

MARCH 18, 2020

Kansas Board of Regents
Curtis State Office Building
1000 SW Jackson, Suite 520
Topeka, KS 66612

2019-2020
Shane Bangerter, Chair
Bill Feuerborn, Vice Chair

KANSAS BOARD OF REGENT MEMBERS:

Shane Bangerter	Ann Brandau-Murguia	Bill Feuerborn
Cheryl Harrison-Lee	Mark Hutton	Shelly Kiblinger
Jon Rolph	Allen Schmidt	Helen Van Etten

FORESIGHT 2020

A Strategic Agenda for the State's Public Higher Education System

1. Increase higher education attainment among Kansas citizens
2. Improve alignment of the state's higher education system with the needs of the economy
3. Ensure state university excellence

FORESIGHT 2020

A 10-Year Strategic Agenda for the State's Public Higher Education System



Foresight 2020 is a 10-year strategic agenda for the state's public higher education system. Originally adopted by the Kansas Board of Regents in 2010, updated in 2012, and modified in 2015, the plan sets long-range achievement goals that are measurable, reportable, and ensure the state's higher education system meets Kansans' expectations.

Find each year's progress report at: kansasregents.org/foresight2020.

INCREASE HIGHER EDUCATION ATTAINMENT

Aspirations

- ★ Increase to 60 percent the number of Kansas adults who have earned a certificate, associate or bachelor's degree by 2020.
- ★ Achieve a ten percentage point increase in retention and graduation rates by 2020.

Measures

- ★ Number of certificates and degrees awarded by universities, community and technical colleges
- ★ Attainment Model progress
- ★ Graduation rates: 4/5/6-year rates for universities and 2/3/4-year rates for community and technical colleges
- ★ First to second year retention rates at universities, community and technical colleges
- ★ Student Success Index rates
- ★ Comparison of state demographics with higher education participation levels, including race/ethnicity, Pell Grant eligibility, and age
- ★ Comparison of postsecondary attainment in Kansas to the nation, by age groups
- ★ Adult Education: participation, percent served among working-age adults in Kansas without a high school diploma or its equivalent, and percent transitioning to postsecondary within 3 years of enrollment
- ★ Number of adults with college credit but no certificate or degree who are returning to complete a certificate, associate/bachelor degree
- ★ Seamless Transition: total number of courses approved for guaranteed transfer and number of Reverse Transfer degrees awarded systemwide

IMPROVE ECONOMIC ALIGNMENT

Aspirations

- ★ Respond to business and industry expectations for graduates and ensure all technical programs meet expectations of quality.
- ★ Reduce workforce shortages in select high-demand fields by increasing the number of certificates and degrees awarded, including in science, technology, engineering, and mathematics (STEM) fields.

Measures

- ★ Percent of graduates employed and average wages in Kansas, by award level
- ★ Number of certificates and degrees awarded in selected high-demand fields, and progress made on special state initiatives
- ★ Summary findings from latest K-TIP Report, providing systemwide analysis of all approved postsecondary CTE programs, by program
- ★ Percent of certificates/degrees awarded in STEM fields

ENSURE STATE UNIVERSITY EXCELLENCE

Aspiration

- ★ Improve regional and national reputations of state universities.

Measures

- ★ Comparison to peers for each of the six state universities on established metrics
- ★ Private giving to universities
- ★ Total research dollars awarded, highlighting federal research dollars (as percent of total) and specific industry support secured
- ★ University Excellence Profile: select rankings, Composite Financial Index, and assessment of economic impact

BOARD GOALS 2019-2020



1. The Board will hire a new president at Wichita State University.
2. The Board will finalize a new strategic plan for the public higher education system.
3. The Board will develop a strategy for addressing deferred maintenance at state universities.
4. The Board will explore positive pathways to help students who do not meet Qualified Admissions standards achieve success beyond high school.
5. The Board will review the university CEO assessment process.
6. The Board will continue to implement a unified communications and advocacy plan for all sectors of the higher education system.

TABLE OF CONTENTS

Item		Page
Meeting Information and Schedule	.....	1
Board Agenda	.....	2
Minutes of Previous Meeting	.....	4
Wednesday Consent Agenda	.....	16
Wednesday Discussion Agenda	.....	37
Other Agendas		
Board Academic Affairs Standing Committee	.....	48
Board Fiscal Affairs and Audit Standing Committee	.....	52
System Council of Presidents	.....	53
Council of Presidents	.....	67
System Council of Chief Academic Officers	.....	70
Council of Chief Academic Officers	.....	75
Resources		
Board Meeting Schedule	.....	79
Deadlines for Agenda Item Submission	.....	79
Board of Regents Committee Listing	.....	80

MEETING INFORMATION AND SCHEDULE

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-430-4240.

Wednesday, March 18, 2020

Time	Committee/Activity
8:30 am - 9:00 am	System Council of Chief Academic Officers
9:00 am or Adjournment	Council of Chief Academic Officers
10:00 am - Noon	Fiscal Affairs & Audit Standing Committee
10:15 am - Noon	Academic Affairs Standing Committee
10:15 am - 10:45 am	System Council of Presidents
10:45 am or Adjournment	Council of Presidents
1:30 pm	Board of Regents Meeting

MEETING AGENDA

The Kansas Board of Regents will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

Wednesday, March 18, 2020

- I. Call To Order** Regent Bangerter, Chair
 - A. *Approve Minutes*
February 19-20, 2020 Meeting *p. 4*

- II. Introductions and Reports**
 - A. *Introductions* Regent Bangerter
 - B. *Report from the Chair* Regent Bangerter, Chair
 - C. *Report from the President & CEO* Blake Flanders, President & CEO
 - D. *Report from the University CEOs*
 - E. *Report from System Council of Presidents* President Trzaska
 - F. *Report from the Community Colleges* President Trzaska
 - G. *Report from Council of Presidents* President Garrett
 - H. *Report from Council of Faculty Senate Presidents* Greg Schneider
 - I. *Report from Students' Advisory Committee* Paul Frost
 - J. *Report from the Technical Colleges* President Genandt

- III. Standing Committee Reports**
 - A. *Academic Affairs* Regent Schmidt
 - B. *Fiscal Affairs & Audit* Regent Hutton

- IV. Approval of Consent Agenda**
 - A. *Academic Affairs*
 - 1. Act on Request for Approval for Bachelor of Science in Integrative Physiology – KSU Daniel Archer, VP, Academic Affairs *p. 16*
 - 2. Act on AY 2022-2025 Academic Calendars *p. 24*
 - 3. Act on AY 2020 and AY 2021 Bridge Performance Agreements *p. 28*
 - B. *Technical Education Authority*
 - 1. Act on New Program Request to Offer Carpentry, Technical Certificate A – Garden City Community College Scott Smathers, VP, Workforce Development *p. 29*
 - 2. Act on Request to Remove Program Cap Restriction on Diagnostic Medical Sonography – Labette Community College *p. 31*

C. Retirement Plan

- 1. Act on Appointments to Retirement Plan Committee Natalie Yoza,
Associate General Counsel *p. 35*

V. Consideration of Discussion Agenda

A. Academic Affairs

- 1. Discuss Updated Low-Enrollment Undergraduate Program Data Regent Schmidt
Daniel Archer,
VP, Academic Affairs *p. 37*
- 2. Act on Amendments to the Degree Policy *p. 38*

B. Fiscal Affairs & Audit

- 1. Act on Request to Modify Tuition and Fees for Online Nursing Programs – ESU Regent Hutton
President Garrett *p. 41*
- 2. Act on Request to Purchase Private Housing Facilities (The Flats and the Suites) Located on Campus and Act on Request to Seek Bonding Authority to Finance the Purchase – WSU Julene Miller,
General Counsel *p. 42*

C. Technical Education Authority

- 1. Act on FY 2021 Excel in CTE Fees Scott Smathers,
VP, Workforce Development *p. 44*

D. Coordinating Council

- 1. Act on Request to Change September 2020 Board Meeting Date Regent Kiblinger
Blake Flanders,
President and CEO *p. 46*

E. Other Matters

- 1. Act on Request to Name the Department of Biological and Agricultural Engineering – KSU President Myers *p. 47*
- 2. Act on Request to Name an Exterior Walkway Connecting Koch Arena to the New Student-Athlete Success Center President Golden *p. 47*
- 3. Receive Legislative Update Matt Casey,
Director, Government
Relations *p. 47*

VI. Executive Session

Board of Regents – Personnel Matters Relating to Non-Elected Personnel Kathy Rupp Room

VII. Adjournment

MINUTES OF PREVIOUS MEETING(S)

I. Call To Order

Regent Bangerter, Chair

A. *Approve Minutes*

KANSAS BOARD OF REGENTS

MINUTES

February 19-20, 2020

The February 19, 2020, meeting of the Kansas Board of Regents was called to order by Chair Shane Bangerter at 1:16 p.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

MEMBERS PRESENT:

- Shane Bangerter, Chair
- Bill Feuerborn, Vice Chair
- Ann Brandau-Murguia
- Cheryl Harrison-Lee
- Mark Hutton
- Shelly Kiblinger
- Jon Rolph
- Allen Schmidt
- Helen Van Etten

REPORT FROM CHAIR

Chair Bangerter welcomed everyone. He reported the Board is looking forward to having dinner with the two-year college presidents and the chairs of their boards of trustees. This dinner is a great opportunity for the Board to hear from the leaders of the two-year sector. Chair Bangerter also thanked Washburn University for hosting this event. He then reported that the Board will have breakfast with the Council of Chief Academic Officers tomorrow morning.

APPROVAL OF MINUTES

Regent Rolph moved that the minutes of the January 15, 2020 meeting be approved. Following the second of Regent Harrison-Lee, the motion carried.

GENERAL REPORTS

REPORT FROM PRESIDENT AND CEO

President Flanders reported that over the last several weeks he has provided testimony on many legislative bills including the Board’s private postsecondary bill. He announced that the Board office will receive a transfer of funds in the amount of \$20,000 for the awarding of the Governor’s Scholarship. These funds will be awarded to Cloud County Community College, Highland Community College, Neosho County Community College, and Seward County Community College because they were the four community colleges that had the highest Student Success Index in AY 2019. Each college will receive \$5,000 to award four Governor’s Scholarships to students with financial need who are enrolled at the colleges. President Flanders noted this award is a great opportunity to provide some students will financial assistance.

REPORT FROM SYSTEM COUNCIL OF PRESIDENTS

President Trzaska presented the System Council of Presidents report. The Council received an update on the activities of the System Council of Chief Academic Officers, including their review of the new Kansas Public Postsecondary Systemwide Transfer Portal, which is located on the Board’s website. In the portal students can

view all transfer courses that are offered at the institutions, can determine if and how courses they have already taken will transfer within the system, and view course core outcomes. The Academic Officers also received an update on the progress of the OER Steering Committee and discussed potential high impact practices for the Board's new strategic plan. President Flanders then presented to the CEOs an outline of the proposed strategic plan. The CEOs discussed the metrics and the importance of resourcing the plan. The group also discussed the attainment goal. With regard to student access, the Council discussed program entrance requirements and it was determined that each campus should look at entrance requirements to see if there are barriers for students.

REPORT FROM THE COMMUNITY COLLEGES

President Trzaska reported the community colleges are monitoring several legislative bills: House Bill 2515 – creating the Kansas promise scholarship program, Senate Bill 335 – authorizing school districts to pay the tuition for students' dual enrollment in a postsecondary educational institution, and Senate Bill 336 – creating the Kansas reinvest in postsecondary education act. At the federal level, the biggest priorities of the community colleges are to increase the maximum award of the Pell Grant and lower the number of clock hours to 150 for short term Pell Grants, which would allow students to pursue short term certificate, and second chance Pell Grants. The community colleges are also monitoring and discussing the proposed national student unit record data system.

REPORT FROM COUNCIL OF PRESIDENTS

President Garrett presented the Council of Presidents report. The Council received reports from the Council of Chief Academic Officers, Council of Business Officers, Council of Government Relations Officers, and the Council of Student Affairs Officers. The Academic Officers reviewed programs. The Business Officers reported the bids for the space utilization study have been submitted and will be reviewed. They also approved increasing the annual aggregate limit of the cybersecurity insurance from \$10 million to \$20 million, which will increase premiums by 50 percent. The Government Relations Officers gave an update on the activities at the Statehouse. One bill that they will be monitoring allows student athletes to be compensated for use of their name, image or likeness. This type of bill is being introduced in multiple states and the hope is that the NCAA or Congress will address this issue in the near future so that each state does not have different rules. The Student Affairs Officers are discussing how the upcoming election will impact campuses and how the campuses will aid in the collection of census data.

Additionally, President Garrett reported the Council of Presidents approved Kansas State University's request to offer a Bachelor of Science in Integrative Physiology. The program will be forwarded to the Board for consideration at the March meeting. The CEOs also approved the recommended KBOR student health insurance benefits and premium rates for plan year 2020-2021. This item is on today's Board agenda for consideration.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Greg Schneider presented the Council of Faculty Senate Presidents report. The Council voted to not move forward with a freedom of expression resolution because the faculty believe the campuses are already doing the activities in the resolution and the language of the proposed resolution was considered too vague. The Council discussed House Bill 2697 that would create the campus intellectual diversity act and would require each postsecondary educational institution to create an office of public policy events. The Council opposes this bill. Additionally, the Council discussed drafting a statement on shared governance.

REPORT FROM STUDENTS' ADVISORY COMMITTEE

Paul Frost reported that the student higher education days at the Statehouse started yesterday with students from Pittsburg State and Fort Hays State meeting with legislators. Students from the other university campuses are scheduled to be at the Statehouse later in the session. The main legislative priority of the students is to increase funding for higher education. Each university student government association passed a resolution supporting additional funding.

(Resolutions filed with Official Minutes)

REPORT FROM THE TECHNICAL COLLEGES

President Nichols presented the report for the technical colleges. He highlighted activities and partnerships at the colleges. Northwest Kansas Technical College recently announced it will partner with the Goodland Regional Medical Center to offer students free on-campus counseling services. North Central Kansas Technical College completed its Higher Learning Commission accreditation review. Washburn Tech created a campus advocate to support students with mental health concerns. Flint Hills Technical College’s Inspiring Wranglers funding campaign is 90 percent complete. The money raised will allow the College to expand its hospitality and culinary arts programs. At Salina Area Technical College, a local car dealership donated a 2015 Ford Focus to its automotive programs to aid student learning. President Nichols also announced that the technical colleges conducted an economic impact study, which showed that the colleges have an annual economic impact on the state of \$380 million.

REPORT FROM UNIVERSITY CEOS

President Myers reported that Kansas State University was awarded the 2020 International Data Group award for its Research Information Security Enclave project, which uses Microsoft Cloud to meet the appropriate standards for each sponsored-research effort. The University was the recipient of the 2019 Higher Education Excellence in Diversity award. President Myers noted that KSU is the only Kansas institution to receive this designation. KSU received the 2020 Carnegie Community Engagement Classification for its commitment to community engagement. An example of the University’s community engagement is the College of Veterinary Medicine’s Mobile Surgery Unit, which visits regional animal shelters to provide on-site medical triage. President Myers reported he attended the naming ceremony for the Carl R. Ice College of Engineering, which is the first college to be named on campus. He also highlighted that the 2019 Horse Judging Team won the international championship, the 2019 Crops Team won the national championship, and senior, Clara Wicoff, was awarded a 2019 Truman Scholarship.

President Golden stated his vision for Wichita State University is to be one of America’s most innovative research-intensive universities known for its impactful student experience. He reviewed the University’s five priorities. The first priority is to provide an accessible and affordable education to students no matter their family income, GPA or test score. The second priority is to deliver the best student experience. President Golden stated to accomplish this WSU will create a strong sense of community and provide a safe, inclusive and diverse campus. The third priority is to recruit and retain talent. President Golden noted the importance of connecting WSU graduates to local businesses. The fourth priority is to grow and diversify research, which includes increasing the number of faculty conducting funded research, expanding paid applied learning opportunities for students, and looking at ways to partner with the University of Kansas and Kansas State University. The fifth priority is to embrace a mission of service.

(PowerPoints filed with Official Minutes)

STANDING COMMITTEE AND OTHER REPORTS

ACADEMIC AFFAIRS

Regent Schmidt reported the Board Academic Affairs Standing Committee approved proposed amendments to the Board degree policy that would allow the colleges to offer Associate in Fine Arts degrees. The Committee is recommending this policy amendment be placed on the Board’s consent agenda in March. The Committee then heard an update on Kansas’ participation in the State Authorization Reciprocity Agreement (SARA). This program enables out-of-state students from 48 states to take online classes at Kansas colleges and universities. In academic year 2019, over 42,000 out-of-state students were enrolled in the Kansas SARA institutions and 10,000 Kansans were enrolled in distance education in other states. The Committee received presentations from Emporia State University and Kansas State University on their academic advising practices and strategies. Regent Kiblinger provided an update on the first meeting of the Coordinating Council; the Committee discussed the recent

formation of an informal working group that will discuss the challenges and opportunities associated with filling direct support professional jobs. The Committee also discussed undergraduate admission nursing requirements.

Daniel Archer, Vice President for Academic Affairs, presented the Board with a list of admission requirements for the system's Register Nursing programs, as requested by Regent Murguia. He noted most nursing programs use some type of standardized test for entrance, however the requirements vary from institution to institution. Regent Murguia stated that during her time on the Board she has been concerned about limiting access to the public higher education system, especially for non-traditional and first-generation students. She recently went back to college and described all the amazing things occurring in the classroom, but she also encountered issues when trying to enroll. She described her particular situation and noted she would like to understand why there are different admission requirements across the system for the same type of program. Regent Murguia also stated she would like the universities and colleges to review their program admission requirements to determine if there are barriers that are preventing non-traditional and first-generation students from accessing programs.

FISCAL AFFAIRS AND AUDIT

Regent Hutton presented the Fiscal Affairs and Audit Standing Committee report. Wichita State University presented additional information on the bond financed purchase of The Flats and The Suites. A history of the projects and the razing of Fairmount Towers were discussed. The Committee recommendation is to table this item for further discussion at next month's meeting. Jeff Hunter with the University of Kansas presented information on the Composite Financial Index and how the figures are collected. The Committee also received the latest update of the state university CFI numbers. Regent Hutton noted over the next couple of months, the business officers will give the Committee financial updates for FY 2020.

AMEND AGENDA

Regent Rolph moved that the Board remove item E.3 from the discussion agenda. This is the request from Wichita State University to purchase private housing facilities on the Wichita State University campus and to seek bonding authority to finance the purchase. As noted earlier the Fiscal Affairs and Audit Committee will receive additional information on this topic at its March meeting. Regent Hutton seconded, and the motion carried. Regent Feuerborn voted against the motion.

GOVERNANCE

Regent Bangerter reported the Governance Committee reviewed the proposed KBOR student health insurance benefits and premium rates for plan year 2020-2021, which is on the agenda for the Board to consider. The Committee also went into executive session to receive campus security reports from Emporia State University and Wichita State University.

BREAK

The Chair called for a break at 2:21 p.m. and resumed the meeting at 2:32 p.m.

COORDINATING COUNCIL

Regent Kiblinger reported the new Coordinating Council, which was formed following the joint meeting between the Kansas Board of Regents and the Kansas State Board of Education, held its first meeting on Monday, February 10. She stated the purpose of the Council is to work on matters that overlap between the two educational systems and the workforce sector. To enhance the work of the Council, representatives of the Kansas Chamber were asked to be part of the body. At the first meeting, the Council was provided information on how Cedar Rapids and Des Moines, Iowa used their educational systems to help drive change in their local economies. The Council also received information on concurrent enrollment including 2020 Senate Bill 335 that would authorize school districts to pay the tuition for students' dual enrollment in a postsecondary educational institution. Regent Kiblinger noted the next step for the Council is to identify goals and objectives for the body. The Council will meet quarterly and its next meeting is scheduled for May 19.

APPROVAL OF CONSENT AGENDA

Regent Schmidt moved, with the second of Regent Feuerborn, that the Consent Agenda be approved. The motion carried.

Academic Affairs

MASTER OF SCIENCE IN ATHLETIC TRAINING – FHSU

Fort Hays State University received approval to offer a Master of Science in Athletic Training (CIP code: 51.0913). The accreditation body (Commission on Accreditation of Athletic Training Education) recently changed its accreditation standards to require institutions to transition to a graduate or master’s level degree. The estimated cost of the program for the first three years is as follows: year one - \$291,348, year two - \$291,789, and year three \$291,230. The primary source of funding for the program will be student tuition and fees.

WICHITA STATE UNIVERSITY’S 2021 AND 2022 SPRING BREAK DATES

Wichita State University received authorization to change its 2021 and 2022 spring break dates, as shown below. These changes will allow the University to align with the spring break schedules of the local K-12 school districts in Wichita.

WSU		
Break	Previously Approved Dates	Newly Approved Dates
2021 Spring Break	March 22-28, 2021	March 15-21, 2021
2022 Spring Break	March 21-27, 2022	March 14-20, 2022

AY 2018 PERFORMANCE REPORTS

The Board Academic Affairs Standing Committee’s recommendations on the AY 2018 performance reports were approved. The Committee determined what percent of new funds an institution is qualified to receive based on the Board’s Performance Agreement Funding Guidelines. Below are the approved funding recommendations.

Institution	Funding Recommendation
Emporia State University	100% funding
Fort Hays State University	100% funding
Kansas State University	100% funding
Pittsburg State University	100% funding
University of Kansas	100% funding
University of Kansas Medical Center	100% funding
Wichita State University	100% funding
Washburn University/Washburn Tech	100% funding
Allen County Community College	100% funding
Barton County Community College	100% funding
Butler Community College	100% funding
Cloud County Community College	100% funding
Coffeyville Community College	100% funding
Colby Community College	100% funding
Cowley County Community College	100% funding
Dodge City Community College	90% funding
Fort Scott Community College	100% funding
Garden City Community College	100% funding

Highland Community College	100% funding
Hutchinson Community College	100% funding
Independence Community College	90% funding
Johnson County Community College	100% funding
Kansas City Kansas Community College	100% funding
Labette Community College	100% funding
Neosho County Community College	100% funding
Pratt Community College	75% funding
Seward County Community College	90% funding
Flint Hills Technical College	100% funding
Manhattan Area Technical College	100% funding
North Central Kansas Technical College	100% funding
Northwest Kansas Technical College	100% funding
Salina Area Technical College	100% funding
Wichita State University Campus of Applied Science and Technology	100% funding

Fiscal Affairs & Audit

REQUEST TO RAZE BUILDING – KSU

Kansas State University received authorization to raze the swine gestation/breeding barn located at 2082 Livestock Units Road in Manhattan. The barn, which was built in 1968, cannot be remodeled to meet current industry swine barn standards. The cost to raze the building is estimated a \$20,400, which will be funded with departmental restricted fee funds. KSU plans to use the lot to construct a new farrowing barn.

MEMORANDUM OF AGREEMENT BETWEEN THE UNIVERSITY OF KANSAS AND THE KANSAS UNIVERSITY POLICE OFFICER ASSOCIATION

The amendments to the Memorandum of Agreement (MOA) between the University of Kansas and the Kansas University Police Officer Association were approved. The MOA involves approximately 13 Police Officers, 18 Security Officers, and two Police Investigators in the Public Safety Office at the University of Kansas Lawrence campus who are represented by the Kansas University Police Officers Association. Areas amended in the MOA included salary, training, work periods, and grievance procedures.

Technical Education Authority

NEW STATE PLAN ON PERKINS V: STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

The new four-year state plan for Perkins V: Strengthening Career and Technical Education was approved. The plan will now be submitted to the U.S. Department of Education.

NEW STATE PLAN FOR THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

The new state plan for the Workforce Innovation and Opportunity Act was approved. The new state plan builds on the existing collaboration between adult education, higher education, and workforce partners by continuing the expansion of existing programs and services.

CONSIDERATION OF DISCUSSION AGENDAPresentations**FORESIGHT 2020 REPORT AND NEW BOARD STRATEGIC PLAN**

Blake Flanders, President and CEO, presented the ninth and final *Foresight 2020* progress report. The Board's strategic plan consists of the following three goals: 1) Increase Higher Education Attainment Among Kansans, 2) Improve Alignment of the State's Higher Education System with the Needs of the Economy, and 3) Ensure State University Excellence. The Board's attainment goal is to increase to 60 percent the number of Kansas adults who have a certificate, associate degree or bachelor's degree. President Flanders stated the number of credentials awarded by the public higher education institutions has increased 20 percent (7,746 awards) from 2010 to 2019. However, the overall credential production for the public, private, and independent universities and colleges in Kansas has remained relatively flat and as a result, the attainment gap for the system is approximately 12,000 awards. For graduation rates, the state universities had significant gains in on-time completion with a net gain of 4.3 percent from 2011 to 2018. The community colleges, over the same time frame, increased on-time graduation rates by 4.2 percent and Washburn University increased by 4.0 percent. President Flanders reported the enrollment of Pell Grant recipients has declined systemwide by more than 10,000 students since 2014 and the percent of students receiving Pell has declined by 3.8 percentage points during the same time.

For Goal Two, President Flanders reviewed the data on the employment and average wages of students who have graduated and are employed in Kansas or Missouri. Approximately 60.6 percent of 2017 Kansas graduates who earned a bachelor's degree were employed in Kansas or Missouri in 2018. In comparison, approximately 63.9 percent of 2017 associate degree graduates and 74.4 percent of 2017 certificate earners were employed in the region. President Flanders stated students who earned a bachelor's degree typically earn less than the average Kansas wage immediately after graduating but within four years, those same graduates have an average salary that exceeds the state average. Students who earn an associate degree typically surpass the Kansas average wage within six or seven years after graduation. President Flanders also reviewed the progress of the state initiatives – Excel in Career Technical Education, Engineering, and Nursing. All three of these initiatives are successful and benefit students, and they demonstrate how successful partnerships between the state and higher education can work.

With regard to Goal Three, President Flanders spoke about the performance of the state universities compared to their peers and the total research dollars awarded. He also reviewed the progress on private giving.

President Flanders noted over the past decade, higher education in Kansas has experienced positive changes, like increasing credential production and graduation rates but has also faced some challenges, like decreased enrollment and serving fewer Pell Grant recipients. Moving forward the system must identify and remove barriers that may prevent students from accessing institutions. Work needs to continue on improving program articulation, and the system needs to work with Kansas business to increase the number of graduates employed in the state. President Flanders closed by noting the new strategic plan for the system will focus on three messaging pillars: 1) Kansas families, 2) Kansas businesses, and 3) Kansas economic prosperity. Under the family and business pillars are areas of focus with specific dashboard metrics (lagging indicators) and progress metrics (leading indicators). The plan will also include high impact practices. He noted the System Council of Presidents continues to review the metrics of the plan and are working on identifying high impact practices. The draft plan will be presented to the Board for first read in May.

The Board discussed the decline in Pell grants and believes the system needs to better understand why those numbers are going down. It was also noted that the identified challenges for the system need to be tied to the new strategic plan. These challenges include removing barriers, establishing stronger connections between graduates and Kansas employers, and improving program articulation.

(Report filed with Official Minutes)

PREDICTIVE MODEL FOR KANSAS HIGH SCHOOL GRADUATES

Elaine Frisbie, Vice President for Finance and Administration, presented data that shows how the population of Kansas is changing and how those changes could affect enrollment at the state universities and colleges. The predictive model for Kansas high school graduates was created by the Board’s Data Research and Planning team and includes data from the higher education system and the Kansas Department of Education (KSDE). Vice President Frisbie reviewed current enrollment trends at the institutions. From 2009 to 2019, the universities have generally seen declining or flat enrollment with a few exceptions. During that same time frame, community colleges are down 15 percent in full-time equivalency enrollment. Vice President Frisbie stated the declining enrollment at the community colleges may be correlated with economic expansion. The technical colleges have increased enrollment 48 percent over the ten-year period. This sector has benefited from the growing Excel in CTE initiative. Vice President Frisbie reviewed the Wichita State University Center for Economic Development and Business Research population forecast for Kansas. From 2014 to 2044, population is projected to shift from rural to metropolitan areas with 85 counties decreasing in population. Kansas racial/ethnic characteristics will also change with increases in Hispanic and Asian residents. Vice President Frisbie discussed the data from KSDE that show enrollment predictions for third grade students decreasing as they move toward 12th grade. This decline is based on attrition ratios and out-migration. She noted the public college going rate of Kansas high school graduates has declined five percentage points in three years.

Based on this data, the predictive model indicates the public higher education system will enroll fewer white and black students but will increase the number of Hispanics served during academic years 2018 through 2029. The overall enrollment will grow slightly with 16,552 enrolled in 2018 and 16,833 enrolled in 2029. During that same time frame, the model predicts fewer system graduates – 6,637 in 2018 and 6,619 in 2029. It also shows enrollment and attainment gaps broken down by race. Overall, the model shows that the public higher education system will need to adapt to serve the changing population of Kansans.

(PowerPoint filed with Official Minutes)

Governance

KBOR STUDENT HEALTH INSURANCE BENEFITS AND PREMIUM RATES FOR PLAN YEAR 2020-2021

Madi Vannaman, Board Staff Affiliate, presented the Student Insurance Advisory Committee’s recommendation for the student health insurance benefits and premium rates for plan year 2020-2021. The student insurance plan has been experiencing challenges the past several years as claims have exceeded premiums paid. The escalating claims have largely been associated with students and dependents enrolled in the “voluntary” Plan (Plan 1). Because “incentivized” students enrolled in the plan had been subsidizing the “voluntary” plan, separate risk pools were created for the 2019-2020 plan year. Incentivized students are eligible graduate students who receive university premium contributions, international students who are required by Board policy to carry health insurance, and a new cohort that was created for students required by their academic program to maintain insurance. For the upcoming plan year, UnitedHealthcare provided the Committee with several options for the separate risk pools. The Committee reviewed the options and recommends the following for Plan Year 2020-2021:

1. Raise the deductible from \$500 to \$1,000 for the Plan 1 only. This change cannot be applied to the other Plans as they could have international students enrolled for whom federal requirements mandate their insurance deductible cannot be greater than \$500. Annual premium savings is 5% or \$249.85.
2. Decrease UHC-SR’s coinsurance from 80% to 75%. This change will not impact students seeking preventive care or services at the Student Health Center. Annual premium savings is 3% or \$149.91 for Plan 1 and \$72.03 for Plans 2, 3 and 4.

3. Increase the single out-of-pocket maximum from \$6,350 to \$8,200. Approximately 1% of the covered population has met the current \$6,350 maximum and virtually all of them would hit any revised maximum. Annual premiums savings is 2% or \$99.94 for Plan 1 and \$48.62 for Plans 2, 3 and 4.
4. Add a \$200 Prescription Drug deductible for prescriptions secured outside the Student Health Center. Annual premium savings is 2% or \$99.94 for Plan 1 and \$48.62 for Plans 2, 3 and 4. The current Preferred Provider prescription drug benefit at the Student Health Center: \$5 copay for generic, 40% copay for brand name. And, at a UHC-SR pharmacy: \$15 copay for Tier 1; 40% copay for Tier 2 and 40% copay for Tier 3 up to a 31-day supply.
5. UHC-SR provided an additional underwriting premium adjustment of \$854.30 for Plan 1 because of the benefit plan changes and based on the current plan year's loss ratio which is projected to be 75-80%.
6. UHC-SR made two changes to their entire book of business that will also be applied.
 - a. Truvada (when prescribed for preventative care) has been changed from being subject to a copay to being covered with no copay, coinsurance or deductible being applied.
 - b. Addition of these Prescription Drug programs: Prior Authorization and Step Therapy for the prescriptions processed through UHC's Pharmacy Benefit Manager, Optum.

Ms. Vannaman stated that the Committee discussed eliminating dependent coverage, but it was decided that this issue needs to be reviewed more closely for future plan years. She also noted that representatives from the Students' Advisory Committee participated in the Committee meetings where options were discussed. The annual premium for Plan Year 2020-2021, for Plan 1 will be \$3,543, a reduction of \$100 (-2.74%), and for the other Plans will be \$2,260, an increase of \$488 (27.54%). Regent Murguia moved to approve the recommendations. Regent Feuerborn seconded, and the motion carried.

Academic Affairs

STRATEGIC PROGRAM ALIGNMENT FINAL RECOMMENDATIONS – KU AND WSU

Daniel Archer, Vice President for Academic Affairs, stated at the June 2019 meeting the Board approved the following programs at the University of Kansas and Wichita State University to move through the strategic program review process: 1) Bachelor of Science in Biology (General) degree at KU, 2) Master of Arts in Global and International Studies at KU; 3) undergraduate and graduate Liberal Studies program at WSU, and 4) Bachelor of Arts in Women's Studies program at WSU. Vice President Archer reported the campuses have completed their campus level review for each program and the next step is for the Board to determine the final outcome for these programs.

Interim Provost Lejuez stated KU is recommending eliminating the General Biology degree because students are taking more specialized programs that were recently added within the Department of Molecular Biosciences and the Department of Ecology and Evolutionary Biology. Provost Lejuez noted there are currently 555 students in the General Biology program, and most are electing to switch to one of the new degree options. For those who elect to stay in the program, the University will ensure those students can complete their degree. Provost Lejuez stated the Master of Art in Global and International Studies at the Edwards campus has seen low graduation numbers over the last four years. The University recommends discontinuing the program on this campus. Provost Lejuez did note that KU partners with Fort Leavenworth's Command and General Staff College to offer this program at Leavenworth. It has been successful at that location.

Provost Muma reported that Wichita State University's undergraduate and graduate programs in Liberal Studies does not align with the University's current academic structure and recommends eliminating these programs. WSU now offers other majors with clear pathways for students who desire diverse offerings in these disciplines. He also noted that students currently in the programs can either declare a major using the updated structure or complete their current program. Provost Muma stated WSU's Bachelor of Arts in Women's Studies currently lacks majors and graduates. To increase student interest, WSU recommends creating an interdisciplinary program

called Women, Gender, and Diversity Studies, which will realign the programs mission. The Board discussed job opportunities associated with this type of degree, which included employment in the human resource profession.

Following discussion, Regent Murguia moved to approve the university recommendations for all the programs. Regent Feuerborn seconded, and the motion carried.

FOLLOW-UP INFORMATION ON STRATEGIC PROGRAM ALIGNMENT

Vice President Archer stated at the last meeting during the strategic program alignment discussion, the Board requested enrollment data on the current academic programs offered by the state universities. The Board received a handout that showed an institution-by-institution comparison of the average number of majors in each undergraduate program area based on five-year averages. Dr. Archer noted the Board's minimum undergraduate enrollment threshold is 25, which is specified in the State University Academic Program Review Criteria and Instructions for Programs Review document, and those majors that fall at or below are marked in red on the handout. Vice President Archer stated low enrollment is a trigger to review a program but to get a complete picture of whether a program is low performing, other metrics like credit hour production need to be reviewed. President Flanders stated the Board's threshold of 25 needs to be reviewed to determine if it is the correct threshold and that programs between 26 and 30 need to be identified. Regent Hutton stated with resources decreasing, the system needs a detailed process in which to analyze programs that are being delivered, and he wants to identify the appropriate metrics that will aid in this process. Regent Schmidt concurred but noted the universities need to take the lead and work with Board staff to determine the appropriate metrics. Several university CEOs noted the importance of reviewing other metrics in addition to low enrollment. It was noted some programs have high credit hour production because the courses are required for general education and other programs may not cost the university anything additional to teach. President Scott also noted that certain programs may have low enrollment, but those graduates are in critical need fields that are important for the state's economy. Regent Bangerter stated that it is important to look at what it is costing to deliver the program and who benefits from the program being delivered. It was determined that the next steps would be to review the programs with enrollment numbers between 26 and 30, identify the appropriate metrics to weigh programs, and establish a timeline for this process. President Flanders stated he would have a timeline to the Board at the March meeting.

(Handout filed with Official Minutes)

Technical Education Authority

CAREER TECHNICAL EDUCATION PROGRAM REVIEW RECOMMENDATIONS

Scott Smathers, Vice President for Workforce Development, presented the Technical Education Authority's (TEA) recommendation on technical education program review. The TEA's Program and Curriculum Committee examined 37 programs with ten or fewer graduates exiting and employed over four years. Vice President Smathers stated of those programs, four were phased out by the institutions, five were recommended to utilize a more relevant CIP Code to better align with the program curriculum, twenty were recommended to be retained on a watch list and reevaluated in the fall, and the eight programs noted below were recommended to be funded using Non-Tiered State Aid instead of Tiered Technical State Aid beginning on July 1, 2021. Vice President Smathers reported the TEA approved the funding changes for these programs.

- 01.0605 Landscaping and Grounds Keeping
- 01.1102 Agronomy and Crop Science
- 11.0301 Data Processing Technology
- 48.0503 Machine Shop Technology/Assistant
- 50.0406 Commercial Photography
- 52.1801 Sales, Distribution, and Marketing Operations, General
- 52.1803 Retailing and Retail Operations

- 52.0407 Business, Office Automation, Technology, Data Entry

Regent Van Etten moved to approve, and Regent Feuerborn seconded. The motion carried.

Fiscal Affairs and Audit

AUTHORIZE NEW TUITION RATE – KSU

Provost Taber presented Kansas State University's request to charge a reduced out-of-state tuition rate that is 150 percent of the resident tuition rate effective Fall 2021 to full-time, domestic, undergraduate students (first time freshmen or transfer) from the state of Michigan. Provost Taber stated that Michigan is no longer participating in the Midwestern Higher Education Compact, which allows student in the participating states to receive tuition discount. By continuing to offer this reduced rate to Michigan students, the University believes it can attract more students. Regent Hutton expressed his concern of continuing to increase the number of special tuition rates at the universities and would like to look at a more unified approach that would allow the universities to stay competitive. Following discussion, Regent Schmidt moved to approve. Regent Van Etten seconded, and the motion carried.

BOND RESOLUTION FOR CONSTRUCTION AND EQUIPPING OF ADDITION TO MEMORIAL UNION; EXECUTIVE OF VARIOUS OTHER DOCUMENTS IN CONNECTION THEREWITH – FHSU

General Counsel Julene Miller introduced Fort Hays State University's request for a bond resolution in an amount not to exceed \$15,250,000 plus costs and reserves. The bonds will be used to finance portions of the construction and equipping of an addition to the Memorial Union. The bonds will be secured with a pledge of generally available unencumbered funds of the University, however, the students voted to begin a 20-year fee to help pay the debt. Regent Murguia moved to approve and to authorize the Board Chair, the University President and the Board President and CEO to execute all the necessary documents. Regent Harrison-Lee seconded, and the motion carried.

(Resolution filed with Official Minutes)

Other Matters

LEGISLATIVE UPDATE

Matt Casey, Director of Government Relations, reported this week the university CEOs, community colleges, and technical colleges are giving budget presentations to the House and Senate Education subcommittees. These subcommittees will then make recommendations to the House Appropriation Committee and the Senate Ways and Means Committee. Director Casey noted that the legislative turnaround, which is when all the non-exempt bills in their house of origin must be passed to the second chamber, is set for February 27. Any non-exempt bill that does not get passed out is considered dead for the rest of the session. Director Casey discussed the revenue balance and the importance of messaging how the system can help drive the economy. The Board asked questions regarding the Name, Image, and Likeness bill. Director Casey stated this type of bill is being introduced in multiple states and will allow states to stay competitive when recruiting student athletes. However, the hope is for the federal government or the NCAA to establish rules around this so that each state does not have its own set of rules.

ADJOURN

The Chair adjourned the meeting at 4:32 p.m.

RECONVENE

Chair Bangertter reconvened the meeting at 9:50 a.m. on Thursday, February 20.

MEMBERS PRESENT: Shane Bangerter, Chair
 Bill Feuerborn, Vice Chair
 Ann Brandau-Murguia
 Mark Hutton
 Shelly Kiblinger
 Jon Rolph
 Allen Schmidt
 Helen Van Etten

MEMBER ABSENT: Cheryl Harrison-Lee

EXECUTIVE SESSION

At 9:50 a.m., Regent Feuerborn moved, followed by the second of Regent Van Etten, to recess into executive session in the Kathy Rupp Conference room for 1 hour and 15 minutes to discuss matters deemed confidential in the attorney-client relationship. The subject of this executive session is an update on pending litigation. The purpose was to protect the attorney/client relationship. Participating in the executive session were members of the Board, President Flanders, General Counsel Julene Miller, Associate General Counsel Natalie Yoza and Kansas State University Associate General Counsel Aaron Good (for a portion). At 11:05 a.m., the meeting returned to open session. The Board took a five-minute break. At 11:10 a.m., Regent Rolph moved to extend 15 minutes. Regent Van Etten seconded, and the motion carried. At 11:25 a.m., the meeting returned to open session. Regent Van Etten moved to extend for 15 minutes. At 11:40 a.m. the meeting returned to open session. Regent Hutton moved to extend 30 minutes. Regent Kiblinger seconded. At 12:10 p.m. the meeting returned to open session.

ADJOURNMENT

Chair Bangerter adjourned the meeting at 12:10 p.m.

Blake Flanders, President and CEO

Shane Bangerter, Chair

REPORTS AND CONSENT AGENDA

II. Introductions and Reports

- A. *Introductions* Regent Bangerter
- B. *Report from the Chair* Regent Bangerter, Chair
- C. *Report from the President & CEO* Blake Flanders, President & CEO
- D. *Report from the University CEOs*
- E. *Report from System Council of Presidents* President Trzaska
- F. *Report from the Community Colleges* President Trzaska
- G. *Report from Council of Presidents* President Garrett
- H. *Report from Council of Faculty Senate Presidents* Greg Schneider
- I. *Report from Students' Advisory Committee* Paul Frost
- J. *Report from the Technical Colleges* President Genandt

III. Standing Committee Reports

- A. *Academic Affairs* Regent Schmidt
- B. *Fiscal Affairs & Audit* Regent Hutton

IV. Approval of Consent Agenda

- A. *Academic Affairs*
 - 1. **Act on Request for Approval for Bachelor of Science in Integrative Physiology – KSU** **Daniel Archer,**
VP, Academic Affairs

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas 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. Board staff concurs with the Council of Presidents, the Council of Chief Academic Officers, and the Board of Academic Affairs Standing Committee in recommending approval.

I. General Information

- A. **Institution** Kansas State University
- B. **Program Identification**
 - Degree Level: Bachelor's
 - Program Title: Integrative Physiology
 - Degree to be Offered: Bachelor of Science in Integrative Physiology
 - Responsible Department or Unit: Department of Kinesiology/College of Health and Human Sciences
 - CIP Code: 26.0901
 - Modality: Face-to-Face
 - Proposed Implementation Date: August, 2020

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites (Not applicable)

III. Justification

The Kinesiology Department at Kansas State University currently offers one degree, a Bachelor of Science, in Kinesiology. Our students have diverse career aspirations, however, with the three most popular areas being Health Science Pre-Professional, Applied Exercise, and Physical Activity Health Promotion from student surveys. The majority of our students are interested in a career in a health profession (e.g., medicine, physical therapy, physician assistant, nursing, occupational therapy, etc.). While our degree has been successful in preparing students for professional schools (primarily due to the expertise and disciplines of our faculty), we believe that adding a degree that specifically prepares students for health careers would be very attractive and beneficial for students.

The intent of the B.S. in Integrative Physiology (IP) degree is to create a program specifically for students interested in health careers and to better prepare them for health professional schools. Our current B.S. in Kinesiology degree will still be offered for students who are interested in a general kinesiology curriculum, with a core focus on applied exercise and exercise behavior. The IP curriculum will add depth and breadth to prepare students for different health career paths, with a selection of upper-level courses designed to meet the requirements of their respective health discipline. The core curriculum in the IP degree will require students to take courses focused on the four major systems within the body (cardiovascular, pulmonary, neural, skeletal muscular), and on how these systems interact with each other in health and disease. Systems physiology has consistently served as the foundation for health profession preparation. The unrestricted elective options in this degree will allow students to enroll in courses outside of Kinesiology to fulfill necessary requirements, depending on their specific career aspirations, and make the program more interdisciplinary. Through the rigorous, system-based curriculum of the IP degree, students will be prepared for health professional schools, as well as careers as biomedical scientists, physiotherapists, medical sales representatives, clinical scientists, research associates and other physiologically based health professions. We currently have seven tenured/tenure track physiologists in our department who teach and conduct research in physiology (health and disease, including heart failure, cancer, asthma, diabetes, etc.) that forms the backbone of this degree. Therefore, no additional faculty would be required to initiate this degree.

IV. Program Demand:

A. Survey of Student Interest

Number of surveys administered:	676
Number of completed surveys returned:	462
Percentage of students interested in program: ...	85%

In December 2018 we polled all our current Kinesiology students (n=676) and asked which area of Kinesiology they were pursuing (i.e., Health Science Pre-Professional, Applied Science, Physical Activity Health Promotion). The majority of those who responded stated Health Science Pre-Professional (85%; n=394). This Integrative Physiology degree is designed specifically towards those students interested in the Health Science Pre-Professional track.

B. Market Analysis

The bachelor’s degree in Integrative Physiology at Kansas State University from the Department of Kinesiology was designed to recruit and train students specifically interested in health careers. The Integrative Physiology program incorporates the fundamentals of systems physiology as an independent major to train physiologists. This differs from common core in most Kinesiology/Exercise Science degrees, which focus on biomechanics, rehabilitative exercise, health promotion, exercise testing and prescription. Students in the IP program could take additional courses in exercise physiology which, when combined with the systems based courses of the IP degree, would make them competent as exercise physiologists. Therefore, for the IP degree, market analyses were performed for both “Physiologists” and “Exercise Physiologists” to incorporate career options for students with this standalone degree (i.e., those that do not pursue post-graduate health professions).

- 1) Careers in physiology and exercise physiology are projected to grow at around 10% on average, from 2018-2028 according to the Occupational Outlook Handbook from the US Department of Labor (Bureau of Labor Statistics). This includes health care and biomedical science related positions, for which students with the IP degree would be qualified, such as exercise physiologist (10% growth), cardiovascular/vascular specialists (14% growth), clinical laboratory technician (11% growth), and biological scientist (7% growth) (Bureau of Labor Statistics).
- 2) Demand for a Bachelor of Science in Integrative Physiology is strong. For example, at the University of Colorado-Boulder, a bachelor’s degree in Integrative Physiology was first offered in 2003 and now is the largest major at that institution with over 2,000 undergraduates. (University of Colorado – Boulder).
- 3) There are no “physiology” bachelor level programs offered across Kansas Regents institutions (Kansas Board of Regents). While there are degrees in Exercise Science at University of Kansas, Pittsburg State University, and Wichita State University, these are similar to the K-State degree in Kinesiology. The core emphasis of such degrees is on biomechanics, exercise testing and prescription, personal training, strength and conditioning, fitness management, and sport, recreation and commercial promotion. The IP degree does not incorporate core areas overlapping any of these aforementioned emphases of Exercise Science/Kinesiology programs. Any overlap of exercise physiology or health promotion is at the lower level with one introductory course in these two areas. The degree in integrative physiology offers core classes focused entirely on the anatomy and physiology of specific bodily systems (cardiac, cardiovascular, pulmonary, neural, skeletal/muscular, etc.) in health. Further, upon how these systems are functionally integrated to optimize health, and how disease disrupts this integration leading to morbidity/mortality.
- 4) Our search showed no bachelor level degrees in Integrative Physiology offered at any Big 12 University. Across the United States, there are three institutions, that we are aware of, offering a bachelor level degree in “Integrative Physiology” (Univ. of Nevada at Las Vegas, Univ. Colorado-Boulder, and Alma College).
- 5) ZipRecruiter reports that a degree in physiology offers an average salary of \$52,589 (ZipRecruiter).

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time NEW	Part- Time NEW	Full- Time	Part- Time
Implementation	20		600	
Year 2	35		1,630	
Year 3	50		3,135	

VI. Employment

As noted above in the Market Analysis, the U.S. Department of Labor Bureau of Labor Statistics reported the job growth outlook for a bachelor’s degree in integrative physiology is projected to range between 7-14% for the 2018-2028 time frame (Bureau of Labor Statistics). This includes positions of physiologists, biological scientists, laboratory technicians, exercise physiologists, and other related positions. The growth of such positions is above average compared to other job categories.

VII. Admission and Curriculum

A. Admission Criteria

University Admission Requirements:

Complete the precollege curriculum with at least a 2.0 GPA (2.5 for non-residents) **AND** achieve one of the following:

- A 21 or higher composite score on the ACT assessment **OR**
- A 1060 or higher on the SAT ERW+M if taken after March 2016 **OR**
- A 980 or higher on the SAT CR + M if taken before March 2016 **OR**

- Rank in the top third of your graduating class,
- **AND**, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH = 14
KIN 220	Biobehavioral Bases of Physical Activity	4
BIOL 198	Principles of Biology	4
PSYCH 110	General Psychology	3
ENGL 100	Expository Writing I	3

Year 1: Spring

Course #	Course Name	SCH = 16
ECON 110	Principals of Macroeconomics	3
MATH 100	College Algebra	3
SOCIO 211	Introduction to Sociology	3
ENGL 200	Expository Writing II	3
KIN 310	Measure & Research Techniques in Kinesiology	4

Year 2: Fall

Course #	Course Name	SCH = 15
COMM 106	Public Speaking I	3
KIN 360	Anatomy and Physiology (or BIOL 341 & BIOL 342)	8
STATS 325	Introduction to Statistics	3
GNHE 210	Foundations of Human Ecology	1

Year 2: Spring

Course #	Course Name	SCH = 14
KIN 335	Physiology of Exercise	4
KIN 336	Physiology of Exercise Lab	1
KIN 345	Exercise Behavioral Science	5
CHM 210	Chemistry I	4

Year 3: Fall

Course #	Course Name	SCH = 16
	*Foundations in Integrative Physiology Course	3
	Integrative Physiology Elective	3
FNDH 400	Human Nutrition	3
	**Unrestricted Elective	4
	**Unrestricted Elective	3

Year 3: Spring

Course #	Course Name	SCH = 15
	*Foundations in Integrative Physiology Course	3
	Humanities Elective	3
	Humanities Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3

Year 4: Fall

Course #	Course Name	SCH = 15
	*Foundations in Integrative Physiology Course	3
	Integrative Physiology Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3

Year 4: Spring

Course #	Course Name	SCH = 15
	*Foundations in Integrative Physiology Course	3
	Kinesiology Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3

*Foundations in Integrative Physiology courses (students will take four of the five):

- KIN 601 – Cardiorespiratory Physiology
- KIN 603 – Cardiovascular Physiology
- KIN 605 – Physiology Topics
- KIN 607 – Muscle Physiology
- KIN 611 – Neurological Physiology

**Unrestricted Electives: The program targets students seeking health careers, such as medicine, physical therapy, occupational therapy, nursing, physician assistant, and others. The student is advised and encouraged to use the unrestricted electives to extend their learning through specific courses in Kinesiology, Biology, Chemistry, and Biochemistry, as well as courses in Sociology, Psychology, History, Philosophy, and others pertinent to health careers.

Total Number of Semester Credit Hours 120

VIII. Core Faculty

The Council of Chief Academic Officers has reviewed and approved the list of faculty who will teach in this program.

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$149,670	\$152,663	\$155,717
Administrators (<i>other than instruction time</i>)			
Graduate Assistants	\$75,000	\$75,000	\$75,000
Support Staff for Administration (<i>e.g., secretarial</i>)	\$3,284	\$3,350	\$3,417
Fringe Benefits (<i>total for all groups</i>)	\$68,386	\$69,713	\$71,107
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$296,340	\$300,726	\$305,241

Personnel -- New Positions			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs - New Positions			
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs - Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology	\$5,000	\$5,500	\$6,050
Travel			
Other			
Total Operating Costs	\$5,000	\$5,500	\$6,050
GRAND TOTAL COSTS	\$301,340	\$306,226	\$311,291

B. FUNDING SOURCES (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$187,800	\$510,190	\$981,255
Student Fees		\$5,600	\$22,800	\$44,250
Other Sources				
GRAND TOTAL FUNDING		\$193,400	\$532,990	\$1,025,505
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$107,940	+\$226,764	+\$714,214

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed by the Department of Kinesiology in the College of Health and Human Sciences. The percent time dedicated to the program is based on the courses taught each year. However, all Kinesiology courses for the Integrative Physiology degree, both in the core and electives, are currently being offered by our department for the B.S. Kinesiology degree. Therefore, there is not an increased percent effort on our faculty time (other than the potential for increased class size). Expenditures in the table above, therefore, do not necessarily reflect added expenses to the university. Drs. Musch and Poole have dual appointments with the Department of Anatomy and Physiology at Kansas State University. An annual cost-of-living pay increase of 2% was added for each year for faculty and support staff.

Calculations

7 Faculty (YR 1): 7 FTE = \$873,075; 1.2 total FTE for degree = \$149,670
 Benefits (30%) = \$44,901

Graduate Assistants: n=5 @\$15,000/yr = \$75,000
 Benefits (30%) = \$22,500

Support Staff (10%) = \$3,284
 Benefits (30%) = \$985

Total Salary = \$149,670 + \$75,000 + \$3,284 = \$227,954
 Total Benefits = \$ 44,901 + \$22,500 + \$ 985 = \$ 68,386
 Total Personal = \$296,340

Personnel – – New Positions

None

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

This degree has substantial laboratory class time associated with it. Therefore, a modest \$5,000 (increased by 10%/annually) cost for equipment and technology is included. This would be covered by the current College of Health and Human Science course fee (\$20/student credit hour).

B. Revenue: Funding Sources

Student Fee explanation: The College of Health and Human Sciences has a \$20 per credit hour on all classes in the college. Revenue from this fee is used to support student services in the program (e.g., laboratory supplies, advising, scholarships, etc.). The Department of Kinesiology has a \$15 per student credit hour on classes in the department. Revenue from this fee is used for instructional and advising support for the department.

Calculations

Student Credit Hours

YR1: 20 students x 30 SCH = 600 SCH

YR2: 35 students x 30 SCH = 1,050 SCH
 20 students x 29 SCH = 580 SCH
 1,630 SCH

YR 3: 50 students x 30 SCH = 1,500 SCH

$$\begin{aligned}
 &35 \text{ students} \times 29 \text{ SCH} = 1,015 \text{ SCH} \\
 &20 \text{ students} \times 31 \text{ SCH} = \underline{620 \text{ SCH}} \\
 &\qquad\qquad\qquad 3,135 \text{ SCH}
 \end{aligned}$$

Tuition

$$\begin{aligned}
 \text{YR 1: } &\$313 \times 600 \text{ SCH} = \$187,800 \\
 \text{YR 2: } &\$313 \times 1,630 \text{ SCH} = \$510,190 \\
 \text{YR 3: } &\$313 \times 3,135 \text{ SCH} = \$981,255
 \end{aligned}$$

Fees (note: \$20/SCH college fee, \$15/SCH department fee)

$$\text{YR 1: } 20 \text{ students} \times 8 \text{ SCH} \times \$35 = \$ 5,600$$

$$\begin{aligned}
 \text{YR 2: } &35 \text{ students} \times 8 \text{ SCH} \times \$35 = \$ 9,800 \\
 &20 \text{ students} \times 1 \text{ SCH} \times \$20 = \$ 400 \\
 &20 \text{ students} \times 18 \text{ SCH} \times \$35 = \underline{\$12,600} \\
 &\qquad\qquad\qquad \$22,800
 \end{aligned}$$

$$\begin{aligned}
 \text{YR 3: } &50 \text{ students} \times 8 \text{ SCH} \times \$35 = \$14,000 \\
 &35 \text{ students} \times 1 \text{ SCH} \times \$20 = \$ 700 \\
 &35 \text{ students} \times 18 \text{ SCH} \times \$35 = \$22,050 \\
 &20 \text{ students} \times 3 \text{ SCH} \times \$20 = \$ 1,200 \\
 &20 \text{ students} \times 9 \text{ SCH} \times \$35 = \underline{\$ 6,300} \\
 &\qquad\qquad\qquad \$44,250
 \end{aligned}$$

C. Projected Surplus/Deficit

There are no new expenses for this degree as our listed faculty are currently already teaching the Kinesiology courses listed for this degree. The estimated expenses do not necessarily reflect “new expenses”. Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue. As explained above, approximately 85% of our current Kinesiology majors (676) stated by survey that they were interested in a health career. We anticipate that initially, the majority of current Kinesiology students would gravitate toward the Integrative Physiology degree. Our rationale of determining the number of students in the degree above is based on a very conservative estimate of new students to Kansas State University who would enroll in this degree. Therefore, the projected surplus (or deficit in YR 1) for this degree we believe to be a very conservative estimate. Based on similar degrees from other institutions (e.g., University of Colorado-Boulder), we anticipate that enrollment in this degree would be much higher than listed once we are able to market the degree to students interested in a health related career.

XI. References

Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>
 Kansas Board of Regents, https://kansasregents.org/academic_affairs/program_search.
 University of Colorado – Boulder, <https://www.colorado.edu/iphy/>
 ZipRecruiter, <https://www.ziprecruiter.com/Salaries/Physiologist-Salary>

2. Act on AY 2022-2025 Academic Calendars

Summary and Recommendation

Board of Regents policy requires consideration of academic calendars proposed by the Regents universities on a three-year cycle. This month the Board is asked to consider calendars for academic years 2022-2023, 2023-2024, and 2024-2025. The proposed calendars conform to existing policies. Staff recommends approval.

Background

Kansas Board of Regents Policy states the following:

CHAPTER II

A. ACADEMIC AFFAIRS

1. ACADEMIC CALENDAR

- a. The Academic Calendar of each state university shall provide for an academic year minimally consisting of two sixteen-week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.
- b. Each state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.
- c. The President and Chief Executive Officer of the Board shall have the authority to approve or deny non-substantive revisions to Board-approved three-year calendars and shall periodically report these changes to the Board.

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984 and 1990 has forced considerable consistency in the number of instructional days, exam days and vacation days. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

This month, the Board receives and considers academic calendars proposed by the universities for the 2022-2023, 2023-2024, and 2024-2025 academic years. The receipt of the proposed academic calendars offers the Board the opportunity to ensure conformity with its policies for the construction of academic calendars, as well as an opportunity to review trends pertaining to the academic year.

Staff Recommendation

Board staff recommends the Board approve the academic calendars as submitted by the state universities.

**Academic Calendar Year, 2022 -2023
Kansas Board of Regents State Universities**

<u>Fall, 2022</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	8/22/22	8/22/22	8/22/22	8/22/22	8/22/22	8/22/22
Classes End	12/09/22	12/16/22	12/09/22	12/08/22	12/09/22	12/08/22
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/12/22	12/10/22	12/12/22	12/12/22	12/12/22	12/10/22
Exams End	12/16/22	12/16/22	12/16/22	12/16/22	12/16/22	12/15/22
Total Exam Days	5	6	5	5	5	5
Fall Break	10/13/22 - 10/14/22	11/21/22 - 11/22/22	11/21/22 - 11/23/22	10/08/22 - 10/11/22	10/13/22 - 10/14/22	10/15/22 2pm - 10/18/22
Thanksgiving Break	11/23/22 - 11/27/22	11/23/22 - 11/25/22	11/24/22 - 11/27/22	11/23/22 - 11/27/22	11/23/22 - 11/25/22	11/23/22 - 11/27/22
<u>Spring, 2023</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	1/17/23	1/17/23	1/17/23	1/17/23	1/17/23	1/17/23
Classes End	5/05/23	5/12/23	5/05/23	5/04/23	5/05/23	5/04/23
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/08/23	5/06/23	5/08/23	5/08/23	5/08/23	5/06/23
Exams End	5/12/23	5/12/23	5/12/23	5/12/23	5/12/23	5/11/23
Total Exam Days	5	6	5	5	5	5
Spring Break	3/13/23-3/19/23	3/13/23 - 3/17/23	3/13/23 to 3/19/23	3/20/23 - 3/26/23	3/20/23 to 3/24/23	3/13/23 to 3/19/23

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, have a slightly longer exam period.
 (b) Universities are closed to observe Labor Day on September 5, 2022 and Martin Luther King Day on January 16, 2023.

**Academic Calendar Year, 2023 -2024
Kansas Board of Regents State Universities**

<u>Fall, 2023</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	8/21/23	8/21/23	8/21/23	8/21/23	8/21/23	8/21/23
Classes End	12/08/23	12/15/23	12/08/23	12/07/23	12/08/23	12/07/23
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/11/23	12/09/23	12/11/23	12/11/23	12/11/23	12/09/23
Exams End	12/15/23	12/15/23	12/15/23	12/15/23	12/15/23	12/14/23
Total Exam Days	5	6	5	5	5	5
Fall Break	10/12/23 - 10/13/23	11/20/23 - 11/21/23	11/20/23 - 11/22/23	10/14/23 - 10/17/23	10/12/23 - 10/13/23	10/14/23 2pm - 10/17/23
Thanksgiving Break	11/22/23 – 11/26/23	11/22/23 - 11/24/23	11/23/23 - 11/26/23	11/22/23 - 11/26/23	11/22/23 - 11/24/23	11/22/23 - 11/26/23
<u>Spring, 2024</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	1/16/24	1/16/24	1/16/24	1/16/24	1/16/24	1/16/24
Classes End	5/03/24	5/10/24	5/03/24	5/02/24	5/03/24	5/02/24
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/06/24	5/04/24	5/06/24	5/06/24	5/06/24	5/04/24
Exams End	5/10/24	5/10/24	5/10/24	5/10/24	5/10/24	5/09/24
Total Exam Days	5	6	5	5	5	5
Spring Break	3/11/24-3/17/24	3/11/24 - 3/15/24	3/11/24 - 3/17/24	3/11/24 - 3/17/24	3/18/24 - 3/22/24	3/11/24 - 3/17/24

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, have a slightly longer exam period.
 (b) Universities are closed to observe Labor Day on September 4, 2023 and Martin Luther King Day on January 15, 2024.

**Academic Calendar Year, 2024 -2025
Kansas Board of Regents State Universities**

<u>Fall, 2024</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	8/19/24	8/19/24	8/26/24	8/26/24	8/19/24	8/19/24
Classes End	12/06/24	12/13/24	12/13/24	12/12/24	12/06/24	12/05/24
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/09/24	12/07/24	12/16/24	12/16/24	12/09/24	12/07/24
Exams End	12/13/24	12/13/24	12/20/24	12/20/24	12/13/24	12/12/24
Total Exam Days	5	6	5	5	5	5
Fall Break	10/10/24 - 10/11/24	11/25/24 - 11/26/24	11/25/24 - 11/27/24	10/12/24 - 10/15/24	10/10/24 - 10/11/24	10/12/24 2pm - 10/15/24
Thanksgiving Break	11/27/24 - 12/01/24	11/27/24 - 11/29/24	11/28/24 - 12/01/24	11/27/24 - 12/01/24	11/27/24 - 11/29/24	11/27/24 - 12/01/24
<u>Spring, 2025</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	1/13/25	1/21/25	1/21/25	1/21/25	1/21/25	1/21/25
Classes End	5/02/25	5/16/25	5/09/25	5/08/25	5/09/25	5/08/25
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/05/25	5/10/25	5/12/25	5/12/25	5/12/25	5/10/25
Exams End	5/09/25	5/16/25	5/16/25	5/16/25	5/16/25	5/15/25
Total Exam Days	5	6	5	5	5	5
Spring Break	3/10/25 - 3/16/25	3/17/25 – 3/21/25	3/17/25 – 3/23/25	3/10/25 – 3/16/25	3/24/25 - 3/28/25	3/17/25 - 3/23/25

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, have a slightly longer exam period.
 (b) Universities are closed to observe Labor Day on September 2, 2024 and Martin Luther King Day on January 20, 2025.

3. Act on AY 2020 and AY 2021 Bridge Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d and the Board’s Performance Agreement Guidelines and Procedures, the following performance agreements are presented to the Board for action. The Board Academic Affairs Standing Committee (BAASC) recommends approval.

Background

K.S.A. 74-3202d provides that “the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution.” In addition, “each postsecondary educational institution’s receipt of new state funds shall be contingent on achieving compliance with its performance agreement.”

In late 2017, the Board began the process of developing the state’s next strategic plan for public higher education in Kansas. It is anticipated the Board will finalize the plan this year (AY 2020) and it will begin in AY 2021. Given the current agreements end in AY 2019, there was a need to develop “bridge” agreements to cover two years (AY2020 and AY2021) for the purpose of performance funding. The bridge agreements institutions developed are the result of an extensive review process that included substantial communication between Board staff and the individual institutions. Major steps in the process include an initial review and subsequent analysis by Academic Affairs staff and communication with each institution on how to strengthen the agreement. Proposed agreements were also reviewed by the Vice President for Academic Affairs before being sent to BAASC.

Because of the volume, the proposed bridge performance agreements are available online at:

https://www.kansasregents.org/resources/PDF/Academic_Affairs/Website_2020-21_Performance_Agreements.pdf

Recommendation

BAASC reviewed the 32 proposed bridge performance agreements at meetings held in February and March, and recommends approval of agreements for institutions listed below:

Emporia State University	Garden City Community College
Fort Hays State University	Highland Community College
Kansas State University	Hutchinson Community College
Pittsburg State University	Independence Community College
University of Kansas & University of Kansas Medical Center	Johnson County Community College Kansas City Kansas Community College
Wichita State University	Labette Community College
Washburn University/Washburn Tech	Neosho County Community College Pratt Community College
Allen Community College	Seward County Community College
Barton Community College	
Butler Community College	Flint Hills Technical College
Cloud County Community College	Manhattan Area Technical College
Coffeyville Community College	North Central Kansas Technical College
Colby Community College	Northwest Kansas Technical College
Cowley Community College	Salina Area Technical College
Dodge City Community College	Wichita Area Technical College
Fort Scott Community College	

B. Technical Education Authority

- 1. Act on New Program Request to Offer Carpentry, Technical Certificate A – Garden City Community College** **Scott Smathers, VP, Workforce Development**

Summary

Each month community and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received a request from Garden City Community College to offer a Technical Certificate A in Carpentry. The program submitted addressed all criteria requested and was subject to the 10-day comment period required by policy. The program was reviewed by the Technical Education Authority and is recommended for approval.

Background

Community and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by KBOR staff. Criteria addressed during the application process include, but are not limited to, the following: program description, demand for the program, duplication of existing programs, faculty, costs and funding, and program approval at the institution level.

Garden City Community College requests approval of the following program:

- Carpentry (46.0201) – Technical Certificate A/18 credit hours

The proposed Carpentry program prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. The program includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

The program meets the requirements of the statewide alignment of the CIP Code (46.0201). Upon successful completion of the program, individuals will be prepared to take the National Center for Construction Education & Research (NCCER) Carpentry Level 1 certification exam.

The Kansas Department of Labor, Long-term Occupation Projections 2016-2026, indicate a state-wide change of employment for Carpenters of 3.3% with an annual median wage of \$39,139 (or about \$18.82 per hour) and the typical education needed for entry as a high school diploma or equivalent. Annual openings equate to 783 jobs per year.

Currently, twelve institutions offer a similar program. According to the 2018 K-TIP report, 46 graduates exited the higher education system and were employed with average wages ranging from \$17,863 to \$36,520 per year.

Garden City Community College plans to begin the proposed Carpentry program in the fall of 2020. The college estimated the cost of the proposed program to be approximately \$66,250 (\$55,000 salaries, \$2,250 tools/supplies, and \$4,000 instructional supplies). Chuck Pfeifer, Dean of Technical Education and Workforce Development, will assume responsibility for the proposed program. All costs for the proposed program will be funded through the institution’s general fund. Through the institution’s budget planning process, funds are set aside for program development and implementation.

The proposed program was subject to the 10-day comment period from January 24, 2020 to February 6, 2020, during which no formal comments were received.

Recommendation

The new program request submitted by Garden City Community College for a Technical Certificate A at 18 credit hours in Carpentry was approved by the Technical Education Authority and is recommended for approval.

2. Act on Request to Remove Program Cap Restriction on Diagnostic Medical Sonography – Labette Community College

Summary

In October of 2010, the Kansas Board of Regents approved Labette Community College’s Diagnostic Medical Sonography (51.0910) program with a cap of ten students and seven sites. Labette Community College is requesting the cap be removed.

Background

On October 21, 2010 Labette Community College received approval from the Board to offer a certificate in Diagnostic Medical Sonography (51.0910); however, due to opposition by Washburn University, the program was capped at ten students and seven sites per year. Minutes from that meeting state that any increase in the number of students or sites requires approval of the Board.

Labette Community College requests removal of the program caps for:

- Diagnostic Medical Sonography (51.0910) – Technical Certificate C/56 credit hours

LCC began offering the Diagnostic Medical Sonography program in the fall of 2011. In March 2013, the program received accreditation from the Commission on Accreditation of Allied Health Education Programs. Currently, four institutions (Fort Hays State University, Labette Community College, University of Kansas Medical Center, and Washburn University) offer Diagnostic Sonography programs.

With a rise in overall operation costs of the program, the limit of ten students is causing a financial strain that threatens the program. The institution can serve more than ten students per academic year and formally requests that the caps be removed.

Attached are letters of support from Labette Community College, Washburn University, and Labette Health.

Recommendation

The request submitted by Labette Community College for removal of the restrictions set in 2010 has been reviewed by the Technical Education Authority and is recommended for approval.



Labette
Community College

Where It's All About You!

200 South Fourteenth Street, Parsons, KS 67357 • Telephone (620) 421-6700 • www.labette.edu

To: Technical Education Authority, Kansas Board of Regents

From: Labette Community College

Date: February 6th, 2020

Re: Removal of cap restrictions from Diagnostic Medical Sonography Program

The Kansas Board of Regents minutes from October 20-21, 2010, reflect that as part of the consent agenda, Labette Community College received approval to offer a certificate in Diagnostic Medical Sonography. The paragraph regarding this approval follows:

“Labette Community College received approval to offer a certificate in Diagnostic Medical Sonography (51.0910). The program will be conducted in an online format and existing facility and equipment at Labette Community College’s Division of Allied Health will be utilized. A 2009 Title III grant awarded from the U.S. Department of Education will fund the development of the program and the on-going costs will become fully institutionalized by year four of the program. The program will be capped at 10 students and 7 sites. Any increase in the number of students or sites requires approval by the Kansas Board of Regents.”

In our review of KBOR minutes from 2011 through current minutes, we can’t find any evidence that the Board of Regents has imposed any similar restrictions on any certificate program since the approval of our Diagnostic Medical Sonography. We have been successfully offering this program since fall, 2011. We can serve more than 10 students which also would require additional clinical sites. With the rise in cost, over the last 8 years, this restriction capping the number of students in our program has formed threats to our program offering. Labette Community College works in conjunction with Labette Health, a major hospital, located in Southeast Kansas in the health science areas. They have written a support letter for our DMS program earlier this year and outlined the BLS expectation of growth for the occupation. They have further outlined their support by identifying the high competency levels of the students coming from our program.

Labette Community College has reached out to Washburn University and there is no opposition from Washburn for KBOR to lift the student and clinical restriction imposed on LCC in 2010. Furthermore, LCC and Washburn met in spring 2020 to discuss articulation agreements as a benefit to our students to continue their education if they so desire. An articulation was created for our DMS and Health Science Programs.

We hereby formally ask the Kansas Board of Regents to approve our request to remove any cap restrictions regarding the number of students or clinical sites for LCC’s Diagnostic Medical Sonography.

Thank you for your time and consideration.

Dr. Jason Sharp, Interim Vice President Academic Affairs/DOI



Member of the American Association of Community Colleges, a national organization representing 1,200 colleges serving over 11 million students nationwide.



February 6, 2020

Jason Sharp, Ed.D
Dean of Instruction
Labette Community College

Dear Jason,

Thank you for contacting me regarding your plans to expand Labette Community College's Diagnostic Medical Sonography (DMS) program. It is my understanding that you plan to offer an online version of the DMS program in addition to increasing your enrollment from 10 students to 20 students.

Washburn University is not opposed to you expanding the DMS program up to 20 students. I wish you the best of luck and look forward to working with you in the future.

Sincerely,

A handwritten signature in black ink that reads "Pat Munzer". The signature is written in a cursive style.

Pat Munzer, DHS, RRT
Dean, School of Applied Studies
Washburn University

cc: JuliAnn Mazachek
Vice President for Academic Affairs

Zach Frank,
Associate Dean

Michelle Shipley
Chair, Allied Health Department

1700 SW College Avenue • Topeka, KS 66621 • (785) 870-1282 • F: (785) 870-1027



February 26, 2019

Mr. Mark Watkins, President
Labette Community College
200 S. 14th Street
Parsons, KS 67357

Dear Mr. Watkins:

I am writing to express my support for Labette Community College's ultrasound program. Your program has provided Labette Health with extremely well trained, competent and sound technologists. It has proven to be a great resource in training and recruiting local students who are more likely to stay in the area after graduation.

According to the US Bureau of Labor Statistics (BLS), diagnostic medical sonographers are among the list of the twenty (20) fastest growing occupations. Labette Health is currently recruiting for an ultrasound technologist and we are expecting another opening in the near future. In addition, we have plans for expansion at our Independence Healthcare Center within the next couple of years.

Monica Ong, Labette Health's Radiology Director, has informed me that one of our current employees, an x-ray technologist, has plans to utilize your ultrasound program soon for advancement within Labette Health.

The loss of the ultrasound program at Labette Community College would reduce the opportunity to attract and retain staff with a valuable skill to live and work in a rural setting such as southeast Kansas.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brian Williams", is written over a light blue horizontal line.

Brian Williams
President/CEO

1902 S. US Highway 59 • Parsons, Kansas 67357
Phone: (620) 421-4880 • www.labettehealth.com

C. Retirement Plan

1. Act on Appointments to Retirement Plan Committee

Natalie Yoza,
Associate General Counsel

Summary and Staff Recommendation

To fulfill the Board’s fiduciary responsibility for oversight of its retirement plans, appropriate management and periodic review of the investment options provided is required. In order to better provide such oversight, the Board created the “Retirement Plan Committee” (RPC) to serve as a co-fiduciary, and it delegated responsibility for plan administration and investment oversight to the RPC. Board Policy and the RPC’s Charter establish the composition of that Committee. Terms for three members are expiring June 30, 2020. Staff recommends the re-appointment of three current RPC members—Mike Barnett, Dr. Dipak Ghosh, and Dr. Rick LeCompte; each will serve a three-year term.

Background on the Kansas Board of Regents Retirement Plan

The Kansas Board of Regents (KBOR) Retirement Plans are essential components of the benefits and compensation package available to faculty and certain staff who serve at the six state universities and the Board office. There are four components: (1) a mandatory 403(b) retirement plan; (2) a voluntary 403(b) retirement plan; (3) a long term disability plan; and (4) a phased retirement plan. This issue paper addresses the Board’s oversight of the Retirement Plans and the composition of the Board-created Retirement Plan Committee (RPC).

Formed in 2005, the RPC’s assigned duties include oversight of the Mandatory and Voluntary Retirement Plans, including their administration and investments, as well as having the responsibility for creating and reviewing plan documents and investment provider agreements, implementing an investment policy with performance standards, and reviewing the investment performance on a semi-annual basis. In 2018, after a competitive bid process, Advanced Capital Group was awarded a contract in order to provide the RPC with consulting services regarding the oversight and performance of investment options for the Mandatory Plan, and the contract was recently amended to include the Voluntary Plan.

As of December 31, 2019, the total value of the retirement funds in the Board’s Mandatory Plan was \$4.215 billion dollars. The total value of the funds in the Board’s Voluntary Plan was \$1.281 billion dollars.

Retirement Plan Committee and Appointments

The RPC is comprised of ten individuals, with nine voting members, eight of whom represent the universities. Members are appointed by the Board to serve staggered three-year terms. And Board policy requires that the Committee include: one member of the Board; one member of the Council of Presidents, or designee; two members of the Council of Business Officers (COBO); three state university human resource directors; and two individuals nominated from the state universities who are experts in the subject matter of investments and retirement planning.¹

The RPC is currently chaired by Regent Shane Bangert.

The terms for the following RPC members will expire on June 30, 2020:

- Mike Barnett, Vice President for Administration and Finance, Fort Hays State University. Barnett would serve as one of the COBO representatives and has served on the RPC since inception.
- Dr. Dipak Ghosh, Professor of Business Administration in the School of Business, Emporia State University. Dr. Ghosh would serve as one of the subject matter experts and has served on the RPC since inception.

¹ See Board Policy Manual Section A.4.a.(3).

Dr. Rick LeCompte, H. Dene Heskett Chair in Finance, Wichita State University Department of Finance, Real Estate and Decision Sciences. Dr. LeCompte also would serve as a subject matter expert and has served on the RPC since inception.

Staff recommends that the Board reappoint the three current RPC members listed above with each member serving a full three-year term.

DISCUSSION AGENDA

V. Consideration of Discussion Agenda

A. Academic Affairs

1. Discuss Updated Low-Enrollment Undergraduate Program Data

Regent Schmidt

Daniel Archer,
VP, Academic Affairs

Summary

The Board has recently reviewed low-enrollment program data. This month, an updated inventory as well as background information on many of these programs will be discussed. These data will be provided in a separate attachment.

Background

On January 15, 2020, the Board reviewed and approved the degree programs in which Emporia State University, Fort Hays State University, and Kansas State University requested to review under strategic program alignment. During this discussion, the Board requested enrollment data on the current academic programs offered by the six universities. These data were shared at the February 19, 2020 Board meeting.

Since the February Board meeting, Board staff have reexamined the data and worked with the institutions to gather additional information about these programs. An updated inventory of low-enrollment programs as well as a comments section that details information about certain programs will be provided in a separate attachment.

2. Act on Amendments to the Degree Policy

Summary

The Board’s policy on degrees allows community colleges to offer four associate degrees. The proposed policy change creates a framework for community colleges to offer a fifth associates degree, an Associate in Fine Arts. The System Council of Chief Academic Officers (SCOCAO), the System Council of Presidents (COPS), the Board of Academic Affairs Standing Committee (BAASC), and Board staff recommend the proposed changes.

Background

The Board’s policy on degrees includes four associate degrees: Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies. While these associate degrees are commonplace in contemporary higher education, a fifth associate degree, an Associate in Fine Arts, is emerging in multiple states. Among others, the following community colleges currently offer an Associate in Fine Arts in their portfolio of degree offerings:

- Anoka-Ramsey Community College (MN);
- College of the Albemarle (NC);
- Community College of Baltimore (MD);
- Elgin Community College (IL);
- Inver Hills Community College (MN);
- Jefferson College (MO);
- Mitchell Community College (NC);
- Normandale Community College (MN);
- Piedmont Community College (NC)
- Shoreline Community College (WA);
- State Fair Community College (MO);
- St. Charles Community College (MO); and
- Westmoreland County Community College (PA).

Examples of majors within Associate in Fine Arts degrees may potentially include: studio arts, theatre performance and/or production, visual/graphic design, photography, creative writing, and music performance. While the fine arts degree is a relatively new degree offering at community colleges, it should be noted that it is ubiquitous at the university level. In Kansas, the six governed universities and Washburn University offer a Bachelor of Fine Arts degree.

Without an Associate in Fine Arts degree in Kansas, community colleges currently offer fine arts-related course content under the Associate in Arts degree framework. An Associate in Fine Arts degree is needed because this nomenclature is a better reflection of fine arts course content and establishes a more concrete associate-to-baccalaureate degree alignment. Additionally, establishing the Associate in Fine Arts degree framework will create opportunities for community colleges and universities to explore expanding 2+2 articulation agreements within fine arts disciplines. The proposed changes are detailed in the policy excerpt below:

CHAPTER III: COORDINATION OF INSTITUTIONS

A. ACADEMIC AFFAIRS

...

9. DEGREES

...

b. standards

...

ii. Curriculum

The curriculum shall have a structure that reflects acceptance of responsibility by the faculty at the degree-granting institution for what is to be learned overall, as well as in each course, and thus for the logical sequence and increasing difficulty of subjects and instructional levels. The curriculum shall reflect the distinction between the liberal disciplines and the occupations and professions, the nature of specialization in study and work, the contribution of liberal arts and sciences, and the relationship between teaching and faculty creativity. A graduate curriculum shall reflect a concept of the graduate school as a group of scholars, the faculty members of which have had extensive collegiate teaching experience and are engaged in the advancement of knowledge. Periods of study and other fundamental requirements for the five levels of academic degree are as follow:

(1) “Associate degree” means a degree consisting of courses totaling a minimum of 60 semester credit hours. Additional requirements for specific types of associate degrees follow:

(a) “Associate in arts degree” means a transfer-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of arts degree; and

(ii) In which not less than 30 semester credit hours in general education are required.

(b) “Associate in science degree” means a transfer- or professional-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of science degree: and

(ii) In which not less than 30 semester credit hours in general education are required.

(c) “Associate in applied science degree” means a degree:

(i) Granted to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level; and

(ii) Consisting of a minimum of 60 semester credit hours and a maximum of 68 semester credit hours, in which not less than 15 semester credit hours in general education and not less than 30 semester credit hours in the area of specialized preparation are required. An exception/waiver to the 68 semester credit hour limit may be granted to meet specific criteria such as external program accreditations or other special requirements. Selected courses may transfer to a college or university upon validation of applicable coursework.

(d) “Associate in general studies” means a degree:

(i) Granted to those who successfully complete programs with an emphasis on a broad range of knowledge; and

(ii) In which not less than 24 semester credit hours in general education and not less than 36 semester credit hours in a program of college-level work are required.

(e) “Associate in fine arts degree” means a transfer-oriented degree:

- (i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of fine arts degree; and
- (ii) in which not less than 30 semester credit hours in general education are required.
- (f) Other specific types of associate degrees may be offered upon approval by the Board office.

B. Fiscal Affairs & Audit

Regent Hutton

1. Act on Request to Modify Tuition and Fees for Online Nursing Programs – ESU

President Garrett

Background

Emporia State University requests authority to unify the tuition and fee charges for two new accelerated online Nursing programs: the Master of Science in Nursing (MSN) and the Registered Nurse to Bachelor of Science in Nursing (RN to BSN). ESU’s objectives include making these programs widely accessible, affordable in comparison to similar programs nationally, and revenue-positive for the University. The proposed rates below are based on market research that has been reviewed over the last several months.

The University recommends that the rate be the same for resident and non-resident students. The intent is to offer these programs in an accelerated, year-round format. The requested pricing would enable ESU to market and deliver these programs nationwide at a total cost that is competitive with comparable programs. ESU submits this request outside the normal tuition setting process to allow marketing for the programs to begin this spring for fall enrollments.

Accelerated Online Program	FY 2021 Proposed Rate*	FY 2020 Current Resident Rate*	FY 2020 Current Non-Resident Rate*
MSN	\$400.00	\$367.36	\$500.57
RN to BSN	\$295.00	\$272.67	\$358.66

* The proposed rates include tuition, distance education fee, technology fee, and ITV fee.

2. Act on Request to Purchase Private Housing Facilities (The Flats and the Suites) Located on Campus and Act on Request to Seek Bonding Authority to Finance the Purchase – WSU

**Julene Miller,
General Counsel**

Background

The Flats and The Suites, built in 2017 and 2019 respectively, are two privately-owned apartment complexes located on the Wichita State University’s innovation campus and are exclusively used by WSU as student residence halls (both referred herein as “Halls”). WSU currently has a building lease with the owners to allow WSU to operate and use these Halls. The building lease for The Flats has a termination date of May 31, 2022 with a one-time option to renew for an additional two years; the building lease for The Suites has a termination date of May 31, 2021, with four options to renew, each for a period of two additional years. If WSU does not renew its building leases, the owner has the right to lease the rooms to third parties (except that leasing priority must be given to WSU students and staff) for the term of the ground lease, which runs through June, 2056. In light of the currently anticipated long-term need for student housing, WSU has estimated the cost savings of a purchase, and requests approval to pursue the purchase of the Halls as set forth below.

Wichita State University’s Office of Housing and Residence Life has managed the Halls since they opened in the fall of 2017 and the fall of 2020. During this time, the demand for on-campus student housing has been very strong. The original total build capacity for the Halls was 506. In order to meet increased student demand, WSU reassigned rooms in the fall 2019 semester to double and triple occupancy to accommodate a total of 653 students.

Based on a proposed purchase offer price of \$49 million (before bond financing costs and reserves), WSU has evaluated the cost-savings as follows:

- WSU’s current lease payment for the facilities is \$3,418,880 per year (subject to 2% annual increase); WSU then derives rental income from room rentals but, after expenses, there is not a net positive income to WSU from these room rentals.
- In comparison, a purchase price of \$50.47 million par (\$49 million bond plus projected cost of issuance and reserves), a 25-year bond at 3.25% would cost WSU \$2,979,715 annually.
- Assuming the lease payments did not increase more than 2% annually during the 25-year life of the bond, the potential savings to WSU in the first year would be approximately \$439,165 and the cumulative savings would be approximately \$35,014,876.

In addition, the proposed purchase price is less than the cost of other recent state university student housing projects. The Halls’ combined square footage is 320,131. Including the cost of financing, the purchase cost equates to \$157.65 per square foot. In comparison, the average approximate cost of the eight most recent state university student housing projects is \$209 per square foot.

Additional benefits of the purchase would include: exclusive control over occupancy, control over housing rates for students, and the ability to conduct renovations or expansion as desired or needed. WSU would need to set aside resources from the annual savings, not from the bond proceeds, to address future maintenance needs and to build the appropriate reserves. Wichita State University’s Facilities Services staff conducted a thorough building condition assessment of The Halls and no significant issues were discovered with major mechanical systems and other major building systems such as electrical, plumbing, fire protection, building envelop, building interior, doors and hardware. An appraisal has not been completed as of this request, but WSU intends to have an appraisal completed prior to issuance of bonds to finance the purchase. If the buildings are acquired by the university, they would become exempt from property taxes (which the building owner is currently responsible for) and would be placed on the state university building inventory and included on the university’s property insurance.

Interim President Tompkins communicated this opportunity to the Regents during the Board's visit to campus in October 2019. In addition, both Interim President Tompkins and President Golden have discussed the purchase of these housing facilities with WSU's shared governance leadership. The purchase proposal is planned to be shared with President Golden's newly created task force on finances.

Request

Wichita State University requests approval to seek issuance of revenue bonds and to use the bond proceeds to purchase The Halls for the purchase offer price of \$49 million (before bond issuance costs). WSU will work with KDFA for issuance of bonds for the purchase.

C. Technical Education Authority

1. Act on FY 2021 Excel in CTE Fees

Scott Smathers,
VP, Workforce Development

Summary

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.

Background

K.S.A 72-3810 (Excel in CTE) provides Kansas high school students state-funded college tuition in approved technical courses offered by Kansas technical and community colleges. The statute also states:

“All tuition and fees charged for career technical education by any board shall be in such amounts as are authorized by rules and regulations adopted by the state board which shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The particular tuition and fee schedule of every career technical education program shall be subject to annual approval of the state board. A current complete schedule of tuition and fees for each career technical education course and program of each board as approved by the state board shall be maintained on file in the office of the state board and shall be open for public inspection at any reasonable time.”

"Fees means those charges assessed against a student by a community college, technical college or the institute of technology for student services, such as health clinics, athletic activities and technology services, or for books, supplies or other materials necessary for a particular course or program, the expense of which is not covered by tuition.”

"Tuition means those charges assessed against a student by a community college, technical college or the institute of technology on a per credit hour, per course or per term basis, and that are charged to cover the general expense of providing instructional services.”

On December 19, 2019, representatives from community colleges, technical colleges, and the Board office met to set guidelines for fees associated with Excel in CTE courses and programs. As a result of this meeting, agreed upon allowable fees include items/services students take with them and industry-specific fees required for entrance/acceptance into the program or credentialing.

Allowable fees include:

- Uniforms
- Student owned tools/kits
- Personal protective equipment
- Background checks
- Fingerprints
- Drug tests
- E-subscriptions/E-books
- Textbooks
- Certification tests
- Individual liability insurance (e.g. student malpractice)
- Graduation fees (if applicable)
- Transcript fees (if applicable)

Unallowable fees include:

- Student fees (general)
- Technology fees
- Health fees
- Consumables and supplies
- Any other fee not on the allowable list

Per state statute (K.S.A. 71-1802) a technical program is defined as program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must: (1) Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree; (2) lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree; and (3) be delivered by an eligible institution.

A technical course is defined as a postsecondary credit-bearing, competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.

A non-tiered course is defined as a postsecondary credit-bearing course offered by an eligible institution not meeting the definition of a tiered technical course. Generally non-tier courses: (1) Contribute to academic knowledge or skills across multiple disciplines and occupations; (2) contribute to general knowledge or skills; (3) provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs; (4) prepare individuals for certification or licensure exams or re-certifications and skill updates; or (5) allow individuals to explore various career opportunities.

Students enrolled in Excel in CTE may be enrolled in both technical and non-tiered course. Students who enroll in non-tiered courses are responsible for all associated tuition and fees.

In early January 2020 a data request was sent to each community and technical college asking for all technical programs and associated fees charged to Excel in CTE students. At its February 27, 2020 meeting, the Technical Education Authority (TEA) reviewed all program fees for each of the twenty-six community and technical colleges (approximately 250 pages of data), and recommended approval of the allowable fees as defined at the December 19, 2019 meeting with the caveat that a committee of the TEA will research the topic of general student liability insurance fees over the next several months and offer a final recommendation for AY22 (2021-2022). In addition, the TEA recommended leaving the unallowable fees as defined in the December 19, 2019 and added other fees they deemed inappropriate to the list such as application fees, enrollment fees, lab fees, consumable fees, parking/id fees, Accuplacer fees, tool rental fees, materials fees, and SkillsUSA fees.

Per state statute, a complete list of fees for each career technical education course and program at each institution will be maintained on file in the Board office and available for public inspection.

Recommendation

The TEA recommends approval of the Excel in CTE fee criteria and AY 2021 fee schedule.

D. *Coordinating Council*

1. Act on Request to Change September 2020 Board Meeting Date

Regent Kiblinger
**Blake Flanders,
President and CEO**

Summary and Recommendation

At the 2019 joint meeting of the Kansas State Board of Education and the Kansas Board of Regents, the two Boards concurred that the Coordinating Council should be reformed to discuss and make recommendations on topics that impact the two Kansas educational systems and the workforce sector. The Boards also concurred that the Kansas State Board of Education and the Kansas Board of Regents should meet annually to receive recommendations from the Council. The Coordinating Council met on February 10 and recommends the Board of Regents move its September 2020 meeting date to September 9 and 10.

Background

The Kansas State Board of Education generally conducts its regular business meetings on the second Tuesday and Wednesday of each month. The Kansas Board of Regents regular meeting dates are scheduled on the third Thursday of each month and the Wednesday preceding it. To eliminate a special meeting for either Board, the recommendation is to align the 2020 September meetings.

September meetings

The Kansas State Board of Education meeting is scheduled on Tuesday, September 8 and Wednesday, September 9, 2020 and the Kansas Board of Regents meeting is scheduled on Wednesday, September 16 and Thursday, September 17, 2020. The recommendation is to move the Kansas Board of Regents’ meeting up a week to Wednesday, September 9 and Thursday, September 10. The joint meeting can then be scheduled in the morning or afternoon of the 9th. Under this recommendation, the Board’s councils and committees will meet either in the morning or afternoon of the 9th, depending on when the joint meeting is scheduled, and all action items for the higher education system will be place on the 10th.

E. Other Matters

- 1. Act on Request to Name the Department of Biological and Agricultural Engineering – KSU** **President Myers**

- 2. Act on Request to Name an Exterior Walkway Connecting Koch Arena to the New Student-Athlete Success Center** **President Golden**

- 3. Receive Legislative Update** **Matt Casey,
Director, Government Relations**

VI. Executive Session

Board of Regents – Personnel Matters Relating to Non-Elected Personnel

VII. Adjournment

AGENDA

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
Wednesday, March 18, 2020
10:15 – 11:50 am**

- I. Call to Order** Regent Schmidt
1. Approve minutes from March 2, 2020 conference call
- II. Other Matters**
1. KSDE Individual Plans of Study (IPS) Discussion Stacy Smith, KSDE
 2. Academic Advising Presentation – Flint Hills Tech Lisa Kirmer
 3. Direct Support Professionals (DSP) Update Regent Schmidt
- III. Consent Items**
- IV. Suggested Agenda Items for BAASC March 30th Conference Call**
- Approve minutes from March 18th meeting at KUMC
 - Approval of BSE in Early Childhood Unified: Birth through Kindergarten – PSU
 - **BAASC 20-08** Receive Program Review Report
- V. Adjournment**

Date Reminders:

- March 26: 2020 Open Educational Resource (OER) Showcase at Washburn University
- May 19: Coordinating Council 2nd Meeting
- May 20: **BAASC 20-04** Receive JCCC & KU Edwards Campus Transfer Agreement Update

MINUTES

Kansas Board of Regents Board Academic Affairs Standing Committee

MINUTES Monday, March 2, 2020

The March 2, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 11:00 a.m. The meeting was held by conference call.

In Attendance:

Members:	Regent Schmidt, Chair Regent Van Etten	Regent Harrison-Lee	Regent Kiblinger
Staff:	Daniel Archer Amy Robinson Natalie Yoza	Karla Wiscombe Erin Wolfram Renee Burlingham	Samantha Christy- Dangermond Julene Miller
Others:	Allen CC Colby CC ESU Highland CC JCCC KU Manhattan Tech Pratt CC	Barton CC Cowley CC Flint Hills Tech Hutchinson CC K-State KUMC Neosho County CC Washburn	Butler CC Dodge City CC FHSU Independence CC KCKCC Labette CC PSU WSU

Regent Schmidt welcomed everyone.

Approval of Minutes

Regent Kiblinger moved to approve the minutes from February 19, 2020, and Regent Van Etten seconded the motion. With no further discussion the motion passed.

Bachelor of Science in Integrative Physiology – K-State

Brian Niehoff provided a brief summary of K-State’s request for approval for a BS in Integrative Physiology. He noted this program will better align with health professional fields of study such as nursing and occupational therapy. Craig Harms, Department Head of Kinesiology, was available for questions. Regent Kiblinger asked where the extra expense would occur. Craig responded even though they do not have additional faculty expenses, the program will have supplies, equipment, and GTA’s. Regent Van Etten asked about current markets for this program. Craig stated out of around 600 students, 70-80% will go into health careers but noted it is hard to track students once they are in the workforce. Out of the 600 students, 50 students continue into other higher education health professional programs such as nursing.

Regent Kiblinger moved to approve the request for approval for a Bachelor of Science in Integrative Physiology at K-State. Regent Van Etten seconded the motion. With no further discussion the motion passed.

AY 2023 – AY 2025 Academic Calendars

Daniel Archer provided a brief summary of the request for approval of university academic calendars for AY 2023 through 2025. Regent Schmidt asked what the procedure is if a university wants to make changes in the

future. Daniel responded that it depends on whether the proposed changes are non-substantive or substantive. Non-substantive changes go through Dr. Flanders, where substantive changes must go through BAASC and then the full Board.

Regent Kiblinger moved to approve the request for approval of AY 2023 – AY 2025 Academic Calendars. Regent Van Etten seconded the motion. With no further discussion the motion passed. The calendars will be presented for Board approval in March.

AY 2020 and AY 2021 Bridge Performance Agreements

Sam Christy-Dangermond provided a brief summary on performance agreements, including why a bridge agreement was needed. Sam explained the bridge agreements were necessary due to the new strategic plan implementation date. The most recent performance agreements covered AY 2017 through AY 2019, and the new strategic plan will begin in AY 2021. The bridge agreements cover the gap from AY 2020 through AY 2021. The Committee decided for the purposes of voting they would split the agreements between the four with no changes and the twelve that had changes from their AY 2017- AY 2019 Performance Agreements.

Regent Van Etten moved to approve AY 2020 and AY 2021 Bridge Performance Agreements for the four institutions who had no changes from their last agreement. Regent Harrison-Lee seconded the motion. With no further discussion the motion passed. The four institutions were listed as:

1. WSU
2. Washburn & Washburn Tech
3. JCCC
4. KCKCC

Regent Schmidt provided an opportunity for any institution with changes to their performance agreement to discuss with the Committee their changes or highlight any information. There were no institutions with comments.

Regent Kiblinger moved to approve AY 2020 - AY 2021 Bridge Performance Agreements for the twelve institutions who had changes from their last agreement. Regent Harrison-Lee seconded the motion. With no further discussion the motion passed. The twelve institutions were listed as:

1. ESU
2. KU/KUMC
3. Allen County CC
4. Barton CC
5. Cowley CC
6. Dodge City CC
7. Hutchinson CC
8. Neosho County CC
9. Pratt CC
10. FHTC
11. MATC
12. WSU Tech

Coordinating Council Discussion

Regent Kiblinger asked the Committee to discuss potential topics the Coordinating Council could pursue. These topics should align with KBOR goals, as well as with the Board's Strategic Plan, which will be finalized in 2020. Regent Kiblinger stated there are some areas which can be looked at such as concurrent credit, strengthening advisory connections between K-12 and higher education, and articulation agreements with K-12. Regent Kiblinger asked for input from the BAASC members, as well as from post-secondary institutions.

Heather Morgan of KACCT stated that providing K-12 counselors with information on pathways and costs would make a difference in the overall system. Regent Van Etten discussed past efforts of the Concurrent Enrollment Partnership Taskforce and a potential bill where funding was requested for high school students to take concurrent enrollment courses. While this bill ultimately failed, Regent Van Etten noted K-12 seems interested in opportunities to fund concurrent enrollment.

Regent Schmidt discussed three items he would like to see addressed by the Coordinating Council:

1. Continuing efforts to identify the 35% of Kansans who do not enroll in higher education.
2. Use a list of academic advising tools from BAASC presentations to help coordinate efforts with K-12.
3. How to bring high school students into the field of Direct Support Professionals by providing academic credits.

Adjournment

The next meeting will be on March 18, 2020 at KUMC. The exact room locations will be sent out in the agenda about a week prior to the meeting.

Regent Harrison-Lee moved to adjourn the meeting, and Regent Kiblinger seconded the motion. With no further discussion the meeting adjourned at 11:34 a.m.

AGENDA

Fiscal Affairs and Audit Standing Committee

Wednesday, February 19, 2020

10:00 AM - 11:45 AM

Board Room

I. OLD BUSINESS

- A. Approve minutes of February 19, 2020 committee meeting
- B. Follow up on issues raised during the March 3 teleconference regarding FAA items on the Board's agenda and any other questions/clarifications about Board agenda items

II. NEW BUSINESS

- A. Receive external management reviews: Wichita State University and Pittsburg State University
- B. **FAA 20-06** Receive debt capacity plans and assessment from KDFA of each state university's indebtedness
- C. **FAA 20-04** Review State Universities' Annual Financial Reports, including CFI and Current Year Budget Outlook
 - Emporia State University
 - Fort Hays State University
 - Pittsburg State University
- D. Receive Update from Staff on Deferred Maintenance Data Gathering Process
- E. Board agenda items under Fiscal Affairs and Audit
- F. **FAA 20-05** Discuss Tuition Setting Process
- G. Audits for committee review and discussion (standing item)
- H. Other Committee Business

OTHER COMMITTEE ITEMS

Next meeting dates:

March 31, 11:00 am, Agenda Conference Call

April 15, 10:15 am, Committee Meeting, Kansas State University, Manhattan

May 5, 11:00 am, Agenda Conference Call

May 20, 10:15 am, Committee Meeting, Board Office, Topeka

AGENDA

**System Council of Presidents
Kansas Board of Regents
March 18, 2020
10:15 a.m.
Suite 530**

1. Approve minutes of February 19, 2020 meeting
2. Act on proposed policy changes to Align with Recent U.S. Department of Education Regulations and Update other Language (Attachment) – Karla Wiscombe
3. Discuss COVID-19 preparedness
4. Report from System Council of Chief Academic Officers
5. Discuss Board strategic plan
6. Other matters

Act on Request for Approval of Policy Change to Align with Recent U.S. Department of Education Regulations and Update other Language

Summary and Staff Recommendation

On November 1, 2019, the U.S. Department of Education issued final regulations governing the recognition of accrediting agencies and other areas of the Higher Education Act to take effect July 1, 2020. One key change was the labeling of accrediting agencies. The Department will no longer categorize accrediting agencies as regional or national. The terms “regionally accredited” and “nationally accredited” will no longer be used or recognized by the department. According to the U.S. Department of Education these regulations seek to “provide increased transparency and introduce greater competition and innovation that could allow an institution or program to select an accrediting agency that best aligns with the institution’s mission, program offerings, and student population” (<https://federalregister.gov/d/2019-23129>). This regulation requires changing Board policy to align with the recognized terms. The System Council of Chief Academic Officers (SCCAO) reviewed the changes.

Background

The Higher Learning Commission is the accrediting body currently assigned to the geographic region of 19 states, which includes Kansas. Board policy requires all public post-secondary institutions conferring degrees to achieve and maintain accredited status with the Higher Learning Commission. Recent action of the U.S. Department of Education no longer categorizes accrediting agencies as regional or national and requires the removal of “regional” in policy when referencing accreditation. Three areas of Board policy contain “regional” language and require revisions. These revisions occur in Chapter III under Academic Affairs: Section 2- Transfer and Articulation, Section 12- Accreditation of Degree Granting Institutions, and Section 13- Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.

In addition to the updated language for accreditation, the recent launch of the Transfer Kansas portal provided an opportunity to remove outdated language in the Systemwide Transfer and Articulation section of Board policy. These minor changes do not affect the intent or purpose of the policies.

Staff Recommendation

Staff recommends approval of the proposed policy changes below to update language of current practice and align with the final regulations of the *Student Assistance General Provisions, The Secretary’s Recognition of Accrediting Agencies, The Secretary’s Recognition Procedures for State Agencies* from the Office of Postsecondary Education of the U.S. Department of Education.

CHAPTER III: COORDINATION² - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A ACADEMIC AFFAIRS (See Chapter II., Section A. for additional academic affairs policies applicable to state universities)

...

2 TRANSFER AND ARTICULATION

a Purpose

Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness in the public postsecondary education system in Kansas. A seamless

² See Chapter I., Section A.3 for definition of Coordination.

educational system offers the best resources to provide a high quality education for every student, and empowers and encourages each student to reach maximum potential by engaging in life-long learning. This includes:

- i Aligning high school and college expectations and standards to improve access and success;
 - ii Providing access to postsecondary education;
 - iii Providing high quality advising and information at every point of the journey to ensure that students understand the preparation required to succeed at the next level;
 - iv Building connections and strengthening communications within and between the parts of the system; and
 - v Providing a smooth transition from one level of learning to the next level, including graduate and professional education.
- b Systemwide Transfer and Articulation

To facilitate transfer and articulation across the Kansas public postsecondary education system, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board’s systemwide transfer and articulation policy. The Council’s mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. The Council provides status reports, as appropriate, to the System Council of Chief Academic Officers.

- i The Transfer and Articulation Council shall:
 - (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;
 - (2) Adjudicate disagreement from the Kansas Core Outcomes Groups;
 - (3) Provide final recommendation on systemwide transfer of specific courses;

(The Board of Regents approves specific courses to be accepted for systemwide transfer from any public postsecondary educational institution in Kansas. Each course approved and accepted for systemwide transfer by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.)

 - (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and
 - (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.
- ii In addition, the Transfer and Articulation Council shall:
 - (1) Identify courses acceptable for systemwide articulation and transfer with a focus on lower division general education courses and introductory courses to majors;
 - (2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;

- (3) Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;
- (4) Address barriers to inter-institutional cooperation as they arise;
- (5) Use learning outcomes to determine course equivalency; and
- (6) Implement a clear and ongoing transfer structure.

- iii The Transfer and Articulation Council shall have a core outcomes subcommittee and a quality assurance subcommittee.
- iv Kansas Core Outcomes Groups – These groups composed of faculty representing specific disciplines, shall carry out the work of course transfer articulation in accordance with the *Kansas Transfer and Articulation Procedures*. Each Kansas core outcomes group shall:
 - (1) Receive its charge from the Transfer and Articulation Council;
 - (2) Review specific courses within the discipline to articulate learning outcomes associated with courses and agree upon system-wide transfer of course credit as direct equivalents for transfer; and
 - (3) Report to the Transfer and Articulation Council.

One Transfer and Articulation Council member shall be appointed by the Council to serve as a non-voting ex officio member liaison to each discipline-specific core outcomes group. The Council liaison’s role is to ensure that the mission of the Transfer and Articulation Council is communicated to, and carried out by, each core outcomes group and to ensure excellent communication between the Council and each core outcomes group.

- c System Support. Board staff shall support the Board’s systemwide transfer initiative by:
 - i Maintaining a website for dissemination of transfer information;
 - ii ~~Maintaining a Common Course Equivalency Guide including a Common Course Matrix~~ a list of equivalent courses offered by institutions for all courses that transfer systemwide; and
 - iii Collecting and reporting common data on transfer student success and completion as one measure of system effectiveness.
- d Institutional Transfer and Articulation. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its own transfer policy.
 - i Each public university shall appoint a point person for transfer and articulation issues and shall clearly identify that individual’s contact information on the university web site.
 - ii An institutional transfer policy shall not conflict with the Board’s systemwide transfer policy.
 - iii An institutional transfer policy shall include an appeal process.
 - iv An institutional transfer policy shall treat transfer students the same way academically as non-transfer students.
 - v An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.

- vi An institutional transfer policy shall ensure transfer of general education courses from any ~~HLC accredited~~ Kansas public postsecondary institution accredited by a nationally recognized agency, subject to conditions in paragraphs f.(iii) and b.
 - vii Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.
- e Articulation Agreements
- i Between Community Colleges, Technical Colleges and the Institute of Technology

In accordance with K.S.A. 74-32,420, the board of trustees of each Kansas community college, the governing board of each Kansas technical college and the board of control of the Institute of Technology shall establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among those institutions.

 - (1) The Board of Regents shall be notified of each agreement at the time the agreement is executed.
 - (2) Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 74-32,420). Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.
 - ii Between Community Colleges, Technical Colleges, the Institute of Technology, State Universities, and Washburn University

In accordance with K.S.A. 72-4454, Kansas technical colleges, community colleges, the Institute of Technology, state universities and Washburn University shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical colleges, community colleges, Institute of Technology, state universities and Washburn University.
 - iii Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.
- f General Transfer Provisions
- i Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.
 - (1) Admission to an institution shall not equate with admission to a professional school or a specific program.
 - (2) Except as provided in paragraph f.iii., students must complete all graduation requirements of the receiving institution.
 - (3) Students with a completed associate degree who transfer into a professional school or specialty program may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
 - ii Requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:

- (1) Transfer coursework must be transcribed in credit hours.
- (2) Students transferring to Kansas public universities with a completed AA or AS degree shall be given junior standing.
- iii Transfer of general education credit to and among Kansas public universities, including state universities and Washburn University, shall follow the requirements below.

Although the following distribution of courses does not necessarily correspond to the general education requirements for the bachelor degree at any Kansas public university, it shall be accepted as having satisfied the general education requirements for the bachelor degree of all Kansas public universities.

A minimum of 45 credit hours of general education with distribution in the following fields shall be required. General education hours totaling less than 45 shall be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

- (1) 12 hours of Basic Skills courses, including:
 - 6 hours of English Composition
 - 3 hours of Public Speaking or Speech Communication
 - 3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it
- (2) 12 hours of Humanities courses from at least three of the following disciplines:
 - Art*
 - Theater*
 - Philosophy
 - Music*
 - History**
 - Literature
 - Modern Languages
- (3) 12 hours of Social and Behavioral Science courses from at least three of the following disciplines:
 - Sociology
 - Psychology
 - Political Science
 - Economics
 - Geography
 - Anthropology
 - History**
- (4) 9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab)
 - *Performance courses are excluded.
 - **The receiving institution will determine whether history courses are accepted as humanities or as social sciences.

- iv Many of the Board approved systemwide transfer courses meet general education requirements at the public postsecondary educational institutions in Kansas.
- v Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in paragraph j. above.

- vi Public universities may develop program-to-program articulation agreements for the AAS degree.
- vii Courses completed as part of technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:
 - (1) As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.
 - (2) On a course-by-course basis
 - (a) General education courses may be transferred according to paragraphs d.vi., f.iii., and f.v. above.
 - (b) Substantially equivalent courses may be transferred on a course-by-course basis according to paragraph d.v. above.
 - (c) Other courses may be transferred as electives according to paragraph d.vii. above.
- g Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

...

12 ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

It is the policy of the Board of Regents that all public post-secondary institutions conferring college degrees achieve and maintain accredited status with ~~the Higher Learning Commission of the North Central Association,~~ an nationally recognized accrediting commission agency for higher education in the United States.

Any public post-secondary institution that has not achieved or does not maintain accredited status with ~~the Higher Learning Commission of the North Central Association~~ a nationally recognized accreditor may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing ~~HLC~~ institutional accreditation shall continue to comply with all standards established by the institution's current accrediting agency; and shall submit an end of fiscal year report to the Board of Regents confirming adequate progress toward accredited status ~~with the HLC,~~ including as applicable any supporting documentation.

13 CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENTS PARTNERSHIPS

It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership.

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.

Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student's knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

a Purposes of Concurrent Enrollment Partnerships

As established by the Kansas Board of Regents, the system-wide purposes of Concurrent Enrollment Partnerships are threefold:

i To Reduce Time-to Degree and Lower Costs

Concurrent Enrollment Partnerships enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

ii To Challenge High School Students and Promote College-Level Success

Concurrent Enrollment Partnerships are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

iii To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

Concurrent Enrollment Partnerships are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

b Procedures and Standards for Implementing Concurrent Enrollment Partnerships

i Definitions

For purposes of this policy:

(1) "Concurrent Enrollment Partnership student" means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

(2) "Concurrent Enrollment Partnership agreement" means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.

(3) "Eligible postsecondary institution" means any state university, community college, technical college, municipal university or affiliated institute of technology.

ii Agreement between Eligible Postsecondary Institutions and School Districts

A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of

K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

- (1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;
- (2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;
- (3) a clause addressing issues of compensation, awarding of credit and course listings for each party;
- (4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;
- (5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;
- (6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)
- (7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and
- (8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

iii Curriculum Standards, Course Content/Materials, and Assessment of Students

- (1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.
- (2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.
- (3) Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.
- (4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.

(5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:

- (a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;
- (b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
- (c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and
- (d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

(6) Remedial/developmental course work shall not be offered as a Concurrent Enrollment Partnership course.

iv High School Faculty

(1) Qualifications

(a) High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses shall ~~attain instructional eligibility by meeting the~~ faculty qualifications and standards established by the Higher Learning Commission of the North Central Association, as stated that the body's *Criteria for Accreditation and Assumed Practices* nationally recognized agency that accredits the sponsoring higher education institution regarding faculty roles and qualifications.

(b) Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.

(c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

(a) Before approving high school faculty to teach college-level Concurrent Enrollment Partnership courses, the postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and Concurrent Enrollment Partnership administrative requirements.

(b) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(c) Orientation and/or professional development activities shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.

(d) The postsecondary partner institution shall annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

v Student Eligibility for Enrollment, Advising and Student Guides

(1) High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards.

(2) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.

(3) The student must be authorized by the high school principal to apply for enrollment.

(4) Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.

(5) Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system.

vi Concurrent Enrollment Partnership Courses that Include Students Enrolled for Secondary and/or Postsecondary Credit

A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.

c Reporting of Concurrent Enrollment Partnerships

i Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

- (1) Directory information for each high school student enrolled;
- (2) Credit hours generated by each high school student;
- (3) Credentials of faculty teaching Concurrent Enrollment Partnership courses; and
- (4) Concurrent Enrollment Partnership credit hours generated by each high school student.

ii By January 31 of odd-numbered years, each public postsecondary institution shall provide to Board staff a list of high schools with which it has Concurrent Enrollment Partnership agreements. For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to the Board office:

- (1) Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
- (2) Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and

- (3) Report resulting from the annual review of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5).
- iii By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).
- iv All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.

MINUTES

**System Council of Presidents
Kansas Board of Regents
February 19, 2020
10:15 a.m.
Suite 530**

Members present: President Allison Garrett, Emporia State University – Co-Chair
President Ken Trzaska, Seward County Community College – Co-Chair
Chancellor Douglas Girod, University of Kansas
President Tisa Mason, Fort Hays State University
President Jerry Farley, Washburn University
President Jay Golden, Wichita State University
President Richard Myers, Kansas State University
President Steve Scott, Pittsburg State University
President Jim Genandt, Manhattan Technical College
President Flanders, Kansas Board of Regents

The meeting was convened at 10:15 a.m. by President Ken Trzaska – Co-Chair.

1. Minutes from the January 15, 2020 meeting, moved by Chancellor Girod and seconded by President Golden, were approved.
Dr. Brad Bennett, Vice President for Academic Affairs, Colby Community College, gave a report from System Council of Chief Academic Officers on the following items:
 - The Transfer and Articulation Council received a demonstration on the new Transfer Kansas portal system.
 - The Open Educational Resource (OER) Steering Committee is moving forward and will have a train-the-trainer process and more professional development.
 - Daniel Archer provided a recap on the High Impact Practices and program articulations.
 - Daniel Archer updated the Council on several of the CIP codes which will be changing in the fall.
2. President Blake Flanders provided an outline of the new Board Strategic Plan and led a discussion including the following key items:
 - The high impact practices need to be in place so the system can move together.
 - There is an agreement on the three pillars, however it was observed that some of the plan’s metrics are in conflict with one another.
 - Resources are needed to ensure we can make progress. There will be a second phase in the process to identify the resources needed for this.
3. President Blake Flanders led a discussion on program entrance requirements and asked each institution to:
 - Identify barriers for program entrance.
4. Matt Casey, Director of Government Relations, Kansas Board of Regents, gave an legislative update including the following key items:
 - This is the first week for legislative budget hearings. Those will conclude on Thursday and recommendations will follow.
 - Policy Bill SB 354 passed in the Senate so they are keeping an eye on that.

- Another new Bill HB2697 was introduced which will require guest speakers on campus to be approved.
5. Other matters
No other matters were discussed.

There being no further business, the meeting adjourned at 10:41 a.m.

AGENDA

**Council of Presidents
Kansas Board of Regents
March 18, 2020
10:45 a.m. or adjournment of SCOPs
Suite 530**

1. Approve minutes of February 19, 2020 meeting
2. Report from Council of Chief Academic Officers: David Cordle
3. Report from Council of Chief Business Officers: Diana Kuhlmann
4. Report from Council of Government Relations Officers: Don Hill
5. Report from Council of Chief Student Affairs Officers: Jim Williams
6. Other matters

MINUTES

**Council of Presidents
Kansas Board of Regents
February 19, 2020
10:30 a.m. – adjournment of SCOPS
Suite 530**

Members present: President Allison Garrett, Emporia State University
Chancellor Douglas Girod, University of Kansas
President Tisa Mason, Fort Hays State University
President Jay Golden, Wichita State University
President Richard Myers, Kansas State University
President Steve Scott, Pittsburg State University

The meeting was convened at 10:55 a.m. by President Garrett.

1. Minutes from the January 15, 2020 meeting, moved by President Golden, and seconded by President Scott, were approved.
2. Provost David Cordle, Emporia State University, gave a report from the Council of Chief Academic Officers on the following items:
 - The COCAO heard the first reading of KSU’s EdD in Community College Leadership.
 - The COCAO heard the first reading of PSU’s Bachelor of Science in Education, Early Childhood Unified: Birth-Kindergarten.
 - The COCAO heard the second reading of KSU’s Bachelor of Science in Integrative Physiology. This program proposal was approved.

A request for KSU’s program approval was moved by President Scott, seconded by President Myers. The program approved is the Bachelor of Science in Integrative Physiology.

Other items discussed included:

- The group heard from the Council of Faculty Senate Presidents who reviewed a free expression resolution and a statement on shared governance.
 - The group discussed Governor Kelly’s budget priorities and the prospects for restoration and tuition increases.
 - The COCAO had a conversation on program review and the duplication and low-enrollment programs.
 - The group discussed program articulation processes.
3. Diana Kuhlmann, Vice President for Administration and Finance, Emporia State University, gave a report from the Council of Chief Business Officers on the following items:
 - Discussions on deferred maintenance continue. Bids for a space utilization study will be reviewed on March 3.
 - Facilities Directors met on January 27 to learn more about the experiences KU has had with the VFA (Building Condition Assessment Software). There will be significant savings to piggyback on the contract.
 - Information on cyber insurance was reviewed and approved; increasing the aggregate annual limit from \$10 million to \$20 million. This will increase premiums by 50%.

- The recommendation from SIAC regarding the student insurance proposal will increase premiums 27.6% or \$489 for students who are required by academic programs to carry insurance. Graduate students and international students are eligible for 75% employer coverage. After further discussion about the affordability of the premium, the Student Health Insurance Benefits and Premium Rates for Plan Year 2020-2021 were approved on motion made by President Meyers, seconded by President Golden.
4. Don Hill, Government Relations Liaison, Emporia State University, gave a report from Council of Government Relations Officers on the following items:
 - State revenues continue to be healthy.
 - It is important to remain focused on communicating on the investment in Higher Education being foundational to a thriving economy.
 - A Name Image and Likeness bill is in the beginning stages. This bill would allow student athletes to seek compensation from third parties for the use of their name, image and likeness. This was introduced on the Senate floor as an effort to not be left behind. Many states are looking at adopting a similar bill.
 5. Vice President Jim Williams, Emporia State University, gave a report from Vice Presidents of Student Affairs on the following items:
 - The committee discussed Census information and the campus efforts being made to ensure a strong participation.
 - The group is preparing for campus programming and activities for the fall.
 - There was a discussion on how to address the upcoming election on our campuses. Their conversation centered on issues and ways to be proactive rather than reactive.
 - The Housing and Dining Services Committee met and are awaiting word on the next meeting.
 6. Other matters
No other matters were discussed.

There being no other business, the meeting was adjourned at 11:25 a.m.

AGENDA

**KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
March 18, 2020
8:30 am – 9:00 am**

- I. Call to Order** Brad Bennett, Co-Chair
 - A. Introductions
 - B. Approve Meeting Minutes from February 19, 2020

- II. Transfer and Articulation Council Update** Jon Marshall

- III. Open Educational Resource (OER) Steering Committee Update** Erin Wolfram

- IV. Other Matters**
 - A. Discuss Associate Degree Transfer Daniel Archer

- V. Next SCOCAO Meeting – April 15th, 8:30am, at K-State University**
 - Approve minutes from March 18, 2020 meeting

- VI. Adjournment**

Date Reminders:

- March 26: 2020 Open Educational Resources (OER) Showcase at Washburn University

MINUTES

System Council of Chief Academic Officers MINUTES Wednesday, February 19, 2020

The February 19, 2020, meeting of the System Council of Chief Academic Officers was called to order by Co-Chair David Cordle at 8:32 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	Brad Bennett, Colby CC	David Cordle, ESU	Lori Winningham, Butler CC
	Erin Shaw, Highland CC	Matt Pounds, NWK Tech	Charles Taber, K-State
	Carl Lejuez, KU	Jill Arensdorf, FHSU	Howard Smith, PSU
	Rick Muma, WSU	Juliann Mazachek, Washburn	Beth Ann Krueger, KCKCC
Staff:	Daniel Archer	Sam Christy-Dangermond	Amy Robinson
	Karla Wiscombe	Tim Peterson	Erin Wolfram
	Natalie Yoza	Charmine Chambers	Scott Smathers
	Cindy Farrier	Judd McCormack	Marti Leisinger
Others:	Kathleen Kottas, Barton CC	Lori Winningham, Butler CC	Michelle Schoon, Cowley CC
	Steve Loewen, FHTC	Aron Potter, Coffeyville CC	Marlon Thornburg, Coffeyville CC
	Mike Calvert, Pratt CC	Marc Malone, Garden City CC	Joe McCann, Seward County CC
	Cindy Hoss, Hutchinson CC	Michael McCloud, JCCC	Stanton Gartin, Salina Area Tech
	Brian Niehoff, K-State	Jean Redeker, KU	Jennifer Ball, Washburn
	Adam Borth, Fort Scott CC	Ryan Ruda, Garden City CC	Greg Schneider, ESU
	Kevin Bracker, PSU	Shelly Gehrke, ESU	

Co-Chair Brad Bennett welcomed everyone and those present introduced themselves.

Approval of Minutes

David Cordle moved to approve the minutes of the January 15, 2020 meeting and Rick Muma seconded the motion. With no discussion or corrections, the motion passed.

Transfer and Articulation Council Update

Karla Wiscombe discussed updates from the February 12, 2020 TAAC meeting. There were eight institutions submitting courses not previously offered at their institutions. These courses have been approved for Systemwide Transfer. The Committee also looked at several courses for the 2020 Kansas Core Outcomes Conference being held at Wichita State University on October 16.

Karla demonstrated the new Transfer KS portal. The portal can be accessed from the home page of the KBOR website as well as on the KBOR Transfer and Articulation page https://www.kansasregents.org/academic_affairs/transfer-articulation. Karla noted this data can be sorted by subjects, SWT course titles, and institutions, and has the ability to produce a list of all 91 courses. Karla asked institutions to look for any courses that have not been offered in the past and that may be offered in the future. Erin Wolfram created a set of instructions to export all 91 courses, but Karla noted the moment the data is exported, it becomes outdated, as it is being pulled from course inventory in real time. Karla discussed that the course inventory may still have inaccuracies and asked for everyone to look again to ensure their institutional course

inventory is up to date. She thanked those who have made updates already. Karla sent an email asking institutions to certify the nine new courses. These will be added to the Transfer KS portal and Karla stated if any personnel have issues completing this they can contact her for assistance.

Erin Wolfram mentioned that core outcomes with effective, approval, and review dates can be accessed by individual courses in the Transfer KS portal. Erin also noted that if you want to quickly view SWT courses with effective dates, this information can be found under the Transfer and Articulation page on the KBOR website.

Open Educational Resources (OER) Update

Erin stated that KBOR has tentative approval for systemwide membership with Open Textbook Network (OTN). Paperwork is being processed to receive official approval from the Department of Administration. The benefits of OTN membership include:

1. Sending four state ambassadors to the OTN Summer Institute in July 2020. These ambassadors will then serve as statewide experts and trainers across Kansas.
2. OTN staff members will come to Kansas two times in the first year of membership to conduct statewide trainings for additional state OER representatives.
3. Mechanisms for statewide OER data collection.

OER will create cost savings for students. She noted there is a statewide OER showcase on March 26th 1-4pm at Washburn University for administrators, faculty, and staff across Kansas. This event is free and the OER Steering Committee will provide an update of their action plan, a key-note speaker from LibreNet will present, and there will be a poster session highlighting OER across institutions. An email will be sent out about this event and Erin encouraged each institution to present a poster and invite their peers.

There is also a statewide OER Conference on September 18 at FHSU. A call for presentation proposals will go out soon and this information will be placed on the KBOR website. The OER Steering Committee is looking for proposals related to three main topics:

1. Introduction to OER
2. Practices and Application
3. Instruction, Support, and Advocacy

Erin stated this event is for everyone from novices to experts. There will be key-note presentations and break-out sessions, and the cost will be minimal. Erin will send out more details soon.

The last item Erin discussed is the development of an OER website through KBOR. This will provide information on upcoming events, benefits of the OTN membership, general OER resources, and highlights of what individual institutions are doing with OER.

High Impact Practices

Daniel Archer gave a short update on proposed systemwide high impact practices. Daniel previously requested feedback from universities and community colleges and thanked those who submitted their practices. He noted there were a few high impact practices that everyone agreed on such as:

1. Creating an OER Initiative: KBOR is assisting with OER to create opportunities, which includes OTN membership. The Committee did not object with listing OER as a high impact practice.
2. Developing a statewide campaign to promote full-time students completing 30 credit hours per year. Data shows students completing 30 credit hours per year are more likely to graduate, they graduate sooner, and in turn spend less on associated costs. Data also show this is effective at all types of institutions.
3. The Board directed goal to create a transfer framework that will strengthen associate-to-baccalaureate transfer between community colleges and universities.

Daniel stated that KBOR is not trying to mandate any specific practices. KBOR plans to provide consistent messaging strategies, help build campaigns, obtain memberships that benefit students, and assist with current efforts. Erin Shaw asked if institutions that are currently working on these items will be required to shift their messaging in the future. Daniel responded a committee will be formed and he would not want to take away any current momentum from current individual initiatives; however, it could be beneficial for everyone to use the same messaging. Brad Bennett asked if these practices are going to become the new performance agreements. Daniel responded this was not the goal but noted there is a metric on the KBOR website for on-time graduation. Juliann Mazachek asked for mindfulness of what “on-time graduation” is. She noted they work with a large group of students and on-time may mean different time frames for different student populations.

Daniel discussed potential systemwide high impact practices. He noted there were potential high impact practices that he received positive feedback on implementing, such as:

1. Math pathways
2. Expanding corequisite remediation; and
3. Developing meta-majors

Daniel commented he believes before committing to the above practices there is a need to study and explore these through looking at them through faculty, student, and Board lenses.

Daniel discussed non-systemwide initiatives which individual institutions are implementing or plan to continue implementing. Daniel provided a list to the Committee and asked if anyone has additional initiatives to add they can contact him.

Daniel discussed the next steps in moving forward with these high impact practices. Pillar 1 is being focused on currently, and he anticipates the Board will approve these initiatives in June 2020. Brian Niehoff asked if the term “high impact practices” is set in stone, noting that this term is used for academic teaching and can confuse some due to these dual definitions.

Program Articulation

Daniel Archer stated this was originally assigned to BAASC but has since been directed to SCOCAO. He will be working on a report over the next month that addresses current challenges with the 2+2 programs and highlights successful initiatives in other states which may provide options.

Policy Revision

Karla Wiscombe discussed new US Department of Education regulations governing the recognition of accrediting agencies and other areas of the Higher Education Act, which take effect July 1, 2020. The Higher Learning Commission (HLC) is currently the accrediting body for Kansas. Due to these changes, Board policy must be amended to align with the new recognized terms. Outdated language in the Systemwide Transfer and Articulation section will also be updated at this time.

Classification of Instructional Programs (CIP) Code Update

Marti Leisinger provided an update on changes to CIP codes, which will be reflected in the 2020 edition of the CIP (CIP-2020). This will include almost 70 new four-digit series and more than 300 new six-digit codes. Marti noted that institutions may want to review the changes to make sure the CIP they are using for reporting is the CIP which best describes the content of their programs. New and historical classifications can be found at <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>. In the next few weeks KBOR will be asking institutions to update the CIP codes in KBOR Program Inventory to align with federal reporting. KBOR will be contacting IR officers at impacted institutions to let them know what specific CIP codes need to be changed. Marti does not believe there will be an impact to KSdegreestats.org or Program Review.

KCIA Update

Brad Bennett provided a brief update from the KCIA meeting on February 18, 2020. Brad thanked the KBOR staff who attended, noting it's helpful to get updates and spend time with them, in general. Brad stated KCIA members are helping each other out from an accreditation standpoint. For example, KCIA has individuals who volunteered to do mock visits of the two-year colleges for HLC that are non-peer reviewers. Brad noted in the past they have used consultants which can be costly. Brad noted they have the KCIA retreat the third week of May 2020.

Adjournment

Jill Arensdorf motioned to adjourn the meeting, and Chuck Taber seconded the motion. The motion passed and the meeting adjourned at 9:05 a.m.

AGENDA

**KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA
March 18, 2020
9:00 am – 9:50 am
or upon adjournment of SCOCAO
and reconvene at noon**

I. Call to Order David Cordle, Chair

- A. Introduce new KU Provost, Dr. Barbara Bichelmeyer
- B. Approve Minutes from the February 19, 2020 meeting

II. Requests

- A. First Readings
 - 1. BS in Geographic Information Science and Technology – K-State Chuck Taber
 - 2. MS in Genetic Counseling – KUMC Robert Klein
- B. Second Readings
 - 1. BSE in Early Childhood Unified: Birth-Kindergarten – PSU Howard Smith
- C. Other Requests
 - 1. Act on Request for Approval of Name Change of the Department of Slavic Languages and Literatures to the Department of Slavic and Eurasian Languages and Literatures - KU Barbara Bichelmeyer
 - 2. Act on Request for Approval of Name Change of the Bachelor of Science in Apparel and Textiles to the Bachelor of Science in Fashion Studies – K-State Chuck Taber
 - 3. Act on Request for Approval of Name Change of the Master of Science in Applied Statistics and Analytics to Master of Science in Applied Statistics, Analytics, and Data Science – KUMC Robert Klein
 - 4. Act on Request for Approval of Minor in Middle East Studies – K-State Chuck Taber

III. Council of Faculty Senate Presidents Update Greg Schneider, ESU

IV. Other Matters

- A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future

V. Next COCAO Meeting – April 15, 9am, at K-State University

- Approve minutes from March 18, 2020 meeting

VI. Adjournment

MINUTES

Council of Chief Academic Officers MINUTES Wednesday, February 19, 2020

The February 19, 2020, meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:09 a.m. The meeting was held in Suite 530, located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

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| Members: | David Cordle, ESU
Howard Smith, PSU
Carl Lejuez, KU | Jill Arensdorf, FHSU
Rick Muma, WSU
Robert Klein, KUMC | Charles Taber, K-State
JuliAnn Mazachek, Washburn |
| Staff: | Daniel Archer
Karla Wiscombe | Sam Christy-Dangermond
Erin Wolfram | Amy Robinson |
| Others: | Kathleen Kottas, Barton CC
Adam Borth, Fort Scott CC
Cindy Hoss, Hutchinson CC
Brian Niehoff, K-State
Mike Calvert, Pratt CC
Linnea GlenMaye, WSU
Duane Whitbeck, PSU | Lori Winningham, Butler CC
Marc Malone, Garden City CC
Michael McCloud, JCCC
Jean Redeker, KU
Matt Pounds, NWK Tech
Stanton Gartin, Salina Area Tech
Mary Carol Pomatto, PSU | Michelle Schoon, Cowley CC
Marlon Thornburg, Coffeyville CC
Erin Shaw, Highland CC
Beth Ann Krueger, KCKCC
Joe McCann, Seward County CC
Chandler Kirkhart, Seward County CC
Ken Trzaska, Seward County CC |

Chair David Cordle welcomed everyone.

Approval of Minutes

Howard Smith moved to approve the minutes of the January 15, 2020 meeting and Chuck Taber seconded the motion. With no corrections or discussion, the motion passed.

First Reading

Chuck Taber provided a summary of K-State’s proposal to offer an EdD in Community College Leadership. This program is designed to address a national need, was first developed at the University of Texas, migrated to National American University, and will be affiliated with the John Roueche Center for Community College Leadership at K-State. The EdD in Community College Leadership will be housed in the Department of Educational Leadership in K-States’ College of Education. Students who migrated with the program are currently housed within the EdD in Adult Learning and Leadership but will be moved to the new program.

Howard Smith provided a summary of PSU’s proposal for a BSE in Early Childhood Unified: Birth through Kindergarten. Howard noted the Committee would hear about the discontinuation of their BSE in Early Childhood Unified: Birth through Third Grade later in the meeting. When PSU changed its elementary education program to a unified approach, the birth through third grade was no longer needed and offered. The new program will be housed in Family and Consumer Sciences and they are basically keeping the early childhood piece. Dr. Duane Whitbeck, Chair/Professor of Family and Consumer Sciences at K-State discussed the creation and need for this program. Howard Smith clarified the PSU Child Development program is not a licensure program; however, the new program at PSU will be.

Second Reading

Last month the Committee heard the first reading of K-State’s proposal to offer a Bachelor of Science in Integrative Physiology. The Committee posed no further questions. Howard Smith motioned to approve the BS in Integrative Physiology proposal, and Carl Lejuez seconded the motion. The motion passed unanimously. David noted this proposal will be forwarded to COPS for approval later in the morning.

Council of Faculty Senate Presidents

Greg Schneider, ESU, presented an update. Greg stated they had two items on their agenda: the Free Expression Resolution and the Statement on Shared Governance. Greg noted he did not believe the Free Expression Resolution will pass. The Committee posed no questions.

Other Matters

Rick Muma, WSU, stated they are in the beginning stage of conversations about starting a location in Chihuahua, Mexico. This will focus around their expertise in advanced manufacturing, materials, and engineering. Rick also stated WSU may be looking at starting up a dental school again.

Jill Arensdorf, FHSU, stated they are looking at starting an online MS in Computer Science.

David Cordle, ESU, stated they have a proposal by the School of Business for a Bachelor of Arts in Entrepreneurship. He noted that interest in this possible program comes out of Fine Arts, Performing Arts and Humanities who are looking at this as a second major option for students. He believes this will have wide support on the ESU campus.

Chuck Taber, K-State, stated their campus OER initiative was selected for the “All In for K-State Day”, which is a fundraising event. He anticipates this will create additional funds for the initiative.

Carl Lejuez, KU, stated their new budget model for the Lawrence campus is done. It has a unique feature where around 15-20% of the budget is determined by peer-reviewed strategic priorities which aligns with Board priorities. The new model will be implemented in July 2020. He can provide extensive documentation if anyone is interested.

Howard Smith, PSU, stated they had three donors step forward to build a simulation hospital for their nursing program. This will be added to the PSU campus shortly.

Jill Arensdorf, FHSU, stated they have a large student base in China where FHSU faculty teach face to face. With recent events they have not been able to deploy their faculty, so they are going to start the semester the following week online. They redeveloped 30 courses in the last 5 weeks to adapt to this change.

PSU Discontinuation of the Early Childhood Unified: Birth through Third Grade

Howard Smith, PSU, discussed their plan to discontinue this program earlier in the meeting when he presented the program request to add a BSE in Early Childhood Unified: Birth through Kindergarten.

Academic Calendars AY 2022-2025

Daniel Archer provided background on public universities submitting academic calendars for Board approval. He noted they will be approved by the Board next month and are being provided to COCAO as informational. The Committee posed no questions.

Topics for Regent and COCAO Breakfast

David Cordle provided the Committee a list of potential topics for the breakfast meeting between COCAO and the Board. David asked for any additions or changes to this list and which of the topics are a priority.

Rick Muma asked if strategic program alignment will be included in discussions. David responded that it recently came up and is an important topic to the Board; however, he believes this topic could be broader than the strategic program alignment process. David stated program review may be a more appropriate way to word the topic. The Committee discussed if the 8-year cycle was too long, and many universities noted they have internal reviews more often.

Committee members discussed budget priorities and how they are important. They would like to know what the Board thinks in terms of communication strategy, advocacy and coordination plans, and the relationship between tuition and restoration.

David Cordle asked about transfer and articulation being a topic because the Presidents discussed this last month. It was noted that Regent Bangerter has a passion for this topic, and program articulation has been a popular topic in general. David commented that amongst community college Presidents he believes there is a desire to do more. It has been discussed whether 2+2 programs are the way to go, if there is any opportunity for system level program articulation, and how does the course articulation work feed into this picture.

Carl Lejuez asked what the goals of the Board are when looking at elimination of programs: efficiency, redundancy, or finances. Daniel noted that at the January Board meeting, program data was requested for the last 10 years. Committee members discussed the variety of reasons for keeping programs and the variety of ways to evaluate program effectiveness. It was noted that the minima data does not show the whole picture.

The Committee narrowed down priorities in order of importance:

1. Budget Priorities
2. Program Review/Strategic Program Alignment
3. Program Articulation
4. Deferred Maintenance

Recess

Jill Arensdorf motioned to recess the meeting until lunch, and Rick Muma seconded the motion. The motion passed and the meeting recessed at 9:45 a.m. The meeting was reconvened at 12:03 p.m.

Additional Discussion

Carl Lejuez, KU, discussed several items on their horizon:

1. The Tilford Conference had a surplus budget, so dues were not collected in 2019. The budget has about \$5,000 left so dues will be charged in the future.
2. The KU English Department would like to revisit raising AP scores for English Comp 1.
3. The University Press has created a mid-year report to look at their surplus. They are expected to see continued revenue progress.

The Committee briefly discussed the Senate Faculty President topics of wanting input in the elimination of programs and a Free Expression Resolution.

The Committee recognized Carl Lejuez for all his work on COCAO. The new Provost of KU will start before the next committee meeting, but Carl noted the transition will not be complete until the new academic year and he will still be available until then.

Adjournment

Howard Smith motioned to adjourn the meeting, and Carl Lejuez seconded the motion. The motion passed and the meeting was adjourned at 12:38 p.m.

CURRENT FISCAL YEAR MEETING DATES

Fiscal Year 2020

<u>Meeting Dates</u>	<u>Agenda Material Due to Board Office</u>
August 8-10, 2019	
September 18-19, 2019	August 28, 2019 at noon
October 16-17, 2019 (WSU Campus Visit)	
November 20, 2019 (PSU)	October 30, 2019 at noon
December 18-19, 2019	November 26, 2019 at noon
January 15-16, 2020	December 26, 2019 at noon
February 19-20, 2020	January 29, 2020 at noon
March 18, 2020 (KUMC)	February 26, 2020 at noon
April 15, 2020 (KSU)	March 25, 2020 at noon
May 20-21, 2020	April 29, 2020 at noon
June 17-18, 2020	May 27, 2020 at noon

TENTATIVE MEETING DATES

Fiscal Year 2021

Meeting Dates

- TBD – Budget Workshop/Retreat
- September 16-17, 2020
- October 14-15, 2020
- November 18-19, 2020
- December 16-17, 2020
- January 20-21, 2021
- February 17-18, 2021
- March 17-18, 2021
- April 14-15, 2021
- May 19-20, 2021
- June 16-17, 2021

COMMITTEES (2019-2020)

Shane Bangerter, Chair
Bill Feuerborn, Vice Chair

Standing Committees

Academic Affairs

Allen Schmidt – Chair
Shelly Kiblinger
Cheryl Harrison-Lee
Helen Van Etten

Fiscal Affairs and Audit

Mark Hutton – Chair
Ann Brandau-Murguia
Bill Feuerborn
Jon Rolph

Governance

Shane Bangerter – Chair
Mark Hutton
Allen Schmidt
Bill Feuerborn

Regents Retirement Plan

Shane Bangerter – Chair

Board Representatives and Liaisons

Education Commission of the States	Ann Brandau-Murguia
Postsecondary Technical Education Authority	Mark Hess Mike Johnson Rita Johnson
Midwest Higher Education Compact (MHEC)	Helen Van Etten Blake Flanders
Washburn University Board of Regents	Helen Van Etten
Transfer and Articulation Advisory Council	Shane Bangerter
Governor’s Education Council	Allen Schmidt Helen Van Etten