward timely credential or degree completion;

    (b) Increasing the number and types of credentials and degrees earned by all types of students;

    (c) Increasing the number of credentials and degrees that garner higher salaries upon graduation, such as science, technology, engineering, math, and health, and in areas of industry demand;

    (d) Closing achievement gaps by increasing the number of credentials and degrees earned by low-income students, underprepared students, and underrepresented minority students; and

    (e) Facilitating credit hour accumulation and transfer of students from KCTCS to four (4) year postsecondary institutions.

(3) The General Assembly hereby declares these goals can best be accomplished by implementing a comprehensive funding model for the allocation of state general fund appropriations for postsecondary institution operations that aligns the Commonwealth's investments in postsecondary education with the Commonwealth's postsecondary education policy goals and objectives.

(4) This section establishes a comprehensive funding model for the public postsecondary education system to be implemented by the Council on Postsecondary Education. The funding model shall include a public university sector formula and a KCTCS sector formula.

(5) The funding formula for the public university sector shall:

    (a) Recognize differences in missions and cost structures between research universities and comprehensive universities to ensure that neither are advantaged or disadvantaged during the first full year of implementation;

    (b) Distribute one hundred percent (100%) of the university allocable resources for all universities in the sector, based on rational criteria, including student success, course completion, and operational support components, regardless of whether state funding for postsecondary institution operations increases, decreases, or remains stable;

    (c) Include an adjustment to minimize impact on smaller campuses as determined by the council; and

    (d) Be constructed to achieve equilibrium, at which point the funding formula rewards rates of improvement above the sector average rate.

(6) Funding for the public university sector shall be distributed as follows:

    (a) Thirty-five percent (35%) of total university allocable resources shall be distributed based on each university's share of total student success outcomes

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produced, including but not limited to:

1. Bachelor's degree production;

2. Bachelor's degrees awarded per one hundred (100) undergraduate full-time equivalent students;

3. Numbers of students progressing beyond thirty (30), sixty (60), and ninety (90) credit hour thresholds;

4. Science, technology, engineering, math, and health bachelor's degree production; and

5. Bachelor's degrees earned by low-income students and underrepresented minority students;

(b) Thirty-five percent (35%) of total university allocable resources shall be distributed based on each university's share of sector total student credit hours earned, excluding dual credit enrollment, weighted to account for cost differences by academic discipline and course level, such as lower and upper division baccalaureate, master's, doctoral research, and doctoral professional; and

(c) Thirty percent (30%) of total university allocable resources shall be distributed in support of vital campus operations as follows:

1. Ten percent (10%) shall be distributed based on each university's share of Category I and Category II square feet, net of research, nonclass laboratory, and open laboratory space, to support maintenance and operation of campus facilities and may include a space utilization factor as determined by the council in collaboration with the working group established in subsection (11) of this section;

2. Ten percent (10%) shall be distributed based on each university's share of total instruction and student services spending, net of maintenance and operation, to support campus administrative functions; and

3. Ten percent (10%) shall be distributed based on each university's share of total full-time equivalent student enrollment to support academic support services such as libraries and academic computing.

(7) The funding formula for the KCTCS sector:

(a) Shall distribute one hundred percent (100%) of KCTCS institution allocable resources for all KCTCS colleges based on rational criteria, including student success, course completion, and operational support components, regardless of whether state funding for postsecondary institution operations increases, decreases, or remains stable;

(b) May include an adjustment to account for declining enrollment in some regions of the Commonwealth as determined by the council; and

(c) Shall be constructed to achieve equilibrium, at which point the funding formula rewards rates of improvement above the sector average rate.

(8) Funding for the KCTCS sector shall be distributed as follows:

(a) Thirty-five percent (35%) of total KCTCS institution allocable resources shall

be distributed based on each college's share of total student success outcomes produced, including but not limited to:

1. Certificate, diploma, and associate degree production;

2. Numbers of students progressing beyond fifteen (15), thirty (30), and forty-five (45) credit hour thresholds;

3. Science, technology, engineering, math, and health credentials production;

4. Production of high-wage, high-demand, industry credentials as determined using occupational outlook data and employment statistics wage data provided by the Department of Workforce Investment in the Education and Workforce Development Cabinet;

5. Production of industry credentials designated as targeted industries by the Education and Workforce Development Cabinet;

6. Credentials earned by low-income students, underprepared students, and underrepresented minority students; and

7. Transfers to four (4) year institutions;

(b) Thirty-five percent (35%) of total KCTCS institution allocable resources shall be distributed based on each college's share of total student credit hours earned, weighted to account for cost differences by academic discipline; and

(c) Thirty percent (30%) of total KCTCS institution allocable resources shall be distributed in support of vital campus operations as follows:

1. Ten percent (10%) shall be distributed based on each college's share of Category I and Category II square feet, net of research, nonclass laboratory, and open laboratory space, to support maintenance and operation of campus facilities and may include a space utilization factor as determined by the council in collaboration with the postsecondary education working group established in subsection (11) of this section;

2. Ten percent (10%) shall be distributed based on each college's share of total instruction and student services spending, net of maintenance and operation, to support campus administrative functions; and

3. Ten percent (10%) shall be distributed based on each college's share of total full-time equivalent student enrollment to support academic support services such as libraries and academic computing.

(9) (a) The funding formula for both sectors shall include:

1. A hold-harmless provision for fiscal year 2018-2019 preventing a reduction in an institution's funding amount based solely on the formula calculation, and allowing a hold-harmless amount determined by the formula in fiscal year 2018-2019 to be deducted from an institution's formula base amount in whole or in part in fiscal years 2019-2020 and 2020-2021, as determined by the council;

2. A stop-loss provision for fiscal year 2019-2020 limiting the reduction in funding to any institution to one percent (1%) of that institution's
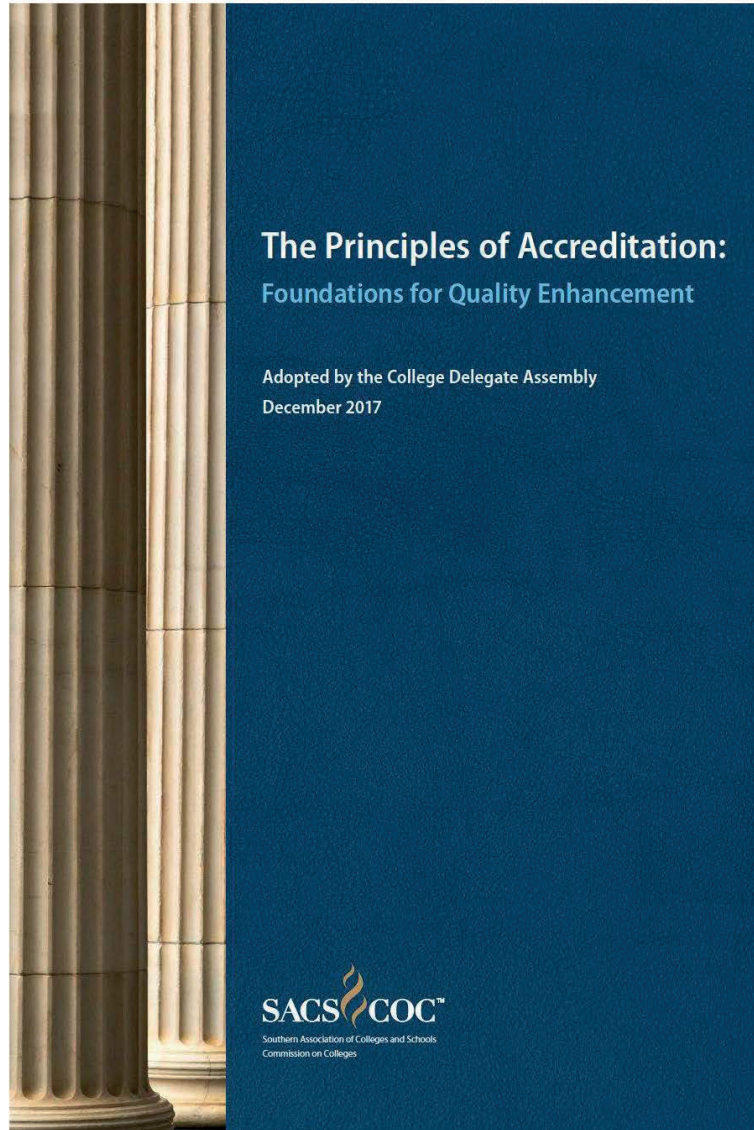
formula base amount; and

3. A stop-loss provision for fiscal year 2020-2021 limiting the reduction in funding to any institution to two percent (2%) of that institution's formula base amount.

(b) For fiscal year 2021-2022 and thereafter, hold-harmless and stop-loss provisions shall not be included in the funding formulas except by enactment of the General Assembly.

(c) Paragraph (a) of this subsection shall not be construed to limit the level of a budget reduction that may be enacted by the General Assembly or implemented by the Governor.

(10) (a) By April 1, 2017, and each April 1 thereafter, the council shall certify to the Office of the State Budget Director the amount to be distributed to each of the public universities and KCTCS as determined by the comprehensive funding model created in this section, not to exceed the available balance in the postsecondary education performance fund created in subsection (13) of this section.

(b) The Office of the State Budget Director shall distribute the appropriations in the postsecondary education performance fund for that fiscal year to the institutions in the amounts the council has certified. The adjusted appropriations to each institution shall be allotted as provided in KRS 48.600, 48.605, 48.610, 48.620, and 48.630.

(c) For fiscal year 2017-2018, the Office of the State Budget Director shall distribute to the public postsecondary education institutions, except for Kentucky State University, those funds appropriated to the postsecondary education performance fund by the General Assembly in 2016 Ky. Acts ch. 149, Part I, K., 12., in accordance with the comprehensive funding model created in this section.

(11) (a) The Council on Postsecondary Education is hereby directed to establish a postsecondary education working group composed of the following:

1. The president of the council;

2. The president or designee of each public postsecondary institution, including the president of KCTCS;

3. The Governor or designee;

4. The Speaker of the House or designee; and

5. The President of the Senate or designee.

(b) Beginning in fiscal year 2020-2021 and every three (3) fiscal years thereafter, the postsecondary education working group shall convene to determine if the comprehensive funding model is functioning as expected, identify any unintended consequences of the model, and recommend any adjustments to the model.

(c) The results of the review and recommendations of the working group shall be reported by the council to the Governor, the Interim Joint Committee on

Appropriations and Revenue, and the Interim Joint Committee on Education.

(12) The council shall promulgate administrative regulations under KRS Chapter 13A to implement the provisions of this section.

(13) (a) The postsecondary education performance fund is hereby established as an appropriation unit to support improvement in the operations of the public postsecondary institutions and achievement of the Commonwealth's education policy goals and workforce development priorities. General fund moneys may be appropriated by the General Assembly to this fund for distribution to the public postsecondary institutions in amounts determined through the comprehensive funding model created in this section.

(b) Any balance in the postsecondary education performance fund at the close of any fiscal year shall not lapse but shall be carried forward to the next fiscal year and be continuously appropriated for the purposes specified in this section. A general statement that all continuing appropriations are repealed, discontinued, or suspended shall not operate to repeal, discontinue, or suspend this fund or to repeal this action.

Effective: June 27, 2019

History: Amended 2019 Ky. Acts ch. 146, sec. 50, effective June 27, 2019. -- Created 2017 Ky. Acts ch. 52, sec. 1, effective March 21, 2017.

The Principles of Accreditation:
Foundations for Quality Enhancement

Adopted by the College Delegate Assembly
December 2017

SACS COC™
Southern Association of Colleges and Schools
Commission on Colleges

The Principles of Accreditation:

Foundations for Quality Enhancement

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Commission on Colleges

Sixth Edition: First Printing

Adopted by the College Delegate Assembly:
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Mission

The Southern Association of Colleges and Schools Commission on Colleges
(SACSCOC) is the regional body for the accreditation of degree-granting higher
education institutions in the Southern states. The Commission's mission is the
enhancement of education quality throughout the region and the improvement of
the effectiveness of institutions by ensuring that they meet standards established
by the higher education community that address the needs of society and students.
It serves as the common denominator of shared values and practices among the
diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi,
North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America, and
other international sites approved by SACSCOC that award associate, baccalaureate,
master's, or doctoral degrees. SACSCOC also accepts applications from other
international institutions of higher education.

Accreditation by SACSCOC signifies that the institution (1) has a mission
appropriate to higher education, (2) has resources, programs, and services sufficient to
accomplish and sustain that mission, and (3) maintains clearly specified educational
objectives that are consistent with its mission and appropriate to the degrees its offers,
and that indicate whether it is successful in achieving its stated objectives.

Philosophy of Accreditation

Self-regulation through accreditation embodies a philosophy that a free people can and ought to govern themselves through a representative, flexible, and responsive system. Decentralization of authority honors the rich diversity of educational institutions in our pluralistic society and serves to protect both institutional autonomy and the broader culture of academic freedom in our global society. The empowerment flowing from self-regulation promotes both innovation and accountability in achieving the goals of educating and training citizens in a representative democracy. Consistent with these overarching values, accreditation is best accomplished through a voluntary association of educational institutions. Both a process and a product, accreditation relies on integrity; thoughtful and principled professional judgment; rigorous application of requirements; and a context of trust. The process provides an assessment of an institution's effectiveness in the fulfillment of its self-defined mission; its compliance with the requirements of its accrediting association; and its continuing efforts to enhance the quality of student learning and its programs and services. Based on rigorous analysis and reasoned judgment, the process stimulates evaluation and improvement, while providing a means of continuing accountability to the institutions' stakeholders and to the public.

The culmination of the accreditation process is a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements. The statement of an institution's accreditation status with SACSCOC also represents an affirmation of an institution's continuing commitment to the Commission's principles and philosophy of accreditation.

The membership expects its peers to dedicate themselves to enhancing the quality of their programs and services within the context of their respective resources and capacities and to create an environment in which teaching and learning, research, and public service occur, as appropriate to the institution's self-defined mission.

At the heart of SACSCOC's philosophy of accreditation, the concept of quality enhancement assumes that each member institution is engaged in ongoing improvement of its programs and services and can demonstrate how well it fulfills its stated mission. Although evaluation of an institution's educational quality and effectiveness in achieving its mission is a difficult task requiring careful analysis and professional judgment, an institution is expected to document the quality and effectiveness of all its programs and services.

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SACSCOC supports the right of an institution to pursue its own educational mission as inherent in fundamental values of institutional autonomy; the right of faculty members to teach, investigate, and publish freely; and the right of students to access opportunities for learning and for the open expression and exchange of ideas. However, exercising these rights should not substantially interfere with the overriding obligation of an institution to offer a sound educational experience that optimizes student achievement outcomes.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) adheres to the following fundamental characteristics of accreditation:

- Participation in the accreditation process is voluntary and is an earned and renewable status.

- Member institutions develop, amend, and approve accreditation requirements.

- The process of accreditation is representative, responsive, and appropriate to the types of institutions accredited.

- Accreditation is a form of self-regulation.

- Accreditation requires institutional commitment and engagement.

- Accreditation is based upon a peer review process.

- Accreditation requires an institutional commitment to student learning and achievement.

- Accreditation acknowledges an institution's prerogative to articulate its mission, including a religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.

- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.

- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy and flexibility of operation.

- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

Organization Of The Southern Association Of Colleges And Schools Commission On Colleges

The Southern Association of Colleges and Schools (SACS) is a private, nonprofit, voluntary organization founded in 1895 in Atlanta, Georgia. The Association currently comprises the Commission on Colleges (SACSCOC) and the Council on Accreditation and School Improvement (SACSCASI), the K-12 arm of the Association. The two commissions carry out their missions with considerable autonomy; they develop their own standards and procedures, and govern themselves by a delegate assembly.

The College Delegate Assembly (CDA) of SACSCOC includes one voting representative (the chief executive officer or the officer's designee) from each member institution. Its responsibilities include electing the 77-member SACSCOC Board of Trustees to guide the organization's work; to approve all revisions in accrediting standards as recommended by the Board; to approve the dues of candidate and member institutions as recommended by the Board; and to elect an Appeals Committee to hear appeals of adverse accreditation decisions, and electing representatives to the Association's Board of Trustees.

The SACSCOC Board of Trustees is responsible for recommending to the College Delegate Assembly standards for candidacy and membership, authorizing special visits, taking final action on the accreditation status of institutions, nominating to the College Delegate Assembly individuals for election to succeed outgoing members of the Board, electing an Executive Council that will act for the Board while it is not in session, appointing *ad hoc* study committees as needed, and approving SACSCOC policies and procedures.

The thirteen-member Executive Council is the executive arm of the SACSCOC Board and functions on behalf of the Commission's Board and the College Delegate Assembly between sessions. However, the actions of the Council are subject to the review and approval by the Board. The Council interprets Commission policies and procedures, develops procedures for and supervises the work of *ad hoc* and standing committees of the Commission, approves goals and objectives of the Commission, reviews and approves the Commission's budget, oversees and annually evaluates the work of its president and initiates new programs, projects, and policy proposals.

The Council receives and acts on reports from all *ad hoc* and standing committees and submits them to the Commission's Board of Trustees. In the case of institutions applying for candidacy, membership, or reaffirmation of accreditation, the Executive Council receives recommendations from the Committees on Compliance and Reports

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(C&R), which are the standing evaluation committees of the Commission, and, in turn, submits its recommendations to the full SACSCOC Board of Trustees.

The Process Of Accreditation

The process for initial and continued accreditation involves a collective analysis and judgment by the institution's internal constituencies, an informed review by peers external to the institution, and a reasoned decision by the elected members of the SACSCOC Board of Trustees. Accredited institutions periodically conduct internal reviews involving their administrative officers, staffs, faculties, students, trustees, and others appropriate to the process. The internal review allows an institution to consider its effectiveness in achieving its stated mission, its compliance with *The Principles of Accreditation: Foundations for Quality Enhancement*, its efforts in enhancing the quality of student learning and the quality of programs and services offered to its constituencies, and its successes in accomplishing its mission. At the culmination of the internal review, peer evaluators representing the Board apply their professional judgment through a preliminary assessment of the institution; elected SACSCOC Board members make the final determination of an institution's compliance with the accreditation requirements.

Application of the Requirements

SACSCOC accredits degree-granting higher education institutions and entities based on requirements in *The Principles of Accreditation: Foundations for Quality Enhancement*. These requirements apply to all institutional programs and services, wherever located or however delivered. This includes programs offered through distance and correspondence education, off-campus sites, and branch campuses. Consequently, when preparing documents for the Commission demonstrating compliance with the *Principles of Accreditation*, an institution must include these programs in its "Institutional Summary Form Prepared for Commission Reviews" and address these programs in its analysis and documentation of compliance *(See Commission policy Distance and Correspondence Education)*. SACSCOC applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of the type of institution: private, for-profit, private not-for-profit, or public.

The SACSCOC Board of Trustees evaluates an institution and makes accreditation decisions based on the current edition of the *Principles of Accreditation*. The Commission's philosophy of accreditation precludes denial of membership to a degree-granting institution of higher education on any ground other than an

institution's failure to meet the above requirements in the professional judgment of peer reviewers, or failure to comply with the policies and procedures of SACSCOC.

Components Of The Review Process

The SACSCOC Board of Trustees conducts several types of institutional reviews: (1) Candidate Committee reviews of institutions seeking candidacy, (2) Accreditation Committee reviews of candidate institutions seeking initial membership, (3) Reaffirmation Committee reviews of member institutions seeking continued accreditation following a comprehensive review, (4) Special Committee reviews of member institutions seeking continued accreditation following evaluation of institutional circumstances that are accreditation related, and (5) Substantive Change Committee reviews of member institutions seeking approval and continued accreditation following the review of a change of a significant modification or expansion to the institution's nature and scope. Each of the above types of reviews has its own evaluation documents and peer review procedures and can be found on the SACSCOC web site at www.sacscoc.org.

The process described below is specific to a member institution seeking reaffirmation of accreditation.

Preparation by the Institution

As part of the reaffirmation process, the institution will provide two (2) separate documents:

1. *Compliance Certification*

   The Compliance Certification, submitted fifteen (15) months in advance of an institution's scheduled reaffirmation, is a document completed by the institution that demonstrates its judgment of the extent of its compliance with each of the Core Requirements and Standards. The signatures of the institution's chief executive officer and accreditation liaison are required. By signing the document, these individuals certify that the process of institutional self-assessment has been thorough, honest, and forthright, and that the information contained in the document is truthful, accurate, and complete.

2. *Quality Enhancement Plan*

   The Quality Enhancement Plan (QEP), submitted six weeks in advance of the On Site Reaffirmation Review Committee, is (1) a topic identified through ongoing, comprehensive and evaluation processes, (2) has a broad-based support of institutional constituencies, (3) focuses on improving specific student learning outcomes and/or student successes, (4) commits resources to initiate, implement

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and complete the QEP, and (5) includes a plan to assess achievement. The plan should be focused and succinct (no more than 75 pages of narrative text and no more than 25 pages of support documentation or charts, graphs, and tables).

Review by the Commission on Colleges

1. *The Off-Site Reaffirmation Review*

The Off-Site Reaffirmation Committee, composed of a chair and normally eight to ten peer evaluators, serves as an evaluative committee in the reaffirmation process. The committee meets in Atlanta, Georgia, and reviews Compliance Certifications of a group of institutions to determine whether each institution is in compliance with all Core Requirements and Standards (except 7.2). The group of institutions, called "a cluster," normally will consist of no more than three institutions similar in governance and degrees offered. At the conclusion of the review, the Off-Site Reaffirmation Committee will prepare a separate report for each institution, recording and explaining its preliminary findings about compliance. The report is forwarded to the respective institution's On-Site Reaffirmation Committee.

2. *The On-Site Reaffirmation Review*

The On-Site Reaffirmation Committee consists of peers and serves as an evaluative committee in the reaffirmation process. Following review by the Off-Site Reaffirmation Committee, an On-Site Reaffirmation Committee will conduct a focused evaluation at the campus to finalize issues of compliance with the Core Requirements and Standards, evaluate the QEP, and provide consultation regarding the issues addressed in the QEP. At the conclusion of its visit, the On-Site Committee will finalize the Report of the Reaffirmation Committee, a written report of its findings noting areas of noncompliance. The Report of the Reaffirmation Committee, along with the institution's response to areas of noncompliance, is forwarded to the SACSCOC Board of Trustees for review and action on reaffirmation of accreditation.

3. *Review by the SACSCOC Board of Trustees*

The Committees on Compliance and Reports (C&R), standing committees of the SACSCOC Board of Trustees, review reports prepared by evaluation committees and the institutional responses to those reports. A C&R Committee's recommendation regarding an institution's reaffirmation of accreditation is forwarded to the Executive Council for review. The Executive Council recommends action to the full Board of Trustees, which makes the final decision on reaffirmation and any monitoring activities that it may require of an institution. The full Board of Trustees convenes twice a year.

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Institutional Responsibility For Reporting Substantive Change

SACSCOC accredits the entire institution and all programs and services, wherever located or however delivered. Accreditation is specific to an institution, is based on conditions at the time of the most recent evaluation, and is not transferable. When an accredited institution significantly modifies or expands its scope, or changes its affiliation, governance, or ownership, a substantive change review is required. The Commission is responsible for evaluating all substantive changes occurring between an institution's decennial reviews to ensure the quality of the total institution and to ensure the public that all aspects of the institution meet defined standards.

A member institution is responsible for following the *Substantive Change for SACSCOC Accredited Institutions* policy and procedures by notifying or securing approval from SACSCOC, as required, prior to implementation. If an institution is noncompliant with the policy, its accreditation may be in jeopardy. Refer to "Procedure One," "Procedure Two," and "Procedure Three" in the substantive change policy outlining the types of substantive change, their respective notification and approval requirements, and their reporting timelines. If an institution is unclear as to whether a change is substantive, it should contact SACSCOC staff for consultation.

An applicant or candidate institution may not undergo substantive change prior to membership.

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SECTION 1: The Principle of Integrity

Institutional integrity is essential to the purpose of higher education. Integrity functions as the basic covenant defining the relationship between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and its member and candidate institutions. The principle serves as the foundation of a relationship in which all parties agree to deal honestly and openly with their constituencies and with one another.

1. **The institution operates with integrity in all matters.**
   (Integrity) [**CR**]

   (Note: While this principle is not addressed by the institution in its Compliance Certification or its application for accreditation, failure to adhere to this principle will lead to the imposition of a sanction, adverse action, or denial of authorization of a candidate committee.)

SECTION 2: Mission

A clearly defined and comprehensive mission guides the public's perception of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics, and values that define its role and distinctiveness within the diverse higher education community. Fundamental to the structure of an institution's effectiveness, the mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff, and all constituents.

1. **The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**
   (Institutional mission) [**CR**]

SECTION 3: Basic Eligibility Standard

SACSCOC accredits degree-granting institutions in the southern region of the United States and those operating in select international locations. To gain or maintain accreditation with SACSCOC, an institution is a continuously functioning organization legally authorized to grant degrees and other academic credentials, and able to demonstrate compliance with SACSCOC standards and policies.

1. **An institution seeking to gain or maintain accredited status**
   a. **has degree-granting authority from the appropriate government agency or agencies.** *(Degree-granting authority)* [**CR**]
   b. **offers all coursework required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy **Documenting an Alternative Approach**.) *(Coursework for degrees)* [**CR**]
   c. **is in operation and has students enrolled in degree programs.** *(Continuous operation)* [**CR**]

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SECTION 4: Governing Board

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

1. **The institution has a governing board of at least five members that:**
   (a) **is the legal body with specific authority over the institution.**
   (b) **exercises fiduciary oversight of the institution.**
   (c) **ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**
   (d) **is not controlled by a minority of board members or by organizations or institutions separate from it.**
   (e) **is not presided over by the chief executive officer of the institution.**
   (Governing board characteristics) [**CR**]

2. The governing board
   a. ensures the regular review of the institution's mission. *(Mission review)*

   b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. *(Board/administrative distinction)*

   c. selects and regularly evaluates the institution's chief executive officer. *(CEO evaluation/selection)*

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    d. defines and addresses potential conflict of interest for its members. *(Conflict of interest)*

    e. has appropriate and fair processes for the dismissal of a board member. *(Board dismissal)*

    f. protects the institution from undue influence by external persons or bodies. *(External influence)*

    g. defines and regularly evaluates its responsibilities and expectations. *(Board self-evaluation)*

3. If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy. *(Multi-level governance)*

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SECTION 5: Administration and Organization

The institution's chief executive officer has ultimate responsibility for priorities and initiatives that advance its board-approved mission, goals, and priorities. The chief executive officer oversees an organizational structure that includes key academic and administrative officers and decision makers with credentials appropriate to their respective responsibilities.

1. **The institution has a chief executive officer whose primary responsibility is to the institution.** *(Chief executive officer)* [**CR**]

2. The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:

   a. The institution's educational, administrative, and fiscal programs and services. *(CEO control)*

   b. The institution's intercollegiate athletics program. *(Control of intercollegiate athletics)*

   c. The institution's fund-raising activities. *(Control of fund-raising activities)*

3. For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

   (a) The legal authority and operating control of the institution is clearly defined with respect to that entity.

   (b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.

   (c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.

   (Institution-related entities)

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4. The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. *(Qualified administrative/academic officers)*

5. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. *(Personnel appointment and evaluation)*

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SECTION 6: Faculty

Qualified, effective faculty members are essential to carrying out the mission of the institution and ensuring the quality and integrity of its academic programs. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of qualified full-time faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that addresses the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

1. **The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.**
(Full-time faculty) [**CR**]

2. For each of its educational programs, the institution

    a. Justifies and documents the qualifications of its faculty members.
    (Faculty qualifications)

    b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
    (Program faculty)

    c. Assigns appropriate responsibility for program coordination.
    (Program coordination)

3. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.
(Faculty appointment and evaluation)

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4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. *(Academic freedom)*

5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. *(Faculty development)*

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SECTION 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.

1. **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.** *(Institutional Planning)* [CR]

2. The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. *(Quality Enhancement Plan)*

3. The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*

SECTION 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

1. **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.** *(Student achievement)* [CR]

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

   a. Student learning outcomes for each of its educational programs. *(Student outcomes: educational programs)*

   b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. *(Student outcomes: general education)*

   c. Academic and student services that support student success. *(Student outcomes: academic and student services)*

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SECTION 9: Educational Program Structure and Content

Collegiate-level educational programs emphasize both breadth and depth of student learning. The structure and content of a program challenges students to integrate knowledge and develop skills of analysis and inquiry.

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations.

The institution is responsible for delivering an appropriate portion of the academic experiences applicable to the degrees or credentials awarded.

1. Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education. *(Program content)* [CR]

2. The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. *(Program length)* [CR]

3. The institution requires the successful completion of a general education component at the undergraduate level that:

   (a) is based on a coherent rationale.

(b) **is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**

(c) **ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

(General education requirements) [**CR**]

4. At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for an undergraduate degree)*

5. At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for a graduate/professional degree)*

6. Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. *(Post-baccalaureate rigor and curriculum)*

7. The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. *(Program requirements)*

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SECTION 10: Educational Policies, Procedures, and Practices

Effective academic policies related to an institution's educational programs are developed in concert with appropriate input and participation of the constituencies affected by the policies, conform to commonly accepted practices and policies in higher education, accurately portray the institution's programs and services, and are disseminated to those benefiting from such practices. These academic policies lead to a teaching and learning environment that enhances the achievement of student outcomes and success.

To advance learning, all coursework taken for academic credit has rigor, substance, and standards connected to established learning outcomes. To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcripted as if it were credit earned from the institution.

1. The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. *(Academic policies)*

2. The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. *(Public information)*

3. The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. *(Archived information)*

4. The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. *(Academic governance)*

5. The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. *(Admissions policies and practices)*

6. An institution that offers distance or correspondence education:

    (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

    (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

    (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

    (Distance and correspondence education)

7. The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)*

8. The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments,

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and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. *(Evaluating and awarding academic credit)*

9. The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. *(Cooperative academic arrangements)*

SECTION 11: Library and Learning/Information Resources

To provide adequate support for the institution's curriculum and mission, an institution's students, faculty, and staff have access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The levels and types of educational programs offered determine the nature and extent of library and learning resources needed to support the full range of the institution's academic programs. Qualified, effective staff are essential to carrying out the goals of a library/learning resource center and the mission of the institution, and to contributing to the quality and integrity of academic programs.

1. **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.** *(Library and learning/information resources)* **[CR]**

2. The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. *(Library and learning/information staff)*

3. The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources. *(Library and learning/information access)*

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SECTION 12: Academic and Student
Support Services

Student success is significantly affected by the learning environment. An effective institution provides appropriate academic and student support programs and services, consistent with the institution's mission, that enhance the educational and personal development experience(s) of students at all levels; contribute to the achievement of teaching and learning outcomes; ensure student success in meeting the goals of the educational programs; and provide an appropriate range of support services and programs to students at all locations. Qualified and effective faculty and staff are essential to implementing the institution's goals and mission and to ensuring the quality and integrity of its academic and student support programs and services. An effective institution has policies and procedures that support a stimulating and safe learning environment.

1. **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.** *(Student support services)* **[CR]**

2. The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. *(Student support services staff)*

3. The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. *(Student rights)*

4. The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)*

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5. The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. *(Student records)*

6. The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. *(Student debt)*

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Section 13: Financial and Physical Resources

Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for accomplishing an institution's mission. Adequate financial resources allow for deliberate consideration of the effective use of institutional resources to fulfill that mission. Adequate physical resources are essential to the educational environment and include facilities that are safe and appropriate for the scope of the institution's programs and services. It is reasonable that the general public, governmental entities, and current and prospective students expect sufficient financial and physical resources necessary to sustain and fulfill the institution's mission.

1. **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.** *(Financial resources)* [CR]

2. **The member institution provides the following financial statements:**

   (a) **an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.**

   (b) **a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**

(c) **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**

> For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled Accreditation Procedures for Applicant Institutions.

(Financial documents) [**CR**]

3. The institution manages its financial resources in a responsible manner. *(Financial responsibility)*

4. The institution exercises appropriate control over all its financial resources. *(Control of finances)*

5. The institution maintains financial control over externally funded or sponsored research and programs. *(Control of sponsored research/external funds)*

6. The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. *(Federal and state responsibilities)*

7. The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)*

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8. The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. *(Institutional environment)*

SECTION 14: Transparency and Institutional Representation

An institution is responsible for representing accurately to the public its status and relationship with SACSCOC; reporting accurately to the public its status with state or the federal government, if receiving funding from either or both; maintaining openness in all accreditation-related activities; ensuring the availability of institutional policies to students and the public; and publishing appropriate information with respect to student achievement. SACSCOC's philosophy of accreditation precludes removal from or denial of membership or candidacy to a degree-granting institution of higher education on any ground other than an institution's failure to meet the standards of the membership as determined by the professional judgment of peer reviewers, or failure to comply with SACSCOC policies and procedures.

1. The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. *(Publication of accreditation status)*

2. The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy. *(Substantive change)*

3. The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. *(Comprehensive institutional reviews)*

4. The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

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(See SACSCOC policy <u>Accrediting Decisions of Other Agencies</u>.)
(Representation to other agencies)

5. The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*. *(Policy compliance)*

    (Note: For applicable policies, institutions should refer to the SACSCOC website: <u>www.sacscoc.org</u>)

Commission Policies

Definition: A policy is a required course of action to be followed by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) or its member or candidate institutions. SACSCOC policies may also include procedures, which are likewise a required course of action to be followed by SACSCOC or its member or candidate institutions. The *Principles of Accreditation* require that an institution comply with the policies and procedures of SACSCOC. Policies are approved by vote of the SACSCOC Board of Trustees. At its discretion, the Board may choose to forward a policy to the College Delegate Assembly for approval.

Examples of policy topics include substantive changes, standing rules, procedures for applicant institutions, special committee procedures, sanctions and adverse actions, or appeals procedures. All policies are available on the SACSCOC website (www.sacscoc.org). SACSCOC maintains currency on the website and reserves the right to add, modify, or delete any of the policies listed.

Commission Guidelines

Definition: A guideline is an advisory statement designed to assist institutions in fulfilling accreditation requirements. As such, guidelines describe recommended educational practices for documenting requirements of the *Principles of Accreditation* and are approved by the Executive Council of the SACSCOC Board of Trustees. The guidelines are examples of commonly accepted practices that constitute compliance with the standard. Depending on the nature and mission of the institution, however, other approaches may be more appropriate and also provide evidence of compliance.

Examples of guideline topics include advertising, student recruitment, contractual relationships, travel and committee visits, or faculty credentials. All guidelines are available on the SACSCOC website (www.sacscoc.org). SACSCOC maintains currency on the website and reserves the right to add, modify, or delete any of the guidelines listed.
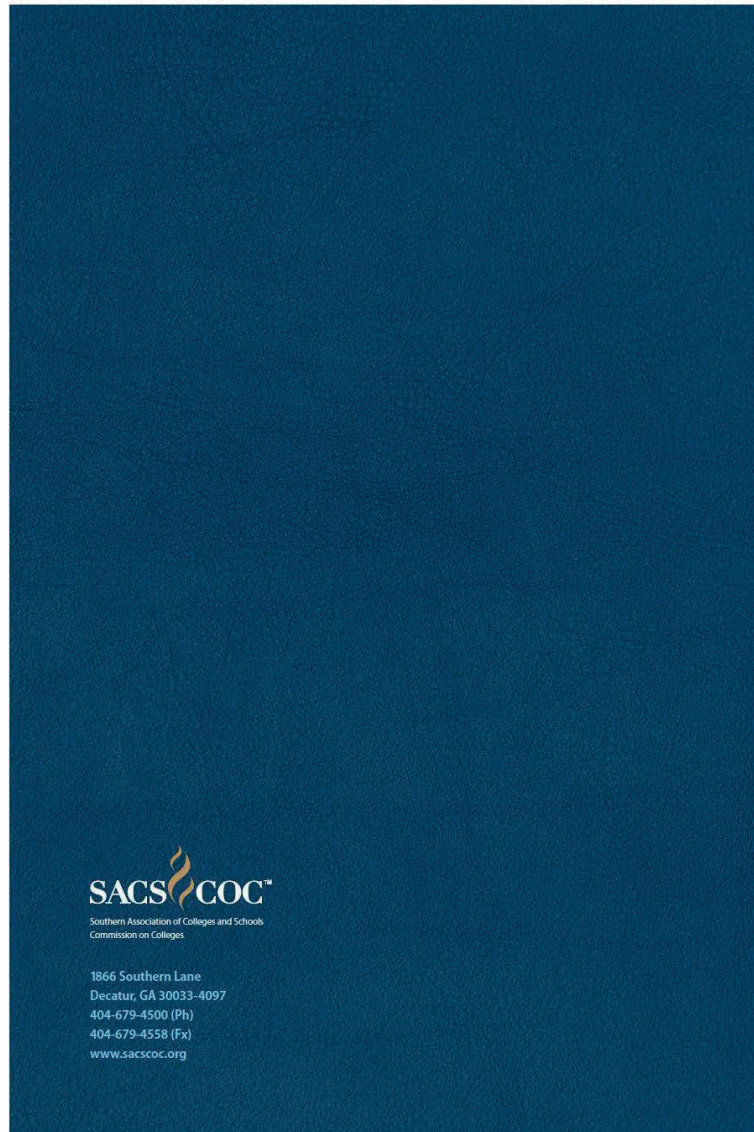
Commission Good Practices

Definition: Good practices are commonly-accepted practices within the higher education community which enhance institutional quality. Good practices may be formulated by outside agencies and organizations and endorsed by the Executive Council of the SACSCOC Board of Trustees or the Board itself. Good practice documents are available on the SACSCOC website (www.sacscoc.org). SACSCOC

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maintains currency on the website and reserves the right to add, modify, or delete any of the good practices listed.

Commission Position Statements

Definition: A position statement examines an issue facing the SACSCOC membership, describes appropriate approaches, and states the SACSCOC stance on the issue. It is endorsed by the Executive Council of the SACSCOC Board of Trustees or the SACSCOC Board of Trustees. Position statements are available on the SACSCOC website (www.sacscoc.org). SACSCOC maintains currency on the website and reserves the right to add, modify, or delete any of the position statements listed.

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Proposed Job Description

Position: Executive Director for Creative Solutions

Job Summary: The Executive Director for Creative Solutions is responsible for the overall direction of the Office of Innovation, a comprehensive university-wide effort to solve problems at every level of the university in a client-centered, consistent, and strategic manner. The incumbent is also responsible for all aspects of change management oversight at the department or divisional level across the university, doing so in the most effective and efficient manner, consistent with university strategic plans, mission, vision, and financial constraints. As a direct report to the President, the Executive Director serves on the university cabinet.

Essential Duties & Responsibilities:

- Develops goals and objectives to support the mission of the department as well as the university

- Responsible for the oversight and publication of large-scale university initiatives such as strategic planning, accreditation processes, and state-level reporting/measurements.

- Responsible for the creation and strategic positioning of the functional areas of student ombuds, employee ombuds, and organizational ombuds and developing protocols, policies, and initiatives to solve problems in a client-centered manner.

- Serves as principle support and point of information for university employees, students, and parents who need assistance with a specific issue or problem.

- Responsible for the development, implementation, and subsequent assessment of university change processes

- Develops strategies and tools for organizational units to assess their culture and current organizational climate

- Assists individual departments or larger university divisions with change management processes and implementing changes to core function or service delivery

- Directly responsible for creating the opportunity and environment for university departments or divisions to better align themselves with university initiatives or culture through strategic change processes or specific organizational development

- Ensures changes undertaken at any level of the university are consistent with current university goals and strategic plans, appropriate, efficiently implemented, and financially viable

- Serves on university cabinet

- Provides needed informational support about strategic change opportunities or university culture needs to the cabinet.

- Performs other related duties as assigned

Organizational Relationships: The Executive Director reports to the President and serves on the senior cabinet for the university. The Executive Director for Creative Solutions works collaboratively and directly with other senior leaders across every functional division of the university (academic affairs, administrative affairs, student affairs). This position frequently interacts with students, staff, faculty, shared governance groups and bodies, alumni constituents, and local community officials and citizens.

Minimum Requirements: Earned doctoral degree. Minimum of ten (10) years of progressive responsibility and successful experience in higher education or closely related area (to include organizational culture, change management, and strategic planning). Possess good planning, administrative,

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organizational, supervisory, and budget-management skills and the ability to independently manage a variety of projects with frequent interruptions and shifting priorities. Must possess exemplary written and verbal communication skills, demonstrate a strong ability and affinity for senior leadership positions, and demonstrate computer proficiency with standard office applications.

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    leadership - A case study. *Higher Learning Research Communications*, *1*(1),

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VITA

ALAN M. RUCKER

<u>EDUCATION</u>

May, 2002   Bachelor of Science
                    Ball State University
                    Muncie, Indiana

July, 2003   Master of Arts
                    Ball State University
                    Muncie, Indiana

May, 2017   Master of Business Administration
                    Morehead State University
                    Morehead, Kentucky

Pending   Doctor of Education
                    Morehead State University
                    Morehead, Kentucky

<u>PROFESSIONAL EXPERIENCES</u>

2016 - Present   Director of Housing & Residence Education
                    Morehead State University
                    Morehead, Kentucky

2015 – 2016   Assistant Director for Residence Education
                    Morehead State University
                    Morehead, Kentucky

2014 – 2015   Area Coordinator
                    Morehead State University
                    Morehead, Kentucky

2012 – 2014   Student Life Coordinator
                    Morehead State University
                    Morehead, Kentucky

2009 – 2012   Assistant Director, Transportation Services
                    University of Maryland
                    College Park, Maryland

2007 – 2009	Coordinator, Operations and Customer Service University of Maryland College Park, Maryland
2004 – 2007	Resident Director University of Maryland College Park, Maryland
2003 – 2004	Coordinator of Residence Life Lynchburg University Lynchburg, Virginia

HONORS

2020	Service to the Profession Award Morehead State University Division of Student Affairs Morehead, Kentucky
2019	Ruth Ann Howard Award Kentucky Association of Housing Officers Lexington, Kentucky
2017	MBA Student of the Year Morehead State University Morehead, Kentucky
2015	Unbridled Spirit Award Kentucky Association of Housing Officers Bardstown, Kentucky
2010	Graduate of the Last Decade Ball State University Muncie, Indiana

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Rucker, A. M. (2016, January 8). The art of the student affairs sale [Web article]. Retrieved from http://studentaffairscollective.org.

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