FEBRUARY 17-18, 2021

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

2020-2021
Bill Feuerborn, Chair
Cheryl Harrison-Lee, Vice Chair

KANSAS BOARD OF REGENT MEMBERS:

Building a Future
Higher Education's Commitment to Kansas Families, Businesses, and the Economy

1. Helping Kansas families

2. Supporting Kansas businesses

3. Advancing economic prosperity

BOARD GOALS 2020-2021

Approved by the Kansas Board of Regents

BOARD GOALS

Helping Kansas Families

1. Improve academic program transfer by creating a systemwide general education (GE) package to align programs under a common framework that guarantees seamless transfer and evaluate the pilot program that increased the number of credit hours eligible for transfer.

2. Review the 60 low-enrollment programs at the six state universities to assess program viability and strengthen the efficiency of degree program inventories.

3. Review university, community college and technical college plans and best practices to improve college-going rates, retention rates, and graduation rates of students from underrepresented populations.

4. Promote simplicity, transparency, and degree completion by exploring tuition rate strategies for resident and non-resident students attending the state universities.

5. Develop a comprehensive plan to finance deferred maintenance of public institutions of higher education facilities to be presented to the 2021 Legislature.

Advancing Economic Prosperity

6. Establish five- and ten-year systemwide objectives within *Building a Future* by leveraging individual university strengths into the creation of direct jobs and direct investments from beyond the state borders into Kansas.

Governance

7. Develop Board guidance on free speech and civil debate at state universities.

★ LEADING HIGHER EDUCATION ★

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MEETING INFORMATION AND SCHEDULE

The Kansas Board of Regents will meet virtually on Wednesday, February 17, 2021 starting at 1:00 p.m. Any individual who wants to "attend" this Board meeting is encouraged to use the livestream link, which can be found on our website at https://www.kansasregents.org/board_meeting_live_stream. Committee meetings will also be livestreamed as noted below at the links provided. If you would like access to any meeting that is not being livestreamed, please contact Renee Burlingham at rburlingham@ksbor.org. If you are unable to access meetings via livestream, please call 785-430-4240.

Wednesday, February 17, 2021

Time			Committee/Activity	Location
8:30 am	-	9:00 am	System Council of Chief Academic Officers	Zoom
9:00 am	or	Adjournment	Council of Chief Academic Officers	Zoom
8:45 am	-	10:00 am	Governance Committee	Livestream Link
10:15 am	-	Noon	Fiscal Affairs & Audit Standing Committee	Livestream Link
10:15 am	-	Noon	Academic Affairs Standing Committee	Livestream Link
10:15 am	-	10:45 am	System Council of Presidents	Zoom
10:45 am	or	Adjournment	Council of Presidents	Zoom
Noon	-	1:00 pm	Council of Faculty Senate Presidents	Zoom
Noon	-	1:00 pm	Students' Advisory Committee	Zoom
1:00 pm			Board of Regents Meeting	Livestream Link

Thursday, February 18, 2021

Time	Committee/Activity	Location
8:30 am	Board of Regents Meeting with the Council of Chief Academic Officers	Zoom

MEETING AGENDA

The Kansas Board of Regents will meet virtually on Wednesday, February 17, 2021.

<u>**Wednesday, February 17, 2021**</u>

I.	**Call To Order**	Regent Feuerborn, Chair	
II.	**The Pledge of Allegiance**		
III.	**Approval of Minutes**		
	A. January 20, 2021 meeting		*p. 4*
IV.	**Introductions and Reports**		
	A. *Introductions*		
	B. *Report from the Chair*	Regent Feuerborn, Chair	
	C. *Report from the President & CEO*	Blake Flanders, President & CEO	
	D. *Report from System Council of Presidents*	President Rittle	
	E. *Report from Council of Presidents*	Interim President Muma	
	F. *Report from Council of Faculty Senate Presidents*	Aleks Sternfeld-Dunn	
	G. *Report from Students' Advisory Committee*	Rija Khan	
	H. *Report from the Community Colleges*	President Rittle	
	I. *Report from the Technical Colleges*	President Genandt	
	J. *Report from the University CEOs*		
V.	**Standing Committee Reports**		
	A. *Academic Affairs*	Regent Kiblinger	
	B. *Fiscal Affairs & Audit*	Regent Rolph	
	C. *Governance*	Regent Feuerborn	
VI.	**Approval of Consent Agenda**		
	A. *Academic Affairs*		
	1. Act on Request to Offer a Bachelor of Arts in Interdisciplinary Entrepreneurship – ESU	Daniel Archer, VP, Academic Affairs	*p. 18*
	2. Act on AY 2019 Performance Reports		*p. 30*
	B. *Fiscal Affairs & Audit*		
	1. Act on Amendment to the Fiscal Year 2021 Capital Improvements Request and Approve the Revised Program Statement for the Campus Infrastructure Improvements Project – KSU	Chad Bristow, Director of Facilities	*p. 33*

MINUTES OF PREVIOUS MEETING(S)

I.   Call To Order   **Regent Feuerborn, Chair**

II.   The Pledge of Allegiance

III.   Approval of Minutes
    A.   Approve Minutes

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KANSAS BOARD OF REGENTS
MINUTES
January 20, 2021

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The January 20, 2021, meeting of the Kansas Board of Regents was called to order by Chair Bill Feuerborn at 1:00 p.m. This was a virtual-only meeting, and proper notice was given according to law.

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

ANNOUNCEMENT
Chair Feuerborn stated that due to the Shawnee County emergency order issued November 12 [and extended January 14], the Board meeting is being conducted pursuant to the Attorney General's regulation for virtual-only meetings. He asked all participants to place their microphones on mute when they are not speaking to allow listeners and observers to hear the meeting unimpeded. Chair Feuerborn stated that participants should ask to be recognized if they have a question or comment and when recognized, the participant should state their name and title so he or she can be identified by the audience. Chair Feuerborn noted for each action item a roll call vote would be taken to be clear how each Regent has voted. However, a roll call vote will not be taken for the approval of the minutes and no motion is needed to adjourn the meeting. It was also noted that there will be no opportunity for public comment during this meeting and no executive session is scheduled.

PLEDGE OF ALLEGIANCE
The Pledge of Allegiance was recited.

APPROVAL OF MINUTES
Regent Kiblinger moved that the minutes of the December 16, 2020 meeting be approved. Following the second of Regent Harrison-Lee, the motion carried.

PRESENTATION

PRESENTATION ON GEORGIA STATE UNIVERSITY'S STUDENT SUCCESS INITIATIVE THAT HAS ELIMINATED ACHIEVEMENT GAPS BASED ON RACE, ETHNICITY, AND INCOME
Dr. Mark Becker, President of Georgia State University, presented information on Georgia State's student success program. Georgia State University comprises six campuses with its main campus located in downtown Atlanta. The five suburban campuses offer associate degrees and its main campus, which is classified as a R1 research university, offers bachelor's degrees and advanced degrees. Over 54,000 students are enrolled at Georgia State, and the University has one of the most diverse student bodies in the country. President Becker noted the racial mix within the student body is balanced with no majority group and is similar to the racial mix of the State of Georgia. Dr. Becker also noted that 60 percent of the University's students are Pell-eligible.

Dr. Becker stated Georgia State has implemented a model, as part of its strategic plan, that has been successful in helping students from all backgrounds succeed and graduate in record numbers. The model is student centered and data driven. However, President Becker noted the success of the model only occurred because the University made significant shifts in academics, advising, and student services.

Under academics, the University realized that freshmen were feeling overwhelmed on a large campus, so strategies were introduced to connect students to each other and to the University. Dr. Becker stated when students register, they are required to enroll in one of seven meta majors: STEM (science, technology, engineering and math), Arts & Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several block schedules, which are pre-populated course timetables including courses relevant to their first year of study. On the basis of their timetable selection, students are assigned to Freshman Learning Communities consisting of 25 students who are in the same meta major and take classes according to the same block schedules. Dr. Becker noted the curriculum in these pathways helps students decide what degree path they want to pursue. He also stated that the University uses predictive analytics to identify students admitted to the fall freshman class who are academically at risk and require these students to attend their Summer Success Academy, which includes many different student support services. President Becker reported that students who have gone through the Academy are better academically prepared and have a high retention rate. Dr. Becker also discussed the University's academic coaching and peer tutoring efforts.

When it comes to academic advising, Dr. Becker stated the University moved to centralized advising for the freshman and sophomore years because under the old system, the data showed that students were not getting the advice they needed to make good decisions, resulting in students taking classes they did not need or staying in a major that was not a good fit for them. Georgia State University's Advising Center employs professional advisors who are specialized in the different academic pathways. Their advising system uses predictive analytics and contains more than 800 alerts to track student activities and identify at-risk behaviors. When an alert is flagged by the system, both the advisor and student will get a message, which allows the advisor to contact the student in a timely manner. The advisor and student can then discuss any issues and determine the best course of action to help the student.

President Becker then discussed changes that Georgia State has implemented in its student services. Based on its data, the University noticed that hundreds of students who were admitted to the University were not showing up to the campuses. The University discovered that barriers like completing the FAFSA were preventing some students from starting college. To address these issues, the University began using an AI communication system. The system integrates university data with required tasks that students need to complete. Dr. Becker stated the system sends a text to students if the data indicated that they have not completed a required task such as submitting their FAFSA. The AI system then sends those students information about applying for financial aid and a step-by-step process on how to complete the form. Dr. Becker noted that students who have completed a task would not receive any notification. He also stated that the AI system is built to address a large range of issues, challenges, and questions that students may have, and it can answer an inquiry within seconds of receiving it. However, if the student asks a question that the system does not recognize, the system forwards it to a person for follow up. President Becker stated another student service that the University implemented was retention grants. These

grants are provided to junior or senior students who are facing financial difficulties that may prevent them from graduating.

President Becker stated that over the last twelve years, the University has dramatically increased graduation rates and eliminated disparities because of the changes it implemented. He spoke about the importance of having strong leadership and noted that Georgia State has a Senior Vice President who is charged to deliver the Student Success Initiative. He also stated that the model can and has been replicated at other institutions and that institutional leaders can reach out to the University's National Institute for Student Success for more information on Georgia State's model.

Regent Harrison-Lee thanked Dr. Becker for his presentation and asked whether the University had difficulty scaling the programs that were either implemented or changed. Dr. Becker stated that in order for a university to be successful with this model, the president needs to be personally involved and committed to the process because there will be push back. Regent Hutton asked about Georgia State's admission policy and level of academic support that students require. Dr. Becker stated that Georgia State admits almost all students who apply because they are either enrolled at its main campus or at Perimeter College, which offers associate degrees. He also noted that the University successfully replicated its model at Perimeter College after the two entities were consolidated four years ago, which resulted in higher graduation rates and the elimination of achievement gaps based on race, ethnicity and income at the College. President Becker stated the Summer Success Academy is a valuable intervention tool, but the University is only able to enroll the bottom five percent of the freshman class because of financial constraints. The Board also discussed the advising system and how Georgia State coordinates with local high schools. Chair Feuerborn thanked Dr. Becker for his presentation on Georgia State's student success model.

<div align="center">(PowerPoint filed with Official Minutes)</div>

GENERAL REPORTS

REPORT FROM CHAIR
Chair Feuerborn welcomed everyone back from their holiday break. He stated that as the spring semester begins, the higher education system will still face challenges related to the COVID-19 pandemic. However, he is optimistic that the vaccine, which is being distributed in phases, will reduce the number of COVID cases in Kansas over time.

REPORT FROM PRESIDENT AND CEO
President Flanders reported that Board staff has begun compiling data for the first *Building a Future* report, which will be presented to the Board next month. He stated that since this is the first year of the strategic plan, the report will contain baseline data for most of the metrics. He also noted that under Pillar II the institutions are selecting three to five programs that meet the sustaining wage and high demand criteria, and those programs will be listed in the first report.

REPORT FROM SYSTEM COUNCIL OF PRESIDENTS
President Rittle reported that the System Council of Presidents received an update from the System Council of Chief Academic Officers regarding systemwide transfer, the Ad Astra Micro-Internship Program, and the College Board CLEP report. President Flanders then reminded the CEOs that each institution must submit three to five programs that meet the sustaining wage, high demand criteria for the Talent Pipeline metric in the new strategic plan, *Building a Future*, and noted the first report of the new plan will be presented to the Board in February. The Council also received an update from colleges on their progress to align spring breaks. President Genandt reported the technical colleges will align with the university spring break schedules that were approved last month. President Rittle stated that the majority of community colleges will be in alignment by 2023.

REPORT FROM COUNCIL OF PRESIDENTS
Interim President Muma presented the Council of Presidents report. The Council received reports from the Council of Chief Academic Officers, Council of Business Officers, Council of Student Affairs Officers, Council of Government Relations Officers, and the Council of Chief Diversity Officers. The Academic Officers reviewed several programs and approved multiple program consolidations requested by Pittsburg State University. The Business Officers continue to monitor funds associated with the COVID-19 pandemic and reported that the leave provision in the Families First Coronavirus Response Act expired on December 31, 2020 and was not extended. The Government Relations Officers reported on the start of the legislative session, and the Student Affairs Officers discussed student programs that have been eliminated because of the pandemic and the impact of the Governor's proposed budget for higher education. The Diversity Officers will discuss their strategic initiatives during a roundtable discussion on February 10. They also reported that the Michael Tilford Conference will be held at the University of Kansas this year. The Council then discussed the state's vaccine distribution phases and expressed their disappointment that faculty and staff at the higher education institutions were not included as a priority group.

The Council of Presidents approved the following degree programs: 1) Emporia State University's Bachelor of Arts in interdisciplinary Entrepreneurship, and 2) Pittsburg State University's Associate of Applied Sciences in Career & Technical Education. These programs will be forwarded to the Board for consideration at a future meeting.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS
Aleks Sternfeld-Dunn reported that the Council of Faculty Senate Presidents discussed the proposed temporary amendments to the Suspensions, Terminations, and Dismissals policy, which was discussed at the Governance Committee meeting. The Faculty are deeply concerned with the language in the policy and are unanimously against its adoption. They believe the proposed amendments will essentially suspend tenure for a year and will set a dangerous precedent moving forward. The Council stated that the policy will bring unwanted national attention and may negatively impact recruitment efforts at the universities. They believe implementing the policy will damage faculty morale and lead to numerous lawsuits. Dr. Sternfeld-Dunn reported even though this is a temporary policy amendment, the Council is concerned that it may become a permanent policy in the future. The Faculty also believe there are other options the Board and universities could deploy to address the financial issues at the universities. Dr. Sternfeld-Dunn noted that each of the universities already have a financial exigency policy and a chronic low performance of faculty policy. The Council asked the Board to either table the proposed policy amendments so that more discussion can take place or vote against its implementation.

REPORT FROM STUDENTS' ADVISORY COMMITTEE
Rija Khan presented the report for the Students' Advisory Committee. The Committee discussed its legislative items for the students' Higher Education Day at the Statehouse and the Board's draft freedom of expression statement. The Committee reported that it would like the freedom of expression statement to apply to all individuals on the campuses and not just the students. The students feel it is important to have one statement for everyone and plan to submit their recommendations to Board staff.

REPORT FROM THE COMMUNITY COLLEGES
President Rittle stated that as the community colleges begin the spring semester, they will be implementing many of the same COVID-19 procedures that were used during the fall semester. Some of the colleges will offer COVID-19 testing to students when they return to campus including the students who will be staying in the dorms, and many are implementing mask requirements. Regarding vaccine distribution, President Rittle reported that the colleges are working with their local county officials to help determine when their faculty and staff will be eligible to receive the vaccine. President Rittle also reported that the Kansas Jayhawk Community College Conference moved the majority of the fall sports to the spring semester. Competitions will begin on February 5 and the colleges are working to accommodate the student athletes' academic needs.

REPORT FROM THE TECHNICAL COLLEGES
President Genandt reported that the technical colleges have started their spring semester and the majority of their classes are being taught in-person. Some colleges are offering online and hybrid options specifically for general education courses or lectures. President Genandt stated that secondary student enrollments are slightly down because of scheduling changes at the high schools and because of restrictions on in-person recruiting. Some of the colleges were able to conduct virtual recruiting events but those were not as effective as in-person events. Additionally, President Genandt reported that the same safety and COVID testing procedures are being used this semester.

REPORTS FROM THE UNIVERSITY CEOS
Chancellor Girod reported that classes began at the KU Medical Center on January 19 and will begin at the Lawrence and Edwards campuses on February 2. Spring break was incorporated into the winter break schedule for the two campuses, which is why they are starting later. The Chancellor stated that the processes and protocols related to COVID will be the same as last semester's including mask mandates and social distancing requirements. Regarding COVID testing, all the campuses are requiring entry testing for anyone returning to campus so that positive cases can be identified. Testing has already taken place at the Medical Center and will be completed by February 9 for the other campuses. Dr. Girod stated that at the end of last semester, the University sent test kits home with the students who will be returning to the dormitories and Greek housing facilities. With regard to class offerings, the University will continue to have a mix of in-person, hybrid, and remote learning options. Chancellor Girod reported that the University is prepared to help with the distribution of the COVID-19 vaccine and noted that several hundred of the University's pharmaceutical students are certified to give vaccinations. The University will continue to work with the Douglas County Health Department and will offer to assist if needed. Additionally, Chancellor Girod reported that earlier this month the University launched the Center for Certification & Competency-Based Education. The Center will develop a framework to gather information about the knowledge, skills and dispositions that employers desire from workers in particular fields, assess the competencies that learners gain, and validate that learners have mastered certain competencies so businesses can be confident that employees will be successful in their jobs. Dr. Girod stated Diane DeBacker and Neal Kingston will lead this new Center. Chancellor Girod also acknowledged the work of Dr. Barney Graham, who is the NIAID Deputy Director of the Vaccine Research Center and led the design team of the COVID-19 vaccine.

Emporia State University will begin its spring semester on January 25. President Garrett stated like many of the other universities, ESU adjusted its academic calendar to eliminate the traditional spring break week in March. Instead the University extended the students' winter break and incorporated a few short breaks during the spring semester. President Garrett expressed her disappointment that the State did not prioritize higher educations' faculty and staff in the early vaccine distribution phases and noted that employees who do qualify for the early stages are encouraged to get the vaccine. President Garrett reported that ESU will operate in the same manner as it did last semester regarding safety protocols and COVID-19 testing. The teaching formats will also be similar with 74 percent of classes being taught in-person, 20 percent being taught in a hybrid format, and six percent being taught completely online. President Garrett also announced that ESU's Provost, David Cordle, is retiring and that the University is conducting a national search to fill the position.

President Myers reported that students at Kansas State University will start the spring semester on January 25. Classes will be conducted entirely online for two weeks to help mitigate the spread of COVID-19 in the community. President Myers stated that student services such as on-campus housing, libraries, recreation centers and the Lafene Health Center will be operational on January 25, and that the University plans to return to the hybrid and in-person teaching modalities used in the fall semester after the two-week period on February 8. He also reported that KSU has expanded its symptomatic and asymptomatic testing procedures. This semester the University will set up testing sites in the Student Union and dormitories including Greek housing, which are more convenient locations for students. KSU has also offered to help the county with vaccine distribution if it is needed. Additionally, President Myers announced that in 2020 the University's School of Engineering graduated a record-setting 782 students. President Myers stated the increased number of graduates over the years is a direct result of

the state's Engineering Initiative, and he hopes the Legislature will renew the Initiative, which is set to expire in 2022.

Pittsburg State University began its spring semester this week. President Scott noted that the University decided to adjust its academic calendar to move the traditional March spring break to the end of the semester. With this adjustment, the PSU will end its semester early on May 7. President Scott spoke about the impact of COVID-19 including the loss of life within the campus community. PSU continues to work with its local health department on safety protocols for the campus. President Scott noted that the health department supports its plan for in-person instruction, which will be 57 percent of its classes. He also announced that his President Council meetings are in-person because he believes that if the students, faculty, and staff are meeting in-person then the leadership of the University needs to do the same.

Interim President Muma reported that Wichita State University developed its COVID-19 protocols last summer for the fall and spring semester. In order to mitigate the spread of the virus, WSU will begin classes on February 1, and courses will be offered in several formats: in-person, online, and hybrid. Dr. Muma stated out of an abundance of caution and concern for the health, safety, and well-being of the entire campus community, the University has eliminated its traditional spring break in March. The last day of the semester will be May 6 with finals taking place the following week. Dr. Muma noted that WSU has scheduled its May commencement ceremony for May 15, but the date and format are subject to change. Dr Muma reported that the University's Student Government Association has designated two weeks during the semester as wellness weeks. During this time, information and resources will be promoted, such as counseling, testing, and staying connected with friends and classmates. Regarding COVID testing, WSU's Molecular Diagnostic Laboratory is able to process 3,000 specimens a day from individuals on the WSU campus and from the community at large. The Lab is able to produce results within 24-hours or less.

President Mason reported that Fort Hays State University did not adjust its academic calendar for the spring semester and noted that classes started earlier this week. She stated that when the University returned from its fall semester break there were two weeks left in the semester and only three students were in isolation and one student was in quarantine. The testing protocols for the spring semester include voluntary re-entry testing, surveillance testing, and symptomatic testing. Dr. Mason stated that the University worked with its local county health administrator to gain access to vaccines for its student health employees, nurses, and allied health students who will be in clinicals. She reported that the Fort Hays State Student Health Center is applying to become an approved vaccination site. President Mason also reported that the University's internal critical incident group and external medical advisory group continue to be active.

BREAK
The Chair called for a ten-minute break at 3:18 p.m. and resumed the meeting at 3:28 p.m.

STANDING COMMITTEE AND OTHER REPORTS

ACADEMIC AFFAIRS
Regent Kiblinger presented the Board Academic Affairs Standing Committee report. The Committee approved the University of Kansas' request to seek accreditation for its Bachelor of Science in Interior Architecture, which is on the Board's consent agenda. Board staff presented the Qualified Admissions report, which contained data from the 2019-2020 academic year. Fort Hays State University and the University of Kansas presented information on their low enrollment programs. These programs will be placed on the Board's February agenda for discussion and action. The Committee also discussed revising Board policy to address cases when a university wants to offer an associate degree. The proposed revision would allow the two-year colleges the opportunity to provide written feedback during the approval process. Regent Kiblinger noted the Committee will continue to discuss the approval process at a future meeting.

FISCAL AFFAIRS AND AUDIT
Regent Rolph presented the Fiscal Affairs and Audit Standing Committee report. The Committee received its annual update on the state's investment in the following research programs: Kansas State University's Veterinary Medical Center, Kansas State University's Global Food Systems, Wichita State University's Aviation Research, and the University of Kansas Medical Center's Cancer Center. Representatives from each university discussed how the state's investment has impacted their programs. Each of the internal auditors at the state universities presented an annual report to the Committee. The auditors explained how they are functioning under current circumstances, reviewed their university's transactional financial activity and internal controls, and discussed how their staff are being trained to reduce findings. The auditors are also looking at ways to keep IT systems secure and are monitoring Title IX processes. Regent Rolph noted the Committee encouraged the auditors to contact them directly about any concerns on their campuses. Director Bristow then provided the Committee with an overview of the biennial facilities report, which is on today's Board agenda, and the Committee heard from Fort Hays State University, Wichita State University, Kansas State University, and the KU Medical Center on how the campuses plan to correct their audit findings in this year's state financial audit.

GOVERNANCE
Regent Feuerborn reported the Governance Committee reviewed a new Board policy that outlines the Board's involvement when a state university changes from one athletic conference to another. The policy will be placed on the Board's February agenda for consideration. The Committee also reviewed and approved a new temporary COVID-19 related policy that will provide an additional tool for addressing financial difficulties and low enrollment on the state university campuses. Regent Feuerborn then amended the agenda to place the proposed policy on today's agenda immediately before the Wichita State University Presidential Profile item, which will make the proposed policy the new item D.1. of the Discussion Agenda. Regent Feuerborn then reported that the Committee discussed changes to the annual CEO assessment tool. Data related to the Board's new strategic plan, *Building a Future*, will be incorporated into the tool, and each CEO is being asked to address their university's data in their self-assessments. The Committee also received the annual campus safety and security reports from Pittsburg State University, the University of Kansas, and the University of Kansas Medical Center and approved a new restricted access area for KU's Lawrence campus.

APPROVAL OF CONSENT AGENDA
Regent Kiblinger moved, with the second of Regent Van Etten, that the Consent Agenda be approved. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Murguia, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Academic Affairs

ACCREDITATION FOR BACHELOR OF SCIENCE IN INTERIOR ARCHITECTURE – KU
The University of Kansas received approval to seek accreditation for its Bachelor of Science in Interior Architecture with the Council for Interior Design Accreditation. The estimated cost for accreditation is between $4,400 to $7,300 with an annual accreditation fee of $2,200.

CONSIDERATION OF DISCUSSION AGENDA

Presentation

UPDATE FROM THE KANSAS INDEPENDENT COLLEGE ASSOCIATION
Matt Lindsey, President of the Kansas Independent College Association, presented an update on the Kansas independent colleges. The independent colleges are private institutions that are exempted from the Kansas Private and Out-of-State Postsecondary Educational Institution Act, which the Board administers. All the independent colleges offer undergraduate degrees, have open admissions, and are domiciled in Kansas. The institutions receive

no state support, but students are eligible for some state-based student aid funds. Mr. Lindsey reviewed enrollments, student demographics, the number of degrees and certificates awarded, and student debt rates for these institutions.

(PowerPoint filed with Official Minutes)

Academic Affairs

LOW ENROLLMENT PROGRAMS REVIEWED UNDER STRATEGIC PROGRAM ALIGNMENT – KSU & WSU
Daniel Archer, Vice President for Academic Affairs, stated that in June 2020, the Board endorsed a plan to review low-enrollment programs under its strategic program alignment policy. A low-enrollment undergraduate program is defined as a program with less than 25 juniors and seniors majoring in it. He noted that 60 programs at the state universities were identified as low-enrollment and the Board directed the universities to assess these programs based on the following criteria: essentiality, productivity, and cost effectiveness. Dr. Archer stated that Kansas State University and Wichita State University have completed their internal review of their programs and will present their recommendations. Dr. Archer noted that under the strategic program alignment policy, the Board decides the final outcome of these programs.

Provost Taber reported that Kansas State University reviewed seven programs under the strategic program alignment: Associates in Applied Business, Bachelors in Humanities, Bachelors in Physical Sciences, Bachelors in Medical Laboratory Science, Bachelors in Statistics, Bachelors in American Ethnic Studies, and Bachelors in Gender, Women, & Sexuality Studies. Through its review, the University considered the Board's minima for majors and graduates, the interdisciplinary nature of each program, its contribution to general education, its contribution to KSU's mission, and its financial impact (student credit hours produced). He also noted that over the last five years, KSU has eliminated 15 programs through its program review process. Provost Taber then reviewed each of the University's recommendations for the programs currently under review.

The Bachelors in Humanities and Bachelors in Physical Sciences are both interdisciplinary courses that do not have faculty solely dedicated to them. Neither of the programs cost the University additional funds to operate and both bring in tuition revenue. Provost Taber stated the strength of these programs is that they offer a pathway to graduation for students who are undecided on a major, which is why KSU recommends continuing both of programs. The Bachelors in Medical Laboratory Science is another interdisciplinary course that has a slight cost associated with it because it has a part-time student advisor. Provost Taber stated that students who graduate from this program have 100 percent placement with excellent salaries. The University believes with enhanced marketing, it can grow enrollment in this degree program and therefore KSU recommends continuing the program. The Associates Degree in Applied Business started in 2019 and is a pathway course to the University's Bachelors in Applied Business and Technology Management. All the courses in the Associates Degree count toward the bachelors program, and the program adds no additional cost to the University. KSU recommends continuing this program. The Bachelors in Statistics is a revenue earner for the University because it is part of the general education curriculum that nearly every major uses. Provost Taber noted that students also have a variety of job opportunities upon completion of the program, which is why KSU recommends continuing the program. Provost Taber reported that the Bachelors in American Ethnic Studies and Bachelors in Gender, Women and Sexuality Studies are both are interdisciplinary programs. He stated that both departments offer their own courses, but other departments can offer courses in each major. The two Departments contribute to the general education mission for diversity and supports the University's mission on diversity and inclusion. Regarding costs, both departments are small and have a slight net gain revenue. Provost Taber stated that KSU believes these programs enrich the University even though their graduation rates are low and because of those reasons, the University is considering combining the two programs. Provost Taber stated faculty will begin the process of looking at the two degrees and the options for combining the departments. He stated that fall 2022 is the estimated timeframe to complete the process.

Regent Kiblinger thanked Provost Taber for including the financial and enrollment information in his presentation. She then expressed her concern that the recommendation language on the Bachelors in American Ethnic Studies and Bachelors in Gender, Women and Sexuality Studies is vague on whether KSU is going to merge these two programs. She is also concerned about the long timeline. Provost Tabor stated that the faculty are looking at the plan now, but it does take time to combine two departments because programs will need to be discontinued and new programs will need to be approved. He also noted that KSU wanted to hear from its faculty before committing to the merger, but he believes the merger will take place after the review process. Regent Hutton asked Provost Taber to provide more information to the Board on the 15 programs that were eliminated. He wants information on any changes in faculty and the overall cost savings. Regents Harrison-Lee and Van Etten also expressed their concerns with the vague language and long timeline for the merger. Regent Harrison-Lee noted that the pandemic has shown that university leaders can make important impactful decisions very quickly that produce immediate change. President Myers stated he understands the Regents concerns but noted the internal processes at the University are important especially when combining departments. Regent Harrison-Lee stated she believes the faculty review is a critical part of the process and that it should not be overlooked but would like KSU to bring a tighter timeline on this process back to the Board this fall. Regent Kiblinger then moved to accept KSU recommendations with the following amendment: the University will move forward with merging the Bachelors in American Ethnic Studies and Bachelors in Gender, Women and Sexuality Studies. KSU will also provide the Board, in the fall of 2021, with a tighter timeline on the merger. Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Murguia, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Interim Provost Lefever stated that Wichita State University reviewed three programs under this process: Manufacturing Engineering, which was renamed Product Design and Manufacturing Engineering; Honors Baccalaureate/Multi-Interdisciplinary Studies; and Philosophy. The Product Design and Manufacturing Engineering Bachelor of Science program was created in 1994 because of the importance of manufacturing to the economy in the region. Five year ago, WSU began the process of revamping this program because manufacturing was evolving. Dr. Lefever stated that the changes in the program have increased enrollments and graduation rates, and noted that WSU recommends continuing this program. The Honors Baccalaureate is an Interdisciplinary program that is the only program of its kind in the region. To grow enrollments, new courses and pathways are being developed. Dr. Lefever stated WSU recommends continuing this program. Provost Lefever reported that the Department of Philosophy plays a central role in WSU's mission, strategic plan, and goals. It supports many of the courses offered at the University and currently has nine faculty dedicated solely to its BA program. Dr. Lefever stated the overall quality of the Philosophy Bachelor of Arts program is excellent, and the Department's goal is to steadily increase the number of majors and graduates. Therefore, the University recommends continuing the program.

Regent Kiblinger moved to accept Wichita State University's recommendations. Regent Van Etten seconded. Regent Hutton stated he is concerned with the recommendation for the Philosophy program because WSU has not explained how it is going to increase enrollments and graduation rates. He noted he is fine with continuing the program for now but believes the University should provide a progress report on the program next year. Regent Harrison-Lee concurred with Regent Hutton. Following discussion, Regent Hutton offered an amended motion to accept WSU's recommendations and directed WSU to report to the Board next year on the progress of its Philosophy program. Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Murguia, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

<div align="center">(PowerPoints filed with Official Minutes)</div>

COURSES FOR SYSTEMWIDE TRANSFER
Vice President Archer reported that the Transfer and Articulation Council reviewed the Kansas Core Outcomes Groups report and approved outcomes for eight additional courses to be recognized for transfer across the Kansas Board of Regents System. Regent Bangerter, who is the Board's liaison on the Transfer Council, expressed his appreciation for the work that the Council and the Core Outcome Groups continue to do on transfer. He stated the next step and a priority for the Board is to begin the process of transferring courses into programs, which will benefit students. Regent Bangerter then moved to approve the eight new transfer courses. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Murguia, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried. The following courses are approved for systemwide transfer effective summer 2021:

- BUS1030 Principles of Marketing
- CRJ2010 Criminal Law
- EDU2010 Children's Literature
- MAT0990 Intermediate Algebra
- PSI2010 Meteorology Lecture and Lab (combined)
- PSI2011 Meteorology Lecture
- PSI2012 Meteorology Lab
- REL1020 Old Testament

AMEND AGENDA
Due to time restrictions, Chair Feuerborn tabled the report on the FAFSA completion initiatives to the February Board agenda.

Fiscal Affairs and Audit

REPORT ON STATE UNIVERSITY BUILDING INVENTORY, SPACE UTILIZATION AND FACILITIES CONDITION
Chad Bristow, Director of Facilities, stated the Board of Regents is required by statute to submit biennial reports to the Legislature that include an inventory of buildings and space utilization information as well as a report on deferred and annual maintenance. This report was submitted to the Legislature on January 14 and contains information from the Facility Condition Assessment Report and the Space Utilization Study.

Other Matters

TEMPORARY PANDEMIC-RELATED AMENDMENTS TO THE SUSPENSIONS, TERMINATIONS AND DISMISSALS POLICY
General Counsel Julene Miller presented the proposed temporary amendments to the Suspensions, Terminations, and Dismissal policy. She stated that since the beginning of the pandemic, the Board has expedited temporary COVID-related adjustments to several policies. The proposed amendments on today's agenda are being forwarded because of the extreme financial pressures that the state universities are facing due to the COVID-19 pandemic, decreased program and university enrollments, and the state's declining fiscal support. General Counsel Miller stated the proposed amendments would create an additional tool for the CEOs to use as they deal with the financial challenges at the universities and noted that the provisions in the amendment would be effective only through December 31, 2021. She then reviewed the new language in the policy, which applies to all university employees, and highlighted that any university CEO who chooses to implement the policy would have 45 days after the Board's approval to submit a framework for the university's decision-making process. The Board would then approve the framework before it can be utilized on the campus.

Regent Schmidt wanted clarification on what actions would cease on the expiration date specifically when dealing with an appeal process. He also stated that this policy requires the CEO to develop a framework that the Board will approve, and he wanted to know whether there is an expectation that faculty will be involved in the framework development process. General Counsel Miller stated that the expiration date halts the actions of the CEO utilizing the policy and has no effect on appeals submitted in accordance with the policy process. As far as developing the framework, the policy only states that the CEO will develop a framework. It does not specify how a university will develop the framework. She also clarified that the policy is not directed solely at faculty. It applies to all categories of employees on the campuses. Regent Kiblinger stated that it is her understanding that the provisions in the policy cannot supersede any contractual agreements or bargaining unit agreements that are in place. General Counsel Miller stated that it would depend on how each agreement is written but noted that contractual obligations would need to be honored. Regent Kiblinger thanked the faculty for their comments and noted that the proposed policy seems to fill a gap in process for some employee groups who may not currently have an appeal process through other university policies. Regent Bangerter stated that he understands that the proposed policy is very extreme, but it is needed because the universities are facing extreme financial challenges, including the Governor's current recommendation to cut approximately $13 million in state funding. He stated that he and the other Board members understand the gravity of this decision and noted that no one wants to let valuable employees go. He knows that if a university chooses to implement this process, that the CEO will do it judiciously and through as much process as possible. His hope is that the universities will receive additional state or federal funding or that enrollment will begin to grow so that the policy is not needed. Regent Bangerter concluded by stating that the Board is trying to set the universities on a course so that they not only survive but also thrive in the future. Regent Hutton stated he appreciated the comments by the Chair of the Council of Faculty Senate Presidents, Dr. Sternfeld-Dunn, regarding the other options for collaboration at the universities. He noted that this policy does not eliminate the use of those other options but instead provides the CEOs with an additional tool to deploy to ensure the financial strength of the university. Regent Hutton stated the proposed policy is not a threat to tenure because tenure does not mean that a job is guaranteed regardless of financial circumstances. Tenure was put in place to ensure academic freedom, which the Board highly values, and handcuffing a university's ability to ensure financial strength in the name of tenure is counter to its purpose. Regent Hutton stated that he believes that the financial challenges are going to continue beyond 2021, and he suggested changing the expiration date in the policy to December 31, 2022, which will allow the Board and the universities additional time to evaluate financial ramifications related to the pandemic. Regent Harrison-Lee stated that she was pleased that the policy includes a process for the Board to approve the framework, which will ensure that there is transparency and equity. She noted that she values all the contributions that faculty and staff provide to the universities, but the universities are in a position where they need to be leaner, more efficient, and more effective. Regent Harrison-Lee stated that she sees this policy as another option for the CEOs during these unprecedented times. Regent Schmidt stated he appreciated the faculty's comments and noted that if a university decides to implement this process, he believes it is important for a university to gather feedback from its faculty when developing its framework. Following discussion, Regent Hutton moved to approve the policy amendments as proposed but with the expiration date changed to December 31, 2022. Regent Van Etten seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Murguia, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried. The following policy amendments were approved:

CHAPTER II: GOVERNANCE - STATE UNIVERSITIES
***
C.   **CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF**
***
       6.   **SUSPENSIONS, TERMINATIONS AND DISMISSALS**

            a   Felony Offenses

      i. Felony Conviction. The chief executive officer of a state university has the authority to discharge any employee, including a tenured faculty member, immediately upon conviction of any felony.

      ii. Felony Charge. The chief executive officer of a state university has the authority to discharge or place on leave without pay any employee, including a tenured faculty member, who has been charged with a felony offense. Prior to any such determination, the employee shall be given notice of the proposed action and an opportunity to respond.

b   Other

      <u>i.</u> Faculty and staff may also be suspended, dismissed or terminated from employment for reasons of significant reduction in or elimination of the funding source supporting the position, program discontinuance, financial exigency, or for just cause related to the performance of or failure to perform the individual's duties or for violation of the reasonable directives, rules and regulations, and laws of the institution, the Board and the State of Kansas or the United States.

      ii. <u>In light of the extreme financial pressures placed on the state universities due to the COVID-19 pandemic, decreased program and university enrollment, and state fiscal issues, effective immediately through December 31, 2022 and notwithstanding any other Board or institutional policy, any state university employee, including a tenured faculty member, may be suspended, dismissed, or terminated from employment by their respective university. Such terminations, suspensions, or dismissals shall follow the procedure set forth below. Declaration of financial exigency and the processes associated with declaration of financial exigency shall not be a prerequisite to any suspension, dismissal, or termination authorized by this provision, and no existing university policy hearing procedures shall apply to such decisions.</u>

          <u>The chief executive officer of any state university, before making any suspensions, dismissals or terminations under this provision and within 45 days of the effective date of this provision, shall present to the Board for approval a framework for the university's decision-making under this provision. Once approved, that framework shall be used for any suspension, dismissal, or termination under this provision. Frameworks for decision-making shall be determined by each state university's chief executive officer and may be based on factors such as, but not limited to, performance evaluations, teaching and research productivity, low service productivity, low enrollment, cost of operations, or reduction in revenues for specific departments or schools.</u>

          <u>(1)   The university chief executive officer shall provide no less than 30 days' written notice of the suspension, dismissal, or termination to the affected employee, including the reasons for the action.</u>

          <u>(2)   Any employee given notice of a suspension, dismissal, or termination that expressly invokes the authorization of this provision may submit an appeal of the action of the university chief executive officer, through the Board of Regents office as provided below, to the Office of Administrative Hearings. Suspension, dismissal, or termination not invoking this policy shall have solely those appeal rights provided by existing university policy or other applicable existing procedures.</u>

(3)   The employee must submit the appeal to the Board office within 30 days of receiving notice of the employment action. The initial submission must include a copy of the notice of the action being appealed and a written statement, including any relevant supporting evidence or documentation, setting forth the reasons the employee believes the decision to suspend, dismiss, or terminate the employee (a) is substantially inconsistent with the university's decision-making framework approved by the Board, (b) was the result of unlawful bias or discrimination; or (c) was otherwise unreasonable, arbitrary or capricious. These shall be the only grounds for reversing the state university chief executive officer's decision. The employee shall provide a copy of the appeal and supporting evidence and documentation to the university's chief executive officer at the time the appeal is submitted.

(4)   The university chief executive officer shall have 30 days from receipt to respond in writing to the appeal, including any supporting evidence or documentation, and shall provide a copy of the response and any supporting evidence and documentation to the employee at the time the response is submitted. This 30-day period may be extended for good cause as determined by the Board President and Chief Executive Officer.

(5)   Within 10 days of receiving the university chief executive officer's response, the Board office shall refer the appeal to the Office of Administrative Hearings, which shall provide a hearing and decide the case based on the standards stated in this policy and in the university's Board-approved framework. The Board shall provide a copy of the submissions to the Office of Administrative Hearings, along with a copy of this policy and the decision-making framework approved by the Board. The state university shall be responsible for fees charged by the Office of Administrative Hearings.

(6)   The burden of proof in any appeal shall be on the employee. There shall be no right of discovery. The review shall be based on the written submissions, and the hearing shall allow oral presentation to the administrative hearing officer by the employee and the university, each of whom may be represented by counsel.

(7)   Decisions of the administrative hearing officer shall be final and are not subject to further administrative review by any officer or committee of the university or by the Board of Regents.

(8)   An appeal under this policy will not stay the effective date of the suspension, dismissal, or termination. Employees who prevail in their appeal under this policy shall be entitled to reinstatement, back pay and restoration of other lost benefits.

c.   Grievance Procedure

i.   Each state university shall establish and publish grievance procedures for use by faculty and staff in appealing employment decisions of the institution. The procedures shall provide the employee with notice of the action to be taken, the reasons for the action where appropriate, and an opportunity to be heard. A copy of all institutional grievance procedures shall be provided to the institution's general counsel for review prior to becoming effective.

ii.   The decision of the chief executive officer, or the chief executive officer's designee, concerning any grievance appealing employment decisions of the university shall be final and is not subject to further administrative review by any officer or committee of the university or by the Board of Regents.

WICHITA STATE UNIVERSITY PRESIDENTIAL PROFILE
Regent Schmidt introduced the draft Wichita State University Presidential Profile. The Presidential Profile is a recruitment document that contains information about the University and the City of Wichita. It describes the responsibilities of the WSU president and lists the desired presidential attributes. Regent Schmidt stated that the WSU Presidential Search Committee provided its feedback on the proposed Profile at its first meeting and noted that the target submission date for anyone who is interested in the position is March 8, 2021. He noted that once the Board approves the profile, the search consultants will begin the recruitment phase. Regent Schmidt then moved to approve the WSU Presidential Profile. Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Murguia, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

(WSU Presidential Profile filed with Official Minutes)

LEGISLATIVE UPDATE
Matt Casey, Director of Government Relations, reported that the Legislative session began on January 11, 2021. Director Casey stated that the Board's non-budgetary legislative items have been introduced and hearings have already been scheduled for the Private Postsecondary bill, the concurrent enrollment bill, and the Promise Act. He noted that the Engineering Reauthorization bill was introduced in the House Appropriations Committee and is awaiting a hearing date. Vice President Frisbie then gave an overview of the Governor's proposed budget, which cuts the higher education system by $37 million. Under this budget, the universities would receive a 5.5 percent cut, the Board office would be reduced by 5 percent, and the coordinated institutions would be cut by two percent. Vice President Frisbie noted that the Governor's budget does include a $10.2 million operating grant appropriation to the Board.

ADJOURNMENT
Chair Feuerborn adjourned the meeting at 5:40 p.m.

_____   _____
Blake Flanders, President and CEO   Bill Feuerborn, Chair

REPORTS AND CONSENT AGENDA

IV.   **Introductions and Reports**
    A. *Introductions*
    B. *Report from the Chair*   Regent Feuerborn, Chair
    C. *Report from the President & CEO*   Blake Flanders, President & CEO
    D. *Report from System Council of Presidents*   President Rittle
    E. *Report from Council of Presidents*   Interim President Muma
    F. *Report from Council of Faculty Senate Presidents*   Aleks Sternfeld-Dunn
    G. *Report from Students' Advisory Committee*   Rija Khan
    H. *Report from the Community Colleges*   President Rittle
    I. *Report from the Technical Colleges*   President Genandt
    J. *Report from the University CEOs*

V.   **Standing Committee Reports**
    A. *Academic Affairs*   Regent Kiblinger
    B. *Fiscal Affairs & Audit*   Regent Rolph
    C. *Governance*   Regent Feuerborn

VI.   **Approval of Consent Agenda**
    A. *Academic Affairs*
        1. **Act on Request to Offer a Bachelor of Arts in**   **Daniel Archer,**
            Interdisciplinary Entrepreneurship – ESU   **VP, Academic Affairs**

Summary

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

I. General Information

A. Institution   Emporia State University

B. Program Identification
    Degree Level: Bachelor's
    Program Title: Bachelor of Arts in Interdisciplinary Entrepreneurship

    Degree to be Offered: Bachelor of Arts
    Responsible Department or Unit: School of Business
    CIP Code: 52.0701
    Modality: Face-to-Face
    Proposed Implementation Date: August 2021

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

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

III. Justification

A. National Justification:
In a society where self-employment is becoming more desirable and the Gig economy is becoming increasingly more prevalent, students are looking for the opportunity to turn their greatest interests into lifelong pursuits. These lifelong pursuits must support their lifestyle while allowing them to contribute in meaningful ways and maintain a healthy work-life balance. Entrepreneurs are quickly becoming a critical intervention for struggling economies, providing necessary opportunities for individuals with entrepreneurial propensity who find themselves unemployed during difficult economic times (Nicholls-Nixon, 2005). Entrepreneurship is defined as the process of recognizing and exploiting new business opportunities usually through new business ventures (Aldrich & Cliff, 2003; Davidsson & Wiklund, 2001; Shane & Venkataraman, 2000).

Individuals around the world are finding entrepreneurship as an avenue to create wealth, stimulate economies, and fulfill self-employment dreams. Entrepreneurship and entrepreneurial education are on the rise in the United States. Currently, one out of every eight adults engages in launching a business (Fairlie, 2014). The Kauffman Foundation suggests that entrepreneurs launch 476,000 businesses each month in the United States (Fairlie, 2014). According to the Kauffman Foundation, sixty-four million people are millennials who show high levels of interest in entrepreneurship (Weber, 2017). The millennials represent a significant proportion of the U.S. employment spectrum for the next five decades. Universities across the United States are recognizing the importance of entrepreneurial education as noted by the increase of entrepreneurship majors. This recognition is evidenced by the fact that in 1970 only 16 colleges and universities offered entrepreneurship or small business classes; today these courses are offered by more than 2,300 colleges and universities across the United States.

Sadly, entrepreneurial educators are beginning to recognize that traditional entrepreneurial educational programs are failing to produce the successful entrepreneurial business launches anticipated. Some reasons for this failure is a low development of entrepreneurial mindset and a failure to launch ventures due to an education entrenched in predominantly traditional business pedagogy that does not develop the necessary entrepreneurship qualities that allow students to be confident that they are ready to launch and successfully run a business. Heavy commitments of time and money invested in these programs prevent them from having the flexibility to correct the problems that are being identified.

Interdisciplinary entrepreneurship will allow students to connect their interests and passions with the needed entrepreneurial mindset and necessary business skills to launch and manage a successful business. When Florida Gulf Coast University (FGCU) announced it was starting their bachelor's degree program in 2017, they hoped the program would attract up to 25 students the first year and up to 140 students by the fifth year. They are beginning the 2020 fall semester with 336 students. Dr. Sandra Kauanui, Director of FGCU's Institute of Entrepreneurship, states, "Because of the interdisciplinary approach to this (program), we are getting kids from all over"(Bland, 2018).

ESU's Bachelor of Arts in Interdisciplinary Entrepreneurship will educate the entrepreneurs of tomorrow. Students will acquire a comprehensive set of skills that will prepare them to establish their own start-up or assist larger corporations to be more innovative. During their four years at ESU, students will have an opportunity to develop an idea for a start-up and launch that start-up during their time in Emporia. The coursework is designed to allow them to work and develop their business from ideation to launch within their coursework. Upon graduation, these students will be prepared to manage and grow their businesses full time.

B. State Justification:
Currently in the state of Kansas, three universities provide a traditional major in entrepreneurship (Kansas State, Wichita State, and Washburn), four KBOR universities provide a minor in entrepreneurship (Kansas State,

Wichita State, Washburn, and Fort Hays State), two of the KBOR universities provide certificate programs (University of Kansas and Washburn), one provides a concentration (University of Kansas), and one KBOR university provides none of the previous mentioned entrepreneurial education opportunities (Pittsburg State). Emporia State University is proposing the only entrepreneurship major that would permit students of all interests to develop the necessary entrepreneurial skills to pursue a business venture after graduation. The Bachelor of Arts in Interdisciplinary Entrepreneurship provides a new and innovative opportunity for students in the Midwest to pursue their entrepreneurial interests.

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

A. Survey of Student Interest
Three surveys were administered to gauge student interest in the program. Surveys were sent to ESU students, Flint Hills Technical College (FHTC) students, and some high school students, as well.

After a brief description of the program proposed, ESU students were asked three questions:
1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
2) Major area of study
3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

> Number of ESU surveys administered: ……………… 2,960
> Number of ESU completed surveys returned: ………. 142
> Percentage of ESU students interested in program: … 45.07 %

After a brief description of the program proposed, Flint Hills Technical College (FHTC) students were asked three questions:
1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
2) Major area of study
3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

> Number of FHTC surveys administered: ………………   400
> Number of FHTC completed surveys returned: ……….   15
> Percentage of FHTC students interested in program: …   100%

The survey was distributed to high school students through the Kansas Business Education Board and the Mountain-Plains Business Education (13 board members). After a brief description of the program proposed, high school students were asked four questions:
1) Zip Code (Due to the large geographic range surveyed, this was captured to assist with potential future marketing efforts.)
2) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
3) Major area of study
4) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

> Number of high school surveys administered: ……………………………   unknown
> Number of high school completed surveys returned: ……………..………..   122
> Percentage of high school students interested in program: ……………..…   37%

B. Market Analysis

<u>Market Segmentation, Market Size, and Market Trends</u>
The Bachelor of Arts in Interdisciplinary Entrepreneurship will have the opportunity to draw from four market segments: ESU students, technical college/community college students, high school graduates, and adults within the community. Three of these market segments were surveyed and found to be highly interested in the new major.

ESU Students:
Recent undergraduate enrollment at Emporia State University was 3,405 students were surveyed to discover their interest. Of the 142 students that responded (COVID-19 and forced online delivery method accounted for the low response rate), 45% were very interested in the program. One graduating senior commented, "I know of several art colleagues who would be interested and benefit from this choice for major."

Faculty from majors in departments all over the ESU campus are keenly interested in offering this option to their students. One liberal arts faculty recently commented, "I have been excited by the possibility of the development of this major for some time. Many art students intend to start their own business upon graduating from ESU. Many of the faculty in the Department of Art are unfamiliar with all that entails starting a business and are unable to share the appropriate information with interested students. This program is especially catered to drawing creative minds into entrepreneurship, and the Department of Art has the type of 'out of the box' thinkers needed for the next generation of entrepreneurs. For these reasons, I am especially supportive of this new program offering at ESU and look forward to encouraging students to enroll in the near future." Summer entrepreneurship camps and high school involvement in ESU entrepreneurial pitch contests will be used as recruiting events.

Technical and Community College Students:
According to the 2020 Kansas Board of Regents Enrollment Report, in Academic Year 2019, community colleges in Kansas enrolled 45,375 FTEs (full-time equivalents) and technical colleges enrolled 7,522 students. ESU would work diligently to provide dual enrollment programs and 2 + 2 agreements with regional community and technical colleges. An administrator from one of the schools in Kansas stated, "Many students come into our program to learn a trade and possess desire to open their own business. They do not have the opportunity in our program to gain that business background. This is not an area we can cover within our existing programs. With the positive reputation of the School of Business at Emporia State University, this entrepreneurship major would hold special interest to our students." Of the students surveyed at one of the technical schools in Kansas, 100% of the students responded that they would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

High School Students:
There were 34,450 seniors in public high schools in Kansas in the 2019–2020 academic year. Next year that number is projected to grow to 34,982 and by 2023 projected to be 35,686 (http://ipsr.ku.edu/ksdata/ksah/education/6ed1b.pdf). As described in the justification of this proposal, high school students are becoming increasingly interested in entrepreneurial education to address the employment concerns evident in our regional communities. The BA in Interdisciplinary Entrepreneurship is a unique program that connects the high school student's educational interests with a potential venture start-up. There is only one other program (FGCU) in the United States that offers a similar program. This program is drawing students from all over the nation and growing exponentially. Providing a program in the Midwest would attract students that desire this type of education at a much more reasonable cost. The BA in Interdisciplinary Entrepreneurship would be marketed to high school students in Kansas, Missouri, Nebraska, Colorado, Texas, Arkansas, and Oklahoma. When surveyed, 37% of these students would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

Adults in Community:
Many adults in the Emporia area have commented on the possibility of broadening their educational marketability by taking advantage of this type of major. Although this population was not surveyed, recent economic challenges have provided motivation for adults in the region to expand their skills to allow them to become more marketable in challenging economic times. Current business owners have suggested that this degree would be helpful to attract and keep locally educated students. Stopping the brain drain from rural Kansas and promoting successful entrepreneurial startups in rural communities with community support and mentorship will only be an economic and educational boost for the state of Kansas.

SWOT Analysis

Strengths
The potential strengths that an ESU BA in Interdisciplinary Entrepreneurship would offer would include:
- increased admissions
- more educational opportunity for ESU students
- development of stronger soft skills for graduates
- increased state revenue
- positive economic impact on regional communities around ESU
- increased business start-ups
- expansion of entrepreneurial ecosystem for the state of Kansas

Weaknesses
The weakness associated with a BA in Interdisciplinary Entrepreneurship at ESU might include:
- the popularity of this program in upcoming years may negatively impact enrollments in entrepreneurship at other KBOR universities
- available places to host future entrepreneurial incubators and accelerators are somewhat limited in the Emporia area
- current faculty load could not sustain exponential growth of this major and new faculty lines would be needed
- the popularity of this degree could cannibalize other degrees currently offered

Opportunities
The opportunities associated with a BA in Interdisciplinary Entrepreneurship at ESU would include:
- increased marketing reach for future enrollment
- collaboration with other entrepreneurship programs nationally and within the state of Kansas
- fluid cooperative educational experiences between ESU, community colleges, and technical schools
- increased alumni involvement to mentor and support student entrepreneurs

Threats
The threats that could be experienced by providing a BA in Interdisciplinary Entrepreneurship at ESU might include:
- increase in interdisciplinary entrepreneurship programs nationally
- increased demand for complete online delivery teaching methods
- loss of revenue to support higher education on a national level

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

Year	Headcount Per Year (cumulative)		Sem Credit Hrs Per Year (cumulative)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	25	5	750	60
Year 2	50	35	1,500	420
Year 3	75	60	2,250	720

*Part-time enrollment numbers based on actual enrollments from FGCU.

VI. Employment

The ultimate goal of the BA in Interdisciplinary Entrepreneurship is to prepare students to launch a business in their area of interest (i.e., self-employment). To this end, professors will be mentoring students in years three and four specifically toward these goals and helping them evaluate the necessary resources, including start-up capital. Mentors in the students' areas of interest will be provided to assist them in the decision-making process. If the mentor is planning on exiting their business in the next few years, arrangements will be provided to allow the entrepreneurship student to acquire the existing business if desired. This will provide acceptable exit strategies for businesses throughout the state of Kansas and allow students to transition into business ownership with continued oversight and assistance from the previous owner, if desired.

However, for students who do not desire to open their enterprise immediately or take over the operation of an existing business, their education will provide them with the skill set to achieve employment in numerous areas. As stated by Michalowicz (2011), entrepreneurship education allows students to develop the business skills to work in numerous areas of employment including mid-level management, business consulting, sales, research and development, nonprofit fundraising, and corporate recruiting to name a few.

According to the National Association of Colleges and Employers 2020 job outlook survey, employers are looking for employees with problem-solving skills, verbal communications skills, leadership, strong work ethic, and team-working skills. Throughout the BA in Interdisciplinary Entrepreneurship, students will be taught these critical skills through collaboration exercises, pitch contests, ideation experiences, and entrepreneurial competitions. The students within this program will develop the creativity and innovation to problem solve and communicate ideas that will make them ideal candidates for future employment.

Figure 1. Employment Opportunities

Five of the top recruiting resources for graduates were evaluated in September, 2020 to compile the resource below (https://www.indeed.com/; https://hiring.monster.com/;https://www.glassdoor.com/; https://www.ziprecruiter.com/; https://www.linkedin.com/).

Job Description	Indeed	Monster	Glassdoor	ZipRecruiter	LinkedIn
Mid-level Management	20,916	12,597	601	31,225+	3,234
Consultant	140,087	16,248	37,397	387,041+	497,868
Sales	367,223	644,823	124,372	1,162,240+	922,033
R & D	182,771	24,673	52,884	254,786+	196,115
NFP Fundraising	3,357	9,474	203	2,379+	752
Recruiter	7,771	292,108	8,773	690,698+	206,295

VII. Admission and Curriculum

A. Admission Criteria

Students applying for acceptance in the BA in Interdisciplinary Entrepreneurship will meet ESU's requirements for admission as an undergraduate, including:

Graduate from an accredited high school **AND** achieve one of the following:
1. A cumulative high school (unweighted) GPA of 2.25 or above
2. An ACT composite score of 21 or higher **OR** a new SAT (after Feb. 2016) composite score of 1060 or higher

If you do not meet either of the guaranteed requirements, you are still encouraged to apply. Your application will be reviewed individually.

HIGH SCHOOL EQUIVALENCY/GED STUDENTS
Students who took the GED test on or after January 1, 2014 must meet the following:
- Achieve an overall score of 680 points or higher
- Achieve a score of 150 points or higher on each subset

Students who took the GED test between January 1, 2002, and December 31, 2013, must meet the following:
- Achieve an overall score of 2,550 points or higher
- Achieve a score of 510 points or higher on each subset

Students who took the High School Equivalency Test (hiSET) must meet the following:
- Achieve an overall score of 75 points or higher
- Achieve a score of 8 points or higher on each subset

B. Curriculum

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

Course #	Course Name	SCH
EG 101	Composition 1	3
IS110/113	Intro to Micro Application	3
EC101	Basic Economics (Social & Behavioral Gen Ed)	3
MA110	College Algebra	3
SP101	Public Speaking	3

Year 1: Spring

Course #	Course Name	SCH
EG102	Composition II	3
IS213	Management Information Systems (Pre-Req for IS253 & 343)	3
GB100/101	Gen Biology/Lab	4
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
BU260	Introduction to Entrepreneurship (Social & Behavioral Gen Ed)	3

Year 2: Fall

Course #	Course Name	SCH
AC223	Financial Accounting	3
BU255	Business Statistics	3
XX110	Modern Language Course (Multicultural Perspectives Gen Ed)	5
PE100	Active Living (Personal and Social Well Being Gen Ed)	1
EP350	Entrepreneurial Start-Up	3

Year 2: Spring

Course #	Course Name	SCH

		SCH
	*Second Program of Study Course	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
Select one & lab	Physical Science Gen Ed (CH110&111/CH123&124/ES110&111/PH110&111/PH140&141/PH190&191)	5
	Free Elective	3

Year 3: Fall

Course #	Course Name	SCH
MG301	Principles of Management	3
EP360	Social Entrepreneurship	3
MK301	Principles of Marketing (Pre-Req for MK510)	3
XX210	Modern Language Course (Multicultural Perspectives Gen Ed)	5

Year 3: Spring

Course #	Course Name	SCH
IS343	Web-Based Business Application	3
EP370	Entrepreneurial Growth and Sustainability	3
IS253/ MK510	Introduction to Decision Analysis or Marketing Analytics	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/ AR225/235/MU328/329)	3
	Free Elective	3

Year 3: Summer

Course #	Course Name	SCH
	Internship (Recommended but not required)	

Year 4: Fall

Course #	Course Name	SCH
EP450	New Entrepreneurship Venture Experience	3
MG553	Entrepreneurial Management	3
Select One	Multicultural Perspectives Gen Ed (AN210/ID301/GE101/GE454/MU324/PO330)	3
Select One	Personal and Social WellBeing Gen Ed (BU241/BU393/HL150/SO261/CW111)	3
	Free Elective	3

Year 4: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	Free Elective	3
	Free Elective	3

* Second program of study provides the student the flexibility to select a specific area of focus to complement their entrepreneurship interest. The student will acquire proficiency in the second program of study by

completing a minimum of twelve hours of specialized courses. These hours, combined with the required entrepreneurship courses, will provide the necessary skills to pursue a business venture in their area of specialization.

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. There will be one or two graduate assistants teaching 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	$66,318	$174,808	$187,690
Administrators *(other than instruction time)*			
Graduate Assistants		$7,500	$15,000
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$12,110	$31,920	$34,272
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,428	$214,228	$236,962
Personnel – New Positions			
Faculty		$50,000	$100,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*		$9,130	$18,260
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	0	$59,130	$118,260
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology	0	$10,000	$15,000
Physical Facilities: Construction or Renovation			
Other			
Total Start-Up Costs	0	$10,000	$15,000
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			

Faculty Education & Travel	$2,500	$2,500	$5,000
Student Travel	$1,000	$5,000	$5,000
Other (Incubator Site Lease ($2200*12 month)			$26,400
Total Operating Costs	$3,500	$7,500	$36,400
GRAND TOTAL COSTS	$81,927	$290,858	$406,622

B. FUNDING SOURCES *(projected as appropriate)*	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$187,000	$459,000	$714,000
Student Fees	$64,482	$158,275	$246,204
Other Sources (SofB Fees @ 12%)	$22,440	$55,080	$85,680
GRAND TOTAL FUNDING	$273,922	$672,355	$1,045,884
C. **Projected Surplus/Deficit** (+/-) (Grand Total Funding *minus* Grand Total Costs)	$191,995	$381,497	$639,262

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
Students will be taking general education courses in years 1 and 2. Current faculty members will absorb new students in existing courses in years 1 and 2, without the need to increase course offerings. Based on enrollment projections, seven new courses will be offered in year 3. The proposed course rotation shows 21 credit hours (1.167 FTE) to be taught by existing faculty.

One graduate assistant will be requested for year 2, and two will be requested for year 3.

Personnel – New Positions
A director will be needed beginning Spring of Year 2. The director will have teaching responsibilities in addition to administrative duties of this program. The director will phase into teaching responsibilities.

Start-Up Costs – One-Time Expenses
Technology costs will be incurred for software needed for this program (i.e., site licensing).

Operating Costs – Recurring Expenses
An off-campus incubator site will be essential for this program. Several Emporia locations have been identified as prospects for the incubator site. Lease costs are approximated at $2,200 per month.

As this program grows, faculty will require specialized continuing education. A possible venue will be Babson College; tuition and travel expenses will increase over time as more faculty are involved.

Student travel expenditures will allow students to travel to some venture capitalist events and a field trip annually to Kaufman.

B. Revenue: Funding Sources
    Tuition:
        Year 1: (6800 * 25 students) + (6800 * 5 students *.5 part-time) = $187,000
        Year 2: (6800 * 50 students) + (6800 * 35 students *.5 part-time) = $459,000
        Year 3: (6800 * 75 students) + (6800 * 60 students *.5 part-time) = $714,000

    Student Fees:
        Year 1: $187,000 (Year 1 Tuition) * 34.48% = $64,482
        Year 2: $459,000 (Year 2 Tuition) * 34.48% = $158,275
        Year 3: $714,000 (Year 3 Tuition) * 34.48% = $246,204

    School of Business Fees (including planned increase):
        Year 1: $187,000 (Year 1 Tuition) * 12% = $22,440
        Year 2: $459,000 (Year 2 Tuition) * 12% = $55,080
        Year 3: $714,000 (Year 3 Tuition) * 12% = $85,680

We believe that grant funding is possible and alumni/community support (financial and in-kind) is anticipated.

C. Projected Surplus/Deficit
Based on projections, all years in the three-year budget generate a revenue surplus. It is expected that the surplus revenue from this program will be shared across all schools and many of the departments at ESU due to the interdisciplinary nature of this program.

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2. **Act on AY 2019 Performance Reports**

Summary and Recommendation

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines, thirty-three AY 2019 performance reports were submitted by institutions to reflect compliance with their respective performance agreements. These reports are presented to the Board for action. Board staff concur with the Board Academic Affairs Standing Committee (BAASC) in recommending approval of the institutional reports and accompanying funding recommendations.

Background

In accordance with *K.S.A. 74-3202d,* institutions negotiate a new performance agreement with the Board on a three-year cycle. Using *Foresight 2020* as the foundation for the performance agreements, each institution developed indicators and established a baseline for each one during the summer of 2016. These performance agreements cover AY 2017 – AY 2019, and were approved by the Board at its December 2016 meeting.

To be eligible for any new funding[1] appropriated, each institution must annually submit a report updating the Board on its progress toward meeting each of the indicators in its performance agreement. The Board evaluates this report each year and determines funding levels. Funding levels awarded in one reporting year do not affect funding levels in subsequent years.

In Summer 2020, institutions submitted performance reports covering AY 2019, which consists of Summer 2018, Fall 2018, and Spring 2019. Any new funding awarded is dependent upon an institution's AY 2019 performance.

The Board-approved Performance Agreement Funding Guidelines describes awarding new funding based on the following three outcomes for the indicators in the performance agreement: (1) maintaining the baseline; (2) improving on the baseline; or (3) declining from the baseline. Awarding of new funds is based on the following levels of compliance:

- 100% of New Funding Available: The Board has determined the institution maintained the baseline or improved from the baseline in four or more of the indicators.
- 90% of New Funding Available: An institution will be awarded 90% of the new funding for which it is eligible if:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in three of the indicators; and
  - The performance report includes specific plans for improvement.
- 75% of New Funding Available: An institution will be awarded 75% of the new funding for which it is eligible if:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in two of the indicators; and
  - The performance report includes specific plans for improvement.

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[1] Performance funding applies to the following line items: (1) State university and Washburn University operating grants; (2) community college, technical college, and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid; (3) eligible institutions' Career Technical Education Capital Outlay Aid and Technology Grant Funding; (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding consistent with the statutes.. This provision will also apply to any new state funds received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771.

- No New Funding Awarded: The institution did not make a good faith effort, as defined by:
    - Lacking an approved performance agreement;
    - Failing to submit a performance report; or
    - Maintaining or improving from the baseline in only one indicator, or none of the indicators.

Recommendation

Without appeal, 26 campuses qualified for 100% of any new funding for which they are eligible because they maintained the baseline or improved from the baseline in at least four indicators. BAASC recommends these institutions be awarded 100% of any new funding.

Institutions qualifying for less than 100% funding criteria may appeal to elevate their funding recommendation by one tier. There were a total of seven institutions not qualifying for 100% of new funding.

Emporia State University, Cloud County Community College, Cowley Community College, Dodge City Community College, Garden City Community College, Highland Community College, and Northwest Kansas Technical College each qualified for 90% of new funding. Each institution made its case to move up one funding tier, to the 100% level, to BAASC at the conference call on February 2, 2021. BAASC recommends all of these institutions be granted a one-tier step and be awarded 100% funding.

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 Community College	100% funding
Barton 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 Community College	100% funding
Dodge City Community College	100% 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	100% 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	100% funding

Seward County Community College	100% 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

The AY 2019 Performance Reports are available at:
https://www.kansasregents.org/academic_affairs/performance-agreements.

  B. *Fiscal Affairs & Audit*
      1. **Act on Amendment to the Fiscal Year 2021 Capital**   **Chad Bristow,**
          Improvements Request and Approve the Revised   **Director of Facilities**
          Program Statement for the Campus Infrastructure
          Improvements Project – KSU

Kansas State University requests approval to amend the Fiscal Year 2021 capital improvements request and to accept the revised program statement for the campus infrastructure improvements project. The original request was for a project to perform retro-commissioning of exhaust systems in 12 buildings, install programmable thermostats in 17 buildings and insulate steam and condensate lines in the underground steam tunnels on the Manhattan campus at a proposed cost of $2.1 million. KSU is now proposing a project to adjust the scope of the retro-commissioning to include the study of King Hall and the Chemistry/Bio-Chemistry building and complete significant modifications to the exhaust systems in the Chemistry/Bio-Chemistry; remove four buildings for installation of programmable thermostats and reduce the pipe insulation costs to actual costs for a revised project cost of $3.5 million.

The changes are a result of the recommendation made from the engineering firm selected for the original retro-commissioning study for King Hall and the Chemistry/Biochemistry Building. The engineer indicated the existing exhaust systems in the Chemistry/Bio-Chemistry building required significant modifications to address life safety and functionality issues and to achieve energy efficiency and sustainability. King Hall did not require any modifications to the exhaust systems. The Chemistry department head prioritized classrooms needed for classes being taught in the spring semester. Facilities staff implemented temporary adjustments to the exhaust systems so the fume hoods could be utilized, and classes taught. Faculty performing research in the laboratories were advised to find other laboratories until the modifications can be completed and the fume hoods are safe to use.

These significant modifications result in an increase to the original program budget. As a result, the project will be implemented in two phases. The first phase estimated at $2,155,000, will be funded from the University's allocation from the Educational Building Fund, restricted fees and the deferred maintenance interest fund. Construction is expected to begin April 2021 and be completed December 2021. Phase 2 will begin once additional university funds are identified. The revised project is expected to reduce the deferred maintenance amount for the Chemistry/Bio-Chemistry building by $3.2 million and adjust the FCI from .41 to .31.

    C. Technical Education Authority

        1. Act on Excel in Career Technical Education (CTE)   **Scott Smathers,**
            Fees for the Colleges   **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 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."

As per the Postsecondary Technical Education Authority's (TEA) request, on Thursday, December 19, 2019, representatives from community colleges, technical colleges, and Board staff 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. The TEA approved this methodology at their February 27, 2020 meeting.

Allowable fees include:
- Uniforms
- Personal protective equipment
- Background checks
- Fingerprints
- Drug tests
- E-subscriptions/E-books
- Textbooks
- Certification tests
- Liability insurance (example: student malpractice)
- Graduation fees (if applicable)
- Transcript fees (if applicable)

Unallowable fees include:
- Student fees (general)
- Technology fees
- Health fees
- Consumables
- Any other fee not on the allowable list

<u>Non-tiered courses</u> - per statute (K.S.A. 71-1802) a technical program is defined as a "program of study comprised of a sequence of tiered technical courses and non-tiered courses, which is identified by the state board

as a technical program for funding purposes." For this reason, students enrolled in technical programs may take non-tiered courses and are responsible for all associated tuition and fees.

The following institutions have submitted Excel in CTE fees for approval, which the Board has received in a separate document.

- Butler Community College
- Cloud County Community College
- Flint Hills Technical College
- Hutchinson Community College
- Independence Community College
- Kansas City Kansas Community College
- Labette Community College
- Neosho Community College
- North Central Kansas Technical College
- Northwest Kansas Technical College
- Salina Area Technical College
- Seward County Community College

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 has reviewed the fees provided and recommends approval of the Excel in CTE AY 2022 fee schedule for the colleges listed above.

DISCUSSION AGENDA

VII. **Consideration of Discussion Agenda**

    A. *Presentation*

        1. **Receive Report on the Board's Strategic Plan,**   **Blake Flanders,**
            Building A Future   **President and CEO**

Summary

In June 2020, the Board adopted its new strategic plan, Building a Future. Building a Future aims to maximize the benefit of higher education for Kansas families, businesses and the economy. This month, the first annual report will be presented. Below is an outline of the plan's structure.

Building a Future Structure

Pillar	Area of Focus	Dashboard Metric	Progress Metric	Promising Practices
Overarching themes of Building a Future	Developed based on focus group feedback, these help establish the primary goals for the system within each pillar	The main indicators of success in each area of focus, these are big picture measurements that will often lag by several years	The secondary indicators of success, these metrics show results more quickly than dashboard metrics and are a good indicator of progress though they present a less complete picture than dashboard metrics	These are system- or sector-wide initiatives that can be implemented to drive progress on the metrics

> B.   *Academic Affairs*   Regent Kiblinger
> **1.   Act on Request to Offer an Associate of Applied   Daniel Archer,**
> **Science in Career & Technical Education – PSU   VP, Academic Affairs**

Summary

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

I.   General Information

A.   Institution   Pittsburg State University

B.   Program Identification
Degree Level: Associate of Applied Science
Program Title: Career and Technical Education
Degree to be Offered: Associate of Applied Science in Career and Technical Education
Responsible Department or Unit: Technology and Workforce Learning
CIP Code: 13.1309
Modality: Online and Hybrid Zoom
Proposed Implementation Date: Fall, 2021

Total Number of Semester Credit Hours for the Degree: [60 semester credit hours for AAS Degree]

II. Clinical Sites: Does this program require the use of Clinical Sites?   No it does not

III. Justification

Since moving Career and Technical Education (CTE) to an online and hybrid Zoom format, CTE teachers from other states have expressed interest in our coursework and degrees. Several states, as a part of their certification process, need to have an associate degree as a checkpoint to meet their certification requirements. The addition of an AAS in CTE, would provide a recruitment tool for out-of-state individuals who are enrolling in the PSU CTE program.

Additionally, the administrators and instructors at community and technical colleges in Kansas have expressed the need to provide such a degree. Most all of their CTE faculty come from business and industry and have a great deal of work experience, but not an academic credential. This would provide these teachers with access to their first academic credential as they work toward a bachelor degree.

IV. Program Demand:

A. Market Analysis

The institution (Oklahoma State University) in Oklahoma providing CTE teacher education courses so that CTE instructors can meet certification and degree requirements has determined that they can no longer offer these courses. Currently, the administrators at comprehensive high schools and technology centers are looking at other institutions who can fill this void. The Bachelor of Science in Career and Technical Education offered at PSU is quite similar to the one that was in place at Oklahoma State University. Recently, Oklahoma moved from requiring a bachelor degree to an associate degree for teachers to obtain the full CTE certification. If these out-of-state teachers are going to take coursework through PSU, there is a need for these individuals to obtain an associate

degree (for their first level of CTE certification). Other states are facing CTE certification issues similar to Oklahoma, and despite CTE teachers being in high demand, other state universities are phasing out their CTE teacher education programs.

Some states, such as Colorado and Missouri, require that their teachers to pursue a bachelor degree in CTE to obtain their full certification, for which an associate degree in CTE would be a great checkpoint for them working toward a bachelor degree.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		10		90-180*
Year 2		20		270-540*
Year 3		40		630-1260*

*estimates based on students taking 3-6 credit hours per semester (fall, spring, and summer)

VI. Employment
Most all of the individuals who would be pursuing this degree are currently teaching full time in a CTE program/pathway at a technology center, comprehensive high school, community, or technical college. The primary focus is to first meet their state's certification requirements (for which some require an associate degree).

VII. Admission and Curriculum

C. Admission Criteria
Students admitted into this AAS for CTE would have to meet the admission requirements of Pittsburg State University, either as a new or transfer student. Transfer students are defined as students who have 24 or more transferable college credits completed after high school graduation.

D. Curriculum (see attached Proposed AAS in CTE Degree Sheet)

General Education Courses:
All general education and technical electives could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 15 hours of general education courses would be required for this degree. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of general education courses they would take at the local community/technical college.

General Education Courses needed for the AAS in Career and Technical Education

Course #	Course Name	SCH…
ENGL 101	English Composition	3
COMM 207	Speech Communications	3
PSYCH 155	General Psychology	3
Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3
	Total General Education Credit Hours	15

Content Specific Technical Courses:
All content-specific technical courses could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 18 hours of content specific technical courses would be required. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of content-specific technical courses they would take at the local community/technical college.

Content Specific Technical Courses (Example provided is for Automotive but would be different for each Content Specific area)

Course #	Course Name	SCH…
AUTO 142	Suspension and Steering	3
AUTO 152	Brakes	3
AUTO 163	Electrical 1	3
AUTO 213	Engine Repair	3
AUTO 272	Heating and Air Conditioning	3
AUTO 222	Transmission and Driveline	3
	Total Content Specific Technical Courses	18

Career and Technical Education Courses:
Career and technical education courses would be taken through Pittsburg State University. A total of 27 hours would be required. Following are the courses students could select from each semester. Most students who would be in this program would be employed fulltime, so they would take only 3-6 hours a semester. The Technical Education unit currently uses a five-year tentative plan of courses. With the use of this plan, we can advise students from Kansas and other states to enable these students to meet their CTE certification requirements that are in place for the state in which they are teaching.

Year 1: Fall 2021   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
TTED 445	Development of a Unit Study Guide	3
ENGL 101	English Composition	3

Year 1: Spring 2022

Course #	Course Name	SCH….
TTED 391	Student Assessment Development in CTE	3
COMM 207	Speech Communications	3

Year 1: Summer 2022

Course #	Course Name	SCH….
TTED 780	Classroom Management in CTE	3
Technical Course	These would be content specific courses that would differ for each student	3

Year 2: Fall 2022

Course #	Course Name	SCH….
TTED 308	Laboratory and Shop Safety	3
PSYCH 155	General Psychology	3

Year 2: Spring 2023

Course #	Course Name	SCH….
TTED 479	Techniques for Teaching CTE	3

Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3

Year 2: Summer 2023

Course #	Course Name	SCH....
TTED 697	Identification and Instruction of Students with Special Needs	3
Technical Course	These would be content specific courses that would differ for each student	3

Year 3: Fall 2023

Course #	Course Name	SCH....
TTED 694	Foundation of CTE	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3

Year 3: Spring 2024

Course #	Course Name	SCH....
TTED 695	Using Technology as an Instructional Tool	3
Technical Courses	These would be content specific courses that would differ for each student	3

Year 4: Summer 2024

Course #	Course Name	SCH....
TTED 731	Adult Learners	3
Technical Courses	These would be content specific courses that would differ for each student	3

Year 4: Fall 2024

Course #	Course Name	SCH....
Technical Courses	These would be content specific courses that would differ for each student	6

Total Number of Semester Credit Hours ……………………………………………. [60]

VIII. Core Faculty
Two graduate assistants will be assigned to this program. All of the CTE faculty and graduate assistants needed for the AAS are already teaching in the BS 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	Existing	Existing	Existing
Administrators *(other than instruction time)*	Existing	Existing	Existing
Graduate Assistants	Existing	Existing	Existing
Support Staff for Administration (*e.g., secretarial*)	Existing	Existing	Existing
Fringe Benefits *(total for all groups)*	Existing	Existing	Existing
Other Personnel Costs	Existing	Existing	Existing
Total Existing Personnel Costs – Reassigned or Existing	Existing	Existing	Existing

Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	0	0	0

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$274 per credit hour	$24,660 – $49,320	$73,980 – $147,960	$172,620 - $345,240
Student Fees	$36 per credit hour	$3240 - $6,480	$9,720 - $19,440	$22,680 - $45,360
Other Sources				
GRAND TOTAL FUNDING		$27,900 - $55,800	$83,700 - $167,400	$195,300 - $390,600
E. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$27,900 - $55,800	$83,700 - $167,400	$195,300 - $390,600

X. Expenditures and Funding Sources Explanations

A. Expenditures
No additional costs would be incurred with the addition of this associate degree. All of the CTE coursework included with this degree is already being taught as a part of the Bachelor of Science in Career and Technical Education degree or coursework that is being used to help CTE teachers meet state certification requirements. Additionally, the implementation of this degree would ensure a perfect match for those AAS in CTE graduates who plan to pursue their Bachelor of Science in CTE.

Personnel – Reassigned or Existing Positions
Current faculty would be used to advisee and teach courses for this degree.

Personnel – New Positions
No new positions would be added to support this degree.

Start-up Costs – One-Time Expenses
There would not be any start-up cost to implement this degree.

Operating Costs – Recurring Expenses
There would not be any new or additional recurring expenses. The faculty that teach courses for the Technical Education are already in place and teaching these courses.

B. Revenue: Funding Sources
Two types of revenue would be generated through this degree. The first would be tuition dollars ($274 per credit hour) and the second would be the distance fee ($36.00 per credit hour) that is currently be charged for all mediated and Zoom Hybrid coursework.

D. Projected Surplus/Deficit
This AAS degree would nicely dovetail into the Bachelor of Science in Career and Technical Education. Additionally, the cost of this degree is already covered since all the courses are already being taught as a part of the BSCTE. This would allow more effective and efficient use of the resources that are currently being used on the BSCTE.

Attachment

Proposed Associate of Applied Science in Career and Technical Education

Credit Hour Requirements for Associates of Applied Science in Career and Technical Education	
Content Specific Technical Courses (Taken at any accredited post-secondary institution)	18 hours
General Education Courses (Taken at any accredited post-secondary institution)	15 hours
Career and Technical Education Courses (Taken from PSU)	27 hours
Total Hours for an AAS degree in CTE	**60 hours**
Recommended General Education Courses for the AAS in CTE	
Pittsburg State University Equivalent	Credit Hours
COMMUNICATIONS (6 hours) ENGL-101 English Composition (3 hours)	6

COMM-207 Speech Communications (3 hours)	
SOCIAL AND BEHAVIOR SCIENCE (3 hours) PSYCH-155 General Psychology (3 hours)	3
MATHEMATICS AND SCIENCE (3 hours) MATH 113-College Algebra (3 hours) or Chemistry, Biology, or Physics class	3
HUMANITIES (3 hours) Art, Foreign Language, History, Literature, Music, Philosophy or Theatre (3 hours)	3
Total General Education Hours	**15**
Technical Education Courses from PSU	Credit Hours
27 hours from the following courses	27

TTED 193 Workshop for Beginning CTE Teachers (3 credit hours)
   TTED 308 Laboratory and Shop Safety (3 credit hours)
   TTED 445 Development of a Unit Study Guide (3 credit hours)
   TTED 697 Identification and Instruction of Students with Special Needs (3 credit hours)
   TTED 479 Techniques for Teaching CTE (3 credit hours)
   TTED 694 Foundations of CTE (3 credit hours)
   TTED 780 Classroom Management in CTE (3 credit hours)
   TTED 391 Student Assessment Development in CTE (3 credit hours)
   TTED 695 Using Technology as an Instructional Tool (3 credit hours)
   TTED 698 Leadership and Professionalism in CTE (3 credit hours)
   TTED 607 Student Leadership Development in CTE (3 credit hours)
   TTED 608 Components of Work-based Learning in CTE (3 credit hours)
   TTED 720 Project Based Learning in CTE (3 credit hours)
   TTED 731 Adult Learners (3 credit hours)
   TTED 201 Occupational Work Experience (12 credit hours)	

Total Technical Education Hours	**27**
CTE Specific Courses from Community or Technical College	Credit Hours
CTE or Occupational Specific Courses (Taken at any accredited post-secondary institution)	18
Total Content Specific Hours	**18**

PSU AAS in Career and Technical Education Degree Feedback (1-21-21)

Feedback #1: Eric Burks (North Central Kansas Technical College)
NCK Tech actually met with Greg Belcher regarding PSU's proposed degree last semester. Dr. Belcher described its purpose and explained that the degree is mostly intended for an out-of-state niche market. In fact, the degree is actually patterned off of a reverse-transfer of the Technical Studies degree which we had partnered with PSU on in the past to help our instructors become properly credentialed. Therefore, NCK Tech has no issue with this degree proposal.

Furthermore, we want to commend Dr. Archer and KBOR staff for including the two-year sector in the process. While NCK Tech doesn't find anything controversial about this particular degree, there could easily be other associate degree proposals we might find more distressing. We greatly appreciate the opportunity to voice our concerns prior to its consideration by the Regent

Feedback #2 Ben Schears (Northwest Kansas Technical College)
We have no concerns about moving in this direction. Pitt State has been an exceptional partner for CTE across the state and has been wonderful professional development asset for our new faculty in years past.

Feedback #3 Heather Morgan (on Behalf of All Kansas Community Colleges)

Thank you for the opportunity to provide feedback on this specific proposal from Pittsburg State University (PSU) to create an AAS in Career and Technical Education. This feedback is being provided on behalf of all Kansas Community Colleges. Collectively, we have no opposition to this specific program being created by PSU as it fills a unique niche based upon the strengths of PSU's career and technical education teacher preparation program.

However, Kansas Community Colleges would like to alert the Kansas Board of Regents that we are very concerned about any future proposals from four-year institutions establishing new Associate degree programs. Kansas has a robust reverse transfer framework allowing any four-year student with at least 15 hours of credit at any Kansas Community College to participate in a reverse transfer to achieve the successful completion of an Associate degree. As the Governor, Legislature, and the Board of Regents look hard at eliminating programs it seems duplicative and counterproductive to start new Associate degree programs at four-year universities.

Kansas Community Colleges stand ready to work in partnership with any University that sees a need for a new Associates Degree program to determine the feasibility of standing up a new Associate degree program at a Kansas Community College, if a similar program does not already exist. As resources become increasingly tighter, we believe that establishing new Associate degree programs at a University does not make sense when a robust system of two-year institutions offering Associate degrees in a variety of fields already exists. This does not allow either the two-year or four-year institution to maximize their strengths, mission, and investments that have already been made on campuses and in the state. We understand that a four-year institution may desire to ensure their students have the ability to earn a credential even if they have not completed the entire four-year Bachelor's degree. However, it would be in the student's long-term best interest to be offered the needed support to complete their four-year degree if they are a native university student or to pursue a reverse transfer through an existing Associate degree program at a community college rather than be enticed to stop prior to achieving a Bachelor's degree which will propel them into the future. Establishing an exit point that is short of an industry recognized credential or leveraging an established Associate degree will not provide the student the best long-term opportunity for success and which we believe will duplicate other options currently available within the state of Kansas.

Thank you for the opportunity to provide comments and specifically, thank you to the members of the Board Academic Affairs Standing Committee (BAASC) for their diligent work to ensure stakeholders are provided the opportunity to offer feedback as everyone ventures down the difficult road of carefully analyzing each program, its return on investment, and its impact on the workforce within the state of Kansas.

Sincerely,
Kansas Community Colleges

2. **Review Low Enrollment Programs Under Strategic Program Alignment**
    - **Fort Hays State University – Provost Arensdorf**
    - **University of Kansas – Provost Bichelmeyer**

Summary

In June 2020, the Board endorsed a plan to review low-enrollment programs under strategic program alignment in FY 21.   This was subsequently articulated as an FY 21 Board Goal in October 2020. Today, FHSU and KU will present their findings and recommendations.

Background

A low-enrollment undergraduate program is defined as a program with less than 25 juniors and seniors majoring in the program. A summary of the active low-enrollment undergraduate programs that are at least 5-years old are detailed below by each average major range.

University	# of Programs Averaging 17-24 Majors	# of Programs Averaging 8-16 Majors	# of Programs Averaging 1-7 Majors	Totals
Emporia State University	6	5	2	13
Fort Hays State University	1	4	1	6
Kansas State University	1	6	0	7
Pittsburg State University	6	7	3	16
University of Kansas	5	6	4	15
Wichita State University	1	1	1	3
Totals	20	29	11	60

These data were intended to provide foundational information about these programs.   Given that this review was limited, the Board determined that more detailed analysis is needed to gauge the breadth and depth of these programs. As such, the Board concluded that the state universities would review all their low-enrollment programs under strategic program alignment.

Board Goal

On October 14, 2020, the Board established that this review would be an FY 21 Board goal. This goal was articulated as follows:

> "Review the 60 low-enrollment programs at the six state universities to assess program viability and strengthen the efficiency of degree program inventories."

Scope of the Review

This review will primarily be based on assessing three core areas: essentiality, productivity, and cost effectiveness. For each program reviewed, at minimum, the university will include the following:

1. Faculty profile, which includes:
    - number of faculty dedicated solely to the program; and
    - number of department faculty teaching:
        - core courses in the program;
        - elective courses in the program; and
        - general education courses.
2. A written narrative with supporting data to address:
    - the date in which the program was founded;
    - the degree to which the program supports the university's mission, strategic plan, or goals;
    - program productivity beyond number of majors;

- cost effectiveness;
- employment demand (current and future); and
- program strengths and weaknesses.
3. A recommendation to:
   - continue the program;
   - discontinue the program;
   - additionally review the program; or
   - merge the program.
4. A written narrative to justify the recommendation.

At the December 1, 2020, the Board of Academic Affairs Standing Committee (BAASC) agreed that specific cost-related information be added to the review. This includes:

Direct Instructional Expenditures

Source	FY 2020
Salaries[2]	
Benefits[3]	
Other Personnel Expenditures[4]	
Total	

Sources that Support the Program

Source	FY 2020
Tuition[5]	
Fees[6]	
State Funds	
Other Sources If this applies, please specify each source and its amount. For example: $50,000 from Private Gifts $50,000 from a Federal Grant $100,000 Total	
Total	

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[2] Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

[3] Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

[4] This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

[5] Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

[6] Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

Review Process and Final Outcome
While the university will issue a recommendation, the Board will have the final decision on determining the outcome of each respective program reviewed. The findings and recommendations from FHSU and KU are detailed in the attachments.

3.   Receive Information on FAFSA Completion Initiatives

Summary

As noted at the December 2020 Board meeting, the Future of Higher Education Council recommended that the state identify strategies to increase FAFSA completion. This paper outlines FAFSA initiatives that will be implemented in 2021.

Background

The FAFSA is the official form that families must use to apply for federal financial aid to pay for college. In Kansas, less than half of 2020 high school graduates (49.5%) completed the FAFSA.[7] This percentage placed Kansas at 36th in the country in FAFSA completion.   As a point of comparison, the state with the highest completion rate, Tennessee, yielded a 74.9% FAFSA completion rate.

The FAFSA completion rate is an important indicator for states to focus on because it is linked to higher high-school-to-college-going rates. Most notably, FAFSA completers are 63% more likely to enroll in college immediately after high school than non-completers.[8]

Recognizing the importance of FAFSA completion, the Future of Higher Education Council recommended that the state implement strategies to increase it.   As such, Board staff have been collaborating with Kansas State Department of Education (KSDE) staff to establish strategies to boost FAFSA completion. A description of the strategies that will be implemented in 2021 is detailed below.

FAFSA Recognition Program

A competition will be established to help motivate high schools to increase the number of their students who complete the FAFSA. Starting in the fall of 2021, two high schools from each of the six Kansas State High School Activities Association divisions will be recognized.
1. High school with the highest FAFSA completion percentage (state champion)
2. High school with the most significant increase in FAFSA completion from the last year (most improved)

High schools will be recognized in the fall. Monthly communication or regular updates with completion percentages could encourage progress and inspire some friendly competition. The projected timeline for this initiative is detailed below.

January 2021	Announce program via email to principal list-serve, counselor list-serve, and superintendent list-serve
January 21, 2021	KSDE/KBOR webinar to announce the program and highlight the components of hosting a FAFSA night
February 2021	List schools with the highest percentages in each category to principal and superintendent list-serve
March 2021	Last update for principals and superintendents
September or October 2021	Recognize winning schools

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[7] National FAFSA Tracker. (n.d*.). Current FAFSA completion rates by state*. Retrieved from
 https://national.fafsatracker.com/currentRates#
[8] Helios Education Foundation. (2019). *Increasing FAFSA completion in Arizona.* Retrieved from
 https://www.helios.org/news-media/publications/increasing-fafsa-completion-in-arizona

FAFSA Completion Event
KBOR/KSDE will release guidance on how to hold a FAFSA completion event both in-person and virtually in conjunction with the FAFSA completion competition.

1. Schedule a time (October-December) when parents and students can meet together for a FAFSA completion event (this might be held outside of school hours). Some communities might prefer to have a FAFSA event in January or February.

2. Contact a financial aid representative from a local community college, technical college, or university to help present information and answer parents' questions during the event. The Kansas Association of Student Financial Aid Administrators, a professional development organization for college/university financial aid representatives, may also be a useful resource.

3. Prepare students for the event
    *   Provide a lesson for seniors about the FAFSA and types of financial aid
        o FAFSA Introduction Video
        o Financial Aid/FAFSA resource document

    *   Take students through creating their Federal Student Aid (FSA) ID before the event
        o FSA ID Instructional video

    *   Send the FAFSA on the Web Worksheet home to complete before the event. (This will help families know what information is needed and develop questions in advance of the FAFSA completion day).

4. Promote the FAFSA completion day with students and parents.

5. Celebrate the event and build up excitement for good participation.

    C.   *Fiscal Affairs & Audit*   Regent Rolph
        1.   **Approve Distribution of FY 2021 State Funds for**   **Elaine Frisbie**
             Technical Education (Excel in CTE, AO-K Proviso)   **VP, Finance & Administration**
             and Reconcile FY 2020 GED Accelerator Payments

Summary and Staff Recommendation

The Excel in Career Technical Education Program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized credential in high demand occupations. For FY 2021, the Board of Regents has available $29,154,345 for high school students' postsecondary tiered technical course tuition - Excel in Career Technical Education (CTE), and up to $500,000 of that $29.2 million can be spent for the Accelerating Opportunity: Kansas (AOK) program which serves adults without a high school diploma or GED who are enrolled in tiered technical courses in approved pathways. Funding for the tuition has been distributed twice a year, typically based on live student enrollment data with certification and reconciliation after the academic year concludes. The proposed distribution amounts presented below were calculated using FY 2021 enrollment data submitted by the colleges.

The Board of Regents also has $125,000 available in FY 2021 for the Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator initiative). This fund provides incentives to eligible institutions for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry credential while enrolled in an eligible postsecondary technical education program. For this program, amounts shown are for the purpose of reconciling the prior year (FY 2020) amounts paid to align them with actual enrollments, and an additional $97,991 is available for these prior year commitments. FY 2021 distributions will be made in June 2021.

The distributions are contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process. Staff recommends approval of the distributions, which are calculated from fall enrollment data submitted and academic year data reconciliation as certified by the college presidents.

Background

K.S.A. 72-3819 was enacted by the 2012 Legislature to establish the Career Technical Education Incentive Program. The program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized credential in high demand occupations. As the program has been promoted and enrollment has grown, its success has not always been matched with corresponding appropriations from the State General Fund.

Excel in CTE Participation and State Funding					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021 YTD
Credit Hours	85,150	92,092	105,084	109,226	50,664
Appropriation	**$ 20,075,000**	**$ 28,050,000**	**$ 33,550,000**	**$ 35,076,841**	**$ 29,154,345**
Excel in CTE	23,760,289	26,706,691	31,526,315	34,816,984	
AO:K	699,397	772,790	621,191	611,084	
Total Costs	**$ 24,459,686**	**$ 27,479,481**	**$ 32,147,506**	**$ 35,428,068**	**$ -**

State aid for the colleges is calculated using the postsecondary education cost model, according to KSA 2020 Supp. 71-1801, et seq. The additional costs to deliver technical programs (supplies, materials, and specialized equipment) are recognized within that cost model. The state funding is intended to finance the entirety of the institutions' costs for delivery of instruction. Colleges are prohibited from charging the students tuition. The Postsecondary Technical Education Authority reviews students' fees charged for the programs.

Fiscal Year 2020 Reconciliation
Amounts identified in the tables below reflect Fall 2020 (FY 2021) enrollments and reconciliation of FY 2020 actual enrollments, as reported by the institutions for the Excel in CTE and Accelerating Opportunity: Kansas programs. In some cases, as institutions reported and the presidents certified their Academic Year data for FY 2020, the amounts funded last year now require adjustment, and in one case reconciliation results in an amount identified to be repaid to the Board Office, shown as a net negative amount. No payment will be required at this time, rather the prior year's adjustment amount is planned to be deducted from the Spring 2021 distribution. With the COVID-19 pandemic declared in March 2020, and the accompanying stay at home orders, there was a sudden and widespread disruption of on-campus activities. From concerns voiced by the colleges, the Office of the Board of Regents agreed to make non-mandatory the spring enrollment data collection that would have normally formed the basis of the state grant distributions for Spring 2020, although the collection was made available to colleges to upload data. The TEA and the Board of Regents based its Spring 2020 distributions on a trend line analysis from prior years.

Data Submission Error
In September 2020, Allen County Community College (ACCC) submitted its Academic Year 2020 data collection in accordance with the published schedule. Before the AY 2020 data collection was certified, Board staff on several occasions pointed out anomalies in the high school data, including questions specific to student funding flags and high school students that would result in underfunding, but ACCC confirmed their view that the data were correct. On September 16, 2020, President Masterson certified the data, per the standard certification process used when the institutions submit their data. This certification states:

> "As President, or the duly appointed representative, I hereby certify to the completeness and accuracy of all the data submitted by my institution to the Kansas Board of Regents in the KHEDS data collection and I understand that submission of incomplete or inaccurate data could detrimentally impact my institution."

The purpose of this certification process is to substantiate that the colleges understand that they are submitting data upon which state aid allocations are made, and to bring the process to a timely conclusion. The Board of Regents staff perform reviews of college data prior to certification as a service to ensure colleges receive the funding that they are due. Although it is the ultimate responsibility of the colleges to submit accurate data, Board staff are developing additional guidance as well as programming additional reports for system users in an effort to avoid a recurrence of this type of error.

Once the data were certified and reconciled to distributions made in Fiscal Year 2020, an issue paper for making January distributions was published and ACCC then realized the College's Excel in CTE FY 2020 distribution was calculated to be overfunded by $486,014. ACCC subsequently researched the issue and realized their high school data contained errors. Specifically, ACCC had failed to flag a sizable number of high school students enrolled in spring-only courses.

President Masterson submitted a request to the Board of Regents to grant ACCC an exception to the process and be allowed to correct their data errors. It appears this remedy was sought because it would reduce the amount of funding ACCC is required to repay as a result of their error. This would, however, impact the distributions for other institutions. If a correction were made for ACCC, it would increase the total AY 2020 reconciliation amount

over the prior year distributions from $555,443 to an estimated $729,314. Since past year's funds must net to zero, this amount would have to be adjusted out of other colleges' distributions.

In accordance with the Board of Regents' data governance policy, the Data Governance Committee discussed the request and options to resolve the data error. After careful consideration, the Committee recommended that the data collection not be altered after the submission and certification by the institution and agency leadership concurred with that recommendation. This recommendation is not made lightly, and the impact on ACCC is disheartening. However, this recommendation best balances the economic impact on ACCC, the strain the COVID-19 Pandemic has caused for all institutions, the logistics of attempting to reopen the data at this time, the impact on other institutions, and legal requirements. Logistically, reopening the certified data is difficult to accomplish. It would require significant Board staff time and monetary resources. An emphasis is placed on ensuring that the certified data is correct because Board staff need to rely on certified data to make funding calculations, comply with federal reporting requirements and present timely information to the Governor and Legislature.

The Board and Technical Education Authority (TEA) are charged with coordinating a myriad of related activities for the nineteen community colleges, six technical colleges and Washburn Institute of Technology, including data collection, Excel in CTE funding, and Tiered Technical State Aid. ACCC recognizes that its request would not fully correct the data errors for AY 2020 and is only a partial remedy. Granting this request to correct the certified data opens the door for other institutions to make similar requests without any clear guideposts for analyzing those requests. This would create an administrative burden and risk that Board action will be viewed as arbitrary or inconsistent across the institutions.

The amounts shown for distribution reflect this recommendation, were approved by the TEA, and are contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process.

Excel in CTE

Institution	FY 2021 Distribution for Fall 2020 Enrollment	FY 2020 (Prior Year) Reconciliation	FY 2021 Proposed Net January Distribution
Allen County Community College	$323,224	($486,014)	($162,790)
Barton County Community College	$112,085	($44,839)	$67,246
Butler Community College	$338,556	($47,406)	$291,150
Cloud County Community College	$102,796	$75,573	$178,369
Coffeyville Community College	$489,258	($80,934)	$408,324
Colby Community College	$88,331	($72,063)	$16,268
Cowley County Community College	$389,137	$38,260	$427,397
Dodge City Community College	$244,665	($79,678)	$164,987
Flint Hills Technical College	$855,260	$435,777	$1,291,037
Fort Scott Community College	$440,123	$110,453	$550,576
Garden City Community College	$206,427	$103,750	$310,177
Highland Community College	$628,722	($277,944)	$350,778
Hutchinson Community College	$1,154,731	($506,304)	$648,427
Independence Community College	$79,038	($9,282)	$69,756

Johnson County Community College	$805,023	($82,942)	$722,081
Kansas City Kansas Community College	$1,203,258	($58,959)	$1,144,299
Labette Community College	$256,021	($4,835)	$251,186
Manhattan Area Technical College	$247,906	$168,749	$416,655
Neosho County Community College	$691,101	$188,334	$879,435
North Central Kansas Technical College	$235,268	$26,986	$262,254
Northwest Kansas Technical College	$495,697	($105,023)	$390,674
Pratt Community College	$170,657	($90,063)	$80,594
Salina Area Technical College	$527,200	$10,343	$537,543
Seward County Community College	$386,644	$234,855	$621,499
Washburn Institute of Technology	$2,186,369	$339,885	$2,526,254
WSU Campus of Applied Sciences & Technology	$2,795,504	$213,321	$3,008,825
Total	**$15,453,001**	**$ --**	**$15,453,001**

Of the appropriation for Excel in CTE, up to $500,000 can be spent for the Accelerating Opportunity: Kansas (AOK) program which serves adults without a high school diploma or GED and who are enrolled in tiered technical courses in approved pathways. Amounts shown below are recommended for distribution for colleges to recover costs for instruction.

Accelerating Opportunity: Kansas

Institution	FY 2021 Distribution for Fall 2020 Enrollment	FY 2020 (Prior Year) Reconciliation	FY 2021 Proposed Net January Distribution
Allen County Community College	$ --	$ --	$ --
Barton County Community College	$32,256	$16,667	$48,923
Butler Community College	$916	($5,017)	($4,101)
Cloud County Community College	--	--	--
Coffeyville Community College	--	--	--
Colby Community College	$38,536	$0	$38,536
Cowley County Community College	$43,110	$3,606	$46,716
Dodge City Community College	--	($964)	($964)
Flint Hills Technical College	--	--	--
Fort Scott Community College	$3,456	($12,874)	($9,418)
Garden City Community College	--	$1,655	$1,655
Highland Community College	$15,881	$43,686	$59,567
Hutchinson Community College	--	($7,072)	($7,072)
Independence Community College	--	--	--
Johnson County Community College	$2,830	($7,566)	($4,736)
Kansas City Kansas Community College	--	$12,352	$12,352
Labette Community College	--	--	--

Manhattan Area Technical College	--	--	--
Neosho County Community College	--	($4,409)	($4,409)
North Central Kansas Technical College	--	--	--
Northwest Kansas Technical College	--	--	--
Pratt Community College	--	--	--
Salina Area Technical College	--	($9,366)	($9,366)
Seward County Community College	--	($29,673)	($29,673)
Washburn Institute of Technology	$64,160	($48,860)	$15,300
WSU Campus of Applied Sciences & Technology	$45,738	($73,869)	($28,131)
Total	**$246,883**	**($121,704)**	**$125,179**

GED Accelerator

The Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator initiative) provides incentives to eligible institutions—community colleges, technical colleges and Washburn University Institute of Technology—for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry credential while enrolled in an eligible postsecondary technical education program. Eligible institutions can receive $170 for each adult enrolled in a postsecondary technical program while pursuing a GED/high school equivalency diploma ($150 of which must be used for the GED/high school equivalency tests), $500 for each adult earning a GED/high school equivalency diploma, and $1,000 for each adult earning an identified industry credential while enrolled in an eligible postsecondary technical education program. Amounts shown in the prior year reconciliation column are recommended to be distributed at this time.

GED Accelerator

Institution	(For Reference) FY 2020 Distributions	Prior Year Reconciliation
Allen County Community College	$ --	$ --
Barton County Community College	$3,700	$12,850
Butler Community College	--	$3,782
Cloud County Community College	--	--
Coffeyville Community College	--	--
Colby Community College	--	$13,360
Cowley County Community College	$670	$3,340
Dodge City Community College	--	--
Flint Hills Technical College	--	--
Fort Scott Community College	--	$1,282
Garden City Community College	$2,840	$840
Highland Community College	--	--
Hutchinson Community College	--	--
Independence Community College	--	--
Johnson County Community College	--	$5,180

Kansas City Kansas Community College	--	--
Labette Community College	--	--
Manhattan Area Technical College	--	--
Neosho County Community College	--	($143)
North Central Kansas Technical College	--	--
Northwest Kansas Technical College	--	--
Pratt Community College	--	--
Salina Area Technical College	$3,000	$7,340
Seward County Community College	$840	$4,510
Washburn Institute of Technology	$15,530	$10,380
WSU Campus of Applied Sciences & Technology	--	$6,180
Total	**$26,580**	**$68,901**

Staff Recommendation

Staff recommends approval of the distributions as identified above, after taking into consideration the impact of the Board's assessment of each institution's performance pursuant to the performance agreement process for FY 2021.

2. Act on Amendment to the FY 2021 Capital   **Chad Bristow,**
Improvement Plan and Approve Program   **Director of Facilities**
Statement for the Clinton Hall Student Success
Center – WSU

Wichita State University requests authorization to remodel Clinton Hall and construct an addition on the south side of the building to create a centralized Student Success Center building.

With the construction of Woolsey Hall for the W. Frank Barton School of Business (anticipated to be complete in Spring 2022), the 56,770 gross square foot (gsf) Clinton Hall will be vacated. The current structural systems and building envelope of Clinton Hall are solid and the proximity to the Rhatigan Student Center and Ablah Library make it an ideal location for reaching as many students as possible. A full renovation is planned to address outdated HVAC, electrical, and life safety systems, finishes, fixtures, and equipment to provide an energy efficient, modern, and fully accessible student services environment. A 3,360 gsf addition on the south is planned to increase visibility of the main entrance, address accessibility to multiple levels of the facility, increase access to natural light, and provide necessary square footage to accommodate all the desired services.

Currently there are a series of departments and centers scattered across multiple buildings on campus that each serve students in similar and related ways. Bringing these departments together into one building will not only better serve students (with the ultimate goal of increasing student retention), but will enable efficiency in shared work spaces, provide student work and study spaces adjacent to program offices, and enable collaboration in programs and services.

The anticipated cost of the project including construction and soft costs is approximately $16.4 million. The project will be funded by a combination of private funds, student fees, and revenue bond funds. Because this project will repurpose Clinton Hall into a student services building instead of continuing as an academic building, K.S.A. 76-742 that requires a student referendum does not apply. The project does, however, have support from the Student Government Association (SGA) leadership and through a student campus survey. It is anticipated that the adaptive reuse of the building will be approximately 60% of the total project cost when compared to demolishing the existing facility and building a new facility of similar size. Design, documentation, and construction are anticipated to take approximately 27-28 months.

Currently, Clinton Hall has a Facilities Condition Index (FCI) in the "Fair" category and is in below average condition for facilities on the WSU campus. The renovation of Clinton Hall will resolve approximately $5.65 million of deferred maintenance costs in the building. It is also anticipated that this project will allow for programs and building occupants in five university buildings (Brennan I, Brennan II, Brennan III, Intensive English Language Center, and the Intensive English Annex) to relocate into square footage vacated by the departments and centers moving into Clinton Hall. Demolishing these five buildings will reduce the overall campus footprint by 62,403 gsf and remove an additional $2.49 million of deferred maintenance backlog from the system.

Upon completion of the project, Clinton Hall will continue to be operated and maintained by the university with university general funds. WSU will not seek additional state funds to operate or maintain the expanded and renovated facility.

D.   *Governance*   Regent Feuerborn

1.   **Act on Proposed Board Policy; Change of Athletic**   **Julene Miller,**
     Conferences   **General Counsel**

Summary

The Governance Committee recommends Board adoption of a new policy to require Board Chairman and Board President and CEO approval before a university may enter negotiations to join another athletic conference. The University Chancellor and Presidents have reviewed and provided feedback to the Committee on this proposal.

Background

At its November 2020 meeting, the Governance Committee discussed proposing a new policy to require Board approval before a university could enter negotiations to join another athletic conference. With the most recent conference shift by Wichita State University, the Board has learned more about the ramifications of such changes, and how they may affect students, alumni and other university stakeholders, academics and university finances in significant ways. Because a change in conference can affect more than just the athletic program at the university, Board members believed the Board should have a role in making this decision. In developing a policy for consideration, Board staff drew from a Nevada policy that provides: "Any change by an NSHE institution in its athletic conference membership requiring an NSHE institution to vote on approval shall be approved by the Board on recommendation of the president and chancellor with full consideration of all factors to include student competition in intercollegiate sports appropriate to the institution, fiscal resources available, and sound standards of student academic performance."

Subsequent to the November Governance Committee meeting, university CEOs reviewed the proposed policy and expressed concerns about the timing of negotiations and a fear that a Board approval requirement may be unworkable. This feedback was considered by the Governance Committee at its December 2020 and January 2021 meetings and after a review of the Missouri Board of Curators' policy, the Missouri open meetings act, and a spreadsheet showing the net cost of WSU's conference change, the Committee amended the proposed policy to require approval of only the Board Chairman and Board President and CEO.

Recommendation

The Governance Committee recommends Board adoption of a new Section II.F.9. of the policy manual as set forth below.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

. . .

F   OTHER

. . .

9   <u>ATHLETIC CONFERENCES</u>

<u>Any change by a state university in its athletic conference membership shall require expedited Board Chairman and Board President and CEO approval before entering negotiations relative to such change. The state university chief executive officer shall make a recommendation to the Board Chairman and Board President and CEO upon full consideration of all relevant factors, including student competition in intercollegiate sports appropriate to the institution, fiscal resources available, and sound standards of student academic performance.</u>

    E.   Other Matters

       1.   Receive Legislative and Budget Update   **Matt Casey,**
                                                               Director, Government Relations

Summary

The Board will receive an update on the 2021 legislative session including progress on the budget and other non-budgetary legislative items.

VIII. Adjournment

AGENDA

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
Wednesday, February 17, 2021
10:15 a.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger
	A. Roll Call	
	B. Approve minutes from February 2, 2021 video conference	
II.	**Other Matters**	
	A. Kansas Health Science Center Update	Tiffany Mason
	B. Low Enrollment Program Reviews	Daniel Archer
	1. ESU	David Cordle
	2. PSU	Howard Smith
	C. General Education (GE) Working Group Update	Daniel Archer
	D. Direct Support Professionals (DSP) Update	Regent Schmidt
	E. Coordinating Council Update	Regent Kiblinger

III.   **Suggested Agenda Items for March 2nd Conference Call**
    A.   New Program Approval
    B.   Receive SARA Report
    C.   Review University Qualified Admission Policies
    D.   Update to Board Qualified Admission Policy

IV.   **Adjournment**

MINUTES

Kansas Board of Regents
Board Academic Affairs Standing Committee
MINUTES
Tuesday, February 2, 2021

The February 2, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 11:00 a.m. The meeting was held by Zoom.

In Attendance:

Members: Regent Kiblinger, Chair   Regent Schmidt   Regent Van Etten
Regent Brandau-Murguia

Staff: Daniel Archer   Karla Wiscombe   Tara Lebar
Amy Robinson   Sam Christy-Dangermond   Diane Linderman
Natalie Yoza   April Henry   Scott Smathers
Julene Miller   Cindy Farrier

Others: Adam Borth, Fort Scott CC   Aron Potter, Coffeyville CC   Amber Knoettgen, Cloud County CC
Ben Schears, NWK Tech   Brian Niehoff, K-State   Cordell Jordan, Independence CC
David Cordle, ESU   Deborah Fox, Highland CC   Deborah Phelps, Cowley CC
Dennis Rittle, Cowley CC   Erin Shaw, Highland CC   Greg Belcher, PSU
Heather Morgan, KACCT   Howard Smith, PSU   Jerry Pope, KCKCC
Jean Redeker, KU   Jill Arensdorf, FHSU   Kim Zant, Cloud County CC
Kim Morse, Washburn   Linnea GlenMaye, ESU   Lori Winningham, Butler CC
Michael Calvert, Pratt CC   Matt Schuette, KUMC   Mark Allen, Independence CC
Monette DePew, Pratt CC   Michelle Schoon, Cowley CC   Mickey McCloud, JCCC
Robert Klein, KUMC   Sandy Valenti, ESU   Sarah Robb, Neosho County CC
Sarah Leftwich, WSU Tech   Shirley Lefever, WSU   Sharon Kibbe, Cloud County CC
Steve Loewen, FHTC   Harold Nolte, Dodge City CC   Jane Holwerda, Dodge City CC
Clayton Tatro, Dodge City CC   Tom Roberts, Cloud County CC

Regent Kiblinger welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes

Regent Schmidt moved to approve the January 20, 2021 meeting minutes, and Regent Brandau-Murguia seconded the motion. With no corrections, the motion passed.

Consent Item

David Cordle presented the ESU request for approval for a Bachelor of Arts in Interdisciplinary Entrepreneurship. David noted the program's purpose is to prepare students to launch start-up businesses. Though the program is offered by the School of Business, it requires work in a second academic area. Students in Humanities and Art programs who want to be prepared to start a business based on their area of study will especially benefit. Regent Schmidt mentioned that ESU might want to look into The Entrepreneurial Bootcamp for Veterans with Disabilities (EBV). Regent Schmidt mentioned veterans can apply for this program, and he believes it could tie into ESU's program very well. Regent Kiblinger noted the BA program looks very efficient and aligns with efforts the Governor's Council on Education is discussing to promote industry and innovation in Kansas.

Regent Schmidt moved to place the Bachelor of Arts in Interdisciplinary Entrepreneurship on the Board's consent agenda, and Regent Van Etten seconded the motion. With no further discussion or questions, the motion passed unanimously through a roll call vote.

Discussion Item
Greg Belcher, Director of the Kansas Center for Career and Technical Education (CTE), presented the PSU request for approval for an Associate of Applied Science in Career & Technical Education. Greg stated the associate degree is a step towards a bachelor's degree and gives working students, most of whom attend part-time, a shorter degree option. Greg also stated this is a joint effort between community and technical colleges, and PSU. The technical and community colleges deliver the technical courses and general education courses, which will tie in with the PSU Teacher Education program's pedagogical courses. Though it is unusual for a university to offer an associate level degree, Greg indicated he is unaware of any technical or community college who can offer the teacher education component. PSU has received support for this program from many technical and community colleges in Kansas. As part of evaluating this proposal, technical and community college feedback was provided in the agenda materials.

Regent Van Etten moved to place the Associate of Applied Science in Career & Technical Education on the Board's discussion agenda, and Regent Brandau-Murguia seconded the motion. With no further discussion or questions, the motion passed unanimously through a roll call vote.

AY 2019 Performance Reports
Sam Christy-Dangermond presented seven AY 2019 Performance Reports for review. Reports are typically measured from six metrics with a goal to meet or exceed the baseline of each metric. The Committee was presented performance reports from seven institutions that qualify for 90% of any new legislative funding in July 2021 based on their AY 2019 Performance Reports, as they met or exceeded the baseline on three of their six indicators. Individuals from the following seven institutions, as allowed by policy, are requesting to move to the next higher funding tier of 100% and have provided information on the indicator they are using for the request, any alternative evaluation criteria being used, and their justification for moving to the 100% tier level:

1. Emporia State University – David Cordle
2. Cloud County Community College – Amber Knoettgen and Kim Zant
3. Cowley Community College – Michelle Schoon and Dennis Rittle
4. Dodge City Community College – Jane Holwerda, Clayton Tatro, and Harold Nolte
5. Highland Community College – Erin Shaw
6. Independence Community College – Mark Allen
7. Northwest Kansas Technical College – Ben Schears

Regent Schmidt asked ESU to address decreases in their #4 indicator, *Enrollment growth strategies for traditional students ages 24 years or younger.* David Cordle responded it is an uphill struggle to maintain these students. As demographics have changed, they are looking for opportunities at the graduate level and online programs to offset this decline.

Regent Kiblinger asked Cloud CC if not filling their nursing instructor position impacted more than their #6 indicator. Amber Knoettgen responded she does think it had an impact on the #3 indicator, but that a decline in enrollment is a contributing factor for the #2 indicator, *Increase number of certificates and degrees awarded.* Additionally, their baseline for this indicator was skewed by an anomaly in reporting by the previous administration.

Regent Kiblinger asked Highland CC about their #5 indicator, *Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers,* high pass rates in 2017 and 2018, and what contributed to their decrease in 2019. Erin Shaw responded that contributing factors were outlined in their materials, and she focused on their improvement plan, which includes more intrusive academic counseling,

additional prerequisite content reviews, developing a common debriefing model, increasing faculty professional development, formalizing student conferences and study groups, and using their existing ATI tools. Regent Schmidt noted he would like to receive an update on this indicator before their next performance review due to its significance. Erin noted the 2020 test results were delayed due to COVID, but she will check with the Director of Nursing to see when they should expect them. Regent Kiblinger asked that they give any updates to Daniel, who can bring this to the Committee.

The Committee discussed ways to obtain out-of-state employment data to assist with performance agreements. Cindy Farrier noted that we have a Kansas-Missouri agreement; however, obtaining data from other states places additional risk to the organization due to ensuring the data's protection. She noted there is a new national interchange system where we can obtain data from all states, but the data can only be used for Federal reporting purposes. Cindy stated they could look into potentially adopting Federal reporting indicators for a performance agreement metric, which would allow access to the data.

Regent Brandau-Murguia moved to approve all seven AY19 Performance Reports as presented to the next higher funding tier of 100%, and Regent Schmidt seconded. With no further discussion or questions, the motion passed unanimously through a roll call vote.

Coordinating Council Update
Regent Kiblinger provided an update from the Coordinating Council. The Council received a report from Dr. Lane, Chair of the Governor's Council on Education. Dr. Lane shared information on a recommendation they will be making soon to establish an Advantage Kansas Coordinating Council. They recommend the Coordinating Council take on this role, and they have come up with some ambitious goals and strategies to close economic gaps in Kansas. Initiatives this new group may work on include JumpStart Kansas, Talent Ready Kansas, and Opportunity Kansas. The key players to move these initiatives forward are KBOR, KSDE, and the Kansas Chamber of Commerce. The Coordinating Council is already comprised of these agencies, so it's a natural fit. The next Coordinating Council meeting is May 24, but more frequent meetings may occur with this new direction.

The Coordinating Council was briefed on FAFSA completion initiatives. Materials are being developed to train K-12 individuals to disseminate information to parents and students to complete their FAFSA. The Council received an update on Individual Plans of Study (IPS) from the IPS Coordinating Work Group. The group is currently working on a checklist of required activities for students who plan to attend technical college, community college, or a university. A checklist will ensure a clear timeline of the steps needed to go on to specific higher education institutions. The Council also received an update from the Coordinating Advisory Committee on the work currently being done. Regent Kiblinger stated she is pleased with the progress, and things are coming together that are beneficial for our Kansas students and economy.

Adjournment
The next BAASC meeting is February 17, 2021, at 10:15 a.m.

Regent Brandau-Murguia moved to adjourn the meeting, and Regent Schmidt seconded the motion. With no further discussion, the meeting adjourned at 12:32 p.m.

AGENDA

Fiscal Affairs and Audit Standing Committee
Wednesday, February 17, 2021
10:15am – 12:00pm

I.   OLD BUSINESS

A.   Approve minutes of January 20, 2021 committee meeting

B.   Follow up on issues raised during the February 2 teleconference regarding FAA items on the Board's agenda and any other questions/clarifications about Board agenda items

II.   NEW BUSINESS

A.   Board Agenda Items under Fiscal Affairs

B.   **FAA 21-04** Review State Universities' Annual Financial Reports, including Composite Financial Index and Current Year Budget Outlook
1.   State University 1
2.   State University 2
3.   State University 3

C.   **FAA 21-08** Review Progress on State University Deferred Maintenance Initiative (standing item)

D.   **FAA 21-09** Receive Update on Non-Resident Tuition Work Group

E.   Audits for committee review and discussion (standing item)

F.   Other Committee Business

OTHER COMMITTEE ITEMS

Next meeting dates:
March 2, 10:00 am, Agenda Planning conference call
March 17, 10:15 am, Committee Meeting

March 30, 10:00 am, Agenda Planning conference call
April1 14, 10:15 am, Committee Meeting

AGENDA

Board Governance Committee
Wednesday, February 17, 2021
8:45-10:00
Zoom Meeting

I.   **APPROVE MINUTES FROM JANUARY 20, 2021**

II.   **CONSIDER 2020-2021 GOVERNANCE COMMITTEE TOPICS**

   A.   **GOV 21-06,** Consider request for Board President/CEO to execute Board contracts:
          Amendment to contract with Data Recognition Corporation for adult basic and adult secondary
          education testing; New contracts with Examity and Honorlock for online proctoring services
          (Attachments 2 and 2a, pages 7-9)

   B.   **GOV 21-07,** Review Proposed Revisions to Board Policy

          1.   Board Contracts Policy
          2.   Any Other Policies Not Being Worked by Another Board Committee

   C.   **GOV 21-02,** Oversee Development of Board Free Speech Guidance; Review Drafts

   D.   **GOV 21-04,** Receive Annual Campus Safety & Security Reports

          1.   FHSU
          2.   KSU

III.   **NEXT MEETING DATES**

   A.   March 17
   B.   April 14

MINUTES

GOVERNANCE COMMITTEE
January 20, 2021 Minutes

The Kansas Board of Regents Governance Committee met on Wednesday, January 20, 2021. Regent Feuerborn called the meeting to order at 8:45 a.m. Proper notice was given according to law.

Members Present: Bill Feuerborn, Chair
Cheryl Harrison-Lee
Jon Rolph
Shelly Kiblinger

ANNOUNCEMENT
Chair Feuerborn stated that due to the Shawnee County emergency order issued November 12 [and extended on January 14], the Committee meeting is being conducted pursuant to the Attorney General's regulation for virtual-only meetings. He asked all participants to place their microphones on mute when they are not speaking to allow listeners and observers to hear the meeting unimpeded. Chair Feuerborn stated that participants should ask to be recognized if they have a question or comment and when recognized, the participant should state their name and title so he or she can be identified by the audience. Chair Feuerborn noted for each action item a roll call vote would be taken to be clear how each Regent has voted. However, a roll call vote will not be taken for the approval of the minutes and no motion is needed to adjourn the meeting. It was also noted that there will be no opportunity for public comment during this meeting and there will be an executive session toward the end of the meeting. Chair Feuerborn explained the process to be used for the executive session.

MINUTES
Regent Rolph moved to approve the minutes of December 16, 2020. Regent Harrison-Lee seconded, and the motion carried.

ATHLETIC CONFERENCE POLICY
General Counsel Julene Miller reported that at last month's meeting the Committee asked for information on how the Missouri system handles athletic conference changes for its institutions. The University of Missouri Board of Curators has a policy that requires the institutions to seek the Board's approval of any proposal to withdraw or change athletic conferences. General Council Miller noted that Missouri's open meetings laws are different than Kansas laws because in Missouri, their Board is allowed to go into executive session to discuss these matters, and they are allowed to take binding action in executive session. The expenditures associated with Wichita State University's transition to the American Athletic Conference was also shared with the Committee. General Counsel Miller stated that based on the Committee discussion last month, the proposed policy language directs the university CEO to get the approval from the Board Chair and Board President and CEO before entering negotiations related to changing conferences. Regent Kiblinger stated that changing conferences does have financial ramifications for the universities and believes it is appropriate for the Board to have oversight in this area. She stated that how the policy is drafted allows the Board to have oversight while also addressing the CEOs' concerns with timing and confidentiality issues. Regent Rolph moved to approve advancing the policy to the Board next month for further consideration. Regent Harrison-Lee seconded. On a roll call vote, the following Committee members voted affirmatively to adopt the motion: Regent Feuerborn, Regent Rolph, Regent Kiblinger, and Regent Harrison-Lee. The motion carried.

<u>TEMPORARY PANDEMIC-RELATED AMENDMENTS TO THE SUSPENSIONS, TERMINATIONS AND DISMISSALS POLICY</u>
President Flanders stated that during the past year, the Board has adjusted policies to address the negative impact of the ongoing pandemic. The proposed amendments to the Suspensions, Terminations, and Dismissals policy are being brought forward as an additional tool to help the universities deal with the budgetary challenges that they are facing due to the COVID-19 pandemic, decreased program and university enrollments, and the state's declining fiscal support. General Counsel Julene Miller reviewed the new language in the policy, which applies to all university employees. She highlighted that this is a temporary policy that would be effective only through December 31, 2021 and noted that any university CEO who chooses to implement the policy would have 45 days after the Board's approval to submit a framework for the university's decision-making process. The Board would then approve the framework before it can be utilized on the campus.

Regent Kiblinger stated that it is her understanding that a university will not need to declare financial exigency in order to use this policy and that this policy seems to provide a process for certain employee groups who may not currently have an appeal process through other university policies. She then asked for clarification on what the new language offers that the current policies do not cover. General Counsel Miller stated that the new language applies to all university employees and gives them the same process whereas other university or Board policies may use different processes and procedures for different employee groups. She also noted that the provisions in the policy cannot supersede any contractual agreements or bargaining unit agreements that are in place. General Counsel Miller stated that because of the financial challenges at the universities, the new language also outlines an expedited process, which may not be included in other university policies. Regent Harrison-Lee liked that the policy requires the Board to approve the university framework if a CEO chooses to bring one forward, and she believes that the proposed policy is another option that the CEOs can use during these unprecedented times. Dr. Aleks Sternfeld-Dunn, Chair of the Council of Faculty Senate Presidents, stated that the faculty are deeply concerned about the proposed policy amendments. The faculty believe this policy will bring unwanted national attention and may negatively impact recruitment efforts at the universities. The faculty also believe there are other options the Board and universities could deploy to address the financial issues at the universities. Regent Rolph thanked Dr. Sternfeld-Dunn for his comments and noted that as the financial outlook of the state unfolds, the universities will need to make difficult decisions. Regent Rolph then moved to ask the Chairman to add the proposed policy amendments to today's Board agenda. Regent Kiblinger seconded. On a roll call vote, the following Committee members voted affirmatively to adopt the motion: Regent Feuerborn, Regent Rolph, Regent Kiblinger, and Regent Harrison-Lee. The motion carried. The following policy amendments were forwarded:

CHAPTER II: GOVERNANCE - STATE UNIVERSITIES
***
C.   CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF
***

      6.   SUSPENSIONS, TERMINATIONS AND DISMISSALS

          a   Felony Offenses

             i.   Felony Conviction. The chief executive officer of a state university has the authority to discharge any employee, including a tenured faculty member, immediately upon conviction of any felony.

             ii. Felony Charge. The chief executive officer of a state university has the authority to discharge or place on leave without pay any employee, including a tenured faculty member, who has been charged with a felony offense. Prior to any such determination, the employee shall be given notice of the proposed action and an opportunity to respond.

          b   Other

i.   Faculty and staff may also be suspended, dismissed or terminated from employment for reasons of significant reduction in or elimination of the funding source supporting the position, program discontinuance, financial exigency, or for just cause related to the performance of or failure to perform the individual's duties or for violation of the reasonable directives, rules and regulations, and laws of the institution, the Board and the State of Kansas or the United States.

ii. In light of the extreme financial pressures placed on the state universities due to the COVID-19 pandemic, decreased program and university enrollment, and state fiscal issues, effective immediately through December 31, 2021 and notwithstanding any other Board or institutional policy, any state university employee, including a tenured faculty member, may be suspended, dismissed, or terminated from employment by their respective university. Such terminations, suspensions, or dismissals shall follow the procedure set forth below. Declaration of financial exigency and the processes associated with declaration of financial exigency shall not be a prerequisite to any suspension, dismissal, or termination authorized by this provision, and no existing university policy hearing procedures shall apply to such decisions.

The chief executive officer of any state university, before making any suspensions, dismissals or terminations under this provision and within 45 days of the effective date of this provision, shall present to the Board for approval a framework for the university's decision-making under this provision. Once approved, that framework shall be used for any suspension, dismissal, or termination under this provision. Frameworks for decision-making shall be determined by each state university's chief executive officer and may be based on factors such as, but not limited to, performance evaluations, teaching and research productivity, low service productivity, low enrollment, cost of operations, or reduction in revenues for specific departments or schools.

(1)   The university chief executive officer shall provide no less than 30 days' written notice of the suspension, dismissal, or termination to the affected employee, including the reasons for the action.

(2)   Any employee given notice of a suspension, dismissal, or termination that expressly invokes the authorization of this provision may submit an appeal of the action of the university chief executive officer, through the Board of Regents office as provided below, to the Office of Administrative Hearings. Suspension, dismissal, or termination not invoking this policy shall have solely those appeal rights provided by existing university policy or other applicable existing procedures.

(3)   The employee must submit the appeal to the Board office within 30 days of receiving notice of the employment action. The initial submission must include a copy of the notice of the action being appealed and a written statement, including any relevant supporting evidence or documentation, setting forth the reasons the employee believes the decision to suspend, dismiss, or terminate the employee (a) is substantially inconsistent with the university's decision-making framework approved by the Board, (b) was the result of unlawful bias or discrimination; or (c) was otherwise unreasonable, arbitrary or capricious. These shall be the only grounds for reversing the state university chief executive officer's decision. The employee shall provide a copy of the appeal and supporting evidence and documentation to the university's chief executive officer at the time the appeal is submitted.

(4) The university chief executive officer shall have 30 days from receipt to respond in writing to the appeal, including any supporting evidence or documentation, and shall provide a copy of the response and any supporting evidence and documentation to the employee at the time the response is submitted. This 30-day period may be extended for good cause as determined by the Board President and Chief Executive Officer.

(5) Within 10 days of receiving the university chief executive officer's response, the Board office shall refer the appeal to the Office of Administrative Hearings, which shall provide a hearing and decide the case based on the standards stated in this policy and in the university's Board-approved framework. The Board shall provide a copy of the submissions to the Office of Administrative Hearings, along with a copy of this policy and the decision-making framework approved by the Board. The state university shall be responsible for fees charged by the Office of Administrative Hearings.

(6) The burden of proof in any appeal shall be on the employee. There shall be no right of discovery. The review shall be based on the written submissions, and the hearing shall allow oral presentation to the administrative hearing officer by the employee and the university, each of whom may be represented by counsel.

(7) Decisions of the administrative hearing officer shall be final and are not subject to further administrative review by any officer or committee of the university or by the Board of Regents.

(8) An appeal under this policy will not stay the effective date of the suspension, dismissal, or termination. Employees who prevail in their appeal under this policy shall be entitled to reinstatement, back pay and restoration of other lost benefits.

c.   Grievance Procedure

    i.   Each state university shall establish and publish grievance procedures for use by faculty and staff in appealing employment decisions of the institution. The procedures shall provide the employee with notice of the action to be taken, the reasons for the action where appropriate, and an opportunity to be heard. A copy of all institutional grievance procedures shall be provided to the institution's general counsel for review prior to becoming effective.

    ii.   The decision of the chief executive officer, or the chief executive officer's designee, concerning any grievance appealing employment decisions of the university shall be final and is not subject to further administrative review by any officer or committee of the university or by the Board of Regents.

UNIVERSITY CEO ASSESSMENT PROCESS

General Counsel Miller stated that in June 2021, the Board approved its new strategic plan, *Building a Future*. This year the strategic plan section in the Board's CEO assessment tool will be updated to show the baseline metrics for the new plan. The CEOs will then be asked to comment on their baseline metrics in their self-assessment. President Flanders stated it is important for the CEOs to know what data the Board will be focusing on when reviewing the strategic plan. The Committee members concurred with updating the tool and directing the CEOs to address their metrics in their self-assessments.

ANNUAL CAMPUS SAFETY AND SECURITY REPORTS

University representatives from Pittsburg State University, the University of Kansas, and the University of Kansas Medical Center reviewed their annual campus safety and security reports. Each campus discussed the impact of

the pandemic, reviewed campus equipment upgrades, and spoke about the type of security training sessions that have taken or will take place on the campuses.

EXECUTIVE SESSION
At 9:38 a.m., Regent Harrison-Lee moved, followed by the second of Regent Kiblinger, to recess into executive session for 10 minutes to discuss matters relating to security measures pursuant to K.S.A. 75-4319(b)(12). The subject and purpose of Executive Session was to discuss proposed safety and security measures on the state university campuses, open discussion or disclosure of which would pose a substantial likelihood of revealing security measures that protect persons. Participating in the executive session were members of the Committee, President Flanders, General Counsel Julene Miller, and designated university staff. At 9:48 a.m., the meeting returned to open session.

ADEQUATE SECURITY MEASURES
The University of Kansas requested adding a new restricted access entrance for its Lawrence campus. Regent Rolph moved to approve, and Regent Harrison-Lee seconded. On a roll call vote, the following Committee members voted affirmatively to adopt the motion: Regent Feuerborn, Regent Rolph, Regent Kiblinger, and Regent Harrison-Lee. The motion carried.

ADJOURNMENT
The Regent Feuerborn adjourned the meeting at 9:50 a.m.

AGENDA

System Council of Presidents
Kansas Board of Regents
February 17, 2021
10:15 a.m.
Zoom

1. Approve minutes of January 20, 2021 meeting

2. Receive update on transfer: Daniel Archer

3. Report from System Council of Chief Academic Officers: Erin Shaw

4. Recap of Georgia State University's presentation and discuss next steps

5. Other matters

MINUTES

System Council of Presidents
Kansas Board of Regents
January 20, 2021 10:15 a.m.
Zoom

Members present:
Interim President Rick Muma, Wichita State University – Co-Chair; President Dennis Rittle, Cowley Community College– Co-Chair; Chancellor Douglas Girod, University of Kansas; President Tisa Mason, Fort Hays State University; President Jerry Farley, Washburn University; President Richard Myers, Kansas State University; President Steve Scott, Pittsburg State University; President Allison Garrett, Emporia State University; President Jim Genandt, Manhattan Technical College.

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

- Minutes from the December 16, 2020 meeting, moved by President Garrett and seconded by President Mason, were approved.

- Report from System Council of Chief Academic Officers: Erin Shaw
    - Received an update from the Transfer and Articulation Council (TAAC). Eight new courses will go before the Board today for final approval.
    - Update on Ad Astra Micro-Internship Program designed to connect KS students with KS employers. Encouraged institutions to get Career Services and Alumni Affairs involved.
    - Received College Board CLEP Report on how institutions are accepting CLEP credit and also a Concurrent Enrollment Partnership (CEP) Report and Policy Information update.

- Overview of Dr. Becker's presentation on Georgia State University's Student Success Initiative
    - President of Georgia State University, Mark Becker, will be presenting at the Board meeting this afternoon. President Muma provided some background on the success that GSU has had under President Becker's tenure which include increasing overall graduation rates by 22% with notable increases for minority and first-generation students eliminating the disparity gap. This discussion will help kick start the conversation on how Kansas institutions can address disparities with minority students, which is part of Board Goal 3.

- Update on Building a Future Pillar II: President Flanders
    - This addresses how institutions can grow programs that meet employer needs and provide jobs for our graduating students. Thought about system wide ways to address this, and give institutions flexibility on a local level, while working under a system umbrella to ensure programs meet industry needs. Institutions could pick three programs that meet these and fall within the eight sectors the Governor defined as helping grow the Kansas economy. These will be added to the report next month where we will get a baseline to see where we are currently at as a system.

- Update on the spring break alignment initiative: President Rittle & President Genandt
    - The vast majority of community colleges, around 75%, will be in alignment beginning in 2022 and by 2023 we expect that number to grow. The six technical colleges expect to be in alignment for 2022.

- There being no further business, the meeting adjourned at 10:28 am.

AGENDA

Council of Presidents
Kansas Board of Regents
February 17, 2021
10:45 a.m. or adjournment of SCOPs
Zoom

1. Approve minutes of January 20, 2021 meetings

2. Report from Council of Chief Academic Officers: Shirley Lefever

3. Report from Council of Chief Business Officers: Werner Golling

4. Report from Council of Government Relations Officers: Zach Gearhart

5. Report from Council of Chief Student Affairs Officers: Teri Hall

6. Report from Council of Diversity Officers: Marche Fleming-Randle

7. Discuss HB 2188 - Project Management changes

8. Receive update on Board's Freedom of Expression Statement: Blake Flanders

9. Other matters

MINUTES

Council of Presidents
Kansas Board of Regents
January 20, 2021 10:45 a.m. or adjournment of SCOPs
Zoom

Members present:
Interim President Rick Muma, Wichita State University – Chair; Chancellor Douglas Girod, University of Kansas; President Tisa Mason, Fort Hays State University; President Richard Myers, Kansas State University; President Steve Scott, Pittsburg State University; President Allison Garrett, Emporia State University.

1. Minutes from the December 16, 2020 meeting, moved by Chancellor Girod and seconded by President Scott, were approved.

2. Report from Council of Chief Academic Officers: Shirley Lefever
   - COCAO met and received:
     - First Reading for an MA in Applied Sociology – ESU
     - Second Readings for below degrees were voted on and approved by COCAO:
       o BA in Interdisciplinary Entrepreneurship – ESU.
       o AAS in Career & Technical Education – PSU.
   - President Myers moved to approve these degrees by COPS, President Mason seconded. All approved.
   - Other Requests – all from PSU – were approved by COCAO.
     o Act on request for approval to consolidate the BSE with a major in Biology and the BS in Biology
     o Act on request for approval to consolidate the BSE with a major in Communication and the BS in Communication
     o Act on request for approval to consolidate the BSE with a major in Family & Consumer Science and the BS in Family & Consumer Science
     o Act on request for approval to consolidate the BME and the BM
     o Act on request for approval to consolidate the BA with a major in Music and the BM
     o Act on request for approval to consolidate the BSE with a major in History/Government and the BA in History (resulting in a BS in History)

3. Report from Council of Chief Business Officers: Werner Golling
   - Discussed state and federal funding and new funding possibilities for 2021.
     o The SPARK deadline has been extended to March 1. Many of institutions have not spent all of original HERF funds.
     o The US Department of Education announced new round of funding for Higher Education. Awaiting guidance on how the funding can be used.
   - The FFCRA ended on Dec 31, 2020 and was not extended. Employees will need to use leave as outlined prior to FFCRA.

4. Report from Council of Government Relations Officers: Zach Gearhart
   - SCOGRO met and discussed the beginning of session, how the Capitol was functioning in the middle of this pandemic as well as the vaccine distribution.
   - Session started with the State of the State and the overview of the Governor's Recommended Budget. The Governor began planning for FY22 last April when it was projected the State would

face reduced revenues of nearly $1B due to the pandemic and businesses closing. Because of this negative outlook, the State asked agencies to plan for a reduction package of 10%. As things began to look better with revenues as businesses opened back up, that original $1B shortfall fell to about -$150M. Even with that significantly better outlook, the Governor still recommended to the legislature that about half of the original reduction package be approved for higher education which is about a $42M cut to higher education in the State of Kansas. This is the first step in the budget development process. We still have work to do with the subcommittees and full appropriations committees in both chambers. Things could have been worse if the revenue situation had not been improved but this is obviously a concerning cut.

- There were two tax bills that were introduced in the Senate that are moving quickly through the legislature. One deals with property tax and truth and taxation. It received a hearing and was passed out of committee last week and voted favorably by the Senate as a whole last Thursday. On the positive side, the EBF was not added to the bill; however, the chair did state she hopes at some point to replace the property tax revenue for EBF with SGF and add in some inflationary growth. As this bill goes forward, we will be watching it closely for changes that may impact us.
- Legislation introduced in House Appropriations to extend the University Engineering Initiative Act for 10 years by the engineering industry association that is taking lead.

5. Report from Council of Chief Student Affairs Officers: Teri Hall
   - Discussed KBOR request for sending out all-student emails. Would like to filter requests and limit emails to not over-burden students with email communication.
   - Discussed the impact of program elimination for students and ways to help with this.
   - Discussed impact of Governor's budget on higher education.

6. Report from Council of Diversity Officers: Marche Fleming-Randle
   - Excited about upcoming year of events and strategic initiatives. Have a virtual roundtable discussion set for February 10 on strategic initiatives around diversity.
   - This year the Tilford Conference will be hosted by KU- more details will be coming soon. We will include community and technical colleges.

7. Other Matters:
   - Vaccination Distribution and Higher Education: Chancellor Girod
     i. Higher Education was not included in the revised criteria for phased vaccine rollout. Discussed this with KDHE and the Governor's Office, expressing our concern and desire to be included in Tier 2 with K-12. We have not had much success. Recommended we look to where constituencies fit within existing tiers and work with counties to see if more flexibility can be offered at the local level. Possible that we may get different federal guidelines coming out soon.

8. Being no further business meeting adjourned at 10:50 a.m.

AGENDA

KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
Wednesday, February 17, 2021
8:30 – 9:00 am

The System Council of Chief Academic Officers (SCOCAO) will meet by video conference. Questions can be emailed to arobinson@ksbor.org. SCOCAO is co-chaired by Erin Shaw, Highland CC, and Shirley Lefever, WSU.

I. Call to Order   Erin Shaw, Co-Chair
   A. Introductions
   B. Approval of Minutes from January 20, 2021

II. Transfer and Articulation Council (TAAC) Update   Linnea GlenMaye

III. Other Matters
   A. FAFSA Completion Event Webinar   Tara Lebar
   B. OER Training Update   Tara Lebar
   C. Apply Kansas Report/Update   Tara Lebar
   D. Discuss Proposed Revisions to the New Academic Units and   Daniel Archer
      Academic Programs policy
   E. General Education (GE) Working Group Update   Daniel Archer
   F. Online Proctoring RFP Working Group Update   Daniel Archer

IV. Next SCOCAO Meeting – March 17th, 2021

V. Adjournment

MINUTES

System Council of Chief Academic Officers
MINUTES
Wednesday, January 20, 2021

The January 20, 2021 meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Erin Shaw at 8:30 a.m. The meeting was initially scheduled to be held in Topeka. Due to the COVID-19 pandemic, it was held through Zoom.

In Attendance:

Members:	Shirley Lefever, WSU	Erin Shaw, Highland CC	Corey Isbell, NCK Tech
	Chuck Taber, K-State	David Cordle, ESU	Lori Winningham, Butler CC
	Barbara Bichelmeyer, KU	Howard Smith, PSU	Sarah Robb, Neosho County CC
	Jill Arensdorf, FHSU	Jerry Pope, KCKCC	JuliAnn Mazachek, Washburn
Staff:	Daniel Archer	Amy Robinson	Sam Christy-Dangermond
	Karla Wiscombe	Tara Lebar	Tim Peterson
	Cindy Farrier		
Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Aleks Sternfeld-Dunn, WSU
	Brian Niehoff, K-State	Brent Thomas, ESU	Alysia Johnston, Fort Scott CC
	Greg Belcher, PSU	Cindy Hoss, Hutchinson CC	Elaine Simmons, Barton County CC
	Jerry Farley, Washburn	Heather Morgan, KACCT	Jane Holwerda, Dodge City CC
	Jason Sharp, Labette CC	Jean Redeker, KU	Linnea GlenMaye, WSU
	Kim Krull, Butler CC	Kim Zant, Cloud County CC	Michelle Schoon, Cowley CC
	Rochelle Rowley, ESU	Steve Loewen, FHTC	Brad Bennett, Seward County CC
	Mickey McCloud, JCCC	Robert Klein, KUMC	Luke Dowell, Seward County CC
	Scott Lucas, WSU Tech	Shelly Gehrke, ESU	Michael Smith, ESU

Co-Chair Erin Shaw welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes
Chuck Taber moved to approve the minutes of the November 18, 2020 meeting, and Jill Arensdorf seconded the motion. With no corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update
Linnea GlenMaye provided an update from the Council. TAAC recommends approval for eight new Systemwide Transfer (SWT) courses, and these will be up for Board approval later in the day. If approved by the Board, the courses will be effective summer 2021, and this will bring the total number of Systemwide Transfer courses to 108. The new SWT courses are 1) Principles of Marketing, 2) Criminal Law, 3) Children's Literature, 4) Intermediate Algebra, 5) Meteorology Lecture and Lab, 6) Meteorology Lecture, 7) Meteorology Lab, and 8) Old Testament. TAAC is also working through the approval process for the 13 courses reviewed at KCOG based on the SWT course 5-year review cycle process. As part of the KCOG review process, faculty recommend new courses for articulation at the next fall KCOG. TAAC will consider these recommendations at their next meeting on February 10, 2021. Linnea stated they would welcome any new course suggestions, and these can be sent to Karla Wiscombe at kwiscombe@ksbor.org.

Kansas Micro-Internship Pilot Program
Tim Peterson, Senior Project Director at KBOR, provided information and materials on the new Kansas Micro-Internship Pilot Program. The program originated as the Ad-Astra Micro-Internship Program and has been renamed the Kansas Micro-Internship Pilot Program. The goal of this new initiative is to establish a statewide Micro-Internship pilot program that supports the Board's "Building a Future" strategic plan. This also correlates with the Kansas Department of Commerce's aim to "connect businesses, job seekers, educational institutions and training providers to ensure the state's workforce is equipped to meet industry needs and to help create economic success for Kansas residents and businesses". Tim stated approximately 41% of recent graduates are under-employed, noting this was pre-pandemic data. The new program will increase the talent pipeline in Kansas and allow employers to find talent more expeditiously. Tim noted the internships enable employers to see work examples instead of only reviewing a resume and transcripts. Tim provided an overview of the program, provided information on program management and promotion, funding sources, requirements, benefits, and the program's launching and evaluation.

Jill Arensdorf asked for clarification on who was recruiting employers and if those employers were in Kansas. Tim responded that it was an across the board effort and many promising avenues for referring and recruiting are being identified. Tim noted they have 3,400 existing employers who come from both in-state and out-of-state. Tim anticipates the program will work with Kansas private and public sector entities such as the Kansas Chamber of Commerce, the local Chamber of Commerce, the Kansas Association of Colleges and Employers, and local chapters of the Society of Human Resource Managers, to name a few.

College Board CLEP Report
Tara Lebar provided the annual CLEP report data as provided in her materials. She noted that CLEP and the credit awarding process are governed by Kansas State Statute and KBOR policy for state universities. KBOR policy encourages all Kansas public post-secondary institutions to adopt this state university policy. Tara discussed requirements for this process and data from the report. Tara noted the report usually includes two years of testing data; however, due to COVID-19 and anticipated 2020 data changes, she provided a three-year comparison and will continue to do so until the 2020 data is cycled through. The College Board 2020 CLEP summary reports for 2-year and 4-year institutions can be found on the KBOR website at:
https://www.kansasregents.org/resources/Kansas_Board_of_Regents-2yr.pdf
https://www.kansasregents.org/resources/Kansas_Board_of_Regents-4yr.pdf

Concurrent Enrollment Partnership (CEP) Report and Policy Information
Karla Wiscombe discussed the upcoming CEP report and associated policy and reporting requirements. Karla noted much of the data requested in Section C, item i. is collected in the Kansas Higher Education Data System (KHEDS). Section C, item ii., which includes a list of all high schools with CEP agreements, is due to Tara Lebar by January 31, 2021. Based on the list of high school partnerships, Karla and Tara will choose two high schools for institutions to provide copies of CEP agreements, student guides, and reports from the annual review of CEP courses. Part 2 submissions will be due March 1, 2021. Karla provided additional information on the process as provided in her materials. Karla noted 80% of CEP courses are Systemwide Transfer courses, and the Transfer Portal website link would be an excellent resource to include in student guides. Karla welcomed questions and any discussion on the CEP reports.

Next Meeting and Adjournment
The next meeting is scheduled for February 17, 2021, at 8:30 a.m. David Cordle moved to adjourn the meeting, and Sarah Robb seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 9:03 a.m.

AGENDA

KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS
VIDEO CONFERENCE AGENDA
February 17, 2021
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet by video conference. Questions can be emailed to arobinson@ksbor.org.

I.   **Call to Order**   Shirley Lefever, Chair
    A.   Roll Call & Introduction
    B.   Approve Minutes from January 20, 2021

II. **Requests**
    A.   Second Readings
       1.   Master of Arts in Applied Sociology – ESU   David Cordle

    B.   Other Requests
       1.   Act on Request for Approval for Name Change of MSE in   Barbara Bichelmeyer
          Social and Cultural Studies to MSE in Education and Social
          Policy

III. **Council of Faculty Senate Presidents Update**   Aleks Sternfeld-Dunn, WSU

IV. **Other Matters**
    A.   Discuss Opportunities (new degree programs, partnerships,   COCAO Members
       strategic initiatives, etc.) that Universities are Considering or
       Planning to Pursue in the Future

V.   **Next COCAO Meeting – March 17, 2021**

VI. **Adjournment**
    A.   UPK Board of Trustees meets at Noon

MINUTES

COUNCIL OF CHIEF ACADEMIC OFFICERS
MINUTES
Wednesday, January 20, 2021

The January 20, 2021 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 9:03 a.m.

In Attendance:

Members:	Shirley Lefever, WSU	Jill Arensdorf, FHSU	Robert Klein, KUMC
	Chuck Taber, K-State	David Cordle, ESU	JuliAnn Mazachek, Washburn
	Barbara Bichelmeyer, KU	Howard Smith, PSU	Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond	Amy Robinson	Marti Leisinger
	Karla Wiscombe	Tara Lebar	Cindy Farrier
Others:	Erin Shaw, Highland CC	Jerry Pope, KCKCC	Sarah Robb, Neosho County CC
	Corey Isbell, NCK Tech	Aron Potter, Coffeyville CC	Lori Winningham, Butler CC
	Brian Niehoff, K-State	Aleks Sternfeld-Dunn, WSU	Aleks Sternfeld-Dunn, WSU
	Greg Belcher, PSU	Brent Thomas, ESU	Brad Bennett, Seward County CC
	Jean Redeker, KU	Cindy Hoss, Hutchinson CC	Elaine Simmons, Barton CC
	Jason Sharp, Labette CC	Heather Morgan, KACCT	Jane Holwerda, Dodge City CC
	Kim Krull, Butler CC	Kim Morse, Washburn	Linnea GlenMaye, WSU
	Ryan Ruda, GCCC	Kim Zant, Cloud County CC	Michelle Schoon, Cowley CC
	Mickey McCloud, JCCC	Steve Loewen, FHTC	Lua Yuille, KU
	Scott Lucas, WSU Tech	Shelly Gehrke, ESU	Luke Dowell, Seward County CC
	Rochelle Rowley, ESU	Michael Smith, ESU	

Shirley Lefever welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes
Jill Arensdorf moved to approve the minutes of the December 16, 2020 meeting, and JuliAnn Mazachek seconded the motion. With no corrections, the motion passed.

1st Reading
- David Cordle presented the first reading for a Master of Arts in Applied Sociology at ESU. He noted this program is different from a traditional Sociology graduate program. It is specifically directed at preparing students for work in the service sector and is an accelerated online program with 7-week courses and multiple entry points throughout the year. Dr. Rochelle Rowley, Professor of Sociology; Michael Smith, Chair of Social Sciences Department; and Brent Thomas, Dean of College of Liberal Arts and Sciences, provided additional information and were available for questions. Dr. Rowley noted this program does not require a thesis and will serve students who need to continue working while finishing their degree. As an accelerated model, a motivated student can complete the degree in one year. According to the American Sociologic Association, there is increasing workforce demand for sociologists with an applied focus, and the ESU program's entire focus is on application. Michael Smith noted there is not a similar program in Kansas. Brent Thomas pointed out this program ties in nicely with KBOR's future Workforce Development goals.

Shirley Lefever asked if they planned to seek accreditation. Dr. Rowley responded they would seek accreditation from the Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS). The program must be in operation for two years with enrolled students before applying. There were no further questions. This program will be up for a second reading at the next COCAO meeting.

2nd Readings

- ESU is requesting approval for a Bachelor of Arts in Interdisciplinary Entrepreneurship. David Cordle noted he had not received any additional questions since the first reading in December.

  Jean Redeker moved to approve the Bachelor of Arts in Interdisciplinary Entrepreneurship, and Chuck Taber seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote. This program will go to COPS for approval later in the day.

- PSU is requesting approval for an Associate of Applied Science in Career & Technical Education. Greg Belcher, Director of the Kansas Center for Career & Technical Education, provided a summary and was available for questions. Howard Smith noted he had not received any additional questions since the first reading in December.

  Jill Arensdorf moved to approve the Associate of Applied Science in Career & Technical Education, and Chuck Taber seconded the motion. With no discussion, the motion passed unanimously through a roll call vote. This program will go to COPS for approval later in the day.

Other Requests

Howard Smith presented six requests for program consolidations for PSU: 1) consolidate the BSE with a major in Biology and the BS in Biology, 2) consolidate the BSE with a major in Communication and the BS in Communication, 3) consolidate the BSE with a major in Family and Consumer Science and the BS in Family and Consumer Science, 4) consolidate the BME and the BM, 5) consolidate the BA with a major in Music and the BM, and 6) consolidate the BSE with a major in History/Government and the BA in History which will result in a BS in History. Howard stated these requests are all in response to PSU's study of low enrollment programs. In each case, they have consolidated or discontinued the BSE, and will move the emphasis into content areas.

Barbara Bichelmeyer moved to approve the six requests for program consolidation from PSU, and David Cordle seconded the motion. With no questions or discussion, the motion passed unanimously through a roll call vote. These program requests will go to Blake Flanders, CEO and President of KBOR, for final approval.

Council of Faculty Senate Presidents Update

Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update from the Council. Aleks stated the Council would meet later in the day. They had concerns from faculty on a new policy being considered by the Board around suspensions, terminations, and dismissals of tenured faculty and staff. The council is concerned this policy could result in negative national attention, there could be potential legal ramifications, and the policy may be coming from universities who may not have managed finances well before the pandemic. COCAO members discussed these concerns briefly, and it was noted that the policy was created for temporary purposes and is optional.

Other Matters

Howard Smith shared that PSU is discussing several programs. They are looking into a Healthcare Innovation emphasis out of their School of Nursing, and their Kelce College of Business is discussing programing around Computer Science and an Applied General Business degree.

<u>Adjournment</u>
Shirley reminded everyone that Program Review reports are due January 29, and Program Accreditation reports are due February 12. Both reports should be sent to Sam Christy-Dangermond at <u>schristy@ksbor.org</u>.

The next COCAO meeting will be on February 17, 2021. Howard Smith moved to adjourn the meeting, and Jill Arensdorf seconded the motion. With no further discussion, the meeting adjourned at 9:33 a.m.

CURRENT FISCAL YEAR MEETING DATES

Fiscal Year 2021

Meeting Dates	Agenda Material Due to Board Office
August 4-6, 2020	
September 9-10, 2020	August 19, 2020 at noon
November 18, 2020 (ESU)	October 28, 2020 at noon
December 16-17, 2020	November 24, 2020 at noon
January 20-21, 2021	December 30, 2020 at noon
February 17-18, 2021	January 27, 2021 at noon
March 17-18, 2021	February 24, 2021 at noon
April 14, 2021 (FHSU)	March 24, 2021 at noon
May 19-20, 2021	April 28, 2021 at noon
June 16-17, 2021	May 26, 2021 at noon
August 4-6, 2020	

MEETING DATES FOR FY 2022

Fiscal Year 2022

Meeting Dates

July 27-29, 2021 – Budget Workshop/Retreat

September 15-16, 2021

October 20-21, 2021

November 17-18, 2021

December 15-16, 2021

January 19-20, 2022

February 16-17, 2022

March 16-17, 2022

April 20-21, 2022

May 18-19, 2022

June 15-16, 2022

COMMITTEES (2020-2021)

Bill Feuerborn, Chair
Cheryl Harrison-Lee, Vice Chair

Standing Committees

Academic Affairs	Fiscal Affairs and Audit	Governance
Shelly Kiblinger – Chair	Jon Rolph – Chair	Bill Feuerborn – Chair
Ann Brandau-Murguia	Shane Bangerter	Cheryl Harrison-Lee
Allen Schmidt	Cheryl Harrison-Lee	Shelly Kiblinger
Helen Van Etten	Mark Hutton	Jon Rolph

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
Coordinating Council	Shelly Kiblinger Helen Van Etten