KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, January 30, 2024
9:00 a.m. – 10:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas 66612. Meeting information will be sent to participants via email.

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2024 Meeting Schedule

BAASC Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	3:00 p.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024
June 18, 2024	Virtual Meeting	10:30 a.m.	May 29, 2024

Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES

Wednesday, January 17, 2024

The January 17, 2024, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 10:30 a.m. The meeting was held in person at the Board office with a virtual option through Zoom.

In Attendance:
Members: Regent Lane   Regent Mendoza   Regent Johnston
                    Regent Ice

Approval of Minutes
Regent Ice moved to approve the December 13, 2023, meeting minutes, and Regent Johnston seconded the motion. The minutes were approved as presented.

Consent Items
Crystal Puderbaugh presented the request for a certificate of approval to operate in Kansas with degree-granting authority for United States University. Regent Johnston moved to approve the request and Regent Mendoza seconded. The motion passed.

Howard Smith, Dr. Childers, and Dr. Humphries presented Pittsburg State University's request for a Master of Social Work and request to seek accreditation for the proposed program. Regent Mendoza moved to approve the requests and Regent Johnston seconded. The motion passed, and the requests are on today's Consent agenda for the Board.

Support Metrics Data and Action Plan Presentations
PSU, KU, and WSU reported on their data and action plans for the supportive metrics for the dashboard.

Dashboard Update – Preview of Supportive Metrics
Judd McCormack presented a preview of new items in the dashboard for the strategic plan, Building a Future, which will go live sometime next week. The vanity URL is strategicplan.kansasregents.org.

Academic Affairs Update
Karla Wiscombe indicated meetings for the discipline groups will be scheduled this semester to determine math pathways courses. The Math Pathways Task Force will meet soon. The General Education Council met last week and is requesting revisions to the master course lists due Feb. 1. The council will be reviewing the revision requests. Academic Affairs is working on a second round of exception requests.

Jaben Parnell, PSU Student Body President, shared his student perspective on the Systemwide General Education package. He expressed support for the framework, especially as a transfer student.

Good News on Campus (3 minutes)
Provosts gave short updates on bright spots on their campuses. Each university discussed at least two items.

Adjournment
The next BAASC meeting is scheduled virtually for January 30, 2024.

Regent Mendoza moved to adjourn the meeting, and Regent Johnston seconded. With no further discussion, the meeting adjourned at approximately 12:10 p.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Kansas State University submitted letters of concern, and Wichita State University has responded. The letters can be found in Attachment A. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval. Also included at the end of the proposal is the request to seek program accreditation. Immediately following the proposal is a Program & Employment Analysis.

January 30, 2024

I. General Information

A. Institution
Wichita State University

B. Program Identification
Degree Level: Bachelor's
Program Title: Hospitality
Degree to be Offered: Bachelor of Business Administration in Hospitality
Responsible Department or Unit: Barton School of Business, Department of Management
CIP Code: **52.0901**
Modality: Online & Hybrid
Proposed Implementation Date: Fall, 2024

Total Number of Semester Credit Hours for the Degree: **120 credit hours**

II. Clinical Sites: Does this program require the use of Clinical Sites? **No**

We do not consider the work site for students to be clinical sites. Students will be required to complete an applied learning component in establishments of the hospitality industry. Students will have to work at least 340 hours on their own on a job pre-approved by the Program Director as a part of a required course. The work hours will be verified by the employer in the same manner as other applied experiences for credit are verified at Wichita State University. Sites for the applied experience are readily available through our community partners including on campus.

III. Justification

Purpose: Create a program that reflects the needs of the hospitality sector and serves the needs of students for specialized, industry education.

The BBA in Hospitality is a business degree that prepares students to become hospitality professionals. Our graduates will possess business knowledge, managerial skills, and professional competencies to obtain management positions in a large array of businesses operating in the hospitality sector. We expect our graduates to seek careers in hotels, restaurants and other dining establishments, food and beverage businesses, lodging, residential facilities, senior living facilities, event planning, country clubs, resorts, and all aspects of the tourism sector. Our curriculum will offer core business education that assures competencies in business functions such as finance, accounting, marketing, human resource management, operations, information technology along with

broad general education. Further, students will learn about the various aspects of the hospitality business and gain practical experience through the required work experiences at hotels, resorts, restaurants, or other hospitality-related businesses. The proposed curriculum provides students with a well-rounded education that prepares them for a variety of leadership roles in the hospitality sector.

This program was inspired by the stories of Wichita businesses that brought new ways of serving customers and created new models of hospitality. Names such as Pizza Hut, White Castle, Freddy's, Residence Inn, Candlewood Suites, and Value Place are household brands that were all born in Wichita.

Program Objectives
1. Provide students with core knowledge and skills in all business functions (management, marketing, accounting, finance, Human Resource Management).
2. Provide students with core knowledge and skills to be successful professionals in the hospitality sector.
3. Prepare students with cutting edge awareness about the fast-changing sector of the hospitality industry.
4. Equip students with technical and soft skills to become adaptive leaders in the hospitality field.
5. Expose students to practical aspects of pursuing careers in hospitality.

Partnerships. The program is designed to serve as a completion program for technical schools and community colleges with 2-year degrees in culinary arts, hospitality, and tourism. We have already established working relationships with WSU Tech and Butler Community Colleges. Both institutions have recently launched new programs to support the growth and prosperity of Greater Wichita. We will rely on these partners to offer the technical skills necessary for our graduates to become well-rounded professionals in the hospitality sector.

The initial interest for a business program in hospitality was brought to us by students who are already pursuing a business degree but were interested in more specialized industry knowledge as they were competing for jobs in the hospitality sector. As the idea of pursing a new program matured, we met with many industry executives and practitioners. We sought their input on the skills and competencies necessary for their employees, the growth opportunities and challenges for their businesses, and finally the viability of a hospitality program in the Barton School of Business. The feedback was encouraging for us to begin building a curriculum for a program that can meet the global demands of the fast-changing hospitality sector while providing a local impact for our city and state. Some of the notable contributors to our market feasibility analysis and partners of the program are:

Scott Redler, Co-founder, Freddy's Frozen Custard & Steakburgers
Lynda Carrier-Metz, Chief Marketing Officer, Restaurant Management Company
Michelle Ruffin-Stein, General Manager, Wichita Marriott Hotel
Jim Korroch, President, Waterwalk Management
John Cantele, President, Lexima Hotel Management Services
Mike Daood, President, LodgeWorks
Susayn Brandes, President and CEO, Great Plains Ventures Inc
Jeff Blackman, Founder and President, Bedford Lodging & Founder, Five Senses Hospitality Management
Christopher Rea, Manager, Facility Operations, Foundation Properties
Steve Johnson, Viva Chicken

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest
While we gauged the interest of students in high schools, community colleges, and technical schools, we chose to focus on the market analysis to inform our program development.

B. Market Analysis

The support from local stakeholders along with national and local employment trends demonstrated a strong and growing demand for hospitality graduates. The Bureau of Labor Statistics Occupational Outlook projects the U. S. economy will add 8.3 million jobs from 2021 to 2031. Further, the number of jobs for administrative services & facilities managers is expected to grow by 6% (faster than average) between 2019 and 2029. Additionally, a 2020 Hanover Research report found that a hospitality management bachelor's program had the highest demand among bachelor's degree students at an urban university that served a diverse student population. The BLS also predicts 1.9 million (or 23%) job growth by 2031 and 1 of 4 new jobs in 2031 to be in the hospitality sector. The Bureau of Labor Standards ranked the Hospitality Degree 8th of 20 business degrees based on average salary and expected job growth (https://www.mydegreeguide.com/best-business-majors-for-the-future/). The 2020 Hanover Research analysis reported that Hospitality bachelor's programs have the highest demand among students pursuing a bachelor's degree in urban universities that serve diverse student populations. Hospitality is also ranked Number 49 out of 363 degrees on popularity according to College Factual (based on search in September 2023; https://www.collegefactual.com/). Predicted job growth for selected management positions appears in the figure below (based on search in September, 2023; https://www.indeed.comjob.swichita).
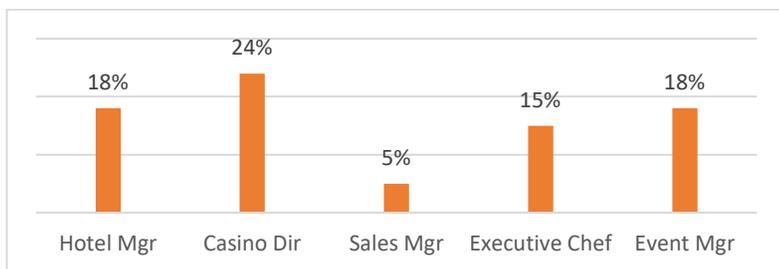
The promising job growth and the salaries of actual job postings demonstrate the viability of the program. While salaries vary across specific postings, listed salaries consistently exceed the $38,000 median benchmark as shown below.

Position	Average/Range Salary*	Source (details in references)
Hotel manager, Kansas	$51,942	Indeed
Hotel manager, Wichita, KS	$63,684	Indeed
Hotel manager, Kansas	$110,532	Salary.com
Restaurant manager, Kansas	$54,303	Salary.com
Restaurant manager, Kansas	$56,521	Indeed
Hospitality manager, Wichita, KS	$48,000-$73,000	Glassdoor

*The salary data was collected from the listed websites on October 10th, 2023.

Two other institutions in the state system offer Hospitality related degrees: Kansas State University offers a Bachelor of Science in Hospitality Management in the College of Health and Human Serves and Fort Hays State University offers a Bachelor of Science and a Bachelor of Business Administration in Hospitality and Tourism from the Department of Applied Business Studies. Based on data from the National Center for Educational Statistics, KSU reported 47 graduates and FHSU reported 28 graduates in 2021 (https://nces.ed.gov/ipeds/use-the-data).

A search for management positions in hospitality on Indeed.com that require at least a bachelor's degree varies between 400 and 600 for the Greater Wichita Area (positions listings in November 2023). This demonstrates a significant gap between college graduates with knowledge and skills in the hospitality field and the needs of the

market. It is worth noting that hospitality jobs are harder to be outsourced in comparison to technical and analytical jobs. Further, the development of a prosperous service and entertainment industry adds to the quality of life and the likelihood for younger professionals to remain in the area.

The first distinctive characteristic of the program is the access to the amenities and opportunities of Wichita as a large metropolitan city. Related to the local landscape is the access to a thriving community of entrepreneurs and seasoned hospitality executive who are eager to engage with our students. Further, our students will benefit from outstanding faculty in an AACSB accredited Business School with a dual accreditation in business and accounting that only 1% of the business schools in the world have acquired. Finally, the program builds on the modern infrastructure offered by National Institute of Culinary Education at WSU Tech and Redler Institute of Culinary Arts at Butler Community College.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15	0	450	0
Year 2	30	0	900	0
Year 3	45	0	1350	0

VI. Employment

Graduates with a BBA in Hospitality can pursue a wide range of career opportunities. With the skills and knowledge gained from this program, graduates will be prepared to provide exceptional customer service, manage a variety of hospitality operations, and make strategic business decisions to drive growth and success. The hospitality sector is diverse and offers employment in hotels and long-stay facilities, senior living facilities, restaurants and food services, event planning, country clubs, casinos and resorts, theme parks and attractions, cruise services, travel services, and some of the emerging models of leisure.
Examples of specific jobs in selected industry segments include:

> **Hotel** managers, assistant managers, front office managers, housekeeping managers, and revenue managers.
> **Restaurant and food establishments:** service managers, restaurant managers, director of food and beverages, culinary managers, bar managers, and sommeliers.
> **Event planning and coordinators** manage a wide range of events, such as weddings, conferences, trade shows, and corporate meetings.
> **Casinos and resorts** offer positions such as casino managers, gaming supervisors, business development directors and marketing managers.
> **Golf courses** hire catering managers, directors of operations, golf course maintenance managers, member services, and event planning for club members and guests.
> **Theme parks, attractions, and cruises** employ professionals in roles such as guest experiences manager, hospitality services coordinators, entertainers, and event coordinators.

Each role comes with its own set of responsibilities, skill requirements, and potential for career growth. The hospitality industry also offers opportunities for entrepreneurship, such as launching food businesses, managing B&B or Airbnb, boutique hotels, or event planning businesses. As the industry evolves, new roles and niches are constantly emerging, making it a dynamic and exciting field for individuals with a passion for service and guest experiences. Individuals with strong business acumen will be able to recognize opportunities for creating new ventures as the consumer habits in society continue evolving.

VII. Admission and Curriculum

A. Admission Criteria
Qualified Admission criteria are used. This program does not have separate admission requirements.
B. Curriculum

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
ENGL 101 Gen Ed Bucket 1	College English I	3
ENGL 102 Gen Ed Bucket 1	College English II	3
Gen Ed Bucket 7	First Year Seminar	3
MATH 111 / 112 Gen Ed Bucket 3	College Algebra/ Precalculus Mathematics	3
ECON 201 Gen Ed Bucket 5	Principles of Macroeconomics	3

Year 1: Spring

Course #	Course Name	SCH….
COMM 111 Gen Ed Bucket 2	Public Speaking	3
MATH 144/ 242	Business Calculus/ Calculus I	3
Gen Ed Bucket 6	Humanities course – open	3
Gen Ed Bucket 6	Fine art course	3
ECON 202	Principles of Microeconomics	3

Year 2: Fall

Course #	Course Name	SCH….
Gen Ed Bucket 4	Natural & Physical Sciences class with lab	4
BADM 100	Exploring the World of Business	3
ECON 231	Introductory Business Statistics	3
BADM 162	Business Software: Excel	1
ECON 232	Statistical Software Applications for Business	1
Gen Ed Bucket 5	Social and Behavioral Science (not Economics)	3

Year 2: Spring

Course #	Course Name	SCH….
ACCT 210	Financial Accounting	3
ACCT 220	Managerial Accounting	3
MKT 300	Marketing	3
FIN 340	Financial Management I	3
IB 333	International Business	3
ENTR 310	Entrepreneurial Experience	3

Year 3: Fall

Course #	Course Name	SCH….
DS 350	Introduction to Prod & Operations Management	3

MGMT 360	Principles of Management	3
	Free elective	3
	Free elective	3
	Free elective	3

Year 3: Spring

Course #	Course Name	SCH….
MGMT 411	Introduction to Hospitality	3
BLAW 431	Legal Environment of Business	3
MIS 395	Management Information Systems	3
	Free elective	3
	Free elective	3

Year 4: Fall

Course #	Course Name	SCH….
MGMT 412	Advanced Concepts in Hospitality	3
MGMT 414	Human Resource Management in Hospitality	3
MGMT 415	Customer Experience in Hospitality	3
ENTR 455	Entrepreneurial Finance	3
	Free elective	3

Year 4: Spring

Course #	Course Name	SCH….
MGMT 413	Applied Learning in Hospitality	3
MGMT 681	Strategic Management	3
	Elective for the major	3
	Elective for the major	3
	Free elective	3

Total Number of Semester Credit Hours: 120 credit hours

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Gery Markova*	Professor	Ph.D.	Y	Human recourse management	0.25
Gaylen Chandler	Professor	Ph.D.	Y	Entrepreneurship	0.25
Brian Rawson	Associate Educator	Master's	N	Management/ Customer Experience	0.125
	Lecturer	Ph.D.	N	Hospitality Management	0.25
	Lecturer	Master's	N	Hospitality Experience	0.25

Number of graduate assistants assigned to this program: **1 graduate assistant for 10 hours a week.**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
Faculty	40,000	40,000	40,000
Administrators *(other than instruction time)*	8,000	8,000	8,000
Graduate Assistants	2,000	2,000	2,000
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	15,000	15,000	15,000
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	**65,000**	**65,000**	**65,000**
Start-up Costs - One-Time Expenses			
Library/learning resources		-	-
Equipment/Technology	2,000		
Physical Facilities: Construction or Renovation		-	
Other: Marketing and Branding	22,000	22,000	22,000
Total Start-up Costs	**24,000**	**22,000**	**22,000**
Operating Costs – Recurring Expenses			
Supplies/Expenses	1,000	1,000	1,000
Library/learning resources			
Equipment/Technology			
Travel	4,000	4,000	4,000
Other: Promotions & student experiences	10,000	10,000	10,000
Total Operating Costs	**15,000**	**15,000**	**15,000**
GRAND TOTAL COSTS	**104,000**	**102,000**	**102,000**

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	$108,698	$217,395	$326,093

Student Fees	0	$74,028	$148,057	$222,085
Other Sources	0	-	-	-
GRAND TOTAL FUNDING		**$182,726**	**$365,452**	**$548,178**
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		**$78,726**	**$263,452**	**$446,178**

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
Three of the required six classes in the program will be taught by current faculty as either overload or will accept the hospitality students in classes they already teach. The hospitality students will enroll in existing business classes. All elective courses in the program are existing courses and these existing courses will be optimized by accepting the additional students from the Hospitality major.

Personnel – New Positions
Three of the required courses will be taught by lecturers – industry professionals or academic experts from other institutions that will be paid per course. The typical pay for lecturers (adjunct faculty) is between $4,000-$8,000 dependent on their qualifications and experience. This approach assures diligent use of resources while the program is in its infancy. It is also the most effective way to bring cutting edge knowledge and practical experience to the students in the program. The program director will be a member of the current faculty. The Program Director will oversee the curriculum and assure continuous collaboration with the professional community in order to provide rich student experiences.

Start-up Costs – One-Time Expenses
We allocate a one-time expense for technology to be used by the Program Director. We also allocate resources to create appropriate branding, recruitment materials, and promotions during the initial stages of the program.

Operating Costs – Recurring Expenses
We allocate about $1,000 for materials and supplies which will include printing promotional materials and other office supplies. We also allocate 4,000 for recruitment travel and $10,000 for promoting the program.

B. Revenue: Funding Sources
Funding sources will be tuition and fees paid by the students majoring in the BBA in Hospitality.
The funding calculations are based on the headcounts listed in the Projected Enrollment section (above)
Funding from tuition is based on $241.55 per credit hour (the 2023-24 Kansas resident undergraduate tuition rate) - **$7,246.50** per year for each full-time student.
Funding from student fees is **$4,935.22** per student per year and is based on:
-   $2,075.32 per year for each full-time student
-   $73.00 per credit business course fee - $2,190 per year per student
-   $20.58 per credit campus infrastructure and support fee - $617.40 per year per student
-   $1.00 per credit technology fee - $30 per year per student
-   $0.75 per credit transportation fee - $22.50 per year per student

No additional source of funding is necessary. The new classes offered for the program may also generate revenue from non-degree seeking students.

C. Projected Surplus/Deficit
    The program is projected to generate surplus from the first year of launch and the amounts are as follows:
        Year 1: $78,726
        Year 2: $263,452
        Year 3: $446,178

XI. References

College Factual, College Selection Simplified, 2023, https://www.collegefactual.com/

Kansas State University, Department of Hospitality Management, 2023, https://www.hhs.k-state.edu/hm/

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    https://www.glassdoor.com/Salaries/wichita-hotel-manager-salary-SRCH_IL.0,7_IM927_KO8,21.htm

Fort Hays State University, Tourism & Hospitality Management, 2023,
    https://www.fhsu.edu/academic/programs/tourism-hospitality-management

Indeed, Build a Career You'll Love, Restaurant Manager Salary in Kansas, 2023,
    https://www.indeed.com/career/restaurant-manager/salaries/KS

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Indeed, Build a Career You'll Love, Hotel Manager Salary in Wichita, KS, 2023
    https://www.indeed.com/career/hotel-manager/salaries/Wichita--KS

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MyDegree Guide, 20 Best Business Majors for the Future (2023 Guide), 20 Best Business Majors for the Future
    [2023 Guide] (mydegreeguide.com)

National Center for Educational Statistic, 2023, https://nces.ed.gov/ipeds/use-the-data

Salary.com, Hotel Manager Salary in Kansas, 2023, https://www.salary.com/research/salary/benchmark/hotel-
    manager-salary/ks

Salary.com, Restaurant Manager Salary in Kansas, 2023,
    https://www.salary.com/research/salary/benchmark/restaurant-manager-salary/ks

Attachment A

From: Charles Taber <ctaber@ksu.edu>
Date: Wednesday, November 29, 2023 at 1:59 PM
To: Lefever, Shirley <Shirley.Lefever@wichita.edu>
Cc: Tanya Gonzalez <tgonzale@ksu.edu>, Debbie Mercer <dmercer@ksu.edu>
Subject: Hospitality Program Proposal

Shirley,

I wanted to pass on to you some concerns raised by our Hospitality Management department about the proposal from WSU for a program in Hospitality. Their concerns are about program duplication and already low enrollment numbers in the three related programs in the state (the two programs mentioned in your proposal and an emphasis area in HM at Pittsburg State). They agree that demand for graduates is growing in the industry, but they point out that the number of those seeking to major in Hospitality Management has fallen across the US in the last several years. This raises a concern for our program faculty, which has experienced significant enrollment decline over the past few years. It would be good if your proposal could address how this duplication would not further erode enrollment for the existing programs. Thanks,

Chuck

--
Charles Taber
Provost and Executive Vice President
Professor of Political Science
Kansas State University

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Learner | Strategic | Ideation | Activator | Connectedness

ACADEMIC AFFAIRS

December 7, 2023

Dr. Karla Wiscombe
Interim Vice President for Academic Affairs
Kansas Board of Regents
10000 SW Jackson St. #520
Topeka, KS 66612

Dear Dr. Wiscombe,

This letter is in response to concerns raised by Kansas State University regarding our proposed Hospitality program. We appreciate the opportunity to address concerns regarding program duplication and demand for the program. As mentioned by Provost Tabor, they agree that demand for graduates is growing in the industry. Results from our own comprehensive feasibility study that included analysis of market trends, industry demands, and educational needs concur with this conclusion. While Provost Tabor also references recent declines in enrollment in the existing programs, we feel the distinctive characteristics of our program that includes applied learning experiences, coupled with industry support and growing future demand will result in a robust enrollment that will address industry needs in the future. Additional feedback and input from industry partners provide further context.

Industry-Aligned Undergraduate Hospitality Major:
Insights from 20+ industry leaders have influenced the major's structure and curriculum, emphasizing key business functions for students' successful management roles that would give them competitive edge in the hospitality industry.

Stakeholder Support, Employer Interest, and Workforce Development:
Numerous employers have expressed interest and support (see attached) for their workforce pursuing a hospitality degree at Wichita State. These local leaders have expressed a need to address the industry talent pipeline and existing shortages and are eager to hire graduates from this program.

Strategic Location and Partnerships:
Situated in Kansas' largest metropolitan center, our major aligns with WSU's economic and workforce development initiatives. Employers are keen to provide educational opportunities and hire graduates. Strong partnerships in our hospitality-concentrated city offer real-world exposure and industry resources.

Enriching Student Experience:
Industry partnerships will enhance the student experience, providing exposure, mentorship, and access to industry resources through numerous applied learning experiences.

Scalability and Sustainability:
Planned enrollments are designed to be scalable and sustainable, supported by industry partners and a robust curriculum.

Unique Wichita Dynamics:
The recent launch of WSU Tech's NICHE and Butler Community College's Redler Institute of Culinary Arts will offer an opportunity to create 2+2 articulation agreements with both institutions.

In closing, the Wichita State proposed major is strategically designed to complement existing programs at the 2-year institutions, leverage local opportunities, and respond effectively to the dynamic needs of the hospitality industry.

Please let me know if I can provide additional information regarding the unique qualities of this proposed program.

Sincerely,

Shurley Lefever

Shirley Lefever, Ph.D.

Executive Vice President and Provost

Wichita State University BBA in Hospitality (CIP 52.0901)
Program & Employment Analysis

1. Market-Share Figures

| Number of Bachelor's Degree in Hospitality Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage						
Institution	**2019**	**2020**	**2021**	**2022**	**Total**	**4-Yr MS**
Fort Hays State University	17	23	28	10	78	31.7%
Kansas State University	54	27	47	40	168	68.3%

There are several "target occupations" as identified by Lightcast for this program of study; the top 10 are:
- Receptionists and Information Clerks
- Managers, All Other
- Hotel, Motel, and Resort Desk Clerks
- Food Service Managers
- Meeting, Convention, and Event Planners
- First-Line Supervisors of Entertainment and Recreation Workers (not including gambling services)
- Lodging Managers
- Concierges
- Tour and Travel Guides
- First-Line Supervisors of Gambling Services Workers

2. State & National Projections for Employment Linked to the Proposed Degree Program 2024-2026

Regional Employment Is Lower Than the National Average

An average area of this size typically has 23,225* jobs, while there are 18,232 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
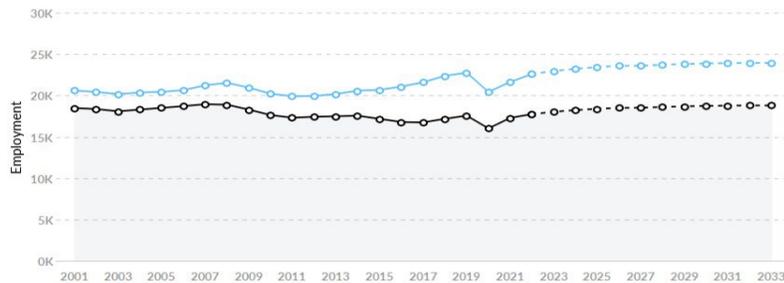

Region	2024 Jobs	2026 Jobs	Change	% Change
● Kansas	18,232	18,498	267	1.5%
● National Average	23,225	23,576	351	1.5%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown
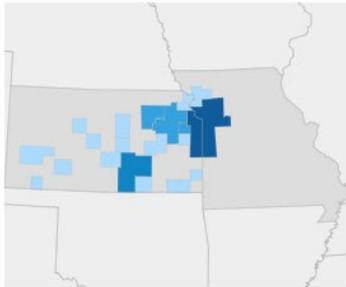
MSA	2024 Jobs
Kansas City, MO-KS	14,569
Wichita, KS	4,017
Topeka, KS	1,089
Manhattan, KS	786
Lawrence, KS	767

4. 2022 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 15% Lower Than National Compensation

For your occupations, the 2022 median wage in Kansas is $33,941, while the national median wage is $39,797.
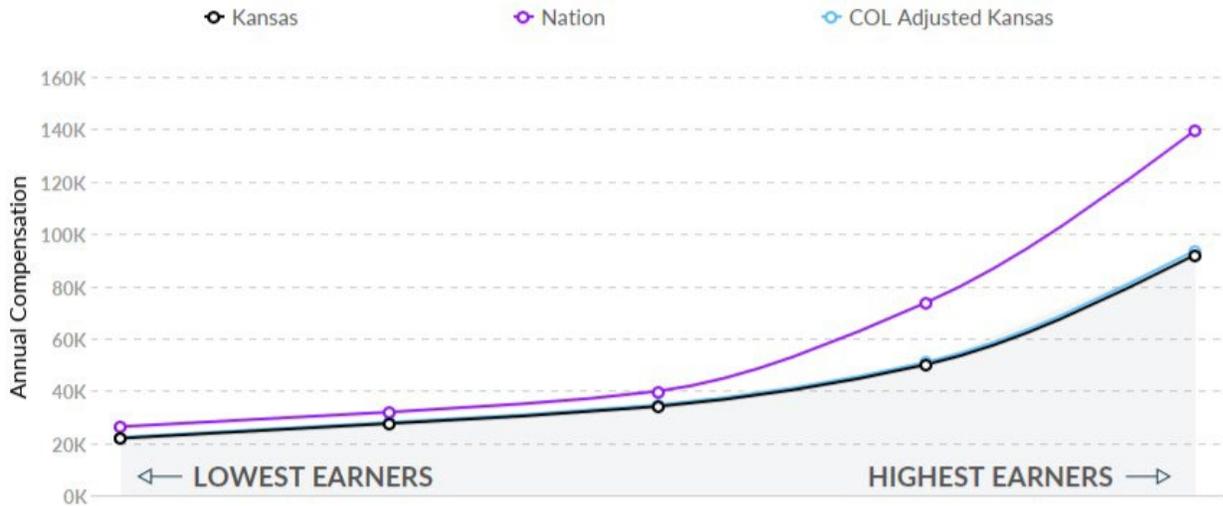
5. Minimum Education Breakdown for Jobs Posted Sept. 2022 – Sept. 2023

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	4,456	0	26%
Associate degree	693	338	4%
Bachelor's degree	4,026	1,148	23%
Master's degree	176	1,104	1%
Ph.D. or professional degree	54	229	0%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved January 22, 2024, from https://analyst.lightcast.io/analyst/?t=4YWPj#h=v6Mzb&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved January 22, 2024, from https://analyst.lightcast.io/analyst/?t=4YWPj#h=v6NJd&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved January 22, 2024, from https://analyst.lightcast.io/analyst/?t=4Y0vQ#h=tzQ7n&page=postings_report&vertical=standard&nation=us

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas Medical Center has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. The Review Team's final report for this doctoral program proposal has been submitted and is included as Attachment A. KUMC's response addresses all the Review Team's concerns and is also included. Immediately following the proposal is a Program & Employment Analysis. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

January 30, 2024

I. General Information

A. Institution   University of Kansas Medical Center

B. Program Identification
Degree Level: Doctoral Program
Program Title: Clinical and Translational Science
Degree to be Offered: PhD in Clinical and Translational Science
Responsible Department or Unit: School of Medicine, Department of Biostatistics & Data Science
CIP Code: 51.1402
Modality: Face-to-Face, Online, Hybrid
Proposed Implementation Date: Fall 2024

   Total Number of Semester Credit Hours for the Degree: 61

II. Clinical Sites: Does this program require the use of Clinical Sites?   No

III. Justification

The University of Kansas Medical Center (KUMC) is committed to improving lives and communities in Kansas and beyond through innovation in education, research, and health care. To fulfill this mission, KUMC is proposing to establish a PhD program in Clinical and Translational Science (CTS). CTS is an emerging field of research that focuses on translating scientific discoveries into new treatments and cures for disease. The proposed PhD program will prepare graduates to lead and conduct research that improves the overall quality of healthcare and the health of patients. A successful PhD program in CTS at KUMC will attract top predoctoral students interested in the clinical and translational aspects of diseases such as Alzheimer's and related dementias, brain aging, polycystic kidney disease, and cancer, and serve as a source of postdoctoral fellows to lead future clinical and translational research at KUMC. Research shows that investments in educational channels to train clinician scientists have a high rate of positive return in the form of increased research funding and institutional reputation (1,2), thus a successful PhD program in CTS positions KUMC to become a first-tier medical school based on Blue Ridge Institute rankings (brimr.org) and to recruit and train the next generation of biomedical and clinician-scientists to serve the education, research, and health care needs of Kansans.

KUMC is one of the leading medical schools in the U.S. and is home to several National Institutes of Health (NIH)-funded research programs, including the National Cancer Institute-designated Comprehensive Cancer Center (KUCC), Frontiers Clinical and Translational Science Institute, KU Alzheimer's Disease Research

Center, KU Polycystic Kidney Disease Research and Translation Core Center, Kansas-Institutional Development Award (IDeA) Networks of Biomedical Research Excellence (INBRE), and Kansas Institute for Precision Medicine Centers of Biomedical Research Excellence (COBRE). KUMC has a strong research infrastructure, including state-of-the-art research facilities and a large pool of highly skilled researchers, providing students with the mentoring and resources they need to conduct cutting-edge clinical and translational research. The institutional environment is also highly collaborative, giving students the opportunity to work with researchers from a variety of disciplines and develop the skills they need to conduct interdisciplinary research or 'team science.' Furthermore, KUMC has a diverse patient population, preparing students for careers in CTS which require an understanding of the needs of patients from all backgrounds. KUMC also has strong student support services, including the ASCEND program funded by the Office of Academic and Student Affairs. This program provides students with the opportunities and resources to develop successful careers and transferrable skills.

KUMC currently offers a 33-credit hour Master of Science in Clinical Research, a 1- to 2-year program that includes didactic coursework in biostatistics, clinical research, and epidemiology, and a culminating master's thesis. The proposed PhD in CTS is a 61-credit hour program with curriculum derived from competencies established by the Clinical and Translational Science Award Enhancing Clinical Research Professionals' Training and Qualifications Consortium (3). The curriculum focuses on biostatistics and analytics, clinical and translational research methods, leadership, and team science. In addition to the increased coursework, the proposed PhD degree includes preliminary, qualifying, and comprehensive exams and a dissertation. The PhD degree provides students with an in-depth understanding of clinical research and translational science, along with practical and experiential research training focusing on scientific rigor and reproducibility. There is substantial curriculum overlap of the MS in Clinical Research with the proposed PhD. All 33 credit hours required for the MS could be pulled from the curriculum of the PhD program, making the MS in Clinical Research a potentially efficient pathway program for the PhD in CTS.

KUMC is one of 67 medical research institutions that have active NIH National Center for Advancing Translational Sciences (NCATS) Clinical and Translational Science Awards (CTSA). These institutions work together to speed the translation of research discovery into improved patient care. Each CTSA institution has a linked KL2 program (early-stage investigators) and an optional TL1 (pre- and post-doctoral trainees) program. Through these programs, institutions provide training and educational opportunities in clinical and translational research, including graduate degrees. Given the heterogeneous training components implemented by individual institutions, the types of degrees offered vary greatly. According to NCATS (nih.ncats.gov), as of 2022, 93% of CTSA institutions offer a relevant master's degree (MS or MPH) and 64% offer a PhD. As in the proposed PhD program, most institutions have a major training/education focus on team science (80%), career development (58%), and cross-/inter-/multi-disciplinary training (46%). However, few provide competency-based training (30%), experiential learning (24%), entrepreneurship (20%), rigor and reproducibility (14%), community engagement (14%), or a competencies-based curriculum (6%), all of which exist in the proposed PhD program curriculum and are explicit strengths of the KUMC CTSA, Frontiers.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Number of surveys administered: .... _Unknown_
Number of completed surveys returned: 138
Percentage of students interested in program: .... __61.4%_

We distributed an electronic RedCAP survey through various channels, including the KUMC Office of Graduate Medical Education, Postdoctoral Affairs and Graduate Studies, the University of Kansas Cancer Center, and Frontiers. We also shared the survey with several select regional academic institutions.

Out of the 137 respondents who completed the survey, 70 (50.7%) indicated that clinical and translational research was a career goal. To explore their degree aspirations further, we presented a series of questions to those who answered positively. The results showed that 29 (21.2%) were undergraduate students, two (1.5%) were medical students, 50 (36.5%) were graduate students, 30 (21.9%) were medical residents, nine (6.6%) were medical doctors, 16 (11.7%) were post-doctoral fellows, three (2.2%) were staff, and five (3.6%) were faculty.

Of those who expressed interest in clinical and translational research, 43 (61.4%) replied "Yes" to our question about whether they would be interested in pursuing a PhD in Clinical and Translational Science if the University of Kansas School of Medicine offered a program that could be completed within 3 to 4 years.

B. Market Analysis

The landscape of biomedical research and education is changing rapidly, with an increasing emphasis on interdisciplinary collaboration to improve clinical care and population health outcomes. To achieve these goals, basic, clinical, and population sciences must be closely aligned and integrated. Basic science research needs to be made more immediately applicable to clinical problems, while health challenges observed in populations must be rapidly integrated into rigorous basic and clinical science investigation. In response to these changes, the PhD program in clinical and translational science has been developed both in North America and worldwide.

The demand for medical scientists is projected to grow significantly in the next decade, with an estimated 17 percent growth from 2021 to 2031, which is much faster than the average for all occupations (4). On average, about 10,000 openings for medical scientists are projected each year. These openings will be driven by the greater demand for healthcare services as the population ages and the rates of chronic diseases continue to increase. Medical scientists will be needed to research and treat diseases such as Alzheimer's and cancer, and to address issues related to treatment, such as antibiotic resistance. Moreover, as the world becomes more interconnected and the population travels globally, medical scientists will continue to be needed for medical research to help prevent and mitigate the spread of diseases.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	1		20	
Year 2	2		40	
Year 3	3		60	

The program anticipates matriculating one full-time student per year for the first three years, growing to cohorts of 3 – 5 per year over time. Assuming these students are on a three-year timeline to defense, each student would take approximately 20 credit hours in each of their three years.

VI. Employment

The largest employers of clinical and translational researchers are research and development in the physical, engineering, and life sciences (36%), universities and professional schools (23%), and hospitals (17%) (3). Program graduates will be highly recruited by academia and industry. As most of our anticipated matriculated students will be from clinical biomedical sciences (e.g., medicine, nursing, physical therapy, and psychology), we anticipate that most of our graduates will obtain positions in hospital/university-based academic centers with solid track records for clinical and translational science. Many will have combined clinical and research appointments; however, some will likely solely perform research. We also anticipate that with the skills and knowledge obtained from our educational program, the biomedical industry may recruit a proportion of students

to perform in-house clinical and translational science. Successful completion of this program will provide a highly competitive advantage to all graduates seeking careers in clinical and translational biomedical research.

VII. Admission and Curriculum

D. Admission Criteria

All applicants must meet the following criteria:
- Bachelor's degree from a regionally accredited institution (or international equivalent) with cGPA ≥3.0/4.0
- One of: MD, DDS, DO, PharmD, PhD, DNP, or other professional degree *OR* enrolled in clinical professional doctoral degree program
- Demonstrated high level of interest/potential for innovative clinical and translational research
- Calculus I
- Course-by-course and degree equivalency performed by WES (or equivalent), if applicable
- TOEFL/IELTS or ECFMG certificate for applicants with an MD, if applicable
- Personal statement describing research interests and how the program aligns with goals
- CV/Resume
- Contact information for at least two references
- A background check, as required

Applicants who are employed by KUMC must also provide:
- Contact information of division chief/chair
- Confirmed protected time

Applicants seeking an accelerated time to degree (less than 4 years) must also provide:
- Contact information for research mentor
- Confirmed protected time
- Demonstrated research experience (beyond labs associated with lecture courses)

E. Curriculum

The curriculum of the PhD Program in Clinical and Translational Science is built upon four pillars: clinical and translational research methods, statistics and analytics, professional skills, and mentored experiential research. The program is designed to allow students to engage simultaneously in didactic coursework and practical research experiences. The proposed PhD program will prepare graduates to *lead* and *conduct* clinical and translational research.

Credit requirements. The PhD Program in Clinical and Translational Science is an approximately 61-credit hour program designed for full-time study. Coursework is divided into required and elective courses in the student's area to allow maximum flexibility. Students will begin participating in mentored research and developing their research projects from their first semester.

Mentoring. All students will participate in a Mentoring Workshop at the start of their program. The workshop aims to ensure a clear understanding of mentoring's purpose, define student expectations, establish consistent mentoring practices, formalize team mentoring and non-negotiable aspects of the mentoring agreement, and provide professional skills training such as negotiation and active listening. Students will meet with mentors to develop an Individual Development Plan (IDP). IDPs will consider students' interests, strengths, and the necessary skills and qualifications for their chosen career. IDPs will serve as a shared reference for students, mentors, exam committees, and program leadership.

Research Training. Students are expected to actively pursue training in critically reading research literature within their field of interest. They can achieve this by participating in a monthly journal club organized by their home department or a department related to their research area. Additionally, students are encouraged to enroll in PRVM 869: Systematic Reviews. Students are expected to deliver at least one public research presentation annually, preferably at a national conference. To support their professional growth, students are encouraged to attend KUMC ASCEND (Achieving Successful Careers, Exploring New Directions) Program seminars and workshops sponsored by the Office of Graduate Studies and Postdoctoral Affairs. The KUMC ASCEND Program offers career development opportunities, transferable skill training, and career exploration. Students are also encouraged to attend the KUMC Research Institute Research and Discovery Grand Rounds, which are co-sponsored by Frontiers. These activities will be integrated into the students' IDPs.

Mentored Research. Students will begin participating in mentored research and developing their research projects beginning in Year 1. The goal of having students engage in mentored research early in the program is to ensure that they actively participate in planning data collection, gathering data, and analyzing results while completing the didactic training that complements these activities. Students must also enroll in six credit hours of BIOS 899: Clinical/Translational Mentored Research.

Research Skills and Responsible Scholarship Requirement. Students are required to complete and maintain training in Human Subjects Protections, Good Clinical Practice, and Responsible Conduct of Research through Institutional Training. Students must also enroll in the one-credit course PRVM 853: Responsible Conduct of Research. At the time of graduation, students must be current on all training and have completed PRVM 853 to be eligible to graduate.

Required Clinical and Translational Research Methods Courses. These required courses (10 credits) emphasize research methods, grant writing, and scientific communication, equipping students with essential skills to write grant proposals, conduct high quality research, and effectively communicate their findings through presentations and manuscripts. In PRVM 872: Grant Writing, students learn how to build an NIH-style grant application around a research question, identify human subject protection concerns, and prepare an Institutional Review Board protocol. The outcome is a finalized grant application adhering to the PHS-398 format, in preparation for the *Comprehensive Exam*.

> PRVM 853: Responsible Conduct of Research (1 CH)
> BIOS 811: Scientific Rigor and Reproducibility (3 CH)
> BIOS 810: Clinical Trials (3 CH)
> PRVM 872: Grant Writing (3 CH)

Required Analytics Methods Courses. These required courses (9 credits) provide students with training in methodology, biostatistics, and measurement. These prepare students to critically analyze academic and research literature, understand most statistical and measurement approaches used, perform and interpret common statistical analyses using their own or existing data, and effectively collaborate with biostatisticians in planning and executing statistical analyses for their projects.

> BIOS 714: Fundamentals of Biostatistics 1 (3 CH)
> BIOS 717: Fundamentals of Biostatistics 2 (3 CH)
> BIOS 715: Introduction to Data Management using RedCap and SAS (3 CH)

Required Professional Skills Courses. This required course (3 credits) provide students with practical knowledge crucial for developing professional skills and advancing their careers.

> NRSG 880/HP&M 840: Organizational Foundations for Leading Change (3 CH)

Required Clinical Trials/Translational Research Mentored Research Course. The required clinical trials/translational mentored research course (6 credits) gives students course credit for an early mentored research experience. Students will become part of a research team and learn how studies or trials are designed, implemented, managed, analyzed, and results disseminated. This course provides students with practical experience critical for developing clinical and translational research skills to inform and advance their research projects.

> BIOS 899: Clinical/Translational Mentored Research (6 CH)

Required Advanced Elective Coursework. Students must take at least 15 advanced elective credits, including at least six credits of advanced analytics and six credits of advanced CT research methods. The PhD advisor and Program Director must approve advanced electives before enrollment.

Dissertation Proposal Credits. In preparation for the dissertation proposal defense ('Comprehensive Oral Examination for PhD'), students may take BIOS 998: Doctoral Research. Enrollment in this course will provide credit for mentored guidance through preparing and submitting the written dissertation proposal and preparation for the oral proposal defense.

Dissertation Credits. Students must take at least 18 credits of BIOS 998: Doctoral Research and BIOS 999: Doctoral Dissertation, with at least nine credits from BIOS 999: Doctoral Dissertation, to be eligible for graduation. Only students who have passed the dissertation proposal defense ('Comprehensive Oral Examination for PhD') and submitted a dissertation proposal report are eligible to enroll in BIOS 999: Doctoral Dissertation.

Milestones. Each trainee is expected to meet specific curriculum and program expectations and milestones. The expectations and milestones are:

> **Preliminary Examination.** By the end of Year 1, the trainee will be expected to have a research plan, including specific aims for research, and undergo a Preliminary Examination. This preliminary evaluation of student progress is conducted by the Program Director(s) and the student's mentor to ensure that he/she is meeting program milestones. The evaluation will involve a review of the student's academic and research progress and result in development of an action plan for any areas of concern.

> **Comprehensive Examination.** By the end of Year 2, students are expected to accomplish several milestones in their program. These include establishing an Advisory Committee, undergoing a comprehensive examination, and submitting a Comprehensive Examination report. The purpose of the comprehensive exam is to assess the student's knowledge and readiness to embark on their dissertation project. The written portion of the comprehensive exam follows the format of an NIH R01-style proposal and should include an abstract, specific aims, draft research strategy covering significance, innovation, and approach, and reference materials. The oral portion of the comprehensive exam will be conducted like an NIH study section review. The written portion of the exam and the evaluation report, prepared by the Advisory Committee using NIH peer review guidelines, must be submitted to the Program Directors. Successful completion of the Comprehensive Examination is a program requirement and precedes the defense of the dissertation proposal.

> **Dissertation Proposal Defense.** By the end of Year 3, students are expected to achieve important milestones in their doctoral program. This includes preparing and submitting a dissertation proposal, completing a dissertation proposal defense ('Comprehensive Oral Examination for PhD') and submitting a dissertation proposal report. Using the preliminary evaluation from the Comprehensive Examination and considering any progress made since, the student must create a written proposal and deliver an oral defense to their doctoral advisory committee during a formal dissertation proposal defense. The written proposal follows the format of an NIH R01-style proposal, encompassing an

abstract, specific aims, research strategy covering significance, innovation, and approach, protection of human subjects, and reference materials. During the meeting, the student presents their final research plan and progress to the Advisory Committee. The committee members offer guidance to further refine the conceptualization and methodology of the plan. Unanimous approval of the dissertation topic and research plan by the advisory committee is necessary. If the proposed research involves human subjects, it must receive approval from the University Institutional Review Board (IRB) before being conducted.

Dissertation Defense. The student will be expected to complete the dissertation project, which includes writing and revising the dissertation, applying for graduation, and completing the dissertation defense ('Final Oral Examination for PhD'). The dissertation may take one of two formats. The first format includes three first-authored manuscripts that are at least submission ready for publication in peer-reviewed journals. The three manuscripts must be thematically related to one another and to the dissertation proposal approved by the student's Dissertation Committee. The manuscripts must be accompanied by an introductory chapter that discusses the context in which the research was performed and a concluding chapter that discusses the implications of the research findings and provides a description of plans for future research. The second option is to submit a more traditional dissertation that includes, at a minimum, chapters describing the background, methods, analyses/results, and conclusions of the dissertation project. The dissertation defense is an oral presentation and examination of the student's research. In the defense, the student should provide an overview of the aims, literature, significance, methods, analysis, results, and implications.

F. Typical Program Plan

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH
BIOS 714	Fundamentals of Biostatistics I	3
PRVM 872	Grant Writing	3

Year 1: Spring

Course #	Course Name	SCH
BIOS 810	Clinical Trials	3
BIOS 717	Fundamentals of Biostatistics II	3
PRVM 853	Responsible Conduct of Research	1

Year 1: Summer

Course #	Course Name	SCH
BIOS 811	Scientific Rigor and Reproducibility	3
	Elective(s)	1 – 3

Year 2: Fall

Course #	Course Name	SCH
BIOS 715	Introduction to Data Management using RedCap and SAS	3
HP&M 840	Organizational Foundations for Leading Change	3
	Elective(s)	1 – 3

Year 2: Spring

Course #	Course Name	SCH
BIOS 899	Clinical and Translational Mentored Research	3 – 6
	Elective(s)	3 – 6

Year 2: Summer

Course #	Course Name	SCH
BIOS 998	Doctoral Research	3 – 6
	Elective(s)	1 – 3

Year 3: Fall

Course #	Course Name	SCH
BIOS 999	Doctoral Dissertation	6 – 9
	Elective(s)	1 – 3

Year 3: Spring

Course #	Course Name	SCH
BIOS 999	Doctoral Dissertation	6 – 9
	Elective(s)	1 – 3

Total Number of Semester Credit Hours …………………………………………………. 61

G. Program Review, Assessment, and Accreditation

The program will be reviewed in accordance with Kansas Board of Regents, KUMC Graduate Studies, and Higher Learning Commission policies. The Program Directors and Curriculum Committee will be responsible for annual curriculum review, program assessment, and the creation and execution of plans to address necessary improvements. Student- and peer-reviews of classes will be part of the annual review. Students and mentors will be interviewed by the Program Directors bi-annually to track progress, satisfaction, and identify any unmet needs. A database will be created to track student demographics and outcome metrics, including course grades, the completion of IDP milestones, engagement with non-didactic program components, mentor/committee assessments of progress, publications, presentations, awards, accomplishments, time-to-milestone completion (exams, graduation), annual retention rates, milestone passing rates (exams, graduation), employment, and research-related career outcomes. All information will be summarized and reviewed by the Program Directors, the Department Chair, and the Department of Biostatistics & Data Science External Advisory Board. External accreditation will be conducted by the Higher Learning Commission as part of the institutional accreditation.

VIII. Core Faculty

> Note: * Next to Faculty Name Denotes Director of the Program, if applicable
> FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Due to the inherent interdisciplinary nature of the proposed PhD program, it was developed under the 'hub-and-spoke' model of program administration. The KUMC Department of Biostatistics & Data Science serves as the centralized administrative hub, providing a cost-effective, consistent, and efficient mechanism for ensuring student success. Mentors and committees will most certainly cross disciplines and departments (spokes). This model of administrative support and oversight is cost-effective, efficient, and ensures consistency across all students in the program. Further, the Department of Biostatistics & Data Science currently serves in this capacity for clinical and translational research at KUMC, housing six NIH-funded cores that support the KU Cancer Center, Frontiers, the Kansas-INBRE, the Kansas Institute for Precision Management, and the KU Alzheimer's Disease Research Center. The Department also supports clinical and translational research that falls outside these centers, and frequently pools resources (including software, personnel, and administration) across all centers and projects. The core faculty listed are all associated with one or more of the major clinical and translational research and educational programs at KUMC.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Jo Wick	Professor	PhD	Y	KU Cancer Center, Biostatistics, Clinical Research, Education	0.3
Andrea Chadwick	Associate Professor	MD, MS	N	Clinical Research, Medicine	0.3
Lynn Chollet-Hinton	Assistant Professor	PhD, MSPH	Y	MS in Clinical Research, KU Cancer Center OPTIK, Epidemiology	0.05
Simon Lee	Professor	PhD, MPH	Y	MS in Clinical Research, Implementation Science	0.05
Ed Ellerbeck	Professor	MD, MPH	Y	Frontiers, KU Cancer Center, Epidemiology, Clinical and Translational Research, Medicine	0.05
Doug Wright	Professor	PhD	Y	Kansas-INBRE, Translational Research	0.05
Jeffrey Thompson	Associate Professor	PhD	Y	Kansas Institute for Precision Medicine, KU Cancer Center C3OD, Research Informatics, Precision Medicine, Translational Research	0.05
Jonathan Mahnken	Professor	PhD	Y	Frontiers, KU Alzheimer's Disease Research Center, Biostatistics, Clinical Research	0.05
Devin Koestler	Professor	PhD	Y	Kansas Institute for Precision Medicine, Kansas INBRE, KU Cancer Center, Molecular Epidemiology	0.05
Jianghua He	Professor	PhD	Y	Frontiers, Biostatistics, Translational Research	0.05

Number of graduate assistants assigned to this program **1**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (0.6 FTE at AAMC Multiplier $125,544)	75,326	77,586	79,913

Administrators *(other than instruction time)* (0.4 FTE at AAMC Multiplier $125,544)	50,218	51,724	53,276
Graduate Assistants			
Support Staff for Administration (0.5 FTE at median range for Academic Program Specialist $67,000)	33,500	34,505	35,540
Fringe Benefits (assuming 32%)	50,894	52,420	53,993
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	209,938	216,235	222,722
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	37,400	38,522	39,678
Support Staff for Administration (0.5 FTE at median range for Academic Program Specialist $67,000)	33,500	34,505	35,540
Fringe Benefits (assuming 32%)	22,688	23,368	24,069
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	93,588	96,395	99,287
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	10,000	10,000	10,000
Other	0	0	0
Total Operating Costs	10,000	10,000	10,000
GRAND TOTAL COSTS	313,526	322,630	332,009

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds ($534.84 per CH)		10,697	21,394	32,091
Student Fees ($421.77 per student per F/Sp)		843	1,687	2,531
Other Sources				
GRAND TOTAL FUNDING		11,540	23,081	34,622
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		(301,986)	(299,549)	(297,387)

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Drs. Wick and Chadwick will co-direct the program. All associated personnel are currently in existing positions at the institution paid and effort will be reallocated to support this program. Faculty mentoring and advising effort not explicitly listed in this proposal will be paid through dollars allocated to their home department by the School of Medicine funding model. Salary increases assume 3% annual cost of living increase.

Personnel – New Positions

1 FTE Academic Program Specialist (median salary $67,000) will be necessary to support this program, with 0.5 existing FTE paid by the Department of Biostatistics & Data Science reallocated to this program. Funding for 1 PhD GRA (0.5 FTE) is included. However, the program directors will apply for other funding sources [e.g., training programs (existing and new)] and will encourage eligible students to apply for fellowships.

Start-up Costs – One-Time Expenses

None.

Operating Costs – Recurring Expenses

Presentations at scientific conferences is expected, so funds are allocated to provide travel support.

B. Revenue: Funding Sources

Calculations assume an 80/20 resident/non-resident mix, yielding $534.84 tuition revenue per credit hour (resident KUMC graduate rate is $421.15 per credit hour, non-resident is $989.60 per credit hour). For the sake of simplicity, we assume all students are on campus for the calculation of fees. On campus students are assessed $421.77 in campus fees in spring and fall semesters. In Year 1, total tuition revenue from 1 full-time student will be $534.84×20 credit hours = $10,697. Campus fees for 1 student will be $421.77×1 student×2 terms = $843.54. Therefore, the total revenue including tuition and fees will be $10,697 + $843.54 = $11,540. In Year 2, this amount increases by 2-fold to $23,081, reflecting the addition of 1 full-time enrolled student. In Year 3, 1 additional student is added for a total of 3 full-time enrolled students, so the amount increases 3-fold to $34,621.

Program directors will apply for new sources of funding [e.g., training programs (existing and new)] and will encourage eligible students to apply for fellowships.

D. Projected Surplus/Deficit

Given the planned limit on program size at start-up, the program is expected to run at a deficit until the program size reaches 8 full-time students (across all 4 – 5 years of the program). This can be reasonably achieved by year 7 if the program matriculates 2-3 new students each year beginning in year 4. However, program directors will actively apply for new sources of funding [e.g., training programs (existing and new)] and will encourage eligible students to apply for fellowships with the goal of achieving a self-sustaining funding model.

XI. References

1. Roberts SF, Fischhoff MA, Sakowski SA, Feldman EL. Perspective: Transforming science into medicine: how clinician-scientists can build bridges across research's "valley of death". Acad Med. 2012 Mar;87(3):266-70. doi: 10.1097/ACM.0b013e3182446fa3. PMID: 22373616.

2. Switzer GE, Robinson GFWB, Rubio DM, Fowler NR, Kapoor WN. Doctoral programs to train future leaders in clinical and translational science. Acad Med. 2013 Sep;88(9). doi: 0.1097/ACM.0b013e31829e7bce. PMID: 23899901.

3. Calvin-Naylor NA, Jones CT, Wartak MM, et al. Education and training of clinical and translational study investigators and research coordinators: a competency-based approach. J Clin Transl Sci. 2017 Feb;1(1):16-25. Doi: 10.1017/cts.2016.2. PMID: 28480054

4. Bureau of Labor Statistics (2022). https://www.bls.gov

December 3, 2023

From: Brad H. Pollock, PhD, MPH, Distinguished Professor and Chair, Department of Public Health Sciences, School of Medicine, University of California, Davis

Daniel J. Clauw, MD, Professor of Anesthesiology, Medicine and Psychiatry, Director, Chronic Pain & Fatigue Research Center, University of Michigan

Michael S. Gold, PhD, Professor, Department of Neurobiology, University of Pittsburgh School of Medicine

To: Samantha Christy-Dangermond, Director of Academic Affairs

RE: Review of the Proposed Program for a new Doctorate in Clinical and Translational Research at the University of Kansas Medical Center (KUMC)

Our External Review Panel (Panel) conducted a remote site visit of the proposed Ph.D. in Clinical and Translational Research for the University of Kansas Medical Center on October 25, 2023. The panel met with the proposed program's leaders, Dr. Jo Wick and Dr. Andrea Chadwick as well as other stakeholders who will be involved or impacted by the new PhD program. The Panel also met with Dr. Robert Simari, KUMC Executive Vice Chancellor on October 26, 2023.

The Panel would like to thank the organizers as well as the faculty and staff who participated in the review process. The remote site visit was well organized. The schedule allowed for sufficient time with each group to discuss their perspectives and solicit input. Overall, the Panel was very enthusiastic about the proposal and noted many strengths and advantages to establishing the new degree program. Also noted were some challenges that should be addressed to ensure the program's success.

1: Program Justification

The proposed PhD in Clinical and Translational Research would address the critical need to grow the clinical translational research workforce both at KUMC and nationally. It would efficiently leverage existing infrastructure and aligns with the University of Kansas Medical Center's (KUMC) major focus on expanding the research enterprise.

The new degree program would also help attract outside established clinical translational scientist faculty to the institution as well as new students. There is a dearth of clinical and translational research PhD programs in the U.S. so this KUMC PhD program will be very attractive with an emerging emphasis on clinical and translational research in biomedical research.

The proposed program would directly help fill the gap of individuals that need to be trained to lead clinical and translational team science. Other doctoral programs often

have holes in the curriculum and preparation needed to lead clinical and translational research efforts. Graduates of this program would be very attractive to other universities, especially those with academic medical centers. Other anticipated impacts are a likely increase in collaborations between the basic sciences and clinical/translational/population-based researchers at KUMC, a higher success rate for submissions of institutional training grants like T32s and the K-12 Paul Calabrese fellowship program.

The new PhD leverages talent/resources from the existing graduate degree programs at KUMC such as in data science, biostatistics, epidemiology, and public health practice, and health policy and management. Therefore, the new PhD in Clinical and Translational Research would require a much lighter lift in contrast to creating *de novo* degree program infrastructure. In addition, the success of the KUMC PhD in Biostatistics program bodes well for the proposed PhD in clinical and translational research.

2: Curriculum of the Proposed Program

The proposed curriculum is based on published competencies from the Clinical and Translational Science Award Consortium's consensus derived *Enhancing Clinical Research Professionals' Training and Qualification* project and requires 61-credit hours. There is a strong emphasis on research and career mentoring which begins in the first semester. This curriculum includes courses that have already been developed for the related MS in Clinical Research, the MPH and biostatistics graduate degrees. A faculty biostatistician will serve on all dissertation committees. The program should strongly emphasize increasing the students' likelihood of successfully obtaining training grants (K-awards). This in turn would set the stage for eventual submission of R-grants.

Students should be required to write a training grant as part of the curriculum (e.g., NIH F31).

The curriculum should be tailored to the needs of the type of PhD student enrolled, e.g., post-MD vs. Medical Scientist Training Program (MSTP) students. As it is currently described, the curriculum would work for post-MD candidates but not those in the MSTP track. The program should help students identify opportunities to shorten/optimize the training duration by leveraging accelerated research tracks in certain fellowships, and residencies. For example, residents in specialties such as Internal Medicine can enter an accelerated research track and skip two years of clinical training (one in Internal Medicine and one in fellowship) by doing research. This type of opportunistic recruitment strategy should be integrated into the PhD program. Finally, more consideration should be given to the implications of running this PhD program across the various schools at KUMC (medicine, nursing, and health professions) and even across campuses (e.g., pharmacy on the Lawrence campus); each school may benefit from custom modification of the proposed curriculum.

3: Program Faculty

The Department of Biostatistics & Data Science will serve as a central hub to coordinate this program but because of its highly interdisciplinary nature, core faculty from other

departments will be involved. The core faculty are all highly qualified. Protected time is needed for KUMC faculty and staff to support the educational effort for this PhD. For the core faculty, the two Co-Directors will have 30% effort dedicated to administering this program. As the program launches, there will not be an overwhelming number of students, however, the proposed faculty 5% effort might insufficient to accommodate expansion of the class size. Therefore, support should be proportional to the growth of the program. Thought should also be given to the possibility of expanding the pool of mentors

by incentivizing them with pilot funding. Incremental support will be necessary to avoid mentor fatigue and burnout.

Although there appear to be more than adequate faculty in biostatistics and data science to serve as mentors, there is presently a dearth of mid-career or more senior clinical and translational researchers at KUMC to serve as mentors. Of the few established investigators at the institution, most hold significant administrative leadership roles that will make it difficult for them to be effective mentors. For this program to be most effective, KUMC will need to recruit more established mid-career (e.g. those on NIH K24 awards) or senior clinical researchers to augment the needed pool of clinician scientist mentors.

4: Academic Support

The Department of Biostatistics & Data Science already have a well-established hub that provides cost-effective educational support services to ensure student success. The program needs to ensure access to critically-needed research support services for the students. This is not specifically presented in the description but would include biostatistical, informatics, and IT collaboration/consultation resources.

The Panel sees a number of advantages to hosting this new degree program in the School of Medicine (SOM). The SOM's funds flow model incorporates distribution for all of the university's missions including education/mentoring/advising. Also, grant matching funds and budget offset set-aside funds are available for some departments; some of these funds might be used to directly support this program.

The panel was unanimous in the position that the success of the program would depend on the ability of KUMC to provide sufficient protected time for trainees to complete the program. This will be by far the biggest lift if this program is going to serve MDs transitioning into the program through fellowships rather than defaulting to an additional training route for MSTP students. Furthermore, student support and mentoring should to be viewed broadly more and include social support, means of ensuring work-life balance and associated issues such as dealing with family obligations, establishing career goals, and scoping the workload appropriately, etc. This is broader view of support is also especially germane for a doctoral program targeted toward working health professionals and academics. Similarly, the mentoring should be tailored to the individual student to account for the heterogeneity of the student population who are likely to differ in age, past training, professional and academic experience, and with very different career goals than the typical graduate or MSTP student.

5: Facilities and Equipment

Budget is provided for staff administration and some travel, but no other expenses are included in the proposed budget.

6: Program Review, Assessment and Accreditation

Internally, an appropriate structure is described for ongoing program review. Annual reviews will be done by the Program Directors and the Curriculum Committee. Student- and peer-review are included in the annual review.

Summary:

The Panel is strongly supportive of the creation of the Ph.D. in Clinical and Translational Research. KUMC has the resources to make this a very successful program that will be nationally attractive.

Brad H. Pollock, MPH, PhD

Arline Miller Rolkin Chair in Public Health Sciences
Distinguished Professor and Chairman, Department of Public
Health Sciences

School of Medicine

Daniel J. Clauw, MD

Professor of Anesthesiology, Medicine and Psychiatry Director, Chronic
Paini & Fatigue Research Center, University of Michigan

Michael S. Gold, PhD

Professor, Department of Neurobiology, University of
Pittsburgh School of Medicine

January 4, 2024

Samantha Christy-Dangermond, MS
Director of Academic Affairs,
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Ms. Christy-Dangermond,

We are very appreciative of the work of the external review committee and their strong support of the PhD in Clinical and Translational Science. We have carefully considered their recommendations in preparation for the launch of the program in Fall, 2024. The reviewers' concerns are in italics, and our responses are below each concern:

More consideration should be given to the implications of running this PhD program across the various schools at KUMC (Medicine Nursing, and Health Professions) and even across campuses (e.g., The School of Pharmacy on the Lawrence campus); each school may benefit from custom modification of the proposed curriculum.

> Dr. Michael Werle, Dean of Postdoctoral Affairs and Graduate Studies, has guided this program through our internal review process, including approval by the Graduate Council with representatives from all graduate programs at KUMC, including the School of Pharmacy. From the beginning, the Graduate Council has viewed this PhD as an all-campus program with opportunities for qualified learners to achieve a career trajectory in the ever-growing field of clinical and translational research. Graduate Council review includes all courses included in the new curriculum.

> Program leadership will be marketing and working with all schools and departments across the KUMC campus and the PharmD program on the Lawrence campus, among others, to recruit students for this PhD program. We have already had discussions and have received very positive feedback for recruiting with the MD/PhD, KU Cancer Center K12, and our Clinical Translational Science Award (CTSA) training programs, as well as the leaders of other NIH-funded training programs at KUMC.

The program should help students identify opportunities to shorten/optimize the training duration by leveraging accelerated research tracks in certain fellowships, and residencies. This type of opportunistic recruitment strategy should be integrated into the PhD program.

> Our program has the adaptability to tailor to the needs of each student dependent upon their previous training. The PhD program will be used as a recruitment tool to attract residents and fellows with a strong interest in a clinical and translational research career. Program leaders will collaborate with the Dean of Postdoctoral Affairs and Graduate Studies and Graduate Medical Education leadership to identify opportunities to optimize and shorten the duration of residency and fellowship training to integrate the PhD program. This will be a key element for the growth of the program.

Thought should also be given to the possibility of expanding the pool of mentors by incentivizing them with pilot funding. Incremental support will be necessary to avoid mentor fatigue and burnout.

Vice Chancellor of Academic and Student Affairs
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KUMC research leadership is strongly supportive of this program. Consideration will be given to incentivize mentoring through pilot funding or released clinical time. The KUMC School of Medicine uses a mission-based budgeting system that allocates resources to each department. In this model, the school credits mentors with 0.1 FTE for each student. The program will be attractive to mentors because the degree product must be published, enhancing the curriculum vitae of both the learner and the mentor. In addition, we anticipate that once a student graduates from the program they will become a mentor. The program is vital to our efforts to continue the growth of our clinical research enterprise. Clinical Research is of critical importance for our institution and the State of Kansas.

The program needs to ensure access to critically needed research support services for the students. This is not specifically presented in the description but would include biostatistical, informatics, and IT collaboration/consultation resources. Access to these, if needed, are available.

Given that each student will have to write and submit a grant proposal, the appropriate Co-Investigators on these grants will be identified to meet these needs. Biostatistical, informatics, and IT support is available from the Department of Biostatistics & Data Science and other Departments and programs across campus. Furthermore, students in the program will be trained in the basic principles of data management in REDCap and data analysis in R.

The success of the program depends on the ability of KUMC to provide sufficient protected time for trainees to complete the program.

Students and their mentors will need to show this exists as part of each Individual Development Plan (IDP) that is required for all PhD students. We agree that the time for the student to perform the research is critical to the success of the program, the student, and the institution.

Student support and mentoring should be viewed broadly more and include social support, means of ensuring work-life balance and associated issues such as dealing with family obligations, establishing career goals, and scoping the workload appropriately, etc.

Mentoring programs within the schools and departments across campus emphasize these components. The ASCEND (Achieving Successful Careers, Exploring New Directions) program is KU Medical Center's professional development program for graduate students and postdocs. The program's mission is to provide strategic career training, resources, and opportunities for experiential and elevated learning, preparing KUMC students and postdoctoral scholars for successful careers. ASCEND includes an online career and professional development resource library, available 24/7, with videos and exercises that include work-life harmony, as well as in-person, synchronous, and asynchronous programming. Students in this program, like all other learners at KUMC, will have the availability of Counseling and Educational Support Services and the outstanding academic science librarians in the Dykes Library.

For this program to be most effective, KUMC will need to recruit more established mid-career (e.g., those on NIH K24 awards) or senior clinical researchers to augment the needed pool of clinician scientist mentors.

Active recruitment of clinician scientists is part of the KUMC strategic plan as well as the plans developed by the three schools. There has been dramatic growth in research across the Medical Center. According to a recent report by the KUMC Office of Enterprise Analytics, the number of "biomedical research faculty" at KUMC is approaching 450 (this number includes tenure track faculty as well as non-tenure track faculty with research funding in the last 5 years), with most of the research having translational relevance. With respect to recruitment, according to the School of Medicine, Office of Faculty Affairs and Development, the School has recruited twelve faculty with established records of translational research within the last two years, and there are at least fifteen ongoing recruitments for similar faculty. The two finalists for the KUSON Dean position have expressed a strong interest in this PhD program to extend the career trajectories of experienced nurses.

Thank you for this opportunity to respond to the considerations raised by the external review committee.

Sincerely,

Robert M. Klein, PhD, FAAA
Vice Chancellor for Academic and Student Affairs
Chancellor's Club Professor of Cell Biology and Physiology
Henry Gray Distinguished Educator, AAA

2. Act on Policy revision to the Service Areas of State Universities   **Karla Wiscombe**
Interim VP, Academic Affairs

Summary and Recommendation

The Johnson County Education Research Triangle Authority (JCERTA) Act was implemented in November 2008 when Johnson County residents voted to establish JCERTA and to approve a one-eighth cent sales tax. The sales tax proceeds fund undergraduate and graduate programs through a partnership between Johnson County, the University of Kansas, and Kansas State University. JCERTA-funded programs include degree programs at the Edwards campus of the University of Kansas, the International Animal Health and Food Safety Institute at KSU's Innovation campus in Olathe, and the medical education and life sciences and cancer research programs at the University of Kansas Medical Center's Johnson County locations. The Act was amended in 2022 to also allow for the sales tax to support other undergraduate and graduate programs, subject to the approval of Kansas State University, the University of Kansas and the JCERTA board of directors. However, this new authorization excludes the following programs offered at the Johnson County location of Kansas State University: pre-baccalaureate programs and lower-division courses or courses for students attending high school. Board staff recommends updating the Board's course and program approval policies applicable to universities' out-of-service area, face-to-face offerings to align with the amended statute.

Background

Revisions to the Johnson County Education Research Triangle Authority Act require a Board policy revision in Chapter III, A.8.e.ii.(1) if the Board desires to align the policy's treatment of JCERTA-funded courses with the expanded, permissible use of JCERTA funds under a 2022 amendment to K.S.A. 19-5005. This amendment will only impact courses and programs offered by Kansas State University at its Johnson County location. In addition, Board staff recommend including a stipulation that those courses and programs must be approved by the Board Vice President of Academic Affairs, which approval shall only be given if the courses and programs are properly supported by JCERTA funds.

e.   State Universities and Washburn University

i   Credit awarded by a state university or Washburn University for off-campus academic courses shall be accepted for transfer by one another. Application of transfer credit toward fulfilling degree requirements shall remain the prerogative of the faculty of the receiving institution.

ii   Service Areas

(1)   In-State Responsibilities and Requirements

(a)   The State shall be divided into three geographic areas to ensure that needs for off-campus face-to-face courses and programs are met without unnecessary duplication. These areas shall be served dually by the University of Kansas and Pittsburg State University, Wichita State University and Emporia State University, and Kansas State University and Fort Hays State University. These geographic service areas shall be established by the Board. (See "Map of State University and Washburn University Service Areas" at the end of this policy.) In addition, the University of Kansas, Kansas State University, Emporia State University, and

Washburn University will share responsibility for serving Shawnee County. Instances of apparent duplication in Shawnee County among the state universities and Washburn University shall be evaluated and resolved by the Board's Vice President for Academic Affairs.

(b)   Assignment of particular service areas to specific state universities and Washburn University applies only to off-campus academic courses and programs that are offered for credit and delivered on a face-to-face basis. These service areas do not apply to distance education courses or programs or to credit courses offered as part of a conference.

(c)   The universities that share a service area have primary responsibility, in coordination with one another, for meeting the needs of the area that are within the university's mission, and have priority in offering off-campus face-to-face academic courses and programs within the area over other state universities and Washburn University.

(d)   The universities that share a service area have the responsibility, in coordination with one another, to request that other public institutions in Kansas serve identified or expressed needs in that area when the home institutions are unable to do so.

(e)   ~~With the exception of the Kansas City metropolitan area,~~ ~~o~~Off-campus face-to-face academic courses that are not part of an approved off-campus academic specialty program and offered by a state university or Washburn University outside the university's service area must be approved by the home universities and by the Vice President for Academic Affairs prior to any public announcement of the course or program. This paragraph shall not apply to off-campus face-to-face academic courses and programs offered by a state university or Washburn University outside the university's service area in the Kansas City metropolitan area of Johnson and Wyandotte Counties, which are subject to paragraph (f).

(f)   Off-campus face-to-face academic courses and programs that are not part of an approved off-campus academic specialty program and offered by a state university or Washburn University outside the university's service area in the Kansas City metropolitan area must be approved by the Board and require additional documentation concerning the need/demand and a justification for any duplication. This paragraph (f) shall not apply to face-to-face academic courses or programs that Kansas State University seeks to offer at its Olathe location, which are subject to paragraph (g). ~~Animal health and food safety and security courses and programs may be offered by Kansas State University at its Olathe location in accordance with the approval requirements of K.S.A. 19-5001 et seq.~~

(g)   Johnson County Education Research Authority Act (JCERTA Act): Any face-to-face academic course or program that Kansas State University seeks to offer at its Olathe location shall be subject to approval by the Vice President of Academic Affairs prior to any public announcement of the course or program. Before receiving such approval, the university shall demonstrate compliance with any applicable requirements of the JCERTA Act, K.S.A. 19-5001, et seq. The Vice President of Academic Affairs shall not approve the course or program unless it is an animal health or food safety and security course or program as described by

K.S.A. 19-5001(a)(2); or an undergraduate or graduate course or program, not including pre-baccalaureate programs, lower-division courses or courses for students attending high school, as described by K.S.A. 19-5005(a)(3).

(g)(h)   Institutions shall maintain a record of off-campus academic courses and programs and provide information to the Board as requested.

Staff Recommendation
Staff recommends approval of the policy revision to account for changes to the JCERTA Act.

Act on Request for Approval of Off-Campus Face-to-Face Programs in KC Metro for Kansas State University

Summary and Recommendations

In accordance with KBOR policy, Kansas State University has requested approval to offer a degree completion program for the Bachelor of Science in Aeronautical Technology – Professional Pilot, which is currently offered at the K-State Salina Campus. The request is to offer program courses at the New Century Airport, located in the Kansas City metropolitan area. K-State has received approval from the Johnson County Education Research Authority (JCERTA) to offer the degree completion program. Staff has reviewed the requested proposal and recommends approval.

January 30, 2024

Background

In November 2007 the Board amended the geographic jurisdiction policy to require Board review and approval, rather than approval by institutions in that service area, for courses and programs offered in the Kansas City metropolitan (KC metro) area. The KC metro area is defined in policy as "Johnson and Wyandotte Counties" and includes the K-State Olathe campus.

Current policy, Ch. III, Section A.8.e.ii(1)(f), requires the following.

> *"Off-campus face-to-face academic courses and programs that are not part of an approved off-campus academic specialty program and offered by a state university or Washburn University outside the university's service area in the Kansas City metropolitan area must be approved by the Board and require additional documentation concerning the need/demand and a justification for any duplication. Animal health and food safety and security courses and programs may be offered by Kansas State University at its Olathe location in accordance with the approval requirements of K.S.A. 19-5001 et seq."*

The courses K-State is requesting to offer through the Olathe Campus (many of which are field experience courses, and all of which are to be taught at the New Century Airport) do not fall under the Animal Health and Food Safety and Security programs. As such, Board approval is required for K-State to offer the degree completion program at the Olathe Campus.

Demand for Programs and Justification for Duplication

The Bachelor of Science degree in Aeronautical Technology – Professional Pilot was approved by the Johnson County Educational Research Triangle Authority (JCERTA) in April of 2023. K-State has indicated the program is in high demand in the KC metro area and that it will help to address a critical shortage of aviation professionals. K-State's documentation for this request includes the following statement: "*It has been estimated that if every flight school in the U.S. operated at maximum capacity, the annual demand for U.S. pilots alone would still not be met.*" St. Louis University is the only other institution currently offering a similar bachelor's degree (utilizing the same Classification of Instructional Program, or "CIP" code) in the region as the Aeronautical Technology – Professional Pilot program. No other institutions offer such a degree program in the Kansas City metropolitan area. Pittsburg State University and the University of Kansas have indicated their support for K-State to offer this degree completion program.

Recommendation

Board staff recommend approval of this request.

January 23, 2024

Kansas Board of Regents
c/o Karla Wiscomb, Interim Vice President Academic Affairs
1000 SW Jackson Street Ste 520
Topeka, KS 66612-1368

Dear Regents,

Kansas State University requests the Kansas Board of Regents' permission to offer the B.S. Aeronautical Technology—Professional Pilot option, a Salina campus Bachelor's degree completion program at our Olathe campus.

The university requests to bridge this program from the Salina to the Olathe campus to help meet workforce needs in the Kansas City area. The degree completion program proposal **received JCERT approval at their April 24, 2023 meeting**.

We have attached the program proposal to this request, which demonstrates partnerships with Johnson County Community College (JCCC) for the B.S. Aeronautical Technology program, and industry demand for the program.

This degree completion program aligns with KBOR strategic initiatives for workforce development and economic growth across the state. We look forward to your approval of these initiatives.

Sincerely,

Debbie Mercer
Interim Executive Vice President and Provost
Kansas State University

KANSAS STATE | Olathe
UNIVERSITY

Bachelor of Science in Aeronautical Technology – Professional Pilot Degree Program

Degree Type:	Bachelor's Degree
Program Title:	Professional Pilot
Degree to be Offered:	B.S. in Aeronautical Technology – Professional Pilot
Responsible Department or Unit:	College of Aviation and Technology, Salina
CIP Code:	49.0101
Modality	Hybrid format: On-ground in Olathe, Online
Proposed Implementation Date:	Fall 2023

Program Summary
In collaboration with the Kansas State University Olathe campus, the Kansas State University Salina campus is bringing a B.S. in Aeronautical Technology – Professional Pilot to Kansas City. Academically housed in the K-State College of Technology and Aviation, the degree program will be comprised of 30 credit hours available face-to-face at the New Century Air Center in Johnson County and the K-State Olathe campus in combination with up to 50 credit hours of general education courses offered at Johnson County Community College, and 40 credit hours offered online.

Program Justification
The proposal was prompted by the critical shortage of aviation professionals. Pilots are now in dangerously short supply which is slowly beginning to erode the historic levels of air safety necessary for a robust and reliable national air transportation system. It has been estimated that if every flight school in the U.S. operated at maximum capacity, the annual demand for U.S. pilots alone would still not be met. The industry is seeking an additional academic program leveraging K-State's existing expertise in aviation and crewed pilot training located in the Kansas City region to increase their talent pipeline production.

Competition Data
The Olathe campus uses Lightcast to gather labor market data. Data was pulled in February 2023 for the Kansas City metropolitan area. Lightcast data for CIP code 49.0101 show that Kansas State University is the largest education provider for Professional Pilot in the State of Kansas. K-State had 64.9% of the market share and 48 completions related to this specific CIP code in 2021.

One other institution currently offers a bachelor degree in the same CIP code. In 2021, Saint Louis University had 26 completions. This is a decline of 16.6% over the past year. No other institutions offer a degree program with the aeronautical technology CIP code in the Kansas City, MO-KS area.

Program Demand
According to the U.S. Bureau of Labor Statistics, the demand for airline and commercial pilots is projected to grow faster than average through 2030. According to Lightcast, the demand for crewed pilots is anticipated to increase 29.1% in the Kansas City, MO-KS area from 2017 to 2027. Employment data show that in an average month between February 2022 to January 2023 there were 4,311 unique new jobs posted. Top qualifications listed are FAA Instrument Rating, Airline Transport Pilot License, and FAA Second Class Medical Certificate. All of these qualifications are built into the K-State aeronautical technology degree.

Johnson County Educational Research Triangle (JCERT)
April 24, 2023
Meeting Held at KU Edwards
Minutes

Attendees:
    Triangle Authority:
        Present:

                Peggy Dunn, Chairman
                Greg Musil.
                Michael Boehm
                Dinah Sykes
                Kevin Honomichl
                Brandon Woodard
                Jeff Meyers

        Others:

                Lori Wade – KU Edwards
                Mary Damewood – KUMC
                Meagan Sadler-K-State, Olathe
                Jonathan Nibarger -AGH
                Jeff DeWitt – KU-Edwards
                James R. Hubbard
                Benjamin Wolfe-KU Edwards
                Stuart Day KU Edwards
                Suze Parker – Parker Communications Group
                Benjamin Wolfe-K-State Olathe
                Dr. Roy Jensen- KUMC
                President Richard Linton- K-State Olathe

Call to Order	Peggy Dunn, Chairman,
Introductions	Introduction of parties present and on line.
Minutes	The next item of business was the approval of the Minutes from the prior meeting. Upon motion by Greg Musil, and second, by Kevin Honomichl, the Minutes were approved as submitted.
Audit Report	Jonathan Nibarger, with AHG, present the agreements for the Agreed Upon Procedures and Audit for 2022-2023. Upon motion of Michael Boehm and second by Greg Musil the agreements were approved.
University Reports	KU Clinical Research Report was given by Dr. Roy

	Jensen and Mary Danewood. Mary Danewood provided an update regarding CRC finances and Dr. Jensen discussed arrangements with the University of Kansas Health System regarding the provision and reimbursement of services at the CDC, such as lab, nursing support for early phase trials and investigational pharmacy. An update will be provided at the next meeting. Mary Danewood presented the 2023 budget. Upon motion of Greg Musil and second by Jeff Meyers, the budget was approved. KU Edwards report was given by Stuart Day, Jeff DeWitt and Lori Wade. Upon motion of Kevin Honomichl and second by Michael Boehm, the 2023 budget was approved. K-State Olathe report was given by President Richard Linton, Ben Wolfe and Meagan Sadler. Upon motion of Greg Musil and second by Kevin Honomichl, the 2023 budget was approved. Ben Wolfe present two new bachelor degree programs, one in Aeronautical Technology and the other in EngineeringTechnology. Upon motion of Jeff Meyers and second of Kevin Honomichl, both degrees were approved.
Public Relations Reprot.	Suze Parker gave the Public Relations Report.
Chairmanship Discussion.	Peggy Dunn indicated that her term as chairman would end at the end of 2023. After a discussion, it was decided, that as Vice Chairman, Kevin Honomichl, would become chairman in 2024.
Legal Services Dicussion.	Jim Hubbard indicated that he wanted to step down as counsel to the Authority at the next meeting. After a discussion, Peggy Dunn appointed Greg Musil, Michael Boehm and Brandon Woodard as a committee to determine the proper procedure to appoint new counsel for the Authority.
Next Meeting and Adjournment.	The next meeting will be on Monday, October 30th, 2023, at 8:00am at K-State Olathe. There being no further business the meeting was adjourned.

Course ID	Section #	Course Title	Credit Hours	Location (City and County)
AVT 100	TK	Introduction to Aviation	3	New Century/Johnson County
AVT 242	TK	Aviation Meteorology	3	New Century/Johnson County
AVT 340	TK	Human Factors in Aviation	3	New Century/Johnson County
AVT 386	TK	Aerodynamics	3	New Century/Johnson County
AVT 440	TK	Air Carrier Operations	3	New Century/Johnson County
AVT 445	TK	Aviation Law	3	New Century/Johnson County
AVT 497	TK	Senior Capstone	3	New Century/Johnson County
PPIL 111	TK	Private Pilot	4	New Century/Johnson County
PPIL 112	TK	Professional Instrument Pilot	3	New Century/Johnson County
PPIL 113	TK	Private Pilot Flight Lab	1	New Century/Johnson County
PPIL 114	TK	Professional Instrument Pilot Flight Lab	1	New Century/Johnson County
PPIL 210	TK	Aviation Safety	3	New Century/Johnson County
PPIL 211	TK	Professional Commercial Pilot	3	New Century/Johnson County
PPIL 212	TK	Professional Commercial Pilot Flight Lab I	2	New Century/Johnson County
PPIL 213	TK	Professional Commercial Pilot Flight Lab II	2	New Century/Johnson County
PPIL 262	TK	Multi-Engine Ground School	1	New Century/Johnson County
PPIL 263	TK	Multi-Engine Flight Lab	1	New Century/Johnson County
PPIL 312	TK	Certified Flight Instructor Ground School	6	New Century/Johnson County
PPIL 325	TK	Advanced Aircraft Systems	3	New Century/Johnson County
PPIL 387	TK	Crew Resource Management	3	New Century/Johnson County
PPIL 196	TK	VFR Pilot Proficiency Lab	1	New Century/Johnson County
PPIL 197	TK	IFR Pilot Proficiency Lab	1	New Century/Johnson County
PPIL 314	TK	Certified Flight Instructor Flight Lab	2	New Century/Johnson County
PPIL 482	TK	Certified Instrument Flight	1	New Century/Johnson County

		Instructor Ground School		
PPIL 483	TK	Certified Instrument Flight Instructor Lab	1	New Century/Johnson County
PPIL 492	TK	Certified Multi-Engine Flight Instructor Ground School	1	New Century/Johnson County
PPIL 493	TK	Certified Multi-Engine Flight Instructor Lab	1	New Century/Johnson County