JUNE 15-16, 2022

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

2021-2022
Cheryl Harrison-Lee, Chair
Jon Rolph, Vice Chair

KANSAS BOARD OF REGENT MEMBERS:

Bill Feuerborn	Cheryl Harrison-Lee	Mark Hutton
Carl Ice	Shelly Kiblinger	Cynthia Lane
Jon Rolph	Allen Schmidt	Wint Winter

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 2021-2022

Approved by the Kansas Board of Regents

BUILDING A FUTURE – HELPING KANSAS FAMILIES

Affordability – On Time Graduation

1. Implement a systemwide general education (GE) package to align programs under a common framework that guarantees seamless transfer and reduces students' cost of attendance.

Success – Degree and Certificate Earned

2. Develop and adopt an attainment goal that considers greater opportunities for traditionally underserved populations and universities' strategic plans for growth and incorporates a framework for a student retention and success model.

Access – College Going Rate

3. Support a growth platform for university and college enrollments that includes strategies to close enrollment gaps for traditionally underserved populations. All state universities and representatives from community colleges and technical colleges will work with the National Institute for Student Success to gather data and conduct an analysis of existing gaps. In addition, the university CEOs and the community and technical colleges will provide an overview of past enrollment initiatives and review their future growth strategies.

Bedrock Goal

4. Monitor universities' implementation of the Capital Renewal Initiative and develop a clear advocacy strategy for state investment in facilities.

GOVERNANCE

Bedrock Goal

5. Study best practices for campus/Universities' Student Health Centers.

Bedrock Goal

6. Task the Governance Committee to continue aligning the Board's CEO evaluation tool with State University CEO goals.

TABLE OF CONTENTS

Item	Page
Meeting Information and Schedule	1
Board Agenda	2
Minutes of Previous Meeting	6
Wednesday Consent Agenda	27
Wednesday Discussion Agenda	101
Thursday Discussion Agenda	126
Other Agendas	
Board Academic Affairs Standing Committee	168
Board Fiscal Affairs and Audit Standing Committee	172
System Council of Presidents	173
Council of Presidents	178
System Council of Chief Academic Officers	182
Council of Chief Academic Officers	185
Resources	
Board Meeting Schedule	189
Deadlines for Agenda Item Submission	189
Board of Regents Committee Listing	190

MEETING INFORMATION AND SCHEDULE

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

Wednesday, June 15, 2022

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
10:15 am	-	Noon	Fiscal Affairs & Audit Standing Committee	Board Room Livestream
10:30 am	-	11:00 am	System Council of Presidents	Suite 530
11:00 am	or	Adjournment	Council of Presidents	Suite 530
10:30 am	-	Noon	Academic Affairs Standing Committee	Kathy Rupp Room Livestream
Noon	-	12:30 pm	Lunch *Board of Regents & President Flanders*	Kathy Rupp
12:30 pm	-	1:00 pm	Board of Regents Meeting *Executive Session*	Kathy Rupp
1:00 pm	-	1:30 pm	Regents' Reception	Board Office Lobby
1:30 pm			Board of Regents Meeting	Board Room
6:00 pm			Dinner *Board of Regents, President Flanders, and State University CEOs*	Topeka Country Club *2700 SW Buchanan St.*

Thursday, June 16, 2022

Time			Committee/Activity	Location
8:30 am			Board of Regents Meeting	Board Room
11:30 am			Lunch *Board of Regents & President Flanders*	Kathy Rupp

MEETING AGENDA

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

Wednesday, June 15, 2022

I. Call To Order — Regent Harrison-Lee, Chair

II. Executive Session

Board of Regents – Personnel Matters Relating to Non-Elected Personnel (Kathy Rupp Room) — *p. 6*

III. Approval of Minutes

A. May 18-19, 2022 Meeting — *p. 6*

IV. Introductions and Reports

A. Introductions

B. Report from the Chair — Regent Harrison-Lee, Chair

C. Report from the President & CEO — Blake Flanders, President & CEO

V. Standing Committee Reports

A. Academic Affairs — Regent Kiblinger

B. Fiscal Affairs & Audit — Regent Hutton

C. Retirement Plan — Regent Harrison-Lee

VI. Approval of Consent Agenda

A. Academic Affairs

1. Act on Request to Offer a Bachelor of Professional Studies – KU — Daniel Archer, VP, Academic Affairs — *p. 27*
2. Act on Request to Offer an Education Specialist Degree in School Counseling – KSU — *p. 35*
3. Act on Request to Offer a Bachelor of Science in Real Estate and Community Development – KSU — *p. 43*
4. Act on Request to Offer a Bachelor of Science in Operations and Supply Chain Management – KSU — *p. 52*
5. Act on Request to Offer a Bachelor of Science in Digital Innovation in Media – KSU — *p. 59*
6. Act on Request for a New Certificate of Approval for Degree Granting Authority for Fuller Theological Seminary — *p. 73*

B. *Fiscal Affairs & Audit*

1.	Act on Request to Amend the FY 2023 Capital Improvement Plan and Accept the Program Statement for the College of Veterinary East Location Project – KSU	Chad Bristow, Director of Facilities	*p. 74*
2.	Act on Request to Amend the FY 2023 Capital Improvement Plan and Accept the Program Statement for the Justin Hall Renovation Project – KSU		*p. 74*
3.	Act on Proposed Amended Memorandum of Agreement between Fort Hays State University and the Fort Hays State University Chapter of the American Association of University Professors, Representing Faculty – FHSU	Natalie Yoza, Associate General Counsel	*p. 75*
4.	Act on Distribution of FY 2023 State Appropriations to Community Colleges, Technical Colleges, and Washburn Institute of Technology	Elaine Frisbie VP, Finance & Administration	*p. 78*

C. *Technical Education Authority*

1.	Act on Request for Degree and Certificate Programs Submitted by Manhattan Area Technical College and Northwest Kansas Technical College	Scott Smathers, VP, Workforce Development	*p. 83*
2.	Act on Excel in CTE Fees for Programs Submitted by Cloud County Community College and Northwest Kansas Technical College		*p. 88*
3.	Act on Additional Promise Act Programs for Manhattan Area Technical College and Northwest Kansas Technical College		*p. 90*
4.	Act on 2022-2023 Excel in CTE Qualifying Credential Incentive List		*p. 91*
5.	Act on Reappointment to the Kansas Postsecondary Technical Education Authority		*p. 94*

D. Other Matters

1.	Act on Appointments to the State Board of Education's Kansas Advisory Council for Indigenous Education Working Group	Blake Flanders, President and CEO	*p. 95*
2.	Act on Appointments to the Retirement Plan Committee	Natalie Yoza, Associate General Counsel	*p. 97*
3.	Act on Proposed Amendments to Board Strategic Plan, *Building a Future*	Blake Flanders, President and CEO	*p. 99*

VII. Consideration of Discussion Agenda

A. Presentation

1.	Receive Report from Task Force on State University Student Health Centers	Dr. Debbie Haynes – Chair	*p. 101*

B. Academic Affairs — Regent Kiblinger

1.	Act on Proposed General Education Policy and Proposed Amendments to the Transfer Articulation Policy	Daniel Archer, VP, Academic Affairs	*p. 103*

C. Fiscal Affairs & Audit — Regent Hutton

1.	Act on State University Tuition and Fee Proposals for FY 2023 – System	Elaine Frisbie VP, Finance & Administration	*p. 107*
2.	Act on Distribution of FY 2023 Appropriation for Capital Renewal Initiative		*p. 109*
3.	Act on Distribution of FY 2023 Appropriations to State Universities		*p. 110*
4.	Receive and Discuss Proposals for American Rescue Plan Recovery Act Appropriations from State Universities		*p. 113*
5.	Act on Bond Resolution to Approve the Issuance of Revenue Bonds to Fund the Renovation and Equipment of Clinton Hall; Authorize Execution of Various Other Documents in Connection Therewith – WSU	Julene Miller, General Counsel	*p. 119*

VIII. Executive Session

Board of Regents – Personnel Matters Relating to Non-Elected Personnel (Kathy Rupp Room) *p. 125*

Thursday, June 16, 2022

IX. Consideration of Discussion Agenda

A.	*Academic Affairs*	Regent Kiblinger	
1.	Act on Pittsburg State University's Reorganization Plan	President Shipp	*p. 126*
2.	Act on Dual Credit Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Cooperative Agreements Entered Pursuant to the Kansas Challenge to Secondary Students Act Policy	Daniel Archer, VP, Academic Affairs	*p. 132*
3.	Act on Conditioned Certificate of Approval for National American University		*p. 141*
B.	*Fiscal Affairs & Audit*	Regent Hutton	
1.	Act on Recommendations of Comprehensive Grant Program Advisory Committee	Elaine Frisbie VP, Finance & Administration	*p. 143*
2.	Receive and Discuss Proposals for the Board's FY 2024 Unified State Budget Request		*p. 150*
C.	*Governance*	Regent Harrison-Lee	
1.	Receive CEO Presentations on the Kansas Board of Regents Freedom of Expression Initiative • Kansas State University • Emporia State University	President Linton Interim President Hush	*p. 155*
2.	Act on Proposed Amendments to Board By-Laws to Allow Board Staff to Adjust March Meeting Dates to Avoid Conflicts with Spring Break	Julene Miller, General Counsel	*p. 157*
D.	*Other Matters*		
1.	Act on Request to Name a Building	President Linton	*p. 159*
2.	Act on Kansas Promise Scholarship Act Eligible Institution-Designated Fields of Study	Scott Smathers, VP, Workforce Development	*p. 159*
3.	Receive the Apply KS "ALL STAR" Award Winners	Daniel Archer, VP, Academic Affairs	*p. 165*
4.	Act on FY 2023 CEO Compensation	Regent Harrison-Lee	*p. 167*

X. Adjournment

MINUTES OF PREVIOUS MEETING(S)

I. Call To Order Regent Harrison-Lee, Chair

II. Executive Session

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

III. Approval of Minutes

KANSAS BOARD OF REGENTS
MINUTES
May 18-19, 2022

The May 18, 2022, meeting of the Kansas Board of Regents was called to order by Chair Cheryl Harrison-Lee at 12:30 p.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

MEMBERS PRESENT:
Cheryl Harrison-Lee, Chair
Jon Rolph, Vice Chair
Bill Feuerborn
Mark Hutton
Carl Ice
Shelly Kiblinger
Cynthia Lane
Allen Schmidt
Wint Winter

EXECUTIVE SESSION

At 12:30 p.m., Regent Rolph moved, followed by the second of Regent Kiblinger, to recess into executive session for 45 minutes in the Kathy Rupp Conference Room to discuss personnel matters of non-elected personnel. The subject of this executive session was to prepare for a university CEO evaluation and discuss individual CEO compensation and the purpose was to protect the privacy of the individual Board employees involved. Participating in the executive session were members of the Board, President Flanders (for a portion), and General Counsel Julene Miller. The motion carried. At 1:15 p.m., the meeting returned to open session.

BREAK

At 1:15 p.m., Chair Harrison-Lee called for a break and resumed the meeting at 1:35 p.m. in the Board Room.

APPROVAL OF MINUTES

Regent Lane moved that the minutes of the April 8, 2022 special meeting and April 20, 2022 regular meeting be approved. Following the second of Regent Kiblinger, the motion carried.

INTRODUCTIONS

President Muma stated that during this time of year the leadership for the different university senates changes. He thanked Dr. Whitney Bailey, outgoing Faculty Senate President, for her service and welcomed incoming Faculty Senate President, Dr. Susan Castro. He thanked Gabriel Fonseca, outgoing President of the Staff Senate, and welcomed incoming Staff Senate President, Denise Gimlin. President Muma also introduced the newly elected Student Body President, Olivia Gallegos, and thanked outgoing Student Body President, Rija Khan. Chancellor

Girod thanked the University of Kansas' outgoing student Body President, Niya McAdoo, and introduced the new Student Body President, Sadie Williams.

GENERAL REPORTS

REPORT FROM CHAIR

Chair Harrison-Lee reported that last month the Board held its meeting and conducted a campus visit at Fort Hays State University. On the campus visit, the Board had an opportunity to see the many resources the University has developed to increase access and help students succeed. The Regents also met with several faculty and program leaders who are strategically engaging with businesses to meet the state's talent needs and advance economic development in western Kansas and across the state. Chair Harrison-Lee thanked President Mason and her staff for hosting the Board. Chair Harrison-Lee stated that during this time of year, the higher education system celebrates student success with commencement ceremonies. Last weekend, she addressed the graduates at KU's ceremony, and she thanked Chancellor Girod and his staff for their hospitality. Chair Harrison-Lee congratulated all the graduates and their families. Chair Harrison-Lee also recognized President Scott and thanked him for his service to Pittsburg State University and the State of Kansas. The Board wished him the best in retirement.

REPORT FROM PRESIDENT AND CEO

President Flanders thanked the Governor for signing the amendments to the Promise Scholarship Act earlier this week. The final bill included several changes that the system requested, and he noted that the Legislature removed the donut hole in eligibility that the initial bill had created, which will allow more students to participate. President Flanders also thanked the members of the General Education Task Force for their work this year. He noted that the Task Force's recommendations were shared with the System Council of Presidents and that Board staff will continue to receive feedback on the proposal through May. Then in June the Board will receive the recommendations for consideration.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Janet Stramel presented the report from the Council of Faculty Senate Presidents. The Council discussed the rpk Group's work on the restructuring of the Board's program review process and noted that faculty representatives from each university have been identified to assist with this work. Regarding the proposed general education (GE) package, the Council understands and sees the need for a seamless transfer between the system institutions and supports the aim of the policy. However, the Council is concerned that the latest draft dictates what the general education requirements will be for all the campuses. They believe the policy may undermine each university's responsibilities for their curriculum that are aligned with the unique missions of the universities. The faculty are also concerned that the GE package might require students to take more than the 120 credit hours to achieve their bachelor's degree. Faculty want to support students receiving their degree in a timely manner but believe this package may delay that achievement if students need to take additional hours because of specific program requirements. The Council is also concerned that the package may make transfer from community colleges more difficult because it could force students to choose between a technical pathway and a four-year pathway. The Council would also like some clarity on why Washburn University is included in the policy since it is not a governed institution. Dr. Stramel noted that the university provost will be providing additional comments on the proposals as it continues to move through the process. Dr. Stramel reported that Dr. Nicholas Syrett, University of Kansas Faculty Senate President, will chair the Council next year and thanked the Board staff for helping the Council this year. Regent Schmidt asked the Council to identify the specific language in the proposed GE policy that concerns the faculty so that the Board is informed.

On behalf of the Board, Chair Harrison-Lee thanked Dr. Stramel for her leadership this year and presented her a certificate of appreciation.

REPORT FROM STUDENTS' ADVISORY COMMITTEE

Mark Faber presented the report for the Students' Advisory Committee. At the Board's Fiscal Affairs and Audit Standing Committee meeting, the students presented their universities' proposed student fees for next year. Mr. Faber stated it was a productive conversation and thanked the Committee for the opportunity.

On behalf of the Board, Chair Harrison-Lee thanked Mr. Faber for his leadership this year and presented him a certificate of appreciation.

STANDING COMMITTEE AND OTHER REPORTS

ACADEMIC AFFAIRS

Regent Kiblinger reported that the Board Academic Affairs Standing Committee heard from the University of Kansas on its request to seek accreditation for its Doctorate in Advanced Social Work Practice. The Committee approved the request, and it was noted that the proposed degree along with the request to seek accreditation is on the Board's consent agenda for consideration. Board staff then presented the three-year progress report on new programs. This report highlights enrollments in new programs and allows the Committee to evaluate whether the enrollment projections that were presented during the program approval process are aligning with actual enrollments. The Committee also received an update on the General Education package work. Regent Kiblinger noted there will be a one-week comment period on the proposed policy and encouraged individuals to participate and to provide clear examples of any concerns along with suggested solutions.

FISCAL AFFAIRS AND AUDIT

Regent Lane presented the Fiscal Affairs and Audit Standing Committee report. The Committee devoted the majority of its time discussing the state universities' fee proposals. Student government representatives and chief financial officers presented their campus proposals. The Committee acknowledged the action of the Governor to reinstate the language on a tuition freeze and focused its discussion on the other aspects of the proposals. Regent Lane noted that the student government leaders did an effective job explaining how they worked to minimize the financial impact on their fellow students while advocating for the services they believe are needed to benefit the student population. Each campus devoted a great deal of time and effort with their students to develop the proposals. The Committee also reviewed the other fiscal items on today's Board agenda and received an update on the Student Health Center Task Force.

GOVERNANCE

Chair Harrison-Lee reported that the Governance Committee approved two contracts for execution. The first is with Brustein and Manasevit for specialized legal services and the second is with Parchment, Inc. for closed private schools' data storage and student records management. The Committee reviewed and approved a proposed amendment to the Board's By-Laws to allow the Board President and CEO to adjust the Board's meeting schedule when the March meeting lands on the same week as spring break. The proposed amendments will be presented to the Board in June for consideration. The Committee also received an update on the system's communication and advocacy plan and reviewed additional feedback on the new Regent orientation process.

APPROVAL OF CONSENT AGENDA

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

Academic Affairs

DOCTORATE IN ADVANCED SOCIAL WORK PRACTICE – KU

The University of Kansas received authorization to offer a Doctorate in Advanced Social Work Practice (44.0701) and to seek accreditation from the Council on Social Work Education (CSWE). This program will be taught online. The estimated cost of the program for the first three years is

as follows: year one - $545,540, year two - $632,140, and year three - $639,640. Student tuition/state funds and student fees will finance the program. Annual membership dues to the accrediting body are $4,200 per year. The fees associated with the accreditation process are listed below.

Fee for Initial DSW Accreditation	**Amount**
Letter of Intent & Candidacy Eligibility Fee	$10,000
Commissioner Visit Fees	$12,500
Initial Accreditation Fee	$5,000
Total for Initial DSW Accreditation	**$27,500**
Annual CSWE Accreditation Fees – All Programs (BSW, $4,557), (MSW, $6,843) and (DSW, $4,200)	*$15,600*

MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS – KSU

Kansas State University received approval to offer a Master of Science in Communication Sciences and Disorders (51.0201). This program will total 51 semester credit hours. The estimated cost of the program for the first three years is as follows: year one - $598,812, year two - $603,161, and year three - $617,741. Student tuition, student fees, revenues generated from clinic fees, and funds received from the College of Health and Human Services Revenue Center Investment will finance the program.

MASTER OF SCIENCE IN INTEGRATED SYSTEMS DESIGN AND DYNAMICS – KSU

Kansas State University received authorization to offer a Master of Science in Integrated Systems Design and Dynamics (30.0601). This program will be taught in a hybrid and online format. The estimated cost of the program for the first three years is as follows: year one - $370,197, year two - $401,130, and year three - $462,894. Student tuition/state funds, student fees, and industry and government funding will finance the program.

BACHELOR OF SCIENCE IN ENTOMOLOGY – KSU

Approval was given to Kansas State University to offer a Bachelor of Science in Entomology (26.0702). This program will total 120 semester credit hours. The estimated cost of the program for the first three years is as follows: year one - $45,500, year two - $48,500, and year three - $97,020. Student tuition/state funds and student fees will finance the program.

Fiscal Affairs & Audit

AMENDMENTS TO THE FY 2023 CAPITAL IMPROVEMENT PLAN TO INCREASE THE PROJECT BUDGET FOR THE CLINTON HALL SHOCKER SUCCESS CENTER – WSU

Wichita State University received approval to amend its FY 2023 Capital Improvement Plan to increase the project budget for the Clinton Hall Shocker Success Center project from $16.4 million to $18.5 million. WSU extended the project budget by $1.0 million to include staining the exterior concrete walls, as well as removing additional sections of concrete wall panels and infilling with a curtain wall glazing system. This portion of the budget increase would be split funded between university bond funds and private gifts. WSU is also adding the roof replacement project to the scope of work. The additional $1.1 million for the roof will be funded by WSU's allocation from the Educational Building Fund.

AMENDMENT TO THE FY 2023 CAPITAL IMPROVEMENT PLAN AND PROGRAM STATEMENT – KSU

Kansas State University received approval to amend its FY 2023 Capital Improvement Plan to expand the West Seaton Hall project to address deferred maintenance needs. The project budget will increase from $4.5 million to $7.5 million, and the increase will be financed through a combination of private funding and the anticipated allocation to Kanas State from the Board's capital renewal initiative appropriation. The Program Statement was also approved.

AMENDMENTS TO MEMORANDUM OF AGREEMENT BETWEEN PITTSBURG STATE UNIVERSITY AND THE PSU CHAPTER OF THE KANSAS NATIONAL EDUCATION ASSOCIATION (KNEA) – PSU

The amended Memorandum of Agreement between Pittsburg State University and the PSU chapter of the Kansas National Education Association (KNEA), representing the faculty, was approved. The amendment includes salary adjustments. The Board's Chair was authorized to execute the Agreement, as amended, on behalf of the Board.

JOHNSON COUNTY RESEARCH TRIANGLE (JCERT) FY 2023 BUDGET – KU, KUMC, AND KSU

The Johnson County Education Research Triangle FY 2023 budgets for the University of Kansas Edwards Campus, the University of Kansas Medical Center, and Kansas State University Olathe Campus were approved.

(Budgets filed with Official Minutes)

Technical Education Authority

KANSAS NURSING INITIATIVE GRANT

The FY 2023 distributions of the Kansas Nursing Grant initiative were approved. The following amounts will be awarded:

Institution	Project Summary	Award
Accreditation Support		
WSU Tech	- Accreditation consultant - Accreditation and site visit fees - Stipends for faculty to assist with accreditation activities	$42,934
NCLEX score improvement		
Colby Community College	- New faculty salary support - Curriculum revision and development - Tutoring services for students - NCLEX preparation sessions for students	$30,406
Neosho County Community College	- Faculty professional development - Development of new faculty training - Test preparation resources for students - Subscription to virtual reality clinical simulation service	$61,280
Newman University	- Curriculum revision and development - Faculty professional development - Test preparation resources for students	$39,000
Institution	**Project Summary**	**Award**
Full Application		

Baker University	- Professional development for faculty - Consumable laboratory supplies - Airway and CPR trainer - Pediatric and newborn simulators	$75,457
Barton Community College	- Professional development for faculty - Curriculum revision and development - Consumable laboratory supplies - Newborn simulator	$60,630
Benedictine College	- Curriculum development - New faculty salary support - Faculty professional development - Test preparation resources for students - Geriatric simulator	$132,685
Cloud County Community College	- New faculty salary support - Professional development for faculty - Test preparation resources for students - Consumable laboratory supplies - Adult female simulator	$86,824
Dodge City Community College	- Test review and preparation services for students - Consumable laboratory supplies	$13,570
Emporia State University	- Faculty professional development - Faculty salary support - Test review and preparation services for students - Consumable laboratory supplies	$135,323
Fort Hays State University	- Faculty professional development - Test review and preparation services for students - Consumable laboratory supplies - Geriatric simulator	$140,400
Garden City Community College	- Curriculum revision and development consultant - Stipends for faculty to assist with curriculum revision	$10,500
Hesston College	- Faculty professional development - Curriculum development - Consumable laboratory supplies - IV simulation supplies	$19,179
Hutchinson Community College	- Faculty professional development - Simulation laboratory supplies	$26,593
Johnson County Community College	- Professional development for faculty - Simulation laboratory equipment	$56,457
Kansas City Kansas Community College	- Subscription to teaching resources - Faculty professional development - Tutoring and support for at-risk students - Consumable laboratory supplies - Catherization and IV supplies for laboratory	$47,577
University of Kansas	- Faculty salary support - Test preparation for students - Consumable laboratory supplies - Medication cart and lab tools	$134,296

Kansas Wesleyan University	- Salary support for nursing faculty - Faculty professional development - Consumable laboratory supplies - Realistic pregnancy simulation supplies - IV simulation supplies, CPR manikin and AED trainer	$58,335
Labette Community College	- Faculty salary support - Test review and preparation resources for students - Consumable laboratory and simulation supplies - IV pump	$48,972
Manhattan Area Technical College	- Professional development for faculty - Faculty salary support - Virtual reality clinical simulation - Test review and preparation resources for students - Consumable laboratory supplies	$61,265
North Central Kansas Technical College	- Faculty professional development - Subscription to teaching resources - Birthing and preemie simulator	$45,556
Ottawa University	- Professional development for faculty - Development of cultural competency training materials - Curriculum revision - Virtual reality clinical simulation	$63,493
Pittsburg State University	- Salary support for new faculty - Professional development for faculty - Live review for pre-licensure students - Consumable laboratory supplies - Healthcare Education simulator	$130,327
University of St. Mary	- Professional development for faculty - Subscriptions to teaching resources - Test review and preparation resources for students - Consumable laboratory supplies - Pediatric simulator	$137,333
Washburn University	- Faculty professional development - Subscription to teaching resources - Access to simulation development resources for faculty - Faculty-led individual and group support for students - Consumable laboratory and simulation supplies	$89,500
Wichita State University	- New faculty salary support - Faculty professional development - Consumable laboratory supplies	$ 99,600
	Total	$ 1,847,492

DEGREE AND CERTIFICATE PROGRAM SUBMITTED BY KANSAS CITY KANSAS COMMUNITY COLLEGE

Kansas City Kansas Community College received approval to offer a Technical Certificate A (18 credit hours), Technical Certificate B (33 credit hours), and an Associate of Applied Science degree (68 credit hours) in Electronic Engineering Technology (15.0303). The College plans to begin the program in the fall of 2022. The estimated initial cost of the program is $97,623.42. The majority of first year courses in the program have already been taught by existing faculty in some format at KCKCC, so equipment and supplies exist to sustain those courses. Additional

funding is not necessary for these courses. The second-year courses are new and will require additional equipment, which will be purchased through tuition dollars and course fees.

EXCEL IN CTE FEES FOR PROGRAM SUBMITTED BY KANSAS CITY KANSAS COMMUNITY COLLEGE

The Excel in Career Technical Education fees for the below programs were approved:

- Kansas City Kansas Community College: Electronics Engineering Technology for a total of $36. Fees are for graduation fees per certification, with a $20 graduation fee for the first certification, and $8 for each additional certification.

CONSIDERATION OF DISCUSSION AGENDA

Academic Affairs

REPORT FROM THE NATIONAL INSTITUTE FOR STUDENT SUCCESS

Daniel Archer, Vice President for Academic Affairs, stated that last year the Board invited Georgia State University's (GSU) President, Dr. Mark Becker, to highlight the strategies that Georgia State implemented to address access gaps for underrepresented populations. During his presentation, Dr. Becker stated that Georgia State's National Institute for Student Success (NISS) was developed to help colleges and universities identify and resolve institutional barriers to equity and college completion by increasing their capacity to implement proven student-success systems and data-driven interventions and enact systemic change to institutional processes and structure. Dr. Archer reported that institutional presidents, Board leadership, and Board staff engaged in discussions with GSU to learn more. In the spring of 2021, it was determined that the six state universities and Cowley County Community College would participate in the NISS project. Dr. Archer introduced Dr. Tim Renick, NISS Executive Director, who reviewed the process and provided a general summary of the findings and recommendations.

Dr. Renick stated that NISS is founded upon three core principles: 1) Institutions inadvertently hinder their students' success through policies, practices, and structures that are among the key drivers of equity gaps, 2) institutions can use data to identify and to understand these institutionally created barriers to completion, and 3) action-oriented institutions with the right coaching and support can create stronger and more equitable enrollment, retention, and graduation outcomes. Dr. Renick reviewed the Institute's diagnostic analysis review process, which included gathering data from IPEDS and the institutions, surveying stakeholders, and reviewing institutional documents like its strategic plan. Dr. Renick presented some of the common findings. He stated that while the Board's institutions on average meet national norms for student retention and graduation rates, overall enrollments are declining, and students from traditionally underrepresented populations are too often left behind. Siloed cultures are common, inhibiting the effective coordination of financial and academic support services and contributing to enrollment declines. He noted two key strengths of the institutions are that institutional leadership embraces and promotes the importance of student success and their strategic plans commit to the right outcomes. Some challenges facing the institutions include declining enrollment, persistent equity gaps for students receiving Pell grants and non-white students, inconsistent student support services, and deficiencies in data utilization. Dr. Renick reported that each institution that participated in the project received its own unique playbook that outlines recommendations to address specific challenges. These recommendations include an action plan along with key steps to take to achieve the desired outcome. Some of the common recommendations for the institutions included the following: 1) standardize advising technology and protocols to deliver a consistent level of data-informed, coordinated, and proactive advising to students across the institution, 2) strengthen financial aid through collaboration with other units and coordinated, proactive outreach to students, 3) create structured pathways, including career-based meta majors, to guide students into and through their academic fields, and 4) improve

academic outcomes for students by identifying courses with high non-pass rates and leveraging data to target course scheduling, course re-design, and academic support efforts.

The Board discussed the next steps for using the institutional playbooks. Regent Schmidt stated that the challenges facing the institutions and the system are not surprising and noted that the playbooks should be used as a roadmap for the individual institutions and the Board to start targeting barriers. President Flanders concurred with Regent Schmidt's comments and noted that the Board's goal is to close the enrollment gap for underserved students across the higher education system. In order to develop a system approach, Board staff will need to review the individual playbooks. Regent Lane believes it will be important to define what actions are needed at the system level versus what needs to be done at the campus level to address these issues. Regent Winter believes it is important to keep this project moving forward and asked about the next steps for the universities. President Flanders stated that the Board could ask the universities to develop an action plan around its unique playbook and present those plans to the Board for review. Regent Rolph asked about the barriers an institution may face when implementing the recommendations in a playbook. Dr. Renick stated the biggest barrier is requiring people to change their current way of working and thinking. Regent Harrison-Lee stated that this would be a good retreat topic to continue discussing next steps. It was noted that five additional institutions (Washburn University, Hutchinson Community College, Coffeyville Community College, Colby Community College, and Wichita State University Tech) have expressed interest in participating in a second NISS cohort, and that Board staff is working with NISS to identify a start date for this round.

(PowerPoint file with Official Minutes)

Other Matters

LEGISLATIVE AND BUDGET UPDATE

Matt Casey, Director of Government Relations, reported that the Legislature returned to the Statehouse on April 25 for veto session and adjourned on April 29 after finalizing the omnibus budget. The Legislature will return on May 23 to conclude its session. Director Casey stated that this year the higher education system received a significant amount of funding from the state and highlighted some of the key areas that received additional funds including the universities' operating grant, student financial aid, the two-year cost model, IT infrastructure, and the Board's Capital Renewal Initiative. He also noted that the Promise Scholarship Act amendments passed, which clarified some of the provisions in the original bill in addition to making other changes to the program. Regarding the state universities' operating grant, Director Casey reported that the Legislature appropriated $37.5 million and included a measure to remove the tuition freeze language. However, earlier this week the Governor vetoed the measure, thereby reinstating the freeze on tuition.

BREAK

Chair Harrison-Lee called for a break at 3:03 p.m. and resumed the meeting at 3:19 p.m.

Fiscal Affairs and Audit

PRESENTATIONS AND DISCUSSION OF UNIVERSITY FEE AND TUITION PROPOSALS FOR FY 2023 (FIRST READ)

Elaine Frisbie, Vice President for Finance and Administration, stated that the state universities submitted their FY 2023 tuition and fee proposals based on the action that the Legislature took during veto session to remove the tuition freeze language from the bill. On Monday, the Governor vetoed the provision removing the language, thereby effectuating the tuition freeze for FY 2023. Vice President Frisbie noted that the freeze does not apply to fees and presented an updated Table One and Table Two to show the effect of the tuition freeze with the proposed fee increases. Vice President Frisbie also highlighted that even with the increases in funding to the higher education system, which is appreciated, the state universities are still dealing with cost increases for basic operational functions.

The university CEOs presented their FY 2023 fee proposals, and each expressed their appreciation to the Legislature and Governor for the increased state funding this Session. It was noted that the FY 2023 state funding almost restored the universities back to FY 2008 funding levels. Many of the universities plan to use the funds to invest in their strategic enrollment management initiatives to address low enrollments, increase institutional scholarships for students, increase salaries to retain and attract quality faculty and staff, and invest in targeted academic projects. The CEOs spoke about their concerns with keeping tuition flat each year when costs continue to outpace funding. There was also a concern that the Board was not allowed to make the tuition decisions for the universities this year. Regarding the fee proposals, the CEOs reviewed their campus mandatory, program, course, and student fee requests. It was noted at the Fiscal Affairs and Audit Committee meeting the student body presidents reviewed the process each campus went through to draft its student fee requests. The process included gathering feedback from a larger cohort of students, which was a request made by the Board last year. Regent Kiblinger thanked the student body presidents for reaching out to more students on the campuses to gather additional feedback on the impact of the proposed fees. The Board will act on the fee proposals at the June meeting.

(University FY 2023 Proposals filed with Official Minutes)

AMEND AGENDA

Chair Harrison-Lee amended the agenda to move items VII.C.2. "Act on Capital Improvement Request for FY 2024 and Five-Year Plans," VII.C.3. "Act on State University Facilities Guidelines," and VII.C.4. "Act on Allocation of Portion of FY 2023 Building Demolition Fund" to Thursday's discussion agenda.

Governance

CEO PRESENTATIONS ON THE KANSAS BOARD OF REGENTS FREEDOM OF EXPRESSION INITIATIVE – PSU AND KU

Chancellor Girod presented information on how the University of Kansas implemented the Board's Freedom of Expression Initiative. The University staff reviewed all the policies and procedures related to the First Amendment and Freedom of Expression to make sure that they were in compliance with the Board's statement and current laws. A few of the policies were updated through this process. Chancellor Girod stated that KU did not have a statement on Freedom of Expression and adopted the Board's Statement. KU created a Freedom of Expression webpage that contains the Board's Statement and additional resources related to free speech. The link to the webpage can be found on the University's home page. Chancellor Girod noted that the University will circulate the Statement each year to make sure the campus is informed.

President Scott reported that Pittsburg State University created a committee to review all its policies and procedures related to Freedom of Expression. The committee membership included Jamie Brooksher, General Counsel, Dr. Steve Erwin, Vice President for Campus Life, and Dr. Jason Kegler, Associate Vice President for Campus Life. The changes that the committee recommended were presented to the PSU's Student Government Association for review and approval. President Scott highlighted some of the changes including a revision to the University's Poster and Chalk Guidelines that ensure restrictions are based on time, place, and manner, clarification that a disruption of the operations of campus must be "substantial" to be prohibited, and an addition to the Student Code of Conduct that explicitly prohibits engaging in conduct that prevents another person from exercising lawful freedom of expression.

EXECUTIVE SESSION

At 4:30 p.m., Regent Rolph moved, followed by the second of Regent Ice, to recess into executive session for 90 minutes in the Kathy Rupp Conference Room to discuss personnel matters of non-elected personnel. The subject of this executive session was two regular annual university CEO evaluations, and the purpose was to protect the privacy of the individual Board employees involved. Participating in the executive session were members of the

Board, President Flanders, President Linton (for a portion), and Chancellor Girod (for a portion). The motion carried. At 6:00 p.m., the meeting returned to open session. Regent Rolph moved to extend five minutes, and Regent Schmidt seconded. The motion carried. At 6:05 p.m., the meeting returned to open session.

RECESS
Chair Harrison-Lee recessed the meeting at 6:05 p.m.

RECONVENE
Chair Harrison-Lee reconvened the meeting at 8:15 a.m. on Thursday, May 19, 2022 in the Kathy Rupp Conference Room.

MEMBERS PRESENT:
Cheryl Harrison-Lee, Chair
Jon Rolph, Vice Chair
Bill Feuerborn
Mark Hutton
Carl Ice
Shelly Kiblinger
Cynthia Lane
Allen Schmidt
Wint Winter

EXECUTIVE SESSION
At 8:15 a.m., Regent Rolph moved, followed by the second of Regent Lane, to recess into executive session for 60 minutes to discuss personnel matters of non-elected personnel. The subject of this executive session was a regular annual Board President and CEO evaluation, and the purpose was to protect the privacy of the individual Board employee involved. Participating in the executive session were members of the Board and President Flanders. The motion carried. At 9:15 a.m., the meeting returned to open session. Regent Rolph moved to extend five minutes, and Regent Lane seconded. The motion carried. At 9:20 a.m., the meeting returned to open session.

BREAK
Chair Harrison-Lee called for a break at 9:20 a.m. and resumed the meeting in the Board room at 9:35 a.m.

CONSIDERATION OF DISCUSSION AGENDA

Presentation

REPORT ON THE WORK OF THE COMMISSION ON RACIAL EQUITY AND JUSTICE
Dr. Tiffany Anderson and Dr. Shannon Portillo presented the recommendations from the Governor's Commission on Racial Equity and Justice. In June 2020, Governor Kelly signed an executive order forming the Commission. The Commission was asked to study issues of racial equity and justice across systems in Kansas and included perspectives from the criminal justice system, education, healthcare, and advocacy organizations. Dr. Portillo stated that during the first year, the Commission focused on policing and law enforcement. The report contained over 60 recommendations to state agencies, the Legislature, and local governments on how to improve racial equity in Kansas. This report was presented to the Governor in December 2020. Dr. Portillo highlighted a few recommendations from the 2020 report that pertained to the Kansas Law Enforcement Training Center, which is under the University of Kansas. These recommendations included 1) enhancing ongoing social equity and anti-bias training curriculum, 2) exploring further connections with KU and other Board of Regents institutions, including experts in diversity and inclusion, 3) increasing racial and ethnic diversity in KLETC instructors, and 4) creating a law enforcement supervisor training program.

Dr. Anderson stated that the 2021 report has 90 recommendations focused on economic systems, education, and healthcare. She highlighted the following recommendations that pertain to education: 1) provide language interpretation and translation services so that Kansans have access to their government, 2) provide flexibility to student teaching programs for non-traditional students who must work and student teach, 3) increase and fund pathways for individuals employed in school districts, 4) design loan forgiveness and other student debt policy solutions to benefit students of color and help close racial wealth gaps, 5) connect career and technical education systems with workforce needs and develop public-private partnerships to provide learning opportunities to students, 6) ensure students have accessible transfer pathways from two-year to four-year postsecondary educational institutions within the state, 7) create an improved Free Application for Federal Student Aid (FAFSA) completion process for students and ensure a smoother process for students from a two-year college to increase access to baccalaureate programs, and 8) encourage initiatives aimed at providing more access to college for incarcerated individuals.

Chair Harrison-Lee thanked Dr. Anderson and Dr. Portillo for presenting the recommendations and noted that she and President Flanders had an opportunity to speak to the Commission about higher education. Regent Schmidt agrees with the report that the system needs to change its trajectory and highlighted that many of the Commission's recommendations align with initiatives that the Board has implemented. Regent Rolph asked about recommendations tied to food insecurities. Dr. Anderson stated that food insecurity recommendations were included in the report but are listed under economic systems rather than education. Regent Rolph noted that many of the higher education institutions have a food pantry for students because food insecurities continue to be an issue. Regent Lane noted the importance of working on solutions to expand student teaching opportunities and stated that the Kansas Department of Commerce has boosted its program on apprenticeships, which might help increase the number of teaching apprenticeships. Dr. Anderson concurred that expanding paid apprenticeships is a good first step. Regent Lane also noted the Board can collaborate with the State Board of Education on a few of these recommendations and asked if they have any guidance on where the two Boards can align. Dr. Anderson stated that she presented the Commission's recommendations to the Board of Education earlier this month. As a follow-up, she will be providing the Board of Education with information on how the recommendations align with other agencies including the Board of Regents and will mention specific action steps that the Board of Education could consider implementing. Dr. Anderson stated that she will send this document to the Regents and would be happy to speak with both Boards about collaborative opportunities. Regent Winter and President Flanders highlighted the Board's general education package initiative and invited the Commission to provide feedback on the proposed general education policy.

(PowerPoint filed with Official Minutes)

Governance

BOARD POLICIES TO PROTECT STATE UNIVERSITIES AGAINST CYBER SECURITY AND FOREIGN INFLUENCE RISKS

General Counsel Julene Miller stated that universities across the nation are facing threats aimed at their networks, researchers, travelers, and intellectual property. The proposed policies, which were drafted by Board staff and experts at the research university campuses, are designed to put university processes in place to reduce risk, enhance safety, and ensure compliance with applicable federal regulations. The proposed policies were shared with the universities. General Counsel Miller noted that if adopted, it is recommended that the Board give the universities one year to implement and require the universities to provide a progress report in the fall of 2022. Regent Rolph moved to approve, and Regent Ice seconded. The motion carried. The following policies were adopted:

CHAPTER II

. . .

D. FISCAL MANAGEMENT AND BUSINESS ADMINISTRATION

. . .

23. TRAVEL

a. Out-of-State Travel Requests – Faculty and Staff

Approval of out of state travel requests for staff and faculty of each state university is vested in the chief executive officer, or his or her designee, of the respective state universities.

b. Out-of-State Travel Requests – Chief Executive Officers

. . .

c. International Travel Requests – Faculty, Staff and Chief Executive Officers

The purpose of this policy is to encourage responsible international engagement and to aid university employees, including student employees, in the planning of their international travel and activities when they are conducted on behalf of the university or as part of a university program.

i. The state universities recognize the need, benefits and opportunities presented for their employees, including student employees, to travel and conduct activities abroad on official university business. However, this travel, by its very nature, creates risk to state university information security and/or technology. Therefore, each state university shall develop policies, processes and procedures addressing and mitigating each of the following identified Risks (Individual, Informational, and Institutional) for all chief executive officers, staff, faculty, and student employees while on university affiliated and/or sponsored travel.

(1) Individual Risk includes, but is not limited to personal safety, the security of all carried property, hygiene, health, and other immediate concerns. Each state university shall:

(a) Implement a policy that requires each traveler, supervisor, or a dedicated staff unit to review any travel advisories posted on the U.S. Department of State and Centers for Disease Control website and factor such advisories into the risk decision-making process.

(b) Implement a policy limiting and/or prohibiting travel to certain countries as appropriate. Such policy shall specifically address travel to countries designated as Travel Advisory Levels 3 or 4. If travel is approved, the traveler must sign appropriate university waivers.

In addition, each state university shall consider the following as a best practice:

(c) Develop and implement training on personal safety tailored to the specific destination in the case of Advisory Levels 3 and 4. In some instances, a university-contracted travel assistance provider may offer this capability providing "duty of care" services.

(2) Informational Risk includes, but is not limited to, theft of research data and intellectual property through cyber, physical, and other methods. Each state university international travel policy shall include processes and procedures to notify all university travelers of the risks to their data while abroad.

In addition, each state university shall consider implementing the following as best practices:

(a) Advise travelers on how to mitigate Informational Risk through standard practices, cyber hygiene, and limiting the amount of data at risk.

(b) Implement a loaner laptop and cellphone program for official international travel, with the requirement that all research data, information, presentations, and other data be stored on the loaner equipment or in an approved cloud environment during travel. Upon return, the data on these devices will be removed by university IT.

(3) Institutional Risk includes, but is not limited to, harm to the state university's employees, students, and reputation. Each state university international travel policy shall include measures to address Institutional Risk (e.g., requiring international travel pre-registration, risk advisory groups, etc.).

24. RESTRICTED PARTY SCREENING

The purpose of this policy is to reduce risk and ensure compliance with applicable federal regulations that prohibit export and other transactions with listed entities with restrictions or prohibitions as determined by multiple U.S. federal agencies. Requiring restricted parties screening is an essential component of the Board's commitment to export compliance.

The United States government and its export regulations restrict or prohibit U.S. individuals and entities, including institutions of higher education, from exporting or providing services of any kind to any party identified in the U.S. government export denial, debarment, or blocked persons lists ("Restricted Parties"). The restrictions on interactions with Restricted Parties vary depending on the particular list and may include limits or prohibitions on export, regulatory, financial and commercial interactions.

The United States government recommends that all organizations, including state universities, review the lists of Restricted Parties prior to engaging in any transaction with a third party ("Restricted Party Screening").

Each state university shall develop policies, processes, and procedures outlining when and how third parties shall undergo Restricted Party Screening. In developing such policies, processes, and procedures, each state university shall consider including the following groups of individuals and entities as those third parties that should undergo Restricted Party Screening:

- Visitors, visiting professors, researchers, and scientists (foreign and domestic)
- New employees and affiliates
- Recipients of international shipments (sending or hand-carrying)
- International travel destination, host, sponsor, and/or collaborator
- Research collaborators (foreign and domestic)
- Participants in short-term educational programs
- Research sponsors
- Vendors/suppliers (foreign and domestic)
- Recipients of transfers of items including technology
- Donors
- Professional and Continuing Education registrants
- Consortia supporters and members.

25. VISITORS WITH ACCESS TO RESTRICTED MATERIAL

The purpose of this policy is to 1) enhance the safety of visitors to state university campuses and those campus communities; 2) protect and promote each university's mission, vision, and values; 3) safeguard intellectual property; 4) ensure compliance with applicable federal regulations and laws prohibiting transactions with restricted entities; 5) support IT security and services and other mission-critical infrastructure; and 6) reduce overall risk to the state universities' employees, students, research and information. This policy and its exclusions are not intended to replace existing security/compliance procedures already in place at state universities.

For purposes of this policy, a "Visitor" is an individual (international or domestic): 1) who is not otherwise employed by and/or does not have a current formal affiliate status with a state university; and 2) who is coming to a state university either in person or by way of telecommunication to conduct business; and 3) who has access to state university intellectual property, research data, research facilities, networks, or secure physical spaces (collectively, "Restricted Material"). Visitors may include, but are not limited to, vendors, contractors, external faculty, external researchers, and industry partners.

For purposes of this policy, a Visitor does not include prospective students who are visiting campuses or individuals attending events that are open to the public (e.g., sporting, musical, and theatrical events), who will be in public spaces and who will not have access to Restricted Material.

Each state university shall establish policies and procedures that demonstrate a commitment to maintaining an open and free academic environment that supports both domestic and international collaborations while maintaining compliance with federal and state laws and regulations applicable to visitors on state university campuses, including but not limited to export control regulations. Such policies shall include the following components:

- Due diligence screening using approved commercial software or U.S. government websites to determine if a Visitor or their employing organization/entity is restricted by export control laws, sanction programs, and/or debarment lists;
- Training that details employee and Visitor responsibilities, acceptable behavior by Visitors, and authorized accesses to networks and facilities;
- Control and recording of Visitors such as badging and where/what individuals had access to while at the institution;
- Providing for safety of Visitors while at state universities;
- Reporting procedures concerning Visitor misconduct or other issues that arise while at the university; and
- Identifying how the state university will review visits and assess risk.

AMENDMENT TO BOARD POLICY ON COMPOSITION OF THE RETIREMENT PLAN COMMITTEE

Natalie Yoza, Associate General Counsel, presented the proposed policy amendments that would alter the composition of the Retirement Plan Committee (RPC). The RPC has nine voting members. Eight voting members represent the universities, and the ninth voting member is a Regent who is also the Chair of the Committee. Associate General Counsel Yoza noted that Regent Harrison-Lee is the current Chair of the Committee. Associate General Counsel Yoza highlighted that currently the Board policy requires that the eight university members serve staggered three-year terms and include: one Council of Presidents (COPS) member, or designee; two Council of Business Officers (COBO) members; three state university human resource directors; and two individuals

nominated from the state universities who are experts in the subject matter of investments and retirement planning. The membership has also included at least one representative from each university plus the University of Kansas Medical Center. She noted that because the membership requirements are so complex, it has been difficult to make changes to the RPC membership. Therefore, staff recommends removing the requirement of staggered three-year terms and converting two of the three human resource positions into at-large positions. Regent Rolph moved to approve, and Regent Ice seconded. The motion carried. The following policy amendments were adopted:

Chapter I, Section A.4.a.iii

iii Retirement Plan Committee

(1) The Retirement Plan Committee, established in 2005, is responsible for issues related to the Board's Mandatory and Voluntary Retirement Plans, including oversight of plan investments and administration. The Committee reports directly to the Board. The issues the Committee will consider may be directed by the Board, may arise from the Board's fiduciary duties, or may be initiated by the Retirement Plan Committee itself.

(2) The Retirement Plan Committee members will be appointed by the Board and will include one member of the Board; one member of the Council of Presidents, or designee; two members of the Council of Business Officers; ~~three~~ one state university human resource ~~directors~~ director; two at-large members; and two individuals nominated from the state universities who are experts in the subject matter of investments and retirement planning. A staff person from the Board of Regents office who is appointed by the Board President and Chief Executive Officer will serve as a non-voting ex officio member. The chairperson of the Committee will be the appointed Board member. When appointing Retirement Plan Committee members, the Board shall strive for as broad of representation from the state universities as possible.

(3) Members will have ~~staggered~~ three-year terms and may resign at any time, effective when tendered to the Board. A person who is appointed to replace a member who has resigned will serve out the remainder of the term of the resigning member.

Other Matters

AMENDMENT TO BOARD POLICY ON WORKFORCE MANAGEMENT

General Counsel Miller stated that at the January 2021 meeting the Board adopted a temporary, low enrollment and COVID-related workforce management policy that gave universities another tool for managing institutions that are in significant financial stress, which was exacerbated during the pandemic. While the Board was successful in obtaining state funding increases during the current Session, the enrollment and financial challenges at the universities are still a concern. General Counsel Miller stated the proposed amendment would eliminate the deadline for universities to propose a framework for its implementation and noted the policy is still set to expire on December 31, 2022. Under the proposed amendment, a framework would need to be submitted and approved by the Board before the policy's expiration date. Regent Lane moved to approve, and Regent Schmidt seconded. The motion carried. The following amendment was adopted:

Section II.C.6.b.ii

b. Other

. . .

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, 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.

The chief executive officer of any state university, before making any suspensions, dismissals, or terminations under this provision ~~and before July 1, 2021~~, shall present to the Board for approval a framework for the university's decision-making under this provision. Elected representatives of the university's faculty, staff and student governance groups shall be given an opportunity to provide input, comments, and recommendations on the draft framework prior to the university provost's endorsement and chief executive officer's adoption and submission of the framework to the Board for approval. Once approved, that framework shall be used for any suspension, dismissal, or termination under this provision. Frameworks for decision-making 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. Prior to the framework being implemented on any campus, the university CEO shall communicate to both the campus community and the Board a rationale for why the framework must be implemented instead of existing suspension, dismissal or termination policies.

(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.

BOARD'S UNIFIED FY 2024 BUDGET REQUEST PREPARATIONS

Vice President Frisbie stated the Kansas Higher Education Coordination Act requires the Board of Regents to develop and present to the Governor and Legislature a unified request for state appropriations for postsecondary education each year. The Board's request must be submitted by October 1. Vice President Frisbie reviewed the proposed calendar below. Regent Hutton stated that the Board Fiscal Affairs and Audit Standing Committee wants to be more engaged with the development of the unified budget and suggested that the new chair of the Committee work with Vice President Frisbie.

Unified Appropriation Request Schedule

April 2022 Board Meeting	Board has first read of capital improvement requests
May 2022 Board Meeting	Board acts on capital improvement requests for July 1
June 2022 Board Meeting	Board receives institution and sector specific requests. (Proposals are to be submitted to the Board Office by **Friday, June 3**.)
Summer 2022 Board Retreat	Board conducts budget workshop to discuss requests from across the System and indicates preference for inclusion in the FY 2024 Budget Request.
September 2022 Board Meeting	Board officially approves FY 2024 unified budget request
October 1, 2022	Board's FY 2024 unified budget request submitted

CAPITAL IMPROVEMENT REQUEST FOR FY 2024 AND FIVE-YEAR PLANS

Chad Bristow, Director of Facilities, presented the proposed Capital Improvement Requests for FY 2024 and Five-Year Plans for the state universities. He stated that staff is recommending approval of the following: 1) all projects funded by restricted fees generated for relevant business units as submitted; and 2) the university system request for spending authority from the Educational Building Fund (EBF) for planning, construction, renovation, rehabilitation, repair, and razing of mission critical university facilities and infrastructure. Director Bristow noted the FY 2024 Capital Improvement Requests and Five-Year Plans will be revised to reflect Board approval of any

amendment requests to the FY 2023 plans prior to submission to the Division of Budget on July 1, 2022, which will include the Wichita State and Kansas State projects that the Board approved on today's consent agenda. Regent Ice asked about the approval process for the projects that list the funding as "To Be Determined." Director Bristow stated that the projects will come back to the Board for approval to move forward once funding sources have been identified. Regent Rolph moved to approve the Capital Improvement Requests for FY 2024 and Five-Year Plans for the state universities and the staff recommendations listed above. Regent Lane seconded, and the motion carried.

(Tables 1 filed with Official Minutes)

STATE UNIVERSITY FACILITIES GUIDELINES

Director Bristow stated that last month the Board reviewed the structure and concept of the proposed University Facility Guidelines. The purpose for the Guidelines is to support the implementation of the Board's Facilities Capital Renewal Initiative by defining minimum requirements for processes, procedures, and reporting. Director Bristow reviewed the structure of the Guidelines that includes the following chapters: 1) Campus Planning, 2) Space Management, 3) Facilities and Infrastructure Maintenance, 4) Data Management, 5) Reporting and Accountability, and 6) Appendix. Based on feedback from the Fiscal Affairs and Audit Standing Committee and the Board, the following updates were made to the Guidelines since its first reading:

- Under Introductions Recommendations:
  - The University Facilities Guidelines should be a dynamic instrument with ~~regular~~ annual updates that document and reflect evolving processes and procedures to effectively fulfill the intent of policy.
- Under Campus Master Plan Recommendations:
  - Campus master plans should be considered a "living document" with substantive updates every three years with a rolling five-year horizon.
  - Standardized supplementary checklist of items to be included in master plans and updates.
- Under Capital Planning Recommendations:
  - Universities to submit a pre-planning list of five to ten small capital projects (estimated at under $1.0 million in total project costs each), for informational purposes, that they have prioritized and intend to complete in the next fiscal year.
- Under Space Management Recommendations:
  - 4 - Leased Facility / Space (Differentiate Between Affiliated and Non-Affiliated Leases)
- Under Data Management Recommendations:
  - Require each university to maintain a software subscription to Gordian's VFA Facility ~~for the foreseeable future~~ until otherwise instructed
- Under Reporting and Accountability Recommendations:
  - ~~Include all Maintenance Assessment and Educational Building Fund expenditures reports in the annual State University Facilities Report to be issued to the Board for review in December each year.~~ Board staff will coordinate on the consolidation of facilities and space data at the System level and display the results as a progress dashboard on KBOR website, to be updated annually in December prior to the start of the Legislative session in January.

Director Bristow also highlighted the Annual Reporting Matrix for Capital Projects that was created after the April meeting. The matrix shows when items due. Regent Hutton thanked Director Bristow and the university staff for all their work on this project and noted the document will be useful during the legislative sessions. Regent Schmidt moved to approve the University Facility Guidelines, and Regent Ice seconded. Regent Kiblinger and Regent

Harrison-Lee echoed Regent Hutton's appreciation to all the Board and university staff involved with this initiative and noted their work will continue to benefit the system. Motion carried.

(University Facility Guidelines and Matrix filed with Official Minutes)

ALLOCATION OF PORTION OF FY 2023 BUILDING DEMOLITION FUND

Director Bristow reported that for FY 2023 a $10 million state appropriation was provided for a Building Demolition Fund to raze obsolete buildings on the university campuses, with $750,000 set aside for Washburn University. The universities have currently identified the below twelve mission critical buildings totaling approximately 299,559 gross square feet to be taken down in FY 2023 at a preliminary estimated total cost of $7,228,000. Director Bristow noted that the appropriation bill does authorize the expenditure of the funds through FY 2025 if necessary, and that the universities will present additional projects within the allowable timeframe for the Board to consider. Regent Rolph moved to approve the list below and noted that Fort Hays State is absent from the list, demonstrating the great job it has done over the years with managing its facilities. Regent Lane seconded, and the motion carried.

Kansas Board of Regents | State University Facilities

Systemwide Summary of Mission Critical Building Demolition Projects (FY 2023)

Univ.	Building Name	# of Buildings	Estimated Demolition Cost		Gross Square Feet (GSF)
KU	Facilities Administration Building (FS Main)	1	$843,000		24,720
KU	Entomology Research Lab	1	$120,000		2,400
KU	Smith Hall	1	$650,000		20,205
KUMC	Eleanor Taylor Hall	1	$750,000		34,183
KSU	Edwards Hall	1	$1,000,000		56,718
KSU	Natatorium	1	$615,000	*	50,250
KSU	KSU Salina Facilities Planning Building	1	$250,000		9,447
WSU	Intensive English Language Center	1	$250,000		10,971
WSU	Intensive English Annex	1	$250,000		1,818
PSU	Shirk Hall	1	$750,000		23,836
PSU	Shirk Hall Annex	1	$750,000		29,246
ESU	Butcher Education Center	1	$1,000,000		35,765
Totals		**12**	**$7,228,000**		**299,559**

* *Space allocation within the KSU Natatorium is 20,600 GSF Mission Critical and 29,650 GSF Non-Mission Critical. The demolition project would be split-financed as follows: $615,000 from this funding source and $885,000 from Educational Building Fund*

FY 2023 BOARD MEETING CALENDAR ADJUSTMENT

President Flanders stated that the spring break calendars for the entire Kansas education system were aligned last year to benefit Kansas students and their families. However, occasionally the March Board meeting lands on the same week as spring break because of how the calendar fluctuates from year to year. To address this issue for next year, President Flanders recommends moving the March 2023 Board meeting from March 15-16 to March 22-23, 2023. He also noted that the Governance Committee approved a change to the Board's By-Laws to address

this issue, which will be presented to the Board in June for consideration. Regent Rolph moved to approve moving the March 2023 Board meeting date. Regent Kiblinger seconded, and the motion carried.

FY 2023 BOARD CHAIR AND VICE CHAIR

Regent Harrison-Lee moved to elect Regent Jon Rolph as Chair of the Board for FY 2023. Regent Hutton seconded. The motion carried.

Regent Rolph moved to elect Regent Carl Ice as Vice Chair for FY 2023. Regent Lane seconded, and the motion carried.

ADJOURNMENT

Regent Ice moved to adjourn, and Regent Rolph seconded. The motion carried.

_____ _____

Blake Flanders, President and CEO Cheryl Harrison-Lee, Chair

REPORTS AND CONSENT AGENDA

IV. Introductions and Reports

A.	*Introductions*	
B.	*Report from the Chair*	Regent Harrison-Lee, Chair
C.	*Report from the President & CEO*	Blake Flanders, President & CEO

V. Standing Committee Reports

A.	*Academic Affairs*	Regent Kiblinger
B.	*Fiscal Affairs & Audit*	Regent Hutton
C.	*Retirement Plan*	Regent Harrison-Lee

VI. Approval of Consent Agenda

A. Academic Affairs

1. Act on Request to Offer a Bachelor of Professional Studies – KU — **Daniel Archer, VP, Academic Affairs**

Summary and Recommendation

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

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Professional Studies
Degree to be Offered:	Bachelor of Professional Studies
Responsible Department or Unit:	School of Professional Studies
CIP Code:	30.0000
Modality:	Online
Proposed Implementation Date:	Fall 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The School of Professional Studies at the KU Edwards campus in Overland Park proposes to create a new hybrid and online undergraduate degree, the Bachelor of Professional (BPS). The program is designed for undergraduate students with a strong interest in practical training in professional management career pathways and who have already earned an associate's degree or equivalent hours and are looking to complete the last two years necessary for a bachelor's degree. The program can be completed fully online, or hybrid, based on students' location and preference.

The BPS degree will be a professional track baccalaureate completion degree for students transferring to KU Edwards. The BPS program will provide students with the opportunity to demonstrate their ability to succeed in courses with content relevant to their anticipated profession and elective courses will afford students the ability to concentrate on a focus area (e.g., Project Management, Healthcare Management, among others).

KU Edwards does not currently offer lower-division undergraduate (freshman-sophomore) courses. With KU Edwards offering baccalaureate degree completion programs, we anticipate students interested in pursuing the BPS to come primarily from community college partners in the KC metro area, including JCCC and Kansas City Kansas Community College, and the Metropolitan Community College in Missouri. KU Edwards staff and faculty have worked with staff and faculty at metro area 2-year colleges--primarily JCCC--to align course offering and content with KU requirements and needs for seamless transfer of credit and progression from JCCC to Edwards. However, transfer students in other states may also take advantage of this degree given that many of KU's general education courses are available online.

IV. Program Demand: Market Analysis option selected.

A. Market Analysis

In the Kansas City and larger Midwest region, this would be the first BPS degree to be offered. As an emerging degree focused on adult learner, working professional, and college transfer pathways to baccalaureate completion, there are limited Bachelor of Professional Studies degree offerings; the most similar offered online are at Purdue University Global and BYU-Idaho via BYU-Pathway Worldwide. Northeastern College of Health and Sciences (previously New York Chiropractic College) offers a similar BPS with a major in life sciences. The curriculum for KU's BPS differs from similar BPS programs by giving students the opportunity to focus coursework on, for example, Project Management, Healthcare Management, Law and Society, among others. There are no other in-state options for students to pursue a BPS degree: however, broader liberal arts general degree completion programs exist at KU, other state universities in Kansas, and other regional institutions. The BPS provides a means of maximizing the use of credit earned at other higher education institutions and designing a broad customizable interdisciplinary, transfer friendly curriculum that focuses on professional management skills development required across a range of professional business, health, and policy industries.

The KU program is distinguished by its close connections with Lawrence/Edwards academic programs as well as community college partners such as Johnson County Community College and Kansas City Kansas Community College (to minimize transfer chokepoints and other issues). This bachelor's program was designed explicitly from the start with attention to the transfer students entering the program and the preparation of students to acquire professional and workforce ready skills leading to employment immediately following completion of the bachelor's degree. The degree will leverage strong multi-campus connections to academic and professional programs at KU Lawrence/Edwards to ensure the delivery of a high-quality hybrid, face-to-face, and online degree completion program.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	0	300	0
Year 2	20	10	600	150
Year 3	30	25	900	375

VI. Employment

National Perspective: According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, employment in management occupations is projected to grow 9 percent from 2020 to 2030 and will result in about 906,800 new jobs. Employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. The Bureau of Labor Statistics Office of Occupational Statistics and Employment Projections reports that openings in business, management, and sales occupations will continue to have strong growth over the next ten years. Of occupations requiring a bachelor's degree to enter, general and operations managers occupational openings lead the projections with an annual average of 229,600 openings nationwide. Project management specialists and other business operations specialists (128,000 average annual openings), management analysts (99,400 average annual openings), and medical and health services managers (51,800 average annual openings) are also expected to have strong projected job opening growth.

Regional Perspective: In 2021, according to the BLS, employment increased over the year in both portions of the metropolitan area. Specifically, Kansas City, MO, gained 35,500 jobs and Kansas City, KS, gained 11,200 jobs. Within the Kansas City region, the management employment sector is expected to see continued strong growth. In life sciences alone, Jobs EQ notes total demand in this industry is expected to add 12,348 jobs in the Kansas City region over the next five years. Medical and Health Services Managers (BLS Code 11-9111) are projected for strong growth in Kansas (11% growth 2016-2026, 340 projected openings). In 2020, 17,496 jobs in General and Operations Managers were reported in the Kansas City region. Jobs EQ notes total demand in general and operations managers is expected to fill 15,783 jobs in the Kansas City region over the next ten years.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply and be admitted by the School of Professional Studies. Transfer applicants are required to have a 2.0 GPA.

B. Curriculum

The proposed Bachelor of Professional Studies program is unique because it draws upon coursework from multiple programs and disciplines. The flexible curriculum of this degree program allows students to transfer in credit from community college and create a baccalaureate degree pathway with concentrations that align with their professional goals. The BPS program will utilize the new KBOR policy that allows students to transfer in more than 60 credit hours from community colleges towards their bachelor's degree.

KU Core Requirements: 33 Credit Hours

- Critical Thinking Elective Goal 1.1 (3 credit hours)
- Quantitative Literacy Elective Goal 1.2 (3 credit hours)
- Written Communication 1 Elective Goal 2.1 (3 credit hours)
- Written Communication 2 Elective Goal 2.1 (3 credit hours)
- Oral Communication Elective Goal 2.2 (3 credit hours)
- Arts & Humanities Elective Goal 3 (3 credit hours)
- Natural Sciences Elective Goal 3 (3 credit hours)
- Social Sciences Elective Goal 3 (3 credit hours)
- Human Diversity Elective Goal 4.1 (3 credit hours)
- Global Culture/Awareness Elective Goal 4.2 (3 credit hours)
- Ethics Elective Goal 5 (3 credit hours)
- Goal 6 met with Professional Studies Capstone

Professional Studies Core: 12 Credit Hours

- MATH 365 Elementary Statistics
- PFS 301 Communication in the Workplace
- PFS 302 Leadership in Practice

- PFS 303 Professionalism and the Workplace

Concentration Requirements:18 credit hours of 300+ level or above - choose one area*

- Project Management (18 Credit Hours: See Appendix A for course listing)
- Health Policy and Management (18 credit hours: See Appendix A for course listing)

Open Elective Courses: 57 credit hours - secondary emphasis area or minor encouraged

Capstone:

- PFS 599 Professional Studies Capstone

As noted earlier, since KU Edwards does not offer freshman-sophomore level courses the BPS is designed as a baccalaureate degree completion program. Students can complete the first two years at KU or another institution, whether that be at one of our metropolitan community college partners or elsewhere. Below is an example of a four-year course of study.

*Additional concentration areas may be added in collaboration with other Schools or the College.

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

Course #	Course Name	SCH 15-17
Core 1.1	Critical Thinking Course	3
Core 1.2	Quantitative Literacy Elective	3
Core 3N	Natural Science Elective	3-5
Core 2.1	Written Communications Elective 1	3
	Concentration/Elective/Minor Course	3

Year 1: Spring

Course #	Course Name	SCH 15
Core 3H	Arts and Humanities Course	3
Core 2.2	Oral Communications Elective	3
Core 2.1	Written Communications Elective 2	3
Core 3S	Social Science Course	3
	Concentration/Elective/Minor Course	3

Year 2: Fall

Course #	Course Name	SCH 15
Core 4.1	Human Diversity Elective	3
	Concentration/Elective/Minor Course	3
	Concentration/Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 2: Spring

Course #	Course Name	SCH 15
Core 4.2	Culture, Diversity & Global Awareness elective	3
	Concentration/Elective/Minor Course	3
	Concentration/Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 3 and 4 courses are offered face to face and online at the KU Edwards campus

Year 3: Fall

Course #	Course Name	SCH 15
PFS 301	Communication in the Workplace	3
MATH 365	Elementary Statistics	3
	Concentration Elective 1	3
	Concentration Elective 2	3
	Elective/Minor Course	3

Year 3: Spring

Course #	Course Name	SCH 15
PFS 302	Leadership in Practice	3
Core 5	Ethics Elective	3
	Concentration Elective 3	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 4: Fall

Course #	Course Name	SCH 15
PFS 303	Professionalism and the Workplace	3
	Concentration Elective 4	3
	Concentration Elective 5	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 4: Spring

Course #	Course Name	SCH 15
	Concentration Elective 6	3
	Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3
PFS 599	Professional Studies Capstone (Core 6)	3

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 no graduate assistants assigned to 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	$30,000	$37,500	$45,000
Administrators *(other than instruction time)*	$27,500	$28,050	$28,611
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$12,557	$13,739	$14,933
Other Personnel Costs			

Total Existing Personnel Costs – Reassigned or Existing	$70,057	$79,289	$88,544
Personnel – New Positions			
Faculty	$60,000	$60,000	$60,000
Administrators *(other than instruction time)*	$20,000	$20,000	$20,000
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$30,913	$30,913	$30,913
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	$110,913	$110,913	$110,913
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other – Online Course Development	$15,000	$15,000	
Total Start-up Costs	$15,000	$15,000	
Operating Costs – Recurring Expenses			
Supplies/Expenses	$2,500	$2,500	$2,500
Library/learning resources	$500	$500	$500
Equipment/Technology			
Travel			
Other	$11,400	$11,400	$11,400
Total Operating Costs	$14,400	$14,400	$14,400
GRAND TOTAL COSTS	$210,370	$219,602	$213,857

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$0	$145,500	$363,750	$618,375
Student Fees	$0	$0	$0	$0
Other Sources (JCERT)	$0	$64,870	$0	$0
GRAND TOTAL FUNDING		$210,370	$363,750	$618,375
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$144,148	$404,518

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions
The BPS program utilizes existing courses that are currently offered at KU Edwards, such as Project Management, Business, Law and Society, Healthcare Management, Nutrition, Public and Population Health, Environmental Health, Medical Terminology, and Applied Biological Sciences, and Statistics. Costs of instruction are already covered by these existing programs since they have additional enrollment capacity in the courses being offered. Course development of the remaining Professional Studies Core courses will be by existing KU faculty and the new program director once they are on board. New course development funds have been included in the budget. A current academic success coach will be assigned to work with the BPS program. The BPS program will make up 33% of their student load and the BPS program will fund 33% of salary and fringe.

Personnel – New Positions
The BPS program will hire a program director in the first year that will oversee program administration and will teach in the program. The program director's salary has been split between faculty teaching and administration at a rate of .75 and .25 or $60,000 for his or her faculty teaching responsibilities and $20,000 for program administration.

Start-up Costs – One-Time Expenses
In order to ensure a successful launch of the online program, we have designated $15,000 for online course development for each of the first two years. These funds will provide faculty with additional resources to develop the courses needed for the program.

Operating Costs – Recurring Expenses
All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating $500 each year for instructional resources, $2,500 each year for recruitment efforts, and $10,000 each year for marketing efforts. In addition, the program director will receive $1,400 each year for professional development.

B. Revenue: Funding Sources
The BPS program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. BPS students will be charged an all-inclusive tuition rate of $485 per credit hour to ensure that the program is affordable and accessible to all students, nationwide.

* The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas, and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county's future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science, and technology.

C. Projected Surplus/Deficit
Given the anticipated costs and revenue, the program is expected to run a deficit in the first year of implementation. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the BPS program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding.

XI. References

JobsEQ. (2019). Occupation Report for Healthcare Practitioners and Technical Workers: Kansas City, MO-KS MSA. MidAmerican Regional Council. Retrieved from: http://www.chmuraecon/com/jobseq

JobsEQ. (2019). Occupation Report for Healthcare Support Worker, All Other: Kansas City, MO-KS MSA. MidAmerican Regional Council. Retrieved from: http://www.chmuraecon/com/jobseq

Healthcare Occupations: Occupational Outlook Handbook. (2019, September 4). Retrieved from https://www.bls.gov/ooh/healthcare/home.htm

Mid-America Regional Council, GradForce Education Asset Inventory for Greater Kansas City, 2017; university websites; College Factual

Mid-America Regional Council - Regional Planning for Greater Kansas City. (n.d.). Retrieved from https://www.marc.org/

Mid-America Regional Council, Talent to Industry Exchange: A Labor Analysis of the Life Sciences Industry in the Kansas City Region, February 2018

Elka Torpey, "Projected openings in occupations that require a college degree," *Career Outlook,* U.S. Bureau of Labor Statistics, September 2021. https://www.bls.gov/careeroutlook/2021/article/projected-openings-college-degree.htm (Retrieved December 17, 2021)

Elka Torpey, "Education level and projected openings, 2019–29," *Career Outlook,* U.S. Bureau of Labor Statistics, October 2020. https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm#s4

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Business, at https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm (visited *December 06, 2021*).

Appendix A: Listing of Concentration Courses

- Project Management (18 Credit Hours of the following:)
  - PMGT 305 Foundations of Project Management
  - PMGT 310 Project Communications
  - PMGT 315 Project Scheduling and Control
  - PMGT 320 Introduction to Microsoft Project
  - PMGT 325 Effective Project Team Leadership
  - PMGT 330 Organizational Strategy and Project Initiation
  - PMGT 335 Project Stakeholder Engagement
  - PMGT 405 Organizational and Project Risk Management
  - PMGT 410 Managing Project Success
  - PMGT 415 Project Procurement and Supply Chain Management
  - PMGT 420 Emerging Trends in Project Management
  - PMGT 425 Global Project Management
  - PMGT 430 Managing Virtual Project Teams
  - PMGT 510 Advanced Agile Approaches to Project Management
  - PMGT 520 Advanced Microsoft Project
- Health Policy and Management (18 credit hours of the following:)
  - HMGT 300 Introduction to Healthcare Management
  - HMGT 305 Health Policy and Healthcare Systems
  - HMGT 310 Health Communication
  - HMGT 320 Applied Healthcare Law and Ethics
  - HSCI 340 Introduction to Public Health
  - HSCI 421 Public Health Nutrition
  - HSCI 440 Introduction to Epidemiology
  - HSCI 441 Population Health
  - HSCI 445 Introduction to Environmental Health
  - HSCI 499 Topics in Health Sciences: ____

2. Act on Request to Offer an Education Specialist Degree in School Counseling – KSU

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Board of Academic Affairs Standing Committee, the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Education Specialist Degree
Program Title:	School Counseling
Degree to be Offered:	Ed.S. in School Counseling
Responsible Department or Unit:	Special Ed, Counseling, and Student Affairs
CIP Code:	13.1101
Modality:	On-Campus and Online
Proposed Implementation Date:	August 2022

Total Number of Semester Credit Hours for the Degree: 60

II. Clinical Sites

Does this program require the use of Clinical Sites? No

Two semesters of supervised internship for a total 600 hours (300 elementary and 300 secondary) in school settings are required.

III. Justification

Kansas State University's entry-level School Counseling program (currently a subplan of the M.S. in Counseling and Student Development degree) has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since Sept. 1, 1999. It is currently a 48-credit hour program. CACREP recently established a requirement that all entry-level counselor preparation programs require a minimum of 60 credit hours. Rather than transitioning to a 60-hour M.S. degree, K-State requests to transition to a 60-hour Educational Specialist (Ed.S.) degree in School Counseling. This would be a high-asset and low-cost investment. The courses that will constitute the required 60 credit hours are already approved courses being offered as core courses in either the existing M.S. program or the existing Counselor Education and Supervision subplan within the Ph.D. in Counseling and Student Development degree program. The proposal is supported by (1) strong workforce demand; (2) no CACREP Ed.S. program in region; (3) high program interest; (4) eligibility for LPC; and (5) increased salary potential.

Workforce Demand: The Occupational Outlook Handbook (2021) predicts an eight percent employment growth rate for counselors from 2019-2029, which is a faster rate than the average for all other occupations. This increase in employment is anticipated to result in increased student enrollment at all education levels.

Competitive Advantage: There is currently no CACREP-accredited Ed.S. degree in School Counseling offered by a university in Kansas or in the Midwest region (CACREP, 2021). Although multiple institutions across the

country offer a Specialist in School Counseling degree, KSU would house the only CACREP Ed.S. in School Counseling program in the region. Offering the only CACREP program would create a unique marketing and recruitment opportunity (ASCA, 2021; CACREP, 2021).

High Program Interest: Enrollment in the M.S. in School Counseling program has grown significantly in the past three years due to high need and interest. A two-month digital marketing campaign, in collaboration with the Olathe campus and SMART Reach Digital, validated the high program interest. For instance, there have been approximately 300 program inquiries (web, email, and phone) from January, 2018 to June, 2021. The M.S. in School Counseling enrollment increased from 41 students in 2019, to 56 students in 2020, and to 70 in 2021. Current and future students are enthusiastic about the transition to the Ed.S. degree.

Eligibility for LPC: The 60-hour degree will also allow completers to be eligible to be a Licensed Professional Counselor (LPC), a license issued by the Behavioral Sciences Regulatory Board. The ability to provide mental health counseling by earning the LPC is a great recruitment tool. In the past two years more than 70% of our current students and alumni have inquired and/or enrolled in the additional 12 hours necessary to be eligible for the LPC. An individual is not eligible for the LPC with a degree that consists of only 48 credit hours. Sixty credit hours are required for the LPC.

Potential Salary Increase: The new degree could provide a tremendous salary boost to school counselors. The Ed.S. would provide the potential for a counselor to begin at the same level on the salary schedule as school psychologists who also have an Ed.S. required 60-credit hour degree program. The potential of an enhanced beginning salary would serve as a strong program incentive and recruitment tool.

IV. Program Demand

Current employed counselors, current students, and future applicants are seeking opportunities to enhance their knowledge base and skill development in advanced theory and counseling interventions designed to meet the needs of today's students and families. Alumni and current students have been requesting the additional 12 credit hours beyond the 48 credit M.S. degree for several years in order to be eligible for their LPC. The research from other educational fields that have transitioned to 60 credit hours and the preliminary data being reported from counseling programs having completed the 60-hour transition have been positive with regard to increase in enrollment numbers. The research from school psychologists, mental health counselors, and school counselors indicates increasing to 60 hours and with an Education Specialist Degree will cause an increase in program applicants. Research from (Merlin et al., 2017) reported transitioning to 60 hours led to positive results and students preferred the comprehensive training they received in 60 credit hours. School counselors value the additional knowledge and skill development in the extra hours (CACREP, 2017; Merlin, et al., 2017).

A. Survey of Student Interest

The current counseling programs receive approximately 100 program inquiries per year. The inquiries include those interested in beginning the program and those interested in completing the 12 hours necessary for the LPC. Student surveys indicate the Ed.S. would have appeal to current students seeking to continue their educational pursuits and also to new applicants excited to earn a unique advanced degree.

Current students in the program were surveyed and asked if they would be interested in completing the additional coursework to meet the 60-hour requirement. Overwhelmingly, they responded in the affirmative:

Number of surveys administered: …….. 60
Number of completed surveys returned: …….. 40
Percentage of students interested in Ed.S. program: … 90

B. Market Analysis

Kansas is experiencing a shortage of school and mental health counselors. The option of an Ed.S. program offers great potential to increase enrollment and positively impact this shortage. The Kansas State Department of Education (KSDE) collects school annual vacancy data from every school district in Kansas. The data consistently reflect a significant shortage of P-12 licensed school counselors. According to the Kansas ARP ESSER State Plan (2021), "Kansas is experiencing a supply-demand problem relevant to available licensed school counselors…" (48). The ratio of counselor to student in Kansas is currently reported to be 1:450 with many elementary schools not having ONE licensed school counselor. Based on research the American School Counselor Association recommends a ratio of one counselor to 250 students. Research shared by the American School Counselor Association (2019) and reported in the KSDE ARP ESSER State Plan (2021) the counselor shortage in Kansas is compounded in schools of high density, underserved populations, and rural or more isolated areas. The high ratio, lack of elementary counselors, and disproportionate number of high school counselors available to students in rural areas, of color, and low SES populations emphasize the need for additional licensed school counselors. The federal and state governments recognize the need for additional counselors and have authorized multiple sources of federal funds to support the salaries of school counselors**.**

The Occupational Outlook Handbook prediction of an eight percent employment growth rate for counselors presents a challenge for counselor education programs faced with addressing the counselor shortage. Multiple factors are the reason for the severe shortage of licensed school counselors including the salary schedules in schools and the retiring of current school counselors. The Ed.S. addresses the salary issue and the supply and demand concerns. Additionally, KSDE acknowledging the shortage and need has included a *Grow Your Own School Counselor Model* in the ARP ESSER State Plan submitted in June (KSDE, 2021). This funding model aligns for recruiting and implementing the Ed.S. degree. The expertise of a licensed school counselor in the domains of academic, social-emotional, and career development have been shown to be critical to student success.

Since the pandemic the proportion of mental health–related emergency department (ED) visits among adolescents aged 12–17 years increased 31% (Yard et al., 2021). Emergency department visits were 50.6% higher by adolescents considering death by suicide and 50.6% higher for girls aged 12–17 during the same period in 2019 (Yard et al., 2021). The Kansas rate of death by suicide and of students reporting considering or attempting suicide is alarmingly high and continues to increase. The Kansas Communities That Care Survey (2021) administered to 71,000, Kansas 6th-12th graders reported 29.6% of students considered suicide, an increase from 28.7% during 2020 (KDADS, 2021). More than eight percent reported having serious thoughts of ending their life within the past month and 9.4% within the past year. Twenty-two-thousand students reported feeling symptoms of clinical depression (KDADS, 2021). It is concerning that two out of every five adolescents in Kansas report experiencing sustained feelings of hopelessness and sadness (KDADS, 2021). These students need a P-12 licensed school counselor. The Ed.S. degree will increase enrollment and help to address the counselor shortage.

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	70		2100	
Year 2	80		2400	
Year 3	90		2700	

VI. Employment

Kansas has a need for 1,200 additional counselors to meet the ASCA recommended ratio of 1:250. Dr. Randy Watson, KS Commissioner of Education, has strongly advocated to school administrators to "hire more counselors." However, to meet the 1:250 goal, Dr. Watson has reminded counselor educators that we must graduate more license-ready counselors. Kansas counselor education programs have been challenged to prepare

more counselors to meet the critical shortage of school and mental health counselors in Kansas. During 2019, 20 students (ten fall and ten spring) graduated with a M.S. in School Counseling and 16 (eight fall and eight spring) in 2020. To the best of our knowledge, 100% of the M.S. in School Counseling graduates are currently or were previously employed in school counseling or counseling-related positions.

Kansas is not the only state experiencing a severe counselor shortage. According to the Bureau of Labor Statistics (2021), there were 333,500 school counseling positions in U.S. schools in May 2019. The outlook is expected to have a growth rate of eight percent between 2018 and 2028, a much faster rate than average for all other occupations (Bureau of Labor Statistics, 2021). The Bureau reported the median salary for school counselors in 2020 was $58,120. Zip Recruiter (2021) reported the Kansas M.S. school counselor mean 2020 salary as $50,699. Zip reported the mean salary for a school psychologist with an Ed.S. as $73,607. Consequently, if school districts are consistent with the salary structure for school counselors with the same 60-hour credit Ed.S. degree program as school psychologists, the result would be a significant pay increase for counselors.

School districts vary in their negotiated agreements and salary schedules. Select salary schedules include a separate column for an Ed.S., several separate by credit hours, and others offer a separate contract and/or bonus for those with extended days or difficult to fill positions.

A school counselor license is issued by the KSDE. To be eligible for a school counselor license, a graduate degree in school counseling is required with a minimum of a 3.25 cumulative GPA. A teaching certificate is not required to be licensed as a school counselor. A passing score on the Praxis for School Counselors, recommendation from an institution of higher education, and no legal issues indicated with fingerprinting or background check are also required prior to issuance of a license. Once a candidate has met the requirements, he/she is eligible to be licensed P-12 by KSDE.

KSU student placement rates for school counseling completers have been at nearly 100% for the past several years. Students who have completed half of the program are eligible for a provisional license. For the past several years, approximately half of the students in the program have either been hired or offered a position as school counselors at the half-way point in the program. The program reputation of being high-caliber with a rigorous curriculum, highly skilled and knowledgeable students, taught by talented and connected professors who are highly invested in their dedicated students serves as a solid foundation for recruitment efforts.

VII. Admission and Curriculum

A. Admission Criteria

- Graduate School Application
- Official Transcript from bachelor's degree institution
- Three recommendations from previous faculty, employers, or supervisors
- Official Transcript from each institution completed any post-baccalaureate coursework or degrees
- Statement of Objectives: 1-2 page statement of career and professional goals and relevant professional experience

B. Curriculum

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

Course #	Course Name	SCH 9
EDCEP 823	Counseling Theory	3
EDCEP 852	Career Development for School Counselors	3
EDCEP 871	Leadership, Advocacy, and Consultation for Counselors	3

Year 1: Spring

Course #	Course Name	SCH 12
EDCEP 857	Counseling Program Management	3
EDCEP 856	Counseling Children	3
EDCEP 877	Counseling Practicum	3
EDCEP 815	Using Tests	3

Year 1: Summer

Course #	Course Name	SCH 9
EDCEP 810	Mental Health in Schools	3
EDCEP 822	Counseling Adolescents	3
EDCEP 824	Development Across the Lifespan for School Counselors	3

Year 2: Fall

Course #	Course Name	SCH 12
EDCEP 967	Appraisal and Psychopathology	3
EDCEP 858	Group Processes	3
EDCEP 887	Counseling Internship	3
EDCEP 860	Trauma and Crisis Counseling	3

Year 2: Spring

Course #	Course Name	SCH 9
EDCEP 887	Counseling Internship	3
EDCEP 985	Advanced Counseling Theory	3
EDCEP 955	Legal and Ethical Issues in Counseling	3

Year 2: Summer

Course #	Course Name	SCH 9
EDCEP 816	Research Methods	3
EDCEP 951	Multicultural Counseling	3
EDCEP 886	Seminar in Critical Issues in Counseling	3

Total Number of Semester Credit Hours…… 60

VIII. Core Faculty

The Council of Chief Academic Officers has reviewed and approved the list of faculty who will teach in this program. One graduate assistant will be assigned to 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	$377,622	$330,422	$330,422
Administrators *(other than instruction time)*	$12,800	$6,400	$6,400
Graduate Assistants	$12,625	$12,625	$12,625

Support Staff for Administration (*e.g., secretarial*)	$3,698	$1,849	$1,849
Fringe Benefits *(total for all groups)*	$127,696	$109,953	$ 109,953
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 534,441	$461,249	$461,249
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	$20,000	0	0
Total Start-up Costs	$20,000	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	$554,441	$461,249	$461,249

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$900,690	$1,029,360	$1,158,030
Student Fees		0	0	0
Other Sources		0	0	0
GRAND TOTAL FUNDING		$900,690	$1,029,360	$1,158,030
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$346,249	$568,111	$696,781

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions
Dr. Judy Hughey, Dr. Ken Hughey, and Dr. Dan Wilcox are currently or will soon begin phased retirement. Dr. Alex Becnel began a tenure track Assistant Professor position in August, 2021. Dr. Samantha Holloway began a non-tenure track position as a Teaching Assistant Professor in August, 2021. A search is planned for an additional tenure track faculty in counselor education to begin in the fall of 2022. These new faculty allow the counseling programs to meet the CACREP requirement of five core faculty (FTE) for a Ph.D. program. Kansas State has the only CACREP accredited Ph.D. program in the state and will have the only CACREP accredited Ed.S. program in the region.

Personnel – New Positions
No new personnel will be needed as a result of the transition to the Ed.S. program. Select Ph.D. courses will be transitioned to the planned Ed.S. program.

Start-up Costs – One-Time Expenses

Promotional/Marketing Costs: $20,000
A digital marketing campaign will be designed to promote the unique Ed.S. program. Education and school counseling conferences and child development populations will be targeted.

No Operating Costs – Recurring Expenses

B. Revenue: Funding Sources
Tuition funds are based upon the SCH data reported in section V and the graduate resident tuition rate of $428.90 / SCH: Year one: 2100 x 428.90 = $900,690; Year two: 2400 x $428.90 = $1,029,360; Year three: 2700 x $428.90 = $1,158,030.

D. Projected Surplus/Deficit
The program will be self-supported by tuition generated by the program and college general use funding.

XI. References

American School Counselor Association. (2021). Alexandria. VA. Author. https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, School and Career Counselors and Advisors, at https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm (visited *June 29, 2021*).

CareerExplorer (2021). https://www.careerexplorer.com/careers/school-counselor/salary/kansas/

Council for Accreditation of Counseling and Related Educational Programs. (2021). Directory. Retrieved from http://www.cacrep.org/directory/

Council for Accreditation of Counseling and Related Educational Programs. (2018) Retrieved from http://cacrepdev.wpengine.com/wp-content/uploads/2018/02/CACREP-Special-Announcement-48-to-60.pdf

The Community that Cares Survey. (2021). Kansas Department of Aging and Disabilities Services. Topeka, KS. Author.

Kansas Department of Education. Kansas ARP ESSER State Plan. (2021). Kansas Department of Education. Topeka, KS. Author

Merlin, C., Pagano, T. George, A. Zanone, C. Newman, B. (2017). Moving beyond debate: Support for CACREP's standard requiring 60 credit hours for school counseling. *The Professional Counselor*, *7*, 1, 76-88

SMART Reach Digital (2018). School Counseling Program Specific Report presented to KSU Olathe.
U.S. Bureau of Labor Statistics (2021, June). Retrieved from https://www.bls.gov/opub/mlr/2021/home.htm

Yard E, Radhakrishnan L, Ballesteros MF, et al. Emergency Department Visits for Suspected Suicide Attempts Among Persons Aged 12–25 Years Before and During the COVID-19 Pandemic — United States, January 2019–May 2021. MMWR Morb Mortal Wkly Rep 2021;70:888–894. DOI: http://dx.doi.org/10.15585/mmwr.mm7024e1

Zip Recruiter. (2021) Retrieved from https://www.ziprecruiter.com/Jobs/School-Psychologist/--in-Kansas

3. Act on Request to Offer a Bachelor of Science in Real Estate and Community Development – KSU

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Board of Academic Affairs Standing Committee, the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Bachelor of Science
Program Title:	Real Estate and Community Development
Degree to be Offered:	Bachelor of Science in Real Estate and Community Development
Responsible Department or Unit:	Landscape Architecture and Regional & Community Planning
CIP Code:	04.1001
Modality:	Face-to-Face, Online, Hybrid
Proposed Implementation Date:	Fall 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

Kansas State University proposes this new Bachelor of Science in Real Estate and Community Development program (BS RE+CD) be offered in concert with the established curriculum of the 5-year non-baccalaureate Master of Regional and Community Planning (MRCP) program. While community development and real estate development are central to both programs, the MRCP is focused heavily on a curriculum for aspiring professional planners, while the proposed BS RE+CD program focuses more broadly on community development professional opportunities with an emphasis on the built environment/real estate. Our department currently offers a Master of Science in Community Development (MSCD) and graduate certificate in Community Development. The BS RE+CD is built on existing resources and faculty expertise. The BS RE+CD may serve as a feeder into our department graduate programs, as well as various other graduate programs in the college and/or university.

The Bachelor of Science in Real Estate and Community Development (BS RE+CD) program will:

- leverage 20 courses from the current MRCP curriculum, APDesign (Architecture, Planning, and Design), Geography and Geospatial Sciences, and the College of Business, for a total of 53 semester credit hours;
    - 22 from MRCP
    - 13 from Landscape Architecture and Architecture
    - 15 from Department of Finance
- the remainder of credits come from general university requirements and electives;
- not require any new courses or resources;
- utilize renovated, expanded, and existing APDesign facilities;
- incorporate strengths from existing Regional and Community Planning, Community Development, and Finance faculty.

The proposed four-year bachelor's degree will be unique due to the combination of community development *and* real estate development. Through a national study of over 100 schools with community development programs, it was discovered that community development programs in the US are most closely frequently housed with planning programs (Haines, Rios, Haines, Koundinya, Abrams, & Stanard, 2021). Of the schools surveyed, only 20 offered a bachelor's degree, and no programs offered a real estate focus. Thus, our proposed BS RE+CD will be a different type of CD degree, capitalizing on K-State's strengths and unique to the state, region, and country.

Within this BS RE+CD curriculum, students will have the opportunity to participate in a study abroad experience and/or complete a professional internship. Internship opportunities will be coordinated in part with the Kansas Department of Commerce's Community Development Division (who's current director is an alumna of the department's MSCD program).

This BS RE+CD program uniquely bridges community development and business; these disciplines prepare students to:

- bring together expertise in community development/social values and business/real estate (aka. focusing on people and place);
- prepare for future workforce areas such as downtown development programs, business improvement districts, environmental groups, in the public, private, and non-governmental organizational sectors;
- make connections between programs in APDesign and the College of Business.

Capitalizing on existing expertise within the colleges of APDesign and Business, as well as with connections with key alumni and professionals, this degree program will focus on the connections between people and place. This program: responds to the new university budget model with a plan grounded in APDesign mission and foundational strengths; supports existing degrees and the APDesign brand; brings together expertise in community development/social values and business; and provides options for students who do not complete a graduate degree (currently the College of Architecture, Planning and Design offers no undergraduate degree options). Collectively, this program will contribute to the K-STATE 105 initiative as outlined in the University's Economic Prosperity plan.

The Kansas Department of Commerce (KDOC) has provided a letter of support citing this degree will help support the Framework for Growth (KDOC, 2021), primarily by training workers via focused, relevant coursework and partnered internship opportunities between BS RE+CD and the KDOC. Additionally, this program responds to feedback from alumni of APDesign and the College of Business reporting employment demand for graduates with the skills and knowledge provided in the BS RE+CD.

IV. Program Demand:

A. Market Analysis

Our internal market analysis indicates that demand for community development training is high relative to existing opportunities for community development training in Kansas. Key findings of our analysis follow:

- **Workforce demand is high.** The employment section below details the strong workforce demand for students with community development education both nationally and within Kansas. The Kansas Department of Commerce Framework for Growth (2021) identifies four pillars within their mission: talent, innovation, community assets, and policy. Graduates of the BS RE+CD program will be prepared to directly address all four pillars.

- **Interest in community development is high among incoming students.** Today's students are motivated and aware of community development challenges and interested now more than ever in helping others and making quality places to live. Because of greater willingness to act, enrollment in community

development majors is steadily increasing. For example, when UMass Amherst switched their Environmental Design undergraduate curriculum in 2017, rebranding to Sustainable Community Development (Bachelor of Science), they reported a significant uptick in student enrollment, half of which matriculated into their graduate programs (UMass Amherst, Department of Landscape Architecture and Regional Planning (umass.edu/larp/).

- **There are no undergraduate community development or real estate development programs in Kansas.** For almost two decades our department, Landscape Architecture and Regional & Community Planning (LARCP), has offered, an award-winning, Master of Science in Community Development (MSCD) and more recently a graduate certificate in community development. We do not currently offer an undergraduate degree. Fort Hays State University has a nine-credit hour undergraduate community development certificate associated with their Sociology program, which takes a different focus to this proposed community development degree focused on the built environment. Our program will be unique for Kansas, and the region.

- **This will be the only undergraduate degree in our college, providing a new opportunity at K-State for students to expand their interests in community development and real estate with a potential path for graduate study.**

- **Despite known student interests and state needs, there are no similar degree programs within the region.**

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

Year	Total Headcount Per Year		Total Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	8	0	240	0
Year 2	10	0	300	0
Year 3	12	0	360	0

Note: Figures include credits generated outside of the program and college, across the university.

Students in the BS RE+CD program will be enrolled in the same courses as the students in the first two years of the non-baccalaureate track of the Master of Regional & Community Planning degree (NB MRCP). NB MRCP enrollment is typically seven to ten students per year.

Target BS RE+CD enrollment is 18 new students per year as a net add to existing classes (540 credit hours per year). We anticipate full enrollment within five years, resulting in a total of 2,160 program credit hours per year.

VI. Employment

The Bureau of Labor Statistics states the job growth rate for Community and Social Services Specialists and Managers as 12% and 17% respectively, which is much faster than average job growth nationally. While community development professionals do not make up the total of the job positions for the Community and Social Services Specialist and Managers categories, they make up a critical niche, providing place-based community expertise of the built environment other disciplines do not innately include. Community development professionals work in the sectors of non-profit organizations (ex. affordable housing programs), government (ex. environmental or transportation agencies), corporate entities (ex. social responsibility divisions or initiatives), social institutions (ex. job training as economic development), and financial enterprises (ex. banking institutions' community investments and/or venture capital programs). Community development offers a holistic view of communities compared to more specific, technical focused disciplines which may work symbiotically with and within a community development framework.

In addition, real estate development, categorized under the business and financial occupations, are project to grow 5% between 2019 and 2029 by the Bureau of Labor Statistics, also faster than the average for all occupations nationally. Real estate development is an economic engine for cities, regions, and states, creating jobs through the design and construction of housing, commercial space, and community facilities.

Collectively, the combination of Community Development and Real Estate Development expertise, sets graduates from the new BS RE+CD program apart from generalist and/or stand-alone community development or real estate development programs, sending community focused and financially-minded graduates into the job market ready to hit the ground running and help build their/our communities stronger, faster, better.

VII. Admission and Curriculum

E. Admission Criteria

Admission to the program is consistent with those of the university (https://www.k-state.edu/admissions/undergrad/manhattan/apply/incoming-freshmen/requirements.html).

Application for admission is test-optional. Freshmen applicants, aged 21 & younger, who graduate from an accredited high school, will be assured admission to K-State if they meet the following requirements:

- A cumulative high school GPA (weighted or unweighted) of 3.25 or higher OR
- ACT composite score of 21, or an SAT ERW+M score of 1060 or higher

AND, if applicable, achieve a 2.0 GPA on all college credit taken in high school. Those who do not meet the assured requirements are still encouraged to apply and their application. Your application will be reviewed individually.

F. Curriculum

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

Course #	Course Name	SCH 15
ENVD 203	Survey of Design Professions	1
MATH 100	College Algebra	3
COMM 105	Public Speaking 1A	2
LAR 101	Introduction to Landscape Architecture	3
HIST 102	Western Civilization II	3
SOCIO 211	Introduction to Sociology	3

Year 1: Spring

Course #	Course Name	SCH 16
ENGL 100	Expository Writing	3
ARCH 301	Appreciation of Architecture	3
ENGL 315	Introduction to Cultural Studies	3
GEOL100	Earth in Action	3
GEOL 103	Geology Laboratory	1
CNS 110	History of Building and Construction	3

Year 2: Fall

Course #	Course Name	SCH 15
PLAN 315	Introduction to City Planning	3
GEOG 302	Cartography	3
PLAN 320	Community Development Workshop	3

STAT 350	Business and Economics Statistics I	3
ECON 110	Principles of Macroeconomics	3

Year 2: Spring

Course #	Course Name	SCH 16
PLAN 215	World Cities	3
LAR 322	Ethics & Env Dilemmas	3
ENGL 200	Expos 2	3
GEOG 508	GIS 1	4
ACCT 231	Accounting for Business Operations	3

Year 3: Fall

Course #	Course Name	SCH 16
PLAN 640	Urban Design	3
PLAN 510	Composition and Representation	2
PLAN 444	Career and Academic Planning	2
PLAN 020	Field Trip	0
FINAN 450	Principles of Finances	3
PSYCH 110	General Psychology	3
COMM 311	Business and Professional Speaking	3

Year 3: Spring

Course #	Course Name	SCH 12
PLAN 703	Off Campus Studies	5
PLAN 665	Planning Professional Internship	7

Year 4: Fall

Course #	Course Name	SCH 15
PLAN 720	Infrastructure and Implementation	3
PLAN 718	Principles and Strategies of Community Change	3
SOCIO 360	Social Problems	3
GEOG 200	Human Geography	3
MKTG 400	Introduction to Marketing	3

Year 4: Spring

Course #	Course Name	SCH 15
LAR 500	Site Planning	3
FINAN 552	Real Estate	3
ENTRP 340	Business Innovation and the Entrepreneurial Mindset	3
LAR 311	Unlocking Creativity	3
PLAN 670	Planning in POP Culture	3

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 no graduate assistants assigned to this program.

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

While no new expenditures are being proposed, shift in funding sources are being made from the MRCP program to the new BS RE+CD program.

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	33,719	33,179	33,179
Administrators *(other than instruction time)*	11,571	11,571	11,571
Graduate Assistants	0	20,000	20,000
Support Staff for Administration (*e.g., secretarial*)	3,462	6,923	6,923
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	48,752	71,673	71,673
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	48,752	71,673	71,673

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition		$75,912.00	$94,890	$113,868.00

Student Fees		$3,723.84	$4,654.80	$5,585.76
Architecture Planning & Design Fees		$13,200.00	$16,500	$19,800.00
GRAND TOTAL FUNDING		$92,835.84	$116,044.80	$139,253.76
G. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$44,083.84	$44,371.80	$67,580.76

X. Expenditures and Funding Sources Explanations

A. Expenditures
Expenditures shown above are not new costs, they are shifts in existing program costs. The Bachelor of Science in Real Estate and Community Development (BS RE+CD) will not require additional personnel or other resources because it utilizes existing faculty, classes, and facilities. Existing courses from the first two years of the non-baccalaureate track of the Master of Regional & Community Planning are foundational to the BS RE+CD. The nature of these courses is such that they have available capacity without increasing demand on the APDesign studio space. Courses from the Department of Finance compose the remainder of the BS RE+CD curriculum along with electives and university required courses.

All existing required courses currently have capacity to accommodate the additions of new BS RE+CD students into the classroom.

B. Revenue: Funding Sources
It is anticipated that the revenue generated from tuition will make a substantial contribution to the department's ability to be self-sustaining. The proposed degree builds upon the existing symbiotic relationship between community development and regional & community planning programs and builds a more formal connection between those two programs and the finance program.

The tuition rate was calculated by multiplying $316.30 by the number of SCH generated each year:
Year 1 $316.30 per cr hr x 240 cr hrs = $75,912;
Year 2 $316.30 per cr hr x 300 cr hrs = $94,890; and
Year 3 $316.30 per cr hr x 360 cr hrs = $113,868.

The campus student fees were calculated as a flat $465.48 per enrolled student:
Year 1 $465.48 x 8 students = $3,723.84;
Year 2 $465.48 x 10 students = $4,654.80; and
Year 3 $465.48 x 12 students = $5,585.76

The College of Architecture Planning and Design student fees were calculated by multiplying $55 by the number of SCH generated each year:
Year 1 $55 per cr hr x 240 cr hrs = $13,200;
Year 2 $55 per cr hr x 300 cr hrs = $16,500; and
Year 3 $55 per cr hr x 360 cr hrs $19,800

C. Projected Surplus/Deficit
This proposal is a win/win, providing the university, college, and department financial benefits while optimizing existing resources to provide a new degree path for undergraduate students.

XI. References

Bureau of Labor Statistics. Community and Social Service Occupations. Received from www.bls.gov

Hains, K.D, Rios, M., Hains, B.J., Koundinya, V., Abrams, C., & Stanard, V. (2021). An exploration of community development higher education in the United States: A programmatic study. Community Development. Published online 18 February.

Kansas Department of Commerce. (2021). Framework for Growth. Revived from www.kansascommerce.gov/kansas-framework-for-growth

UMass Amherst, Department of Landscape Architecture and Regional Planning. (2022). Retrieved from www.umass.edu/larp/ *Note: the UMass department and university context are comparable to K-State's department in size, student composition, and expertise. Enrollment projections for this proposal are proportional to the that of the slightly larger UMass department and program.*

MEMO

Kansas
Department of Commerce

DATE: March 5, 2021
TO: Huston Gibson
FROM: Kayla Savage
CC:
RE: CD + Real Estate program justification for the State of Kansas, Department of Commerce Community Development Division

1000 S.W. Jackson St., Suite 100
Topeka, KS 66612-1354
Phone: (785) 296-3481
Fax: (785) 296-5055
TTY: 711
KansasCommerce.gov

Department of Commerce, Community Development Division

The opportunities for graduates of community development and real estate in the state of Kansas are vast. With support from the administration, the State of Kansas and the Department of Commerce have specifically dedicated resources to re-establishing the Community Development Division. Within the Division, there are opportunities for both students and graduates of the program with Kansas Main Street, the Kansas Creative Arts Industries Commission, Community Development Block Grants, the Office of Broadband Development, and Rural Opportunity Zones. These programs are connected to many local entities that serve counties, cities, and non-profit organizations across the state of Kansas.

The Department of Commerce has many long-standing relationships with community development groups across the state, including PRIDE communities, regional planning groups, economic development agencies, housing development groups, etc. Commerce also employs business and community development project managers in each region of the state.

Framework for Growth – Internships and Retention
Commerce recently released the Framework for Growth in early 2021, the first organized and strategic plan since 1986, designed to serve as the north star for development in Kansas. The four pillars laid out in the plan include talent, innovation, community assets and policy – all four pillars would be served by an internship program through Commerce and the Community Development + Real Estate program. By the State and KSU partnering for an internship program, we provide opportunities for real growth of the students and our state by enhancing community assets, strategically foster innovation, prioritizing good policy through real community needs, and keeping our best talent in the state where they are valued.

This program would train, retain, and give real life experience in community development to students that want to improve their communities through incremental and sustainable change.

In conclusion, the Department of Commerce and Community Development Division strongly support the Community Development + Real Estate undergraduate degree program and look forward to engaging in an internship program partnership when the program begins.

4. Act on Request to Offer a Bachelor of Science in Operations and Supply Chain Management – KSU

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Board of Academic Affairs Standing Committee, the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Bachelor
Program Title:	Operations and Supply Chain Management
Degree to be Offered:	BS in Operations and Supply Chain Management
Responsible Department or Unit:	Department of Management, College of Business Administration
CIP Code:	52.0203
Modality:	Face-to-Face
Proposed Implementation Date:	Fall Semester 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

Operations and Supply Chain Management (OSCM) has been offered as one of three academic tracks within K-State's Management major for well over a decade. Student demand for the program has grown consistently with enrollments of 75 in 2017, 84 in 2018, 77 in 2019, and 105 in 2020. K-State requests to make OSCM its own major to 1) increase program visibility for students, and 2) meet the market demand for graduates with this particular degree.

Demand for operations and supply chain management (OSCM) talent is at an all-time high as companies have recognized the importance of supply chain management for the success of their business. The national shortage in supply chain management talent is expected to leave close to 2.5 million positions in this area unfilled between now and 2028, causing a potential economic impact of about $2.5 trillion (Lebovitz, 2021). According to the U.S. Bureau of Labor Statistics (2021), the job growth in supply chain management is expected to increase roughly 30% from 2020 to 2030, which is much faster than the average for all occupations.

While industry demand has been growing for years, supply chain management has become a household term because of the COVID-19 pandemic. The shortages of personal protective equipment and essential household items, as well as the skyrocketing cost of certain parts and materials, has resulted in an increasing awareness of the necessity for OSCM talent. Nationally, a typical starting salary for individuals entering the OSCM field is about $60,000 (Association for Supply Chain Management, 2021). Unofficially, the entry-level annual salary for K-State students with an OSCM emphasis averages about $57,000.

OSCM is the fastest-growing business sector in the Heartland region, which is a focal point for the movement and distribution of goods throughout the country. Kansas City, for example, is now seen as a center of choice for

warehousing, manufacturing, and distribution. Regional third-party logistics/trucking companies and some of the most prominent companies in the world like Amazon, DHL, and Walmart are establishing or expanding their facilities due to the region's abundant, multi-modal transportation network. In the same vein, the *Kansas Framework for Growth* (2021), recently released by the Kansas Department of Commerce, selected 'Distribution, Logistics, and Transportation' among their five target areas for growth. With this growing demand for and interest in OSCM talent, our graduates have been placed in top companies like Amazon, Cargill, Koch, Lockheed Martin, and UPS located across the country in AZ, CA, GA, IA, IL, MN, VA, and TX in addition to KS and adjacent states like CO, MO, NE and OK. In addition, corporate donations targeting OSCM students as well as the number of companies specifically recruiting OSCM graduates have been on the rise. A distinct OSCM major will help the program continue this momentum by promoting its visibility and recognition to potential employers and incoming students.

Moreover, the Department of Management and College of Business Administration are very well-positioned to offer this major because OSCM has been offered as one of three academic tracks within the Management major for well over a decade. The OSCM program at K-State has already gained recognition from our corporate partners and other key industry stakeholders. For example, K-State has been selected as one of the 20 supply chain management programs around the world to compete in the General Motors' Global Supply Chain Case Competition for four years in a row. Likewise, as a key partner of the Council of Supply Chain Management Professionals (CSCMP) in Kansas City, one of the largest associations of supply chain professionals in the Heartland region, the K-State OSCM program has attracted major companies to campus for recruitment and received donations and scholarships targeting OSCM students from its corporate partners.

Finally, student enrollment in the OSCM program has grown significantly in recent years, which will be discussed in more detail below. In addition, the OSCM track has strengthened its curriculum offerings to meet the emerging needs of its industry partners. At this point, the OSCM track is already operating very similarly to a major as the distinctions between OSCM and other areas of focus within Management have grown over time.

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

A. Survey of Student Interest

We have clear evidence of student interest in the supply chain management program. As noted above, OSCM has been offered as one of three tracks within the Management major for well over a decade and student enrollment in the OSCM program has grown significantly in recent years. The track had 57 students in 2016 and has grown to 91 students in 2021 (including the following number of students in the intervening years: 75 in 2017, 84 in 2018, 77 in 2019, and 105 in 2020). The track also has an active student organization, the Global Supply Chain Club.

B. Market Analysis

As noted above, demand for supply chain talent is at an all-time high. The national shortage in supply chain management talent is expected to leave close to 2.5 million positions unfilled between now and 2028, causing a potential economic impact of about $2.5 trillion (Lebovitz, 2021). According to the U.S. Bureau of Labor Statistics (2021), the job growth is supply chain management is expected to increase roughly 30% from 2020 to 2030.

Nationally, a typical starting salary for individuals entering the OSCM field is about $60,000 (Association for Supply Chain Management, 2021). Internally, salaries for Management graduates from K-State are reported in the aggregate and cover all three of our existing tracks within the major (Human Resource Management, Organizational Management, and Operations & Supply Chain Management). However, an unofficial record of entry-level annual salaries for K-State students with an OSCM emphasis averages about $57,000. Likewise, interest in OSCM graduates is very strong among our corporate partners. We receive numerous requests from employers to speak to OSCM students about employment opportunities and 100% of the members of our Management Advisory Board supported the creation of a specific major in OSCM.

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

There are currently 91 students in the OSCM track. With the increased visibility that a major in OSCM would provide, coupled with the growing demand in the field, it is likely that the area will grow faster than projected. Below, we base estimates on current enrollment with a conservative 2% growth per year.

Year	Total Headcount Per Year		Total Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	91		2730	
Year 2	93		2790	
Year 3	95		2850	

VI. Employment

OSCM spans all movement and storage of materials, inventory, information, and finances from point-of-origin to point-of-consumption. OSCM careers are thus in demand in many different industries and types of organizations, from large automobile and aerospace manufacturers to natural resources and construction industries, to well-known retail and household products companies. The U.S. Bureau of Labor Statistics (2021) projects that jobs within the OSCM/logistics sector will grow by 30 percent through 2030, much faster than the average for all occupations. Upon graduation, our OSCM majors will be prepared to enter the workforce in positions such as: procurement manager/analyst, supply chain manager/analyst, purchasing agent/specialist, project manager, operations manager/coordinator, production supervisor/scheduler, logistics/transportation coordinator, warehouse/distribution supervisor, quality manager, inventory manager/analyst, freight broker, and supply chain consultant, among others.

Recent graduates of the OSCM track under the Management major have been recruited to work for companies such as Amazon, BNSF Railway, Cargill, Cerner, DHL, FedEx, General Electric, Hallmark, John Deere, Koch Industries, Lockheed Martin, PepsiCo, Southwest Airlines, Target, Union Pacific, and UPS. While formal university data is collected by major rather than by tracks within a major, demand for OSCM students is even stronger than demand for other areas. For example, while placement rates for CBA (College of Business Administration) graduates in general and Management majors in particular have consistently been in the 96-97% range, we informally know that demand for OSCM students is even stronger than demand in other areas. As was noted above, nationally, a typical starting salary for individuals entering the OSCM field is about $60,000, while our internal tracking suggests that the entry-level annual salary for K-State graduates with an OSCM emphasis averages about $57,000.

VII. Admission and Curriculum

H. Admission Criteria

Our admission criteria are consistent with those of the College of Business Administration.
Students entering college for the first time and eligible for admission to K-State must enroll in the business administration pre-professions program (BAPP).

Students with previous academic work (either at K-State or elsewhere) requesting transfer to the College of Business Administration must have at least a 2.5 grade point average and enroll in the BAPP curriculum. Transfer students, entering with 45 or more credit hours, must achieve a K-State GPA of 2.5 or higher on the first 15 or more hours of K-State course work to be able to continue in the College of Business Administration. For purposes of admission, grade point averages will be based on all courses attempted at colleges or universities.

Admission to a degree plan (major) is necessary for graduation. Applicants for admission to one of the degree plans (majors) in the CBA will be accepted upon completion of a minimum of 45 credit hours with a K-State grade point average of 2.5 or above.

I. Curriculum

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

Course #	Course Name	SCH 15
MATH 100	College Algebra	3
ENTRP 340	Business Innovation & the Entrepreneurial Mindset	3
GENBA 105	Business Orientation	0
ENGL 100	Expository Writing 1	3
HIST 102	Western Civilization: The Modern Era	3
ART 195	Survey of Western Art History I	3

Year 1: Spring

Course #	Course Name	SCH 15
MATH 205	General Calculus & Linear Algebra	3
ECON 110	Principles of Macroeconomics	3
MANGT 420	Principles of Management	3
COMM 105	Public Speaking 1A	2
BIOL 198	Principles of Biology	4

Year 2: Fall

Course #	Course Name	SCH 15
ECON 120	Principles of Microeconomics	3
STAT 350	Business Economics Statistics I	3
MKTG 400	Introduction to Marketing	3
ENGL 200	Expository Writing 2	3
GENBA 205	Career Accelerator	0
AMETH 160	Introduction to American Ethic Studies	3

Year 2: Spring

Course #	Course Name	SCH 15
ACCTG 231	Accounting for Business Operations	3
STAT 351	Business Economics Statistics II	3
MANGT 421	Introduction to Operations & Supply Chain Management	3
MANGT 366	Introduction to Business Analytics and Information Systems	3
HIST 151	History of the U.S. to 1877	3

Year 3: Fall

Course #	Course Name	SCH 15
ACCTG 241	Accounting for Investing and Financing	3
MANGT 520	Organizational Behavior	3
MANGT 521	Managerial Decision Analytics	3
MANGT 660	Supply Chain Planning & Control	3
ELECTIVE	SALES 542: Fundamentals of Professional Selling	3

Year 3: Spring

Course #	Course Name	SCH 15
FINAN 450	Principles of Finance	3
MANGT 561	Logistics and Warehouse Management	3

MANGT 553	Business Project Management	3
MANGT 541	Quality Management	3
SALES 555	Sales Technology	3

Year 4: Fall

Course #	**Course Name**	**SCH 15**
MANGT 662	Procurement, Logistics, & Supply Chain Design	3
MANGT 663	Supply Chain Analytics	3
MANGT 595	Business Strategy	3
ECON 540	Managerial Economics	3
SALES 560	Sales Force Leadership	3

Year 4: Spring

Course #	**Course Name**	**SCH 15**
MIS 665	Business Analytics and Data Mining	3
MANGT 596	Business Ethics & Corporate Citizenship	3
ENGL 417	Written Communication for the Workplace	3
SALES 561	Sales Negotiation	3
MANGT 430	Business Law	3

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. One graduate assistant will be assigned to 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	$311,971	$311,971	$311,971
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)*	99.831	99.831	99.831
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$411,802	$411,802	$411,802
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	411,802	411,802	411,802

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		863,499	882,477	901,455
Student Fees		94,322	96,395	98,468
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		957,821	978,872	999,923
J. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		546,019	567,070	588,121

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Establishing OSCM as a major instead of a track within the Management major will require no new personnel. Instead, those faculty who are currently teaching in the OSCM track will teach a similar selection of courses within the proposed OSCM major. The core faculty have FTE allocated in alignment with the OSCM courses that they teach within the major. The budget does not include an allocation for annual raises as those are unpredictable, but that would be addressable by the projected surplus if raises are granted.

Over the years, the curriculum has been revised and enhanced to the point that the track operates very similarly to a major at this point, with dedicated faculty and specialized courses. For instance, in comparing the OSCM track to the Human Resource Management (HRM) track within the Management major, the two tracks share only 1 common business course outside of the Business Core.

Personnel – New Positions

No new positions will be required. The faculty who currently teach courses in the OSCM track within the Management major will teach a similar selection of courses within the proposed OSCM major.

Start-up Costs – One-Time Expenses
No significant startup costs are expected. The OSCM track is already in place within the Management major.

Operating Costs – Recurring Expenses
No new operating cost are expected. The OSCM track is already in place within the Management major.

B. Revenue: Funding Sources
The budget model uses student credit hours (SCH) generated to provide revenue to the college in which the course is assigned. The budget projection in IX (B) is based on both SCH and revenue generated at the university level. The fee calculation is based on 50% of SCH generated by the College of Business and 50% of SCH generated by other KSU colleges. Therefore, the CBA fee is assessed on 50% of the SCH and no college-specific fees are assessed on the non-CBA courses as those courses could be taken from various colleges with differing fee structures.

Current SCH tuition is set at $316.30. The CBA fee shown is the surcharge fee of $69.10 per SCH. Please refer to the chart below for calculations.

	Program Year 1		**Program Year 2**		**Program Year 3**	
	SCH	Subtotal	SCH	Subtotal	SCH	Subtotal
In-state on-campus tuition	2730	$863.499	2790	$882,477	2850	$901,455
CBA Surcharge Fee	1365	$94,322	1397	$96,395	1425	$98,468
Total Revenue		**$957,821**		**$978,872**		**$999,923**

D. Projected Surplus/Deficit
As indicated above, moving this program from a track to a major will continue to create a surplus for both the college and the university. Costs will not increase with the move from a track to a major as both the faculty and curriculum are already in place. Revenue could increase due to the increased visibility of the major, which could help attract a higher number of students to this area of study. In addition, the added prominence associated with the major may help attract additional addition from recruiters as well as increase donations from alumni and corporate partners. However, those potential increases are not built into any of the revenue projections. Instead, revenue projections are estimated conservatively based upon existing enrollment with very modest growth (2% per year).

XI. References

Association of Supply Chain Management (ASCM). *2021 Supply Chain Salary and Career Report*. Retrieved December 14, 2021 from https://www.ascm.org/making-an-impact/research/salary-survey/

Bureau of Labor Statistics (2021, September 8), U.S. Department of Labor, *Occupational Outlook Handbook*, Logisticians. Retrieved February 12, 2022 from https://www.bls.gov/ooh/business-and-financial/logisticians.htm/

Kansas Department of Commerce. *Kansas Framework for Growth*. Retrieved December14, 2021 from https://www.kansascommerce.gov/kansas-framework-for-growth/

Lebovitz, R. (2021, June 3). *The Big Supply Chain Talent Shortage*. Future of Sourcing. https://futureofsourcing.com/the-big-supply-chain-talent-shortage/

5. Act on Request to Offer a Bachelor of Science in Digital Innovation in Media – KSU

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Board of Academic Affairs Standing Committee, the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

I. General Information

A. Institution Kansas State University

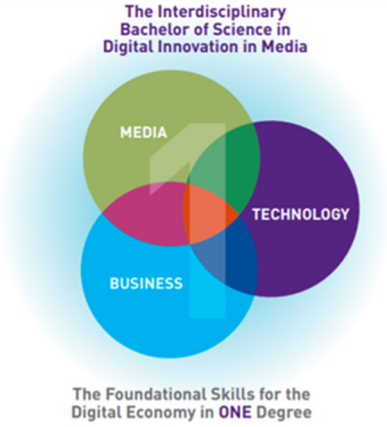
B. Program Identification

Degree Level:	Bachelor of Science
Program Title:	Digital Innovation in Media
Degree to be Offered:	Digital Innovation in Media
Responsible Department or Unit:	College of Arts and Sciences
CIP Code:	09.0702
Modality:	Face-to-Face, Online, Hybrid, Etc.
Proposed Implementation Date:	August 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification



A Strategic Investment for Competitive Advantage: The addition of the Interdisciplinary Bachelor of Science in Digital Innovation in Media is a strategic investment that would give Kansas State University a competitive advantage in Kansas and the region because the program would 1) require minimal initial funding to implement and has the strong potential to grow enrollment; 2) represent an online and on campus academic innovation that offers four credentials in one program without requiring additional courses or semesters; 3) respond to industry's high demand for graduates with blended digital skills; 4) prepare the next generation of digital innovators for success in both traditional and on rapidly emerging on-demand talent platforms; 5) appeal to a large segment of Kansas and regional high school students who want to study digital/social media, computing and business as well as working professionals who want to up-skill or re-skill; 6) collaborate with a new innovation lab on the K-State campus that will provide majors hands-on experience using artificial intelligence and creative technologies; and 7) align with Pillar 3 of KBOR's Building a Future" Strategic Plan that focuses on the talent pipeline to Kansas businesses and innovation.

Minimum Investment: While the program will use existing faculty to teach the courses, start-up funding will be needed to establish program administration and marketing and recruiting functions

Academic Innovation: Developed by the Colleges of Arts and Sciences, Engineering and Business Administration, the proposed digital innovation in media program reimagines the traditional degree and will build a new cohort of "blended digital professionals" through a 100 percent online or on-campus, STEM-designated interdisciplinary degree program. The program will be the first in Kansas and the region to include a 60-hour curriculum that will enable students to earn four credentials without additional courses or semesters:

- a bachelor's degree in digital innovation in media
- a minor in entrepreneurship and innovation
- a certificate in computer science
- a certificate in digital engagement

Industry Demand: The digital economy requires new foundational skills for students that include greater digital savvy, increased business acumen, and more versatile human and team-centered workplace competencies. Job seekers and incumbent employees who are building a range of digital capacities form a new cohort called blended digital professionals (The Business-Higher Education Forum/Burning Glass Technologies, 2020).

- Businesses in Kansas and around the country are struggling to fill openings for digital and technology jobs with 83 percent of large enterprises admitting to having major skills gaps (Harvard Business School, 2021). In the next 10 years, Kansas and regional employers will need to hire more than 40,000 graduates with the digital skills for the jobs of today and the jobs that will be created in the future (Mid-American Regional Council, 2020).
- Across the country, the Bureau of Labor Statistics (BLS) reported 1.1 million digital media-related jobs in 2018. During 2018 to 2020, 1.5 million unique jobs were posted for these occupations. BLS reported job growth will be 10.9 percent through 2023. BLS projects the national average for all occupational growth to be 5.2 percent through 2028.
- Internationally, as many as 375 million workers — or 14 percent of the global workforce —will require upskilling by 2030 (McKinsey Global Institute, 2021). The World Economic Forum recently reported more than 1 billion jobs, almost one-third of all jobs worldwide, are likely to be transformed by technology in the next decade.
- In the face of the projected job demands, more employers are using talent analytics, skills-based hiring, and on-demand talent platforms to change the way they recruit and hire talent. Ninety percent of companies see a future competitive advantage in shifting their talent model to a blend of full-time and freelance employees, according to two surveys conducted by researchers at Harvard Business School's Project on Managing the Future of Work and Boston Consulting Group's Henderson Institute. With the rise in remote work due to COVID-19, the move to an on-demand workforce is expected to accelerate.

"Education has to shift quickly—as in right now—to meet this demand," according to a 2021 McKinsey Global Institute Report. In a more data-rich landscape that makes skills and educational outcomes more transparent, employers' embrace of talent analytics and skills-based hiring will likely require colleges to change their approaches to offering credentials, assessing students, and engaging with employers. Educators and employers alike will be wise to explore the most effective ways to foster the continued emergence of much-needed professionals who are destined to play a large role in the future of the workplace and the global economy (The Business-Higher Education Forum/Burning Glass Technologies, 2020). Business and universities will need to more deliberately pair creativity with technology to ensure that students and workers can leverage the digital tools that amplify their own innate talents and abilities (Harvard Business School, 2021).

- Given the new realities facing employers, tomorrow's graduates must be prepared to operate in both traditional and digital workplaces in a full-time or part-time role. They must possess a portfolio of blended digital skills, including, but not limited to, digital content creation, data science, digital engagement, data analysis, cyber security, coding and programming, algorithms, social selling, digital marketing, analytics,

creative thinking, mobile media application, project management, online customer conversion, social media strategy among others (Accenture, 2020; The Business-Higher Education Forum/Burning Glass Technologies, 2020). Their mixed abilities give them and their employer substantial advantages, and position them to thrive in current and future markets and workplaces (The Business Higher Education Forum/Burning Glass Technologies, 2020).

- **Digital media, digital marketing, social media, computer science and business are among the top areas of interest among 82,000 of 115,000 ninth to 12th grade students in Kansas, Missouri, Oklahoma, Nebraska and Colorado (Exact Data, 2021).** The proposed degree program will integrate the training from these areas to help build the next generation of digital innovators. K-State will engage with these high school students, their parents and key influencers to create a pipeline to Kansas State University that will advance the university's cyber land grant initiative in Kansas and into regional technology hubs. This will also allow K-State to educate new populations of students across social-economic and demographic backgrounds.

Alumni & Industry Support: The proposed program has received support from industry/association executives, educators and alumni: The KC Tech Council; The Kansas Technology Student Association; Korn-Ferry International's Education Practice; Ruffalo Noel Levitz; the Journalism Education Association; Kazoo Digital Media; Kansas Google Trainers; and members of the National Advisory Council of the A.Q. Miller School of Journalism and Mass Communications (please see Appendix A).

Lastly, the proposed digital innovation in media program will also contribute to the goals and initiatives of Kansas State University and the state of Kansas. The program will contribute to the K-State 2025 by promoting interdisciplinary scholarly activities and collaborations; increasing interdisciplinary educational opportunities; cyber land grant initiative; and academic innovation (K-State 2025).

IV. Program Demand: Market Analysis

Even before COVID-19, as consumers and customers moved to digital platforms, companies were quickly adapting and changing their digital engagement strategies (Salesforce, 2021). COVID-19 accelerated their digital transformation strategies with 90 percent of 8,200 marketers saying their digital engagement strategy has changed since before the pandemic (Salesforce, 2021). Sixty-one percent of customers expect to spend more time online after the pandemic than they did before. These increasingly digital customers expect the businesses they buy from to keep up. Eighty-eight percent of customers expect companies to accelerate digital initiatives due to COVID-19 (Salesforce, 2021).

Although demand for businesses' creativity isn't going anywhere soon, the increasingly digital nature of customer engagement means that the most well-rounded marketers are also technologists. Eighty-three percent of marketers say their ability to meet customer expectations depends on their digital capabilities, and 83 percent say their work will be more technology-driven after the pandemic than before (Salesforce, 2021).

Several schools in the region offer digital media degree programs, including K-State's Salina campus.

- Pittsburg State University, Pittsburg, KS
- Fort Hays State University, Fort Hays, KS
- Maryville University, St. Louis, MO
- Northwest Missouri State University, Maryville, MO
- The University of Colorado, Colorado Springs, CO
- Northern Oklahoma College, Tonkawa, OK
- Oklahoma Wesleyan University, Bartlesville, OK

However, eight elements distinguish the proposed interdisciplinary digital innovation in media degree from the above-mentioned programs.

1. Enables majors to earn four credentials: a bachelor's, a minor and two certificates without additional courses or semesters.
2. Developed across three colleges: College of Arts and Sciences, College of Business Administration and the College of Engineering;
3. Is STEM-designated;
4. Is offered online and on campus;
5. Includes journalism/mass communications courses in digital advertising, diversity and inclusion, advertising and public relations research, media innovation, writing in a digital economy, social media strategy and management and mobile media strategy and campaigns;
6. Includes computer science courses that are also being offered in Kansas high schools and community colleges;
7. Includes business courses in digital business, entrepreneurship, and innovation; and

By introducing the industry-responsive interdisciplinary program, Kansas State University will create a new category in the state and region for academic innovation.

- **Interest is high for careers in the digital economy among 9-12 graders**. More than 82,000+ ninth to 12th graders in Kansas, Missouri, Oklahoma, Nebraska and Colorado have expressed an interest in studying digital media, digital marketing, social media, computer science or business (Exact Data, 2020).

Colorado	25,083
Kansas	11,317
Missouri	31,407
Oklahoma	6,212
Nebraska	8,080

Exact Data

- **Growing Enrollment.** The long-term success of the proposed program will depend on 1) targeting, engaging and inspiring prospective students to apply and enroll in the program; 2) obtaining recommendations from influencers such as advisers, counselors, and key websites; and 3) employers hiring majors for internships, apprenticeships and full-time employment.

- To accomplish enrollment goals, the program will leverage established connections with strategic influencers at high schools that include student association advisers for the Journalism Education Association, K-State Entrepreneurship Competition, Distributive Education Clubs of America (DECA), STEM clubs, the Future Business Leaders of America, Technology Clubs, Computer Sciences Clubs, among others.

To attract and boost enrollment of students of color and women for digital careers of the future, the program will work with regional organizations to specifically target and recruit prospective students of color, women and students from underserved rural and urban communities in Kansas and the region.

The degree program will deliver to Kansas and regional employers digital innovators with the skills to analyze data, create content, manage digital projects, develop web sites, optimize analytics, deploy mobile media strategies, code and program, convert online customers into buyers, secure networks, think creatively, build relationships and show the self-awareness to work effectively with others in person and virtually.

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

Growth projections outlined below depend on several factors being in place, including, but not limited to, a program director and a budget for marketing campaigns and recruiting activities. Enrollment is cumulative and includes new students both on campus and online.

Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	18		540	
Year 2	25		750	
Year 3	32		960	

VI. Employment

- **The demand for digital skills is increasing, with no signs of slowing down (Linked In, 2021).** Data available from the U.S. Bureau of Labor Statistics, the KC Tech Council, Linked In, the Kansas Labor Information Statistics, the Mid-America Regional Council and Zippia demonstrate strong job prospects for professionals who possess blended digital skills.
- **Growth in digital-related jobs is projected to be high in Kansas and regional technology hubs**: The KC Tech Council Real-Time Intelligence data reports more than 5,679 current digital media and related job postings in Overland Park, Wichita, Kansas City, KS, and Topeka as of October 2020. In addition, the Mid-America Regional Council reported 34,743 digital storytelling jobs in the Kansas City region and that is expected to grow by 15.2 percent in 2022. Zippia projects that Kansas will need to fill more than 23,300 media and computer-related positions by 2024.
- **Consumers are spending increasing amounts of time in front of screens, consuming more information online.** This has led to the rise of digital content creators: social media marketing specialist, digital specialist, digital marketing director, digital marketing specialist, digital coordinator, search engine optimization specialist, social media manager, social media director, and social media coordinator, podcaster, blogger, youtuber, content developer, content specialist, content writer, content strategist, and content producer. Their skills include editing, writing, public speaking, search engine optimization (SEO), social media and marketing strategy (Linked In, 2021).
- In addition, employability and entrepreneurial skills are often the gateways to participating in high-quality jobs with decent compensation. An analysis of job postings reveals that demand for key employability and entrepreneurship skills has tripled since 2010 (Accenture, 2020).
- **Salaries for digitally skilled professionals are favorable**. Nationally, BLS reports entry-level salaries for digitally skilled professionals will range from nearly $40,000 to more than $111,000 for students and workers who master the blended digital skills. Demand for these skills is large and growing at all levels of educational attainment (Business-Higher Education Forum/Burning Glass Technologies, 2020).

The chart below summarizes national, regional and state job outlook numbers and the fastest growing jobs.

Digital Media-related jobs in the US	**Fastest Growing Jobs**
US: 1.5 million Jobs 2018-2020 US: 1.6 million Jobs 2023 US: 1.7 million Jobs 2028 **Digital Media-related jobs in Midwest & Kansas** Kansas City Region: 34,743 Jobs in 2020 Kansas City Region: 40,000 Jobs in 2022	• digital content creators • mobile marketing managers • digital brand strategists • software developers • digital product managers • digital brand managers • social media specialists

State of Kansas: 23,300 Jobs in 2024 U.S. BUREAU OF LABOR STATISTICS LinkedIn MARC MID-AMERICA REGIONAL COUNCIL ZIPPIA	• digital media producers • advertising and promotion managers • programmers • digital business analysts • public relations managers and specialists • digital program managers • online merchants • digital merchandizers • digital strategists • advertising sales agents • market research analysts

Middle-Skill Workers must Up-Skill or Re-Skill: In the middle-skill job market, the world is increasingly divided between the jobs that demand digital skills and the ones that don't—and the ones that don't are falling behind (Burning Glass Technologies, 2020). Two national CEO annual surveys capture the sentiments and concerns among executives about the growing digital skills gap among current employees and recent graduates that is considered to be a threat to business:

> **Accenture CEO Survey**: "Finding and hiring employees with the key skills they need to succeed in the digital world continues to keep CEOs awake at night: 80 percent of CEOs say they're worried and 38 percent are extremely concerned. The challenge of finding the people with needed skills will become even greater as business models evolve. More than three quarters (76%) of CEOs are concerned about the lack of digital skills within their own workforce – and 23% are extremely concerned about the digital skills of their leadership team. This is a significant business threat." (Accenture, 2020)
>
> **PwC CEO Survey**: 74% of 1,581 business leaders said they were concerned about whether they would have the talent they needed. "The transferable skills that organizations need today – creativity, problem solving, an understanding of how digital technology can be used – are those that help their people think, act and thrive in a digital world that is much less predictable than we once thought." (PwC, 2020)

VII. Admission and Curriculum

K. Admission Criteria

Admission criteria will be consistent with those of the College of Arts & Sciences at Kansas State University. Admission to K-State is test optional and requires achieving either:

- A high school GPA (weighted or unweighted) of 3.25 or higher OR
- ACT composite score of 21 OR an SAT ERW+M of 1060 or higher

AND, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

L. Curriculum

The proposed interdisciplinary degree program – to be offered online and on campus and earned in the College of Arts and Sciences - is designed to build students' capabilities in communication, collaboration, digital engagement and transformation, artificial intelligence, digital marketing, digital advertising, social media strategy, computing, data science, diversity and inclusion, digital business and entrepreneurship.

- In addition to 60 hours of university and arts and sciences college requirements, students will complete 12 hours of foundation courses in the A.Q Miller School of Journalism and Mass Communications that

include three one-credit-hour courses from the MC 130-132 Writing Academy; and two three-credit hour courses: MC 386 Research for Advertising and PR and COMM 470 Building Social and Cultural Connections. For electives, students can choose three one-hour courses from MC 191-196 Content Creators Studio, or choose CMST 135 Web Fundamentals or DIGME 137 Fundamentals of Visual Literacy, both three-hour courses.

- The 48-hour required core courses are aligned in three curriculum areas: digital engagement, computer science and entrepreneurship and innovation. Students take five digital engagement courses designed to develop their digital mindset while building skills in digital content creation for targeting, engaging and converting digital consumers and customers across the internet and social media platforms using SEO/SEM, email marketing, content marketing, digital advertising and mobile marketing. In addition, each digital engagement course includes significant and meaningful discussions and assignments about diversity and inclusion in the digital economy. Majors who complete the program can request a separate certificate in digital engagement.
- The 12-hour certificate in digital engagement is open to all majors on campus and online. Students must complete MC 265 Innovations in Media and Communication, MC 370 Social Media Strategy and Management, MC 365 Writing in a Digital Economy and MC 445 Digital Brand Strategy to earn the certificate. MC 565 Going Mobile! is not a required course to receive the certificate in digital engagement.
- Students will take five core courses in computer science, also known as the computational core, that provide them with fundamental knowledge to use programming in a variety of situations. These courses are also being introduced in Kansas high schools and community colleges, providing early exposure to the new program to attract prospective students and transfers. Majors who complete the program can request a separate certificate in computer science.
- The five entrepreneurship and innovation courses are designed to develop understanding of the entrepreneurial process, from idea generation to the implementation of a new business or social venture, earning the minor in entrepreneurship and innovation. Majors who complete the program can request a separate diploma for a minor in entrepreneurship and innovation.
- All courses in the proposed curriculum already exist except for MC 265 Innovations in Media and Communication, MC 365 Writing in a Digital Economy and MC 565 Going Mobile! Therefore, minimal university support will be required.
- We will collaborate with a new innovation lab on the K-State campus to help advance student understanding of how to use technology and visuals for digital brand campaigns, mobile marketing strategies and for exploring new ways of connecting brands and consumers on digital platforms. Based in Hale Library, the Sunderland Foundation Innovation Lab will provide an interdisciplinary digital innovation hub for majors to develop group as well as individual projects, using the latest technology in artificial intelligence, virtual reality, video and audio production, 3-D printing and more.
- During their junior year, program majors will be encouraged to participate in apprenticeships designed to hone their skills and increase their employability after graduation with the apprenticeship sponsor. We will explore opportunities to develop the apprenticeship program with employers in Kansas and the region that could also include obtaining funding from state and federal programs designed to encourage public and private apprenticeship partnerships.

Learning Outcomes

After earning the proposed degree, graduates will be able to:

1. Utilize an interdisciplinary perspective in order to understand the global changes brought about by the digital economy.
2. Draw on a rigorous combination of theory, analysis and hands-on digital work while collaborating on developing original ideas in media, computing and business.
3. Research and analyze data, create grammatically correct and accurate content, manage digital projects, develop websites, optimize analytics, deploy mobile media strategies, leverage artificial intelligence, code and program, convert online customers into buyers, secure networks and think creatively.

4. Build social and cultural connections and demonstrate the self-awareness to work effectively with others in person and virtually.
5. Design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
6. Developing an understanding of the entrepreneurial process, from idea generation to the implementation of a new business or social venture.
7. Gaining the ability to identify, research and analyze potential markets that would enhance value and profitability.
8. Developing an understanding of the concept of risk and how its effect on new ventures can be minimized.
9. Demonstrating the capacity to identify and acquire the resources needed for the creation and implementation of a new venture.
10. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

The digital innovation in media curriculum plan was developed based on the following:

- Market and industry research that identified the gaps in digital skills that will be needed for current and future jobs; employment outlook data from government and private organizations that projected job growth in key career sectors for the next 10 years; interviews with industry and association executives, educators and alumni;
- Competitive research looking at top digital media, journalism, computer science and business programs at land grant and other universities across the country as well as neighboring universities in Kansas, Missouri, Colorado, Oklahoma and Nebraska.
- Review of the Kansas State University Strategic Plan 2025 to align with its goals for interdisciplinary coordination, academic innovation and cyber land grant initiatives.
- 100+ years of combined academic and industry expertise with Fortune 500, Fintech 100 and digital businesses, agencies, organizations and academic institutions. The experience includes, but is not limited to, digital branding, digital commerce, computing, web stores, emerging media, digital business and entrepreneurship; launching national digital products and services, websites, mobile apps and digital businesses with proprietary technology that 1) enables consumers to securely and safely buy and sell goods online or receive and pay their bills over the internet and 2) allows digital businesses to authenticate the identities of online consumers applying for financial products and services.

It is the mission of the digital innovation in media degree program to create the next generation of digital innovators, delivering to businesses and organizations professionals with the in-demand blended digital skills needed for today's jobs and jobs that will be created in the future.

An example of the four-year plan of study to earn the Bachelor of Science in Digital Innovation in Media follows below.

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

Course #	**Course Name**	**13**
MC 110	JMC Orientation	0
MC 130-132	Writing Academy	3
MC 191-196	Content Creators Studio	4
ENGL 100	English Composition I	3
MATH 100	College Algebra (Quantitative #1)	3

Year 1: Spring

Course #	**Course Name**	**15**

ENGL 200	English Composition II	3
PHILO 100	Introduction to Philosophical Problems (Philosophy)	3
ART 195	Survey of Art History I (Western Heritage)	3
COMM 106	Public Speaking 1	3
ECON 110	Principles of Macroeconomics (Quantitative #2)	3

Year 2: Fall

Course #	**Course Name**	**16**
CC 110	Introduction to Computer Science	3
MC 265	Innovations in Media and Communication	3
ART 390	Design for Digital Media 1 (Fine Art)	3
BIOL 101	Concepts of Biology w/lab (Life or Physical Science #1)	4
ENGL 251	Introduction to Literature (Literary)	3

Year 2: Spring

Course #	**Course Name**	**13**
CC 210	Fundamentals of Computer Concepts	4
MC 365	Writing in a Digital Economy	3
ENTRP 340	Business Innovation and the Entrepreneurial Mindset	3
ART 302	Art and Insects (General Science)	3

Year 3: Fall

Course #	**Course Name**	**16**
MC 370	Social Media Management & Strategy	3
CC 310	Data Structures & Algorithms I	3
ENTRP 411	Intrapreneurship	3
GEOL100	Earth in Action (Life or physical Science w/Lab #2)	4
ENGL 417	Written Communication for the Workplace (Social Science #1)	3

Year 3: Spring

Course #	**Course Name**	**15**
CC 315	Data Structures & Algorithms II	3
MC 396	Research for Advertising and Public Relations (Social Science #2)	3
ENTRP 466	Digital Business	3
MC 491	Internship/Apprenticeship (Elective)	3
MC 623	Communicating in Global Markets (International Studies Overlay)	3

Year 4: Fall

Course #	**Course Name**	**16**
ENTRP 540	Entrepreneurial Consulting	3
CC 410	Advanced Programming	4
MC 445	Digital Brand Strategy	3
COMM 311	Business and Professional Speaking (Social Science #3)	3
PSYCH 470	Psychobiology (Life or Physical Science)	3

Year 4: Spring

Course #	**Course Name**	**16**
MC 565	Going Mobile!	4
ENTRP 575	Entrepreneurship & Innovation Capstone	3

COMM 470	Building Social and Cultural Connections (Multicultural Overlay)	3
COMM 535	Communication and Leadership (Social Science #4)	3
ECON 120	Principles of Microeconomics (Quantitative #3)	3

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 no graduate assistants assigned to 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	$78,059	$79,621	$81,213
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)*	$24,979	$25,479	$25,988
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$103,038	$105,100	$107,201
Personnel – New Positions			
Faculty	$36,667	$37,400	$37,148
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Program Recruitment and Marketing Manager	$0	$0	$0
Advising Coordinator	$0	$0	$0
Fringe Benefits *(total for all groups)*	$11,733	$11,968	$12,207
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$48,400	$49,368	$49,355
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$5,000	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Program Marketing	$40,000	$0	$0
Other	$0	$0	$0
Total Start-up Costs	$45,000	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$10,000	$7,500	$7,500
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$2,500	$2,500
Travel	$0	$0	$0
Program Marketing	$0	$30,000	$30,000

Other – Codio Fees	$1,224	$1,700	$2,176
Total Operating Costs	$11,224	$41,700	$42,176
GRAND TOTAL COSTS	$207,662	$196,168	$198,732

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$179,607	$249,552	$319,497
Student Fees		$25,769	$35,859	$45,949
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$205,376	$285,411	$365,446
A. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		($2,286)	$89,243	$166,714

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions
All core faculty are currently employed by Kansas State University in the College of Arts & Sciences, the College of Engineering, or the College of Business Administration. Faculty in the Colleges of Business Administration and Engineering already teach the existing courses in their respective units. The new courses being proposed within the School of Journalism and Mass Communications will also be offered in other degree programs. The percent of time dedicated to the program varies by faculty member. This variation is reflected in the expenditures table by applying a general rule of .125 FTE per course. Because these courses are already or will be taught as part of existing curricula and as part of faculty's teaching responsibilities in their respective units, there is not an increased percent effort on our faculty time (other than the potential for increased class size). Expenditures related to reassigned or existing positions listed in the table above, therefore, do not reflect added expenses to the university. We anticipate that the core faculty listed above will contribute substantially to establishing and delivering the new program over at least its first three years. This list does not include other faculty who could potentially offer courses in the new program as well. Together, by incorporating already-existing teaching efforts by personnel who are currently employed at the university will increase the efficiency of the new program. In line with previous proposals, for budgeting purposes, all salaries include a modest two percent pay increase after the first fiscal year.

Personnel – New Positions
The proposal includes funds for a Professor of Practice position that will also serve as the program director (PoP / Director). This PoP / Director position will be responsible for teaching, advising, and program administration, including course scheduling, marketing and coordinating with internal and external partners on a range of topics and issues related to the program. The salary for teaching, advising and program administration is included in the faculty line of the budget. The proposal assumes that .5 FTE will be devoted to teaching in existing degree programs; .5 FTE will be contributed to teaching, advising, and program administration related to this new program; and .25 FTE (two summer months) will be devoted to program administration. Therefore, the total FTE

is 1.25, which includes .25 FTE to account for administrative work during the summer. As with the personnel line for existing positions above, a modest two percent pay increase is included after the first fiscal year.

Start-up Costs – One-Time Expenses
The program requires start-up funds to purchase equipment and technology. Funds are also needed for developing physical space to interact with current and prospective students and for recruiting and marketing purposes to announce and build awareness of the program in surrounding states where the university already has strong recruiting ties. Estimated costs for equipment and technology come to $5,000. Estimated costs for student support, advising, and recruitment totals $45,000.

Operating Costs – Recurring Expenses
Anticipated recurring expenses include equipment and technology replacement (est. $2,500 annually) and recruiting and marketing expenses to drive student enrollment (est. $30,000 annually).

B. Revenue: Funding Sources
Funding sources include tuition and fees as charged by the university and the three respective colleges. It assumes an in-state tuition rate of $316.30 per credit hour, and fees of $105.60 for College of Engineering courses, $69.10 for College of Business Administration, and $17.40 for College of Arts & Sciences. Based on the matriculation of students through the program in years 1-3, taking particular courses in certain semesters, we anticipate the revenue as shown in the table below. The sum of this revenue is reflected in the funding sources table above. As shown above as well, we project, based on both in-person and online enrollment, that this program can be profitable beginning in year 2, assuming that investments in recruiting and marketing are made that will help the program to reach its stated enrollment goals.

Breakdown of Projected Tuition and Fees per Year

	Tuition per SCH	Year 1	Y1 Subtotal	Year 2	Y2 Subtotal	Year 3	Y3 Subtotal
In-State Tuition	$316.30	390	$123,357	540	$170,802	690	$218,247
Global Tuition	$375.00	150	$56,250	210	$78,750	270	$101,250
COE Fees	$105.60	55	$5,834	77	$8,078	98	$10,322
COB Fees	$69.10	49	$3,369	68	$4,664	86	$5,960
COAS Fees	$17.40	286	$4,976	396	$6,890	506	$8,804
COE GC Fees	$289.70	21	$6,156	30	$8,619	38	$11,081
COB GC Fees	$132.00	19	$2,475	26	$3,465	34	$4,455
COAS GC Fees	$26.90	110	$2,959	154	$4,143	198	$5,326
Total			$205,376		$285,411		$365,446

XI. References
Accenture. (2021). *Reinventing the Internet to Secure the Digital Economy.* From https://www.accenture.com/us-en/insights/cybersecurity/reinventing-the-internet-digital-economy
Accenture. (2020) *Global Digital Fluency Study: Honing Your Digital Edge.* From https://www.accenture.com/_acnmedia/PDF-141/Accenture-Honing-your-Digital-Edge-POV.pdf
Accenture. (2017), *New Skills Now, Inclusion in the Digital Economy.* From https://www.accenture.com/_acnmedia/pdf-63/accenture-new-skills-now-inclusion-in-the-digital.pdf
Business-Higher Education Forum/Burning Glass Technologies. (2018, 2020*). The Foundational Skills of the Digital Economy: Developing the Professionals of the Future.* From https://www.bhef.com/sites/default/files/BHEF_2018_New_Foundational_Skills.pdf
Exact Data information retrievals conducted on behalf of Kansas State University (2020, 2021) of areas of study indicated by high school students in Kansas, Nebraska, Oklahoma, Missouri and Colorado.
Fort Hays State University. (2020). From https://www.fhsu.edu/

Harvard Business School. (2020, December). *Managing the Future of Work Podcast, Closing the Loop on Demand and Supply. From* https://www.hbs.edu/managing-the-future-of-work/podcast/Pages/podcast-details.aspx?episode=17120021
Kansas Labor Statistics Information Center. (2021) From https://klic.dol.ks.gov/vosnet/Default.aspx
KC Tech Council. (2020). *Real-Time Intelligence Report.*
K-State Salina. (2021). *Digital Media Technology Study Guide 2021-22,* From https://www.salina.k-state.edu/academics/documents/study-guides/digital-media.pdf
Kansas State University. (2020). *K-State 2025*. From https://www.k-state.edu/2025/
KC Imagine (2020, May*) Survey of KC-Area Digital Media Companies. From* file:///C:/Users/aboyer1/Downloads/KC%20Imagine%20Survey%20Report%20(3).pdf
Linked In. (2021). *Jobs on the Rise Report.* From https://www.linkedin.com/pulse/linkedins-jobs-rise-report-shows-recovery-likely-see-demand-anand/
Maryville University. (2020). From https://www.maryville.edu/
Mid-America Regional Council. (2020). *Digital Storytelling in Kansas City Report.* From http://www.kcworkforce.com/Assets/Digital-Storytelling-Report.pdf
McKinsey Global Institute. (2021). *The Future of Work after COVID-19.* From https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19
McKinsey & Company. (2020, May). *To Emerge Stronger from the COVID-19 crisis, companies should start reskilling their workforces now.* From https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now
Northern Oklahoma College (2020) From https://www.noc.edu/
Northwest Missouri State University. (2020). From https://www.nwmissouri.edu/
Oklahoma Wesleyan University. (2020). From https://www.okwu.edu/
Pittsburg State University. (2020). From https://www.pittstate.edu/
PWC 21st CEO Survey. (2018). *The talent challenge: Rebalancing skills for the digital age.* From https://www.pwc.com/gx/en/ceo-survey/2018/deep-dives/pwc-ceo-survey-talent.pdf
Salesforce (2021). *State of Marketing* (6th ed.). From salesforce-research-sixth-edition-state-of-marketing.pdf
Tesseras, L. (2021, May 18). *Steep rise in demand for marketers with Digital Skills*. Marketing Week. From https://www.marketingweek.com/steep-rise-demand-marketers-digital/
University of Colorado-Colorado Springs. (2020). From https://www.uccs.edu/
U.S. Bureau of Labor Statistics. (2021, March 31). *May 2020 State Occupational Employment and Wage Estimates*. From https://www.bls.gov/oes/2020/may/oes_ks.htm#41-0000
U.S. Bureau of Labor Statistics. (2021, September 8). *Occupational Outlook Handbook*. From https://www.bls.gov/ooh.
World Economic Forum. (2021), *Most in-demand jobs 2021.* From https://www.weforum.org/agenda/2021/02/most-in-demand-jobs-2021/
World Economic Forum. (2020, October), *Future of Jobs 2020.* From https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf
Zippia. (2020) *Fastest Growing Jobs in Kansas.* From https://www.zippia.com/advice/fastest-growing-jobs-in-kansas/

Appendix A
Endorsements from Industry and Association Executives & Educators

KC Tech Council

"It's refreshing to see such a relevant offering from a large, 4-year institution. This program will build relevant skills for the digital economy, and solve a problem that industry has been asking universities to address. I love that you're combining Digital Media, Computer Science, and Entrepreneurship courses into the curriculum. Specifically, the data science, algorithms, and programming courses. I believe this will appeal to students and parents because they will graduate with relevant credentials and certifications. The online offering is also a bonus and could help attract more diverse students. The apprenticeship program opens K-State to build relationships

with companies across the country." - Ryan Weber, Alum and President of the KC Tech Council and President of Association of Tech Councils, Kansas City.

"This is exactly what students need and are looking for in increasing numbers. We are approaching a period of stagnation and even decline – particularly in some regions (the Midwest included). In this environment, schools need to do exactly what KSU is doing – which is highly likely to steal market share from less savvy programs. The four credentials including the two certificates is an excellent innovation. The cooperation from faculty to create the new course work, transition some courses to online, and build the certificate with new courses is exceptional." Scott Jeffe who is the Assistant Vice President of Market Intelligence, Ruffalo Noel Levitz, LLC, Cedar Rapids, IA

"Well done and this would be exciting – new content, contemporary, and certainly relevant to young people. I know you are targeting regional states, yet your offering could attract a national group of students and build KSU's reputation. I think this will be a unique offering for high school students." - Dr. Dan Fogel, Director of the Online Pre-College Summer Immersion Program in Business at Wake Forest University, Winston-Salem, NC

"The programs expose students to learning, digital professionals and exploring the many facets of the digital economy relevant to ways in which organizations and companies work today. The credential variety and applicability in the degree program are key. There is a growing need for skills and ability to provide services in the digital space. The programs offer well-rounded, hands-on experience to provide greater opportunity to use knowledge, learning, and contribute quickly in a variety of roles. It's a creative way to use the content's modality to teach the content of the modality." Dr. Julie Staggs, Education Practice Leader, Korn Ferry International, Atlanta

"It's a great opportunity for the University to differentiate ourselves amongst students and employers both. I am constantly disappointed in the knowledge that graduating students actually have when it comes to the side of advertising/marketing that we do. If we could start educating students at the high school level and then continue to foster that analytical thinking, I think it will pay off in the long run. These jobs are open all over KC, for example, and frankly there is nowhere near the talent that we need to fill them. Agencies end up just hiring bodies and hoping for the best." – Cindy Augustine, Alum and President of KaZoo Digital Media, Kansas City.

"Digital literacy is a critical 21st century skill certain to accelerate today's students along the path from digital natives to digital leaders. Programs that recognize the importance of this strategic journey will help place students on a trajectory of career success. The proposals creating interdisciplinary initiatives in digital media education at K-State hits the mark. Universities can't allow industry to move at a faster pace than academia, or else risk launching ill-prepared graduates. Innovative programs such as this will help K-State become a leader in producing sought after talent equipped to handle industry environments with ever-changing challenges." Kelly Glasscock, Executive Director of the Journalism Education Association, Manhattan, KS

"High school students need hands-on, practical experiences which allow them to apply their knowledge in authentic, real-world situations. Programs like this need to be widely available as they are invaluable to our students' futures in education, business, and industry." Byron McKay, State Adviser, Kansas Technology Student Association, Pittsburgh, KS

"The possibility offered through these programs is amazing. The summer immersion coursework fosters exposure to a digital media skill set that will be highly sought after by high school students. Kansas State University will be at the forefront of a movement to provide relevant, meaningful course work in an area that is in high demand. Degree-seeking students will find employers excited about hiring a prospect that brings knowledge of technology, media, and business and how they work hand-in-hand." Teresa Lacock, Alum and Google for Education Certified Educator and Trainer in the Technology and Special Education office with the St. Mary's School District.

6. Act on Request for a New Certificate of Approval for Degree Granting Authority for Fuller Theological Seminary

Summary

Fuller Theological Seminary has applied for a certificate of approval to operate in Kansas and is requesting degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, and supporting materials, the institution demonstrates that it meets and complies with statutorily imposed requirements. Staff recommends the institution be issued a Certificate of Approval.

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain a certificate of approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers "brick and mortar" institutions having a physical location within Kansas but also institutions that offer or provide online distance education to Kansans who remain in the State while receiving their education.

To qualify for a certificate of approval, an institution subject to the Act must meet the standards established by the Act and the regulations adopted pursuant to the Act. To determine if institutions meet the minimum requirements, Board staff reviews substantial documentation and evidence to demonstrate compliance with minimum requirements. Financial statements, proof of accreditation, evidence of compliance with safety codes, enrollment agreements, catalog, copies of advertisements, schedules of tuition and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, administrator and instructor credentials, program objectives, and ownership structure information.

Fuller Theological Seminary

Founded in Pasadena, California in 1947 by Charles E. Fuller, a radio evangelist, Fuller Theological Seminary graduated its first class of 20 students in 1950. Today, Fuller Theological Seminary serves approximately 3,500 students annually from more than 75 countries and 110 denominations. The Seminary offers master and doctoral programs to students in the areas of theology, intercultural studies, psychology, and marriage and family therapy. In addition to the main campus in Pasadena, CA, they have campuses in Houston, TX, and Phoenix, AZ, and offer programs online. The programs approved under the Board-issued certificate of approval will be offered to Kansas students online.

Fuller Theological Seminary is accredited by the Association of Theological Schools and the Western Association of Schools and Colleges, both accreditation agencies recognized by the U.S. Department of Education. The Seminary's psychology programs are accredited by the American Psychological Association.

Staff Recommendation

Staff recommends issuance of a certificate of approval with degree granting authority to Fuller Theological Seminary.

B. Fiscal Affairs & Audit

1. Act on Request to Amend the FY 2023 Capital Improvement Plan and Accept the Program Statement for the College of Veterinary East Location Project – KSU

Chad Bristow, Director of Facilities

Kansas State University requests approval to amend the Fiscal Year 2023 capital improvement project plan and to accept the program statement to replace the air handling unit at the College of Veterinary- East located in the Innovation Center. CVM-East is a 30,000 square foot high-quality laboratory and office space which houses multiple sections of the Kansas State Veterinary Diagnostic Laboratory, including the rabies lab, molecular diagnostics, and serology labs. The air handling unit currently serving the space has reached its end of life and is not adequately serving the space. The project will install two smaller units to serve the space which will allow the lab and lab/office spaces to be served separately from the dedicated office space. Additionally, the building control system will be modernized. The estimated project cost is $1,259,920 and will be funded from a combination of restricted use funds, general fees, and deferred maintenance funds.

2. Act on Request to Amend the FY 2023 Capital Improvement Plan and Accept the Program Statement for the Justin Hall Renovation Project – KSU

Kansas State University requests approval to amend the Fiscal Year 2023 capital improvement project plan and to accept the program statement for Justin Hall renovations. The Department of Kinesiology will relocate faculty offices and specialized instructional space from the Natatorium to Justin Hall. The move is driven by a motivation for higher quality space, improved recruitment, and service to students and to capitalize on synergies created by locating the Department within existing College of Health and Human Sciences space. The 8,174 square foot renovation will focus on five main areas of improvement: replacement and modernization of heating and cooling systems, replacement of the fire alarm system to bring it to code compliance, installation of high efficiency LED lighting and vacancy sensors, upgraded finishes, and replacement of furniture and fixed equipment. The estimated project cost is $1,327,855 and will be funded from deferred maintenance matching funds, departmental funds, and Kansas State's allocation from the Educational Building Fund.

3. Act on Proposed Amended Memorandum of Agreement between Fort Hays State University and the Fort Hays State University Chapter of the American Association of University Professors, Representing Faculty – FHSU

Natalie Yoza, Associate General Counsel

Summary and Staff Recommendation

Fort Hays State University (FHSU) requests that the Kansas Board of Regents approve and execute the amended Memorandum of Agreement (MOA) between the University and the Fort Hays State University Chapter of the American Association of University Professors (FHSU-AAUP). In compliance with state law concerning negotiations with represented employee groups, the University and AAUP have met and conferred, and have reached agreement on proposed modifications to the MOA, which will replace the previous MOA that the Board approved in June 2021. Negotiations were opened in the spring semester of 2022 by joint agreement between FHSU and FHSU-AAUP. This being an "open" year under the MOA, a number of articles and terms were negotiated and revised, as outlined below. Those considered to have a significant fiscal impact, however, are limited to the salary terms, which are negotiated annually. The proposed amendments provide that FHSU will fund a 5% merit increase for fiscal year 2023, in alignment with the state employee pay plan. FHSU will also continue to fund promotion stipends for promotions awarded in fiscal year 2022, and complete the four-year market adjustment plan that was initiated in 2018 and temporarily suspended in 2020 (due largely to uncertainty around the COVID-19 pandemic).

Board staff reviewed the proposed amendments for compliance with Board policy as well as state and federal law and finding no conflict recommends approval of the amendments and authorizing the Board Chairman to execute the Agreement, as amended, on behalf of the Board.

Background

Under the Public Employer-Employee Relations Act (PEERA), State agencies are required to meet and confer with their employees' recognized bargaining units over terms and conditions of employment.[1] As the governing body under PEERA, the Kansas Board of Regents "must approve any proposed agreement in order to make it binding and effective."[2] The Kansas Secretary of Administration must also approve such agreements once the Board has approved them, and the Secretary's designee participates in the negotiations.

Summary of Changes to the Agreement Between FHSU-AAUP and the University

This Memorandum of Agreement (MOA) involves approximately 350 faculty at Fort Hays State University who are represented by the Fort Hays State University Chapter of the American Association of University Professors (FHSU-AAUP). The bargaining unit is comprised of all full-time FHSU faculty members who hold academic rank as instructor, lecturer, assistant professor, associate professor or professor. It also includes employees who hold the rank as program specialist, librarian, or research scientist.[3]

The existing MOA between the parties was approved by the Board in June 2021. In accordance with the MOA, multiple items were opened for negotiation this year. Pursuant to Board policy, the Board President and CEO and a representative of the Board's general counsel office communicated with the University President and members of the FHSU negotiating team.[4] The University and FHSU-AAUP representatives participated in meet and confer

[1] K.S.A. 75-4321 *et seq.*

[2] *Kansas Board of Regents and Pittsburg State University v. Pittsburg State University Chapter of KNEA and PERB*, 233 Kan. 801, 812 (1983).

[3] Kansas Public Employee Relations Board, Case No. 75-UCA-2-2005, dated April 12, 1999, as amended on January 21, 2009, p. 17.

[4] See Board Policy Ch. 1, sec. B(3)(c)(iii) (adopted at the May 2019 meeting).

sessions from February 2022 until the University and the FHSU-AAUP reached tentative agreement on the article revisions. The tentative agreement includes changes to address a number of items, including the following:

- Annual negotiations regarding Salary (Article IV).
- Clarifications to Tenure (Article IX) relating to non-submittal of tenure review files, opportunities for early tenure, departmental changes in criteria during probationary periods, and military service as a basis for clock stoppage.
- Updates relating to Summer Session, Virtual College, and Supplemental Contracts (Articles XIV and XV).
- Definition and development of MOA application to "Program Specialists," in alignment with Non-Tenure Track (NTT) faculty (Article XII).
- Clarifications and updates relating to NTT faculty, including promotion pathways (Article XII).
- Various grammatical, technical, and clerical edits, clarifications, and updates with the MOA, including those related to the above items.

The FHSU-AAUP representative notified the University that the membership voted to accept the amended MOA, thus bringing the parties' negotiations to a close.

The following discussion outlines the significant changes to the existing MOA negotiated between the parties in the course of their meet and confer sessions. The amendments include the following:

Article I: Contract Term

- Years for the new term of the MOA were updated to reflect the next 3-year cycle.
- Updated to current practice reflecting items open for the next cycle limited to salary, travel funding, intellectual property, merit pay distribution, and supplemental pay calculation.

Article IV: Salary

- Merit pool increase of 5%. Estimated fiscal impact of $1,022,765.
- University will continue to fund promotion stipends, as well as degree completion. Estimated fiscal impact of $90,500.
- University will complete final year of the market adjustment plan. Estimated fiscal impact of $87,496.

Article VI: Promotion Stipend

- Third level of Program Specialist (Senior Program Specialist II) and promotion stipend ($2000) was added for parity, and to align with Article XII update. Estimated fiscal impact of up to $14,000.

Article IX: Tenure

- Confirmed that non-submittal of tenure review file effectively results in removal from the tenure track.
- Aligned early tenure process with Board policy.
- Clarified that adopted departmental changes in criteria during probationary period should include a phase-in plan.
- Added military service as a specified basis for clock stoppage.

Article XII: Non-Tenure Track Faculty

- Title of Article changed to "Non-Tenure Track Faculty and Program Specialists" to include information about Program Specialists.
- Information reorganized thematically (General Consideration and Scope, Definitions, Reappointment/Non-Reappointment, Merit Review, Promotion, and Position Control) and updated to align with current practices, address inclusion of Program Specialists, and parallel other articles for clarity.

- Added information in sections listed above for Program Specialists with language adapted from other MOA articles (NTT and NTT Librarian articles).
- Clarified promotion pathway for NTT faculty and Program Specialists to align with other promotion pathways and procedures in the MOA.
- Clarified appointment and reappointment language to reflect current practices, align Program Specialist and NTT, and confirm annual review and reappointment process.

Article XIV & XV: Virtual College & Summer Session/Supplemental Contracts

- Consolidated these two articles for clarity, to make single "Supplemental Appointments" article to include all supplemental appointments (e.g., teaching overloads, research, and service contracts).
- Deleted dated background information and references to Summer Session and Virtual College, to reflect current supplemental appointment framework.
- Retained current supplemental appointment practices, but updated terminology and modified formula for remuneration to a flat percentage (2.22% of base per unit) for ease of calculation (i.e., the current rate of remuneration based on the 20% of $1/9^{th}$ of base per credit hour formula).

Grammatical and Technical Changes

- Throughout the document grammatical mistakes were corrected and minor language changes were made to make verbiage consistent or address technical issues/updates.
- Language was included to address e-portfolio and update file submission practices (e.g., student rating language updated to student course evaluation system).
- Tuition assistance article was updated to reflect the current University policy.

Proposed Action
FHSU recommends that the Board approve these amendments to the MOA containing, as outlined above, the terms that have been negotiated and agreed on in the course of the meet and confer sessions conducted between the University and FHSU-AAUP. Staff concurs and recommends the Board approve the amended MOA and authorize the Chair to execute the Agreement on behalf of the Board.

4. Act on Distribution of FY 2023 State Appropriations to Community Colleges, Technical Colleges, and Washburn Institute of Technology

Elaine Frisbie
VP, Finance & Administration

Summary

The 2022 Legislature has finalized its appropriations for FY 2023. For FY 2023, there are four state appropriations that require the Kansas Board of Regents (KBOR) and Postsecondary Technical Education Authority to approve the distribution of funds among eligible institutions. Table 1 displays Tiered Technical Education State Aid, Table 2 Non-Tiered Credit Hour Grant, Table 3 Career Technical Education Capital Outlay Aid, and Table 4 the Technology Grants. The Postsecondary Technical Education Authority met on May 26, 2022, and approved the amounts listed below. The distributions are contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process. Board staff recommends allocating the distributions in Tables 1-4 as outlined below.

Tiered Technical Education State Aid Distribution

2011 SB 143 created a new postsecondary technical education formula which became effective July 1, 2011. The heart of the formula is the KBOR cost model that calculates costs at a course level and recognizes the cost differential in delivering technical education courses. The state funding process includes updating the state rates per the KBOR cost model, utilizing the prior year's credit hour enrollment data by student and course (Fall, Spring, Summer), calculating the adjustment in financing that accounts for an off-set for colleges with local appropriations that help finance in-district credit hours, and producing the gap report that identifies the gap for each individual college. The gap is the difference between the KBOR calculated state amount and the actual amount received by each college.

For FY 2023, the Legislature has appropriated a total of $66,064,478 with the appropriation proviso below:

> *Provided,* That, notwithstanding the provisions of K.S.A. 71-1801 through 71-1810, and amendments thereto, or any other statute, the above agency shall distribute the moneys in the postsecondary tiered technical education state aid account in fiscal year 2023 so that each eligible institution shall receive an amount of moneys not less than such eligible institution received from the postsecondary tiered technical education state aid account in fiscal year 2022.

Using the KBOR cost model and in accordance with the proviso, staff recommends that each institution receive the amount reflected in the table below. This allocation holds colleges that are currently over funded according to the cost model at the same level of funding as FY 2022. The allocation also provides additional funding to colleges to fully fund the calculated gap according to the KBOR cost model.

Table 1
Tiered Technical Education State Aid Distribution

Institution	FY 2022 Funding	FY 2023 Funding	Increase/ (Decrease)
Allen County Community College	$1,327,658	$1,327,658	$ --
Barton County Community College	3,519,749	3,519,749	--
Butler Community College	4,210,634	4,548,260	337,626
Cloud County Community College	1,364,522	1,364,522	--
Coffeyville Community College	1,221,598	1,221,598	--
Colby Community College	877,805	1,243,172	365,367
Cowley County Community College	2,522,575	2,522,575	--

Dodge City Community College	1,175,503	1,175,503	--
Flint Hills Technical College	1,837,319	1,837,319	--
Fort Scott Community College	1,508,066	1,508,066	--
Garden City Community College	1,058,862	1,058,862	--
Highland Community College	1,833,613	1,833,613	--
Hutchinson Community College	4,341,047	5,492,609	1,151,562
Independence Community College	558,687	558,687	--
Johnson County Community College	6,750,474	7,198,191	447,717
Kansas City Kansas Community College	4,371,269	4,371,269	--
Labette Community College	1,129,158	1,129,158	--
Manhattan Area Technical College	1,942,694	1,954,845	12,151
Neosho County Community College	1,387,305	1,387,305	--
North Central Kansas Technical College	2,824,381	2,824,381	--
Northwest Kansas Technical College	2,167,114	2,167,114	--
Pratt Community College	1,189,790	1,201,730	11,940
Salina Area Technical College	1,902,328	1,902,328	--
Seward County Community College	1,186,472	1,186,472	--
Washburn University Institute of Technology	3,077,922	3,077,922	--
Wichita State University Campus of Applied Science and Technology	5,680,903	8,451,570	2,770,667
Total	**$60,967,448**	**$66,064,478**	**$5,097,030**

Non-Tiered Credit Hour Grant Distribution

For non-tiered course credit hours, the law provides that each college is eligible for a grant from the State General Fund, in an amount determined by the Board of Regents after dialogue with college presidents. The Legislature appropriated $95,407,915 for the non-tiered credit hour grant in FY 2023. The following appropriation proviso is associated with this grant for FY 2023:

> *Provided,* That the above agency shall distribute the moneys in the nontiered course credit hour grant account in fiscal year 2023 so that each eligible institution shall receive an amount of moneys not less than such eligible institution received from the non-tired course credit hour grant account in fiscal year 2022.

Using the KBOR cost model and in accordance with the proviso, staff recommends that each institution receive the amount reflected in the table below. This allocation holds colleges that are currently over funded according to the cost model at the same level of funding as FY 2022. The allocation also provides additional funding to colleges to fully fund the calculated gap according to the KBOR cost model.

Table 2

Non-Tiered Credit Hour Grant Distribution

Institution	FY 2022 Funding	FY 2023 Funding	Increase/ (Decrease)
Allen County Community College	$3,557,200	$3,956,632	$399,432
Barton County Community College	5,086,886	8,084,870	2,997,984
Butler Community College	11,246,168	14,265,276	3,019,108
Cloud County Community College	3,063,686	3,063,686	--

Coffeyville Community College	1,798,887	1,798,887	--
Colby Community College	1,379,179	1,660,560	281,381
Cowley County Community College	4,410,683	4,410,683	--
Dodge City Community College	1,512,063	1,561,844	49,781
Flint Hills Technical College	532,205	806,304	274,099
Fort Scott Community College	1,935,369	1,935,369	--
Garden City Community College	1,731,655	1,946,126	214,471
Highland Community College	3,984,114	3,984,114	--
Hutchinson Community College	5,304,419	6,666,660	1,362,241
Independence Community College	1,429,492	1,429,492	--
Johnson County Community College	15,637,795	17,550,506	1,912,711
Kansas City Kansas Community College	5,988,313	5,988,313	--
Labette Community College	1,705,732	1,953,748	248,016
Manhattan Area Technical College	519,857	711,658	191,801
Neosho County Community College	1,639,180	2,068,300	429,120
North Central Kansas Technical College	774,707	848,632	73,925
Northwest Kansas Technical College	681,387	913,900	232,513
Pratt Community College	1,244,496	1,414,658	170,162
Salina Area Technical College	240,190	727,124	486,934
Seward County Community College	1,831,297	1,831,297	--
Washburn Institute of Technology	226,887	373,848	146,961
WSU Campus of Applied Science and Technology	2,533,192	5,455,428	2,922,236
Total	**$79,995,039**	**$95,407,915**	**$15,412,876**

Career Technical Education Capital Outlay Aid Distribution

2011 SB 143 directs that capital outlay aid be distributed to the six technical colleges, nine of the community colleges with merged technical schools, and Washburn University Institute of Technology. The total funding for capital outlay aid for FY 2023 is $7,419,311 (which includes $4,871,585 from the State General Fund and $2,547,726 from the Economic Development Initiatives Fund).

Career Technical Education Capital Outlay Aid, according to the statute, is to be distributed to the institutions based on need and the condition of existing facilities and equipment. FY 2023, the Legislature also included the following proviso language:

> (New for FY 2023) *Provided,* That expenditures shall be made by the above agency from the career technical education capital outlay aid account during fiscal year 2023 so that $3,800,000 of such moneys are divided equally among the seven technical colleges and the nine community colleges that are associated with technical education requiring a local match of nonstate moneys on a $1-for-$1 basis from either the college or private donations, including moneys or equipment.
>
> (Similar to past provisos) *Provided,* That any unencumbered balance in excess of $100 as of June 30, 2022, in the SEDIF – career technical education capital outlay aid account is hereby reappropriated for fiscal year 2023: *Provided further,* That expenditures from the SEDIF – career technical education capital outlay aid account for each grant of career technical education capital outlay aid shall be matched by the postsecondary institution awarded such grant in an amount which is equal to 50% of the grant.

Since FY 2005, the following formula has been used for the distribution of career technical education capital outlay aid. First, provide each institution a base distribution (historically $100,000), recognizing that each school has significant need regardless of size, and second, distribute the remaining portion of funds based on enrollment production.

Following the new proviso language for FY 2023 and existing distribution methodology, Board staff recommends the proposed distribution of capital outlay aid as displayed in the table below. This allocation distributes the $3.8 million equally to each college, and then distributes the remaining funds according to the historic distribution methodology.

Table 3

Career Technical Education Capital Outlay Aid Distribution

Institution	FY 2022 Funding	FY 2023 Funding	Increase/ (Decrease)
Coffeyville Community College	$119,497	$380,814	$261,317
Cowley County Community College	135,156	410,613	275,457
Dodge City Community College	118,847	374,330	255,483
Flint Hills Technical College	132,531	396,678	264,147
Highland Community College	125,919	386,689	260,770
Hutchinson Community College	209,777	584,955	375,178
Johnson County Community College	355,522	845,468	489,946
Kansas City Kansas Community College	204,122	536,493	332,371
Manhattan Area Technical College	133,806	408,394	274,588
North Central Kansas Technical College	148,082	433,810	285,728
Northwest Kansas Technical College	134,568	406,015	271,447
Pratt Community College	121,629	389,587	267,958
Salina Area Technical College	123,153	383,942	260,789
Seward County Community College	127,939	384,404	256,465
Washburn Institute of Technology	171,351	446,311	274,960
WSU Campus of Applied Science and Technology	257,412	650,808	393,396
Total	**$2,619,311**	**$7,419,311**	**$4,800,000**

Technology Grant Distribution

For FY 2023, funding for technology grants at the community colleges and Washburn University is $398,475, which is the same amount as appropriated in FY 2022. The appropriation authorizes the Board to make such grants for purchase of technology equipment, in accordance with guidelines the Board establishes. Such guidelines provide that grant funds shall be used for the purchase of only instructional technology equipment and that a 50 percent local match shall be provided. The table below displays the staff recommendation.

Table 4			
Technology Grants Distribution			
Institution	**FY 2022 Technology Grant**	**FY 2023 Technology Grant**	**Increase/ (Decrease)**
Allen County Community College	$14,168	$14,168	$ --
Barton County Community College	19,482	19,482	--
Butler Community College	24,794	24,794	--
Cloud County Community College	16,824	16,824	--
Coffeyville Community College	16,824	16,824	--
Colby Community College	16,824	16,824	--
Cowley County Community College	19,482	19,482	--
Dodge City Community College	16,824	16,824	--
Fort Scott Community College	16,824	16,824	--
Garden City Community College	16,824	16,824	--
Highland Community College	18,597	18,597	--
Hutchinson Community College	25,678	25,678	--
Independence Community College	16,824	16,824	--
Johnson County Community College	38,962	38,962	--
Kansas City Kansas Community College	25,678	25,678	--
Labette Community College	14,170	14,170	--
Neosho County Community College	16,824	16,824	--
Pratt Community College	12,401	12,401	--
Seward County Community College	16,824	16,824	--
Washburn University	33,647	33,647	--
TOTAL	**$398,475**	**$398,475**	**$ --**

C. Technical Education Authority

1. Act on Request for Degree and Certificate Programs Submitted by Manhattan Area Technical College and Northwest Kansas Technical College — **Scott Smathers, VP, Workforce Development**

Summary and Recommendation

To develop and enhance the talent pipeline for Kansas business and industry, new programs and/or additional programs are required.

The Board office received a request from Manhattan Area Technical College to offer a Technical Certificate B and Associate of Applied Science degree in Industrial Engineering Technology, and a request from Northwest Kansas Technical College to offer a Technical Certificate C and Associate of Applied Science degree in Mechanical Engineering Technology.

The programs addressed all criteria requested and were subject to the 10-day comment period required by Board policy. The programs were reviewed by the Technical Education Authority and are recommended for approval.

Background

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

Description of Proposed Programs:

Manhattan Area Technical College (MATC) requests approval of the following program:

- Industrial Engineering Technology (15.0613) – Technical Certificate B/37 credit hours and an Associate of Applied Science degree/61 credit hours

According to the U.S. Department of Education, CIP Code 15.0613 Manufacturing Technology/Technician is a program that prepares individuals to apply basic engineering principles and technical skills to the identification and resolution of production problems in the manufacture of products. Curriculum should include instruction in machine operations, production line operations, engineering analysis, systems analysis, instrumentation, physical controls, automation, computer-aided manufacturing (CAM), manufacturing planning, quality control, and informational infrastructure.

Cross walking the proposed CIP Code (15.0613 Manufacturing Technology/Technician) to occupations resulted in one standard occupation classification code (SOC), 17-3026 Industrial Engineering Technologists and Technicians which is defined as an occupation in which one is expected to apply engineering theory and principles to problems of industrial layout or manufacturing production, usually under the direction of engineering staff. The individual may perform time and motion studies on worker operations in a variety of industries for purposes such as establishing standard production rates or improving efficiency.

MATC explained that the Industrial Engineering Technology program request is the result of regional employers needing more persons trained for essential jobs in construction trades, climate and environmental control (HVAC), welding, and electric power and distribution (EPD), and related Industry 4.0 applications of these trade skills with information technology (IT) and critical environments technology (CET). The focused need to help persons acquire skills in mechatronic-related applications (IT integration skills) as applied to a variety of programs and

multiple high-demand occupational areas enables this program to provide a value-added employee into the workforce.

The proposed program consists of two exit points: a 37-credit hour Technical Certificate B and a 61-credit hour Associate of Applied Science degree. No formal accreditation is needed for the program. Upon completion of the Technical Certificate B or the Associate of Applied Science degree, students would complete the following certifications: OSHA 30, and the following certifications are provided through the National Coalition of Certification Centers (NC3): Fundamentals of electricity AC & DC, Fundamentals of Fluid Power- Pneumatics and Hydraulics and Sensors Technology, Applied Fluid Power - Maintenance & Troubleshooting, Introduction to Mechatronics Systems, Fundamentals of Mechanical Systems, PLC Fundamentals & Applied, Smart Sensors, Applied Mechanical Systems, Industrial motor controls (lvl2), Data Analytics (Trane), Blueprint reading, Fundamentals of Industry 4.0, Applied Industry 4.0 Requires MPS 403 And Applied Product ID Fundamentals.

The Kansas Department of Labor Long-term Occupation Projections 2018-2028 indicate a statewide change of employment for Industrial Engineering Technologists and Technicians (17-3026) of 3.4% with an annual median wage of $50,670, with an associate degree as the typical education needed for entry. Annual openings equate to 61 jobs per year.

MATC noted that during participation in the Local Comprehensive Needs Assessment, several related occupational areas met the high demand condition (per data from the Kansas Department of Labor) including Electronic Technology, Building Technology, and Precision Production, including Manufacturing and Machine Technology. These areas reported only two concentrators (students enrolled in related majors) while a total of more than 3,000 annual openings exist in these combined occupational areas.

Emsi-Burning Glass job posting analytics show that from March 2021 through March 2022, roughly 10,128 total postings (3,126 unique postings) were advertised statewide with a median advertised salary of $19.51 per hour.

Four letters of support for the proposed program were received from Five Star Mechanical, KBS Constructors, Trane Technologies, and Evergy. Supports and commitments for the program include serving on the local advisory committee, providing professional development and industry certifications for instructors, and assisting with program design.

Currently, four institutions offer a similar program based either on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2020 K-TIP report.

Kansas Training Information Program						
2020 K-TIP Data for Manufacturing Engineering Technology and Industrial Technology						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
15.0612	Industrial Technology/Technician	Butler Community College	19	*	*	*
15.0612	Industrial Technology/Technician	Neosho County Community College	12	*	*	*
15.0613	Manufacturing Engineering Technology/Technician	Flint Hills Technical College	16	7	*	*

15.0613	Manufacturing Engineering Technology/Technician	Hutchinson Community College	31	10	9	$51,946
Total			78	17	9	

(*) small cell protection applied

Regarding collaboration, MATC explained that it will be the first institution in Kansas to provide full FESTO based instruction all the way through their Industry 4.0 certification. FESTO is a manufacturer of factory automation equipment and software, with a Didactic branch. Through FESTO Didactic, MATC was supplied with the curriculum and learning environment needed to provide training all the way through the Industry 4.0 Certification. Partnering with NC3 to offer the certifications, FESTO has designed a rigorous curriculum of which MATC is the first full adapter in the state of Kansas. While other institutions may utilize FESTO as supplemental curriculum, MATC will be utilizing the full curriculum for IET, rendering collaboration unviable.

The college plans to begin the proposed Industrial Engineering Technology program in the fall of 2022. The college estimates the initial cost of the proposed program at approximately $54,600 in salaries. In October of 2020, Manhattan Tech was awarded the Higher Education Advanced Manufacturing & Information Technology Equipment Grant, totaling $366,200, which was used to outfit the Industrial Engineering Technology Lab with Industry 4.0 level FESTO equipment. The equipment requested included a compact Industry 4.0 learning system from FESTO Didactic, software for PLC programs for 6 users, as well as laptops for the lab. After the Higher Education Advanced Manufacturing & Information Technology Equipment Grant have been used, the program will rely on student tuition and fees, Perkins funds (if approved), and donations from the BILT. Nathan Roberts, Dean of Academic Affairs will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 25, 2022, to May 6, 2022 during which no formal comments were received.

Northwest Kansas Technical College (NWKTC) requests approval of the following program:

- Mechanical Engineering Technology (15.0805) – Technical Certificate C/53 credit hours, and an Associate of Applied Science degree/68 credit hours

According to the U.S. Department of Education, CIP Code 15.0805 Mechanical Engineering/Mechanical Technology/Technician is defined as a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in the design and development phases of a wide variety of projects involving mechanical systems. Curriculum should include instruction in principles of mechanics, applications to specific engineering systems, design testing procedures, prototype and operational testing and inspection procedures, manufacturing system-testing procedures, test equipment operation and maintenance, and report preparation.

Cross walking the proposed CIP Code (15.0805 Mechanical Engineering/Mechanical Technology/Technician) to occupations resulted in one standard occupation classification code (SOC), 17-3027 Mechanical Engineering Technologists and Technicians which is defined as an occupation in which one is expected to apply theory and principles of mechanical engineering to modify, develop, test, or adjust machinery and equipment under direction of engineering staff or physical scientists.

NWKTC explained that the Mechanical Engineering Technology program request is the result the Advisory Board for NWKTC's Civil Engineering program recognizing a desire among individuals in the industry to gain skills in mechanical engineering technology that will supplement their skills in civil engineering technology. Based on a common set of courses in the first year of the program, the second year of each program will consist of courses specific to either civil or mechanical engineering technology. By creating a new degree program, NWKTC is

opening the door for students to pursue training in one or both areas (by completing one program in two years and then returning for a third year to complete the other program

The proposed program consists of two exit points: a 53-credit hour Technical Certificate C and a 68-credit hour Associate of Applied Science degree. No formal accreditation is needed for the program. Upon completion of the Technical Certificate C or the Associate of Applied Science degree, students would be eligible to sit for the OSHA 10 certification as well as the Tormach/Palmer Hamilton certification through the National Coalition of Certification Centers (NC3).

The Kansas Department of Labor Long-term Occupation Projections 2018-2028 indicate a statewide change of employment for Mechanical Engineering Technologists and Technicians (17-3027) of 6.5% with an annual median wage of $49,690, with an associate degree as the typical education needed for entry. Annual openings equate to 38 jobs per year.

NWKTC explained that based on Kansas Labor data and requests from advisory board members from across the region (both in and out of the state of Kansas), we included the MET program on the Perkins Local Needs Assessment form as a program that does not currently exist but should be created.

Emsi-Burning Glass job posting analytics show that from March 2021 through March 2022, roughly 607 total postings (151 unique postings) were advertised statewide with a median advertised salary of $20.80 per hour.

Three letters of support for the proposed program were received from the Fuller Industries, Miltech Machine Corporation, and Driggs Design Group PA. Supports and commitments for the program include serving on the local advisory committee, offering scholarships to students, donations of equipment, offering apprenticeships and internships, and committing to give highest consideration for employment to program graduates.

Currently, four institutions offer a similar program based either on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2020 K-TIP report.

Kansas Training Information Program						
2020 K-TIP Data for Manufacturing Engineering Technology and Mechanical Drafting						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
15.1306	Mechanical Drafting	Hutchinson Community College	*	*	*	*
15.1306	Mechanical Drafting	WSU Tech	86	15	12	$40,025
15.0613	Manufacturing Engineering Technology/Technician	Flint Hills Technical College	16	7	*	*
15.0613	Manufacturing Engineering Technology/Technician	Hutchinson Community College	31	10	9	$51,946
Total			133	32	21	

Regarding collaboration, NWKTC explained that while options to collaborate with other colleges that offer similar program were explored, it appears at this time that we are not currently working on initiatives that would benefit from mutual collaboration. NWKTC would be glad to collaborate should the opportunity arise.

NWKTC already has in place several two+ two agreements with FHSU, KSU-Salina, and PSU and we will work to add this new program to the list of articulating programs with these institutions.

The college plans to begin the proposed Mechanical Engineering Technology program in the fall of 2022. The college estimates the initial cost of the proposed program at approximately $68,850 ($61,650 salaries, $6,000 technology and/or software, and $1,200 in student laptops). The classroom building for Engineering Technology includes three classroom spaces all with integrated computer lab space that are currently available for growth with the addition of this program. In the past year, the existing engineering program at NWKTC secured a number of grants from the Dane G. Hansen Foundation and the Kansas Department of Commerce to create an 1800 square foot advanced manufacturing lab with many capabilities. The Lab is complete with twenty-five 3D printers that allow students to print over 40 different material types (including Carbon Fiber and various metals), robotic welder, and CNC milling Machines (including 3, 4, and 5 axis capabilities). With the lab, students have the ability and receive the training to make the items they are designing in the classroom and have the ability to work on live projects that community members and businesses bring to the college (reverse engineering, prototyping, small production runs). Lisa Blair, Dean of Academic Advancement will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 25, 2022, to May 6, 2022 during which no formal comments were received.

Recommendation
The new program request submitted by Manhattan Area Technical College for a Technical Certificate B/37 credit hours and an Associate of Applied Science degree/61 credit hours in Industrial Engineering Technology has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Northwest Kansas Technical College for a Technical Certificate C/53 credit hours and an Associate of Applied Science degree/68 credit hours in Mechanical Engineering Technology has been reviewed by the Technical Education Authority and is recommended for approval.

2. Act on Excel in CTE Fees for Programs Submitted by Cloud County Community College and Northwest Kansas Technical College

Summary

To enhance the talent pipeline for Kansas business and industry, the Legislature enacted the Excel in CTE initiative to provide state-financed colleges tuition for high school students in postsecondary technical education courses.

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.

<u>Allowable fees include:</u>
- 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)

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

Non-tiered courses - 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.

Recommendation

The new program Excel in CTE fees below have been reviewed by the Kansas Postsecondary Technical Education Authority and are recommended for approval:

- Cloud County Community College: Welding total $961. Fees include $514 for textbooks, $222 for personal protective equipment, and $225 for welding certifications and OSHA testing.
- Northwest Kansas Technical College: Mechanical Engineering Technology total $1,200. Fees include $1,200 for a laptop.

3. Act on Additional Promise Act Programs for Manhattan Area Technical College and Northwest Kansas Technical College

Summary

To improve time-to-completion, initiatives such as the Promise Act push students to complete on time with the benefit of free college.

The Kansas Legislature enacted the Kansas Promise Scholarship Act (Promise Scholarship) which would provide scholarships for students to attend an eligible postsecondary education institution. Eligible programs would be any two-year associate degree program, career and technical education certificate, or stand-alone program that fall into the four fields of study prescribed. It also allows each eligible institution to designate one additional program outside the specified fields that corresponds to a high wage, high demand, or critical need occupation.

Background

On April 23, 2021, Governor Kelly signed House Bill 2064, the Kansas Promise Scholarship Act. The Act provides $10 million in scholarships for students to enroll in eligible programs at eligible institutions beginning academic year 2022, or July 1, 2021.

The Act also states that the Board of Regents will administer the program. Administration is broken into three categories: Rules and Regulations, Eligible Programs, and Other Responsibilities. The Kansas Postsecondary Technical Education Authority is delegated the approval of eligible programs. The Act (section 2) identifies eligible programs as any of the following fields of study:

- Advanced Manufacturing and Building Trades
- Early Childhood Education and Development
- Mental and Physical Healthcare
- Information Technology and Security

The Act (section 3) also states that "an eligible postsecondary institution may designate one additional promise eligible program if the additional program is a two-year associate degree program or a career and technical education certificate or stand-alone program that corresponds to a high wage, high demand, or critical need occupation."

Recommendation

The following new programs are seeking approval to become Promise Eligible programs. Programs have been approved by the Kansas Postsecondary Technical Education Authority (TEA) and are recommended to the Board for approval:

- Manhattan Area Technical College: Industrial Engineering Technology - falls under the Advanced Manufacturing and Building Trades category which is specified in legislation.
- Northwest Kansas Technical College: Mechanical Engineering Technology – falls under the Advanced Manufacturing and Building Trades category which is specified in legislation.

4. Act on 2022-2023 Excel in CTE Qualifying Credential Incentive List

- *Pillar II: Talent Pipeline – Graduates in High Demand, Sustaining Wage Fields*

Summary and Staff Recommendation

Excel in CTE (SB 155), now K.S.A. 72-3819 (updated from K.S.A. 72-4489), which passed in 2012, established the CTE Incentive Program which provides incentive awards, as sufficient monies are appropriated, to school districts for high school graduates who have obtained qualifying industry-recognized credentials in high-demand occupations either prior to graduation or by December immediately following graduation. Based on established criteria; the proposed list of qualifying credentials for 2022-2023 has been developed, reviewed by the TEA, and is recommended for approval.

Background

The list of credentials qualifying for the incentive program is developed by the Kansas Department of Labor (KDOL) in consultation with KBOR and the Kansas State Department of Education (KSDE) based on the following criteria:

- Occupations must have an industry credential (certification or license).
- Courses leading to that credential are available to high school students.
- The credential is attainable by a high school student within six months of high school graduation or before.
- Wages for the occupation must be at least 70 percent ($34,026) of the average annual wage in Kansas ($48,609 – 2021 Wage Survey) or, if the occupation does not meet the wage criteria, the credential for the occupation must be a stackable credential and required for the next occupation level.
- The education level for the occupation requires at least a high school diploma as designated by KDOL.
- Occupations must appear on the high demand/high wage occupations list and have an overall demand score between 10 and 30 using the metric developed by KDOL based on job vacancy, short-term job projections, long-term job projections, and wage data.

The qualifying credentials list does not limit any programs eligible for the SB 155 tuition reimbursement. According to statute, institutions are to receive notification of the credentials that qualify for the incentive program on an annual basis.

Recommendation

After further discussion with the Technical Education Authority (TEA); Board staff modified the "Phase-Out" occupations list to read as "Watch List" occupations. Additional footnotes have been added in the to the 2022-2023 Qualifying Credentials Incentive List to provide clarification regarding "Watch List" occupations. The TEA has reviewed the 2022-2023 Qualifying Credentials list and recommends Board approval.

2022-2023 Excel in CTE (SB155) Qualifying Industry Recognized

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2021
53-3032	49.0205	Truck Drivers, Heavy and Tractor-Trailer	Commercial Driver License (CDL)	$48,756
31-1131	51.3902	Nursing Assistants**	Certified Nurse Aide (CNA)	$28,512
15-1232	01.0106, 11.1006, 51.0709	Computer Support Specialists	*Cisco*-- Certified Entry Networking Technician; CompTIA - A+; CompTIA - Network +; CompTIA - Server +; CompTIA - Security +; *Microsoft*-- Microsoft Technology Associate (MTA); Microsoft Certified Solutions Associate (MCSA)	$47,854
49-3023	47.0600, 47.0604, 47.0614, 47.0617	Automotive Service Technicians and Mechanics	*Automotive Service Excellence (ASE)* -- ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering *OR ASE Student Certification in at least one of the following areas: Maintenance and Light Repair (MLR), Automobile Serive Technician (AST) or Master Automobile Service Technician (MAST)*	$42,710
51-4121	15.0614, 48.0508	Welders, Cutters, Solderers, and Brazers	*American Welding Society* (AWS) -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); *American Society of Mechanical Engineers* (ASME) Section 9 Standards (6G level)	$43,878
47-2031	46.0201	Carpenters	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1	$43,675
53-3033	49.0205	Truck Drivers, Light or Delivery Services	Commercial Driver License (CDL)	$39,999
47-2111	46.0302	Electricians	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Electrical Level 1	$56,178
49-9041	47.0303	Industrial Machinery Mechanics	*National Center for Construction Education and Research (NCCER)* -- Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; *Society of Maintenance & Reliability Professionals*-- Certified Maintenance & Reliability Technician (CMRT)	$57,148
49-3031	47.0605, 47.0613	Bus and Truck Mechanics and Diesel Engine Specialists	*Automotive Service Excellence (ASE)*-- ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	$48,469
51-9161	48.0510	Computer-Controlled Machine Tool Operators, Metal and Plastic	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1	$45,509
47-2152	46.0502, 46.0503, 46.0599	Plumbers, Pipefitters, and Steamfitters	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1	$58,464
49-9021	15.0501, 47.0201	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	*ICE* - -Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; *North American Technician Excellence (NATE)* -- Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; *HVAC Excellence* -- Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; *National Center for Construction Education and Research (NCCER)*-- Core + HVAC Levels 1 & 2	$54,112
51-4041	48.0501, 48.0503	Machinists	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1	$45,653
11-9013	01.0101, 01.1012, 01.0199	Farmers, Ranchers, and Other Agricultural Managers **	*Kansas Department of Agriculture (KDA)* -- KS Commercial Pesticide Applicators Certificate, *Kansas Department of Agriculture (KDA)* -- Agriculture Skills and Competencies Certificate, *Kansas Department of Agriculture (KDA)* --Plant Systems Skills and Competencies Certificate, *Kansas Department of Agriculture (KDA)* -- Animal Science Skills and Competencies Certificate	$61,061
33-2011	43.0203	Fire Fighter	National Firefighter I Certification	$37,819
11-9051	12.0504	Food Service Managers	*National Restaurant Association Educational Foundation* - ProStart National Certificate of Achievement; ServSafe Food Protection Manager	$53,946
31-9091	51.0601	Dental Assistant	Certified Dental Assistant Certification	$39,843
29-2042, 29-2043	51.0810, 51.0904	Emergency Medical Technicians & Paramedics	*EMT-Basic National Registry* -- EMT Certification, National Registry-Paramedic -- Paramedic Certification	$31,484

29-2052	51.0805	Pharmacy Technicians	*Kansas Board of Pharmacy* -- Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician	$35,523
49-3041	01.0205	Farm Equipment Mechanics	*Automotive Service Excellence (ASE)*-- ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	$50,724

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2021
31-9097	51.1009	Phlebotomists	*American Medical Technologist (AMTE)* - Registered Phlebotomy Tech*, American Society for Clincal Pathology (ASCP)* - Phlebotomy Technician, *National Healthcareers Association (NHA)* - Certified Phlebotomy Technician*, National Phlebotomy Association Certification (NPCE)* - Certified Phlebotomist Technologist.	$34,256
29-2098	51.0707, 51.0713	Medical Records Specialists	*American Health Information Management Association (AHIMA)* - Registered Health Information Technician, or Certified Coding Associate*, American Academy of Professional Coders (AAPC)* - Certified Professional Coder	$43,545
** Stackable Credentials Occupations on the qualifying credentials list were identified by the Kansas Department of Labor as occupations having above average demand in at least one of three categories: Long-Term Projections (2018-2028), Short-Term Projections (2020-2022), and Spring 2021 Kansas Job Survey; with a total demand score greater than or equal to 10. Occupations on this list must also have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.				
*** 2023 Watch List Occupations: Occupations on the 2022 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria** **(Only for students who started courses in 2021-2022 Credential must be earned before December 2023)**				
51-2011, 49-3011	47.0607, 47.0608	Aircraft Mechanics and Service Technicians	*Federal Aviation Administration (FAA)* --Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technician-Powerplant	$57,685
Aircraft Mechanics and Service Technicians: This occupation appears on the "Watch List" due to a reduction of demand during the slowdown in the aviation and aircraft manufacturing industry just prior to and during the Covid pandemic time period. However; with the current resurgence of activity within this industry and continued monitoring of the need for employees in this occupation, it is anticipated that this occupation will be taken off of the Watch List for the 2023-2024 listing.				
*** 2022 Watch List Occupations: Occupations on the 2021 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria** **(Only for students who started courses in 2020-2021 Credential must be earned before December 2022)**				
47-2211	48.0506, 46.0411	Sheet Metal Workers	*Manufacturing Skills Standards Council (MSSC)* - Certified Production Technician (CPT), *National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Sheet Metal Level 1, *National Institute for Metalworking Skills (NIMS)* - Metal Forming I	$51,983
Sheet Metal Workers: The Sheet Metal Workers (SOC) occupation met the Demand and Wage criteria for this listing, however; this program appears on the "Watch List" because no active programs with the corresponding CIP codes are currently being offered at any of the community or technical colleges. Please note that aircraft sheet metal training and other sheet metal applications are currently being delivered through approved programs offered under different CIP codes. Occupations remain on the Watch List for a minimum of two years prior to an occupation being removed from the listing.				

5. Act on Reappointment to the Kansas Postsecondary Technical Education Authority

Summary

In October of 2010 the Board adopted a process and limitations on periods of service of the four Board appointments to the Technical Education Authority (TEA). A copy of this process is included below. Staff recommends the Board reappoint Mr. Mark Hess to the TEA to serve a three-year term from July 2022 through June 2025. As a Board appointee, Mr. Hess has been an active member of the TEA which has included serving as both Chair and Vice Chair. More information on Mr. Hess is provided below.

Mark Hess

Mark Hess has served as the Vice President of Operations at Hess Services Inc since 2013. Hess Services Inc. is a Hays, Kansas-based equipment manufacturing company, specializing in surface production equipment for the oil and gas industry. His brother, Dan Hess, founded the company in 1989. Previously, Mr. Hess worked as a Corporate Regulatory and Business Manager for Univar USA, a chemical distribution company based in Redmond, Washington. Mr. Hess also worked in the agriculture chemical industry managing chemical disposal projects in the Midwest United States and overseas in the former Soviet Union. Mr. Hess graduated from Friends University in Wichita, Kansas with a BS in Business Management. He resides with his wife of 26 years, Kayla Hess, in their rural home in Ellis County.

BOARD PROCESS FOR APPOINTING MEMBERS TO THE TECHNICAL EDUCATION AUTHORITY

- All four Board appointments should continue to serve at the will and pleasure of the Board, with the expectation of a period of service not to exceed 3 years, or until the particular appointee's successor is named.
- An individual should not be appointed to serve more than two 3-year periods, for a total of 6 six years.
- Board appointments should be staggered, to preserve continuity.
- Of the Board's four appointments, the periods of service should be as follows:
    - Board members, or designees, July 1 through June 30
    - Community college rep, January 1 through December 31
    - Technical college rep, January 1 through December 31
- When naming a Board member, or designee, the Chair and Vice Chair of the Board will work with the Board of Regents to identify two individuals to serve.
- When naming a community college representative, the Board President and CEO shall work with a representative of the Kansas Association of Community College Trustees to identify one or more individuals meeting the statutory criteria, and the Board President and CEO will then submit an individual's name to the Board for consideration.
- When naming a technical college representative, the Board President and CEO shall work with a representative of the Kansas Technical College Association to identify one or more individuals meeting the statutory criteria, and the Board President and CEO will then submit an individual's name to the Board for consideration.
- The Board should generally make appointments to the TEA in the time frame of its regular meetings in September or October (for January appointments) and March or April (for June appointments).

D. Other Matters

1. Act on Appointments to the State Board of Education's Kansas Advisory Council for Indigenous Education Working Group — **Blake Flanders, President and CEO**

Summary and Staff Recommendation

At it May 10, 2022 meeting, the Kansas State Board of Education established the Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG). With the formation of this Group, the State Board has asked the Kansas Board of Regents to appoint one regent [state] university and/or community college representative and one Board representative. Staff recommends appointing Melissa Peterson, Director of Tribal Relations at the University of Kansas, as the state university representative, and Daniel Archer, Vice President of Academic Affairs, as the Board representative.

Background

At its May 10, 2022, meeting the Kansas State Board of Education established the Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG) to act as a temporary advisory body to the Kansas State Department of Education to explore potential areas of reform related to American Indian Education. Below is the membership of KACIE-WG, as established by the Board of Education.

- **Voting Representatives (12 total)**
  - One representative from each of the four tribes currently residing in Kansas (4) – to be appointed by each respective nation.
  - Three American Indian community representatives (3), such as existing Title VI Indian Education directors, Johnson O'Malley program leaders, District leaders in American Indian communities, community center leaders, Indian education professional organizational leaders, etc. Two of these three must be actively working in a Kansas school district, with consideration of representation from larger metro schools serving American Indian students – To be nominated by any of the four tribal representatives and appointed after approval from 3/4 vote from those four tribal representatives.
  - One representative from the Bureau of Indian Education (BIE) (1) – to be appointed by the BIE, Kickapoo Nation School, and/or Haskell Indian Nations University.
  - One representative from Kansas State Department of Education (KSDE) (1), such as a KSDE employee, or someone contracted or named by KSDE to engage in Indian Education specific initiatives – to be appointed by KSDE.
  - One representative from Kansas State Board of Education (KSBOE) (1) – to be appointed by KSBOE
  - One representative from Kansas Board of Regents (KBOR) (1) – to be appointed by KBOR
  - One regent university and/or community college representative (1) – to be appointed by KBOR

- **Non-Voting Representatives:**
  - One honorary position from a federally recognized tribe residing in Nebraska or Oklahoma, with histories and connections to Kansas (1) – To be nominated by the chair and appointed after approval from a majority vote from the four tribes currently residing in Kansas.
  - One honorary position from the Kansas Legislative or Executive Branches of Government (1) – to be nominated by the Joint-Committee on State-Tribal Relations and appointed after approval from a majority vote from the four tribes currently residing in Kansas.

Proposed Board of Regents Appointments

Melissa M. Peterson, MPH
Since stepping foot on KU's campus in 2015, Peterson has been a strong advocate for Native Americans at KU as seen through her role as the adviser for the KU's First Nations Student Association (FNSA), president of the Native Faculty and Staff Council and organizer of the KU FNSA Powwow & Indigenous Cultures Festival. She not only advocates for Native Americans at KU but has a strong commitment to Native people in the Lawrence community and across Indian Country. For her efforts in making significant contributions to Indian Country, Peterson was named to The National Center for American Indian Enterprise Development (The National Center) 2022 class of Native American 40 Under 40 award recipients. Peterson continues to make connections and build relationships with tribal communities and has been named the Associate Executive Director for the Kansas Association of Native American Education (KANAE).

Peterson previously served as an associate director for KU TRIO Supportive Educational Services & STEM, assisted the Haskell/KU Exchange Program in the KU Office of Diversity & Equity, and currently serves as advisor for the KU First Nations Student Association and President of the Native Faculty & Staff Council. Before working at KU, Peterson served as head coach of the Haskell Indian Nations University volleyball team and later assisted the Diabetes Education in Tribal Schools grant at Haskell.

Peterson, born and raised on the Navajo Nation is of the T ł 'ízí lání clan (Many Goats) born for the Todích'íí'nii clan (Bitter Water). She earned her bachelor's degree in community health from Virginia Commonwealth University in 2008, where she was also a member of the volleyball and women's basketball teams. Peterson holds a master of public health degree from the KU Medical Center and anticipates completing her doctorate of education in Educational Leadership and Policy Studies - Higher Education Administration from KU.

Daniel Archer
Daniel Archer has served as the Vice President for Academic Affairs at the Kansas Board of Regents (KBOR) since 2019. Prior to joining KBOR, he served as the Assistant Vice Chancellor for Academic Affairs at the Oklahoma State Regents for Higher Education, the Registrar at Southwestern Oklahoma State University and as an Academic/International Advisor at Oklahoma State University-Oklahoma City. The Oklahoma City native earned a Doctorate of Education from Abilene Christian University in Abilene, Texas, a Master of Science in Educational Leadership from Oklahoma State University, a Bachelor of Arts in Journalism from the University of Oklahoma, and an Associate in Arts from Oklahoma City Community College. Archer currently resides in Lenexa with his wife Lindsay, an attorney and member of the Chickasaw Nation, two small children, and three dogs.

2. Act on Appointments to the Retirement Plan Committee — **Natalie Yoza, Associate General Counsel**

Summary and Staff Recommendation

To fulfill the Board's fiduciary responsibility for oversight of its retirement plans, appropriate management and periodic review of the investment options provided is required. To better provide such oversight, the Board created the Retirement Plan Committee (RPC) to serve as a co-fiduciary, and it delegated responsibility for plan administration and investment oversight to the RPC. Board Policy and the RPC's Charter establish the composition of that Committee. Several positions on this nine-member Committee are opening on June 30, 2022.

Five members are recommended for appointment to a three-year term beginning July 1, 2022—President Rick Muma, Wichita State University; Werner Golling, Wichita State University; Dr. Emily Breit, Fort Hays State University, Dr. Ted Juhl, University of Kansas; and Adrienne Kordalski, University of Kansas Medical Center Associate Vice Chancellor - Controller. Jay Stephens from Kansas State University is recommended for re-appointment to a three-year term beginning July 1, 2022. Appointment of these individuals will maintain the university and position diversity on the Committee.

Background on the Kansas Board of Regents Retirement Plan

The Kansas Board of Regents (KBOR) Retirement Plans are essential pieces of the benefits and compensation package available to faculty and certain staff who serve at the six state universities and the Board office. There are four components: (1) a mandatory 403(b) retirement plan; (2) a voluntary 403(b) retirement plan; (3) a long-term disability plan; and (4) a phased retirement plan.

The Board formed the Retirement Plan Committee in 2005 to assist with oversight of the Retirement Plans. The RPC's assigned duties include oversight of the Mandatory and Voluntary Retirement Plans, including their administration and investments, as well as having the responsibility for creating and reviewing Plan documents and investment provider agreements, implementing an investment policy with performance standards, and reviewing the investment performance on a semi-annual basis.

The RPC's composition is established in Board Policy. In May, the Board amended the Policy to create two at-large positions and to eliminate the member's staggered three-year terms to give the Board more flexibility in making appointments based on the RPC's current needs and to enable wider participation on the RPC.

Retirement Plan Committee and Appointments

The RPC has nine voting members, and the goal is to include at least one representative from each university and the University of Kansas Medical Center. The RPC is comprised of one Regent, one member of the Council of Presidents (COPS), or designee; two members of the Council of Business Officers (COBO); one state university human resource director; two at-large members; and two individuals nominated from the state universities who are experts in the subject matter of investments and retirement planning.

Regent Harrison-Lee is the RPC chair. Doug Ball, Chief Financial Officer & Vice President for Administration at Pittsburg State University, is currently serving as one COBO representative. Dipak Ghosh, Professor of Economics at Emporia State University, is serving as one of the subject matter experts. The following nominations are recommended for appointment to three-year terms beginning July 1, 2022, to the RPC:

- The Council of Presidents nominated, and Board staff recommend, **President Rick Muma**, Wichita State University. President Muma was named WSU's President in May 2021. He would bring to the RPC more than 30 years of experience as a professor, administrator and physician assistant in internal medicine and infectious diseases. President Muma also has a Ph.D. in higher education administration from the University of Missouri-St. Louis, a Master of Public Health in Community Health from the University of

Texas Health Science Center-Houston, and a B.S. in Physician Assistant Studies from the University of Texas Medical Brach-Galveston.

- COBO nominated, and Board staff recommend, **Werner Golling**, Vice President for Finance and Administration at Wichita State University. Golling has served in his current role at WSU since 2017. Before that, Golling served in a similar role at Emporia State University and as a chief financial officer and human resources director at a private company. Golling would fill the research university COBO position on the RPC.

- Board staff recommend the re-appointment of **Jay Stephens**, Vice President for Human Capital Services at Kansas State University, to the human resources director position. Stephens has been serving on the RPC since July 2020 and also serves on TIAA's Advisory Council and will be the FY 2023 chair for the national CUPA-HR Board (College and University Professional Association for Human Resources).

- Fort Hays State University nominated, and Board staff recommend, the appointment of **Dr. Emily Breit**, Professor of Economics, Finance and Accounting at Fort Hays State University. Dr. Breit has a Ph.D. in Finance from Oklahoma State University, and an M.B.A. and B.B.A. from Fort Hays State University. Courses she has taught include Financial Markets and Institutions, Managerial Finance, and Principles of Banking.

- Kansas University nominated, and Board staff recommend, the appointment of **Dr. Ted Juhl**, Area Director of Finance and Professor of Business Economics. Dr. Juhl has a Ph.D. in Philosophy (Econometrics and Quantitative Economics), a M.S. in Applied Statistics, and a M.A. in Economics from the University of Illinois at Urbana-Champaign. Dr. Juhl also has a B.A. in Economics and Mathematics from University of Northern Iowa. He is currently teaching Econometrics.

- The University of Kansas Medical Center nominated, and Board staff recommend, the appointment of **Adrienne Kordalski**, KUMC Associate Vice Chancellor - Controller. Kordalski received her Bachelor's and Master's degrees in Accounting from Kansas State University, is a certified public accountant, and has experience auditing various types of retirement plans for private and public companies.

The following chart demonstrates the RPC's membership composition if the Board approves these appointments.

RPC Role Position	**Member**	**University**
Regent - Chair	Cheryl Harrison-Lee	
COPS	President Muma	Wichita State University
COBO	Doug Ball	Pittsburg State University
COBO	Werner Golling	Wichita State University
HR	Jay Stephens	Kansas State University
Subject Matter Expert	Dr. Dipak Ghosh	Emporia State University
Subject Matter Expert	Dr. Emily Breit	Fort Hays State University
Subject Matter Expert (at-large)	Dr. Ted Juhl	Kansas University
At-Large	Adrienne Kordalski	University of Kansas Medical Center

Recommendation:
The following nominees are recommended for appointment to three-year terms on the RPC beginning July 1, 2022: President Rick Muma, Wichita State University; Werner Golling, Wichita State University; Dr. Emily Breit, FHSU; Dr. Ted Juhl, KU; Adrienne Kordalski, KUMC; and Jay Stephens, Kansas State University.

3. Act on Proposed Amendments to Board Strategic Plan, *Building a Future* **Blake Flanders, President and CEO**

Summary

The Board first adopted Building a Future as the system's strategic plan in 2020. During the past year, the Regents have discussed several changes to the plan that would add a new metric, adopt an attainment goal, and officially include the Board's facilities initiative as part of the plan.

Background

The Board adopted *Building a Future* as the strategic plan for the Kansas public higher education system in June 2020. The proposed amendments will add several components to the plan that the Board has discussed this year.

The three additions include the following:

- Adding a supporting metric to track on-time graduation for underserved students
- Adopting an attainment goal
- Incorporating the Board's capital renewal initiative into *Building a Future*

Supporting Metric for On-Time Graduation

Building a Future currently tracks on-time graduation as a foundational measure of affordability for Kansas families. Students that graduate on-time pay less in tuition and fees and can enter the workforce and begin earning sooner.

In December 2021, the Governance Committee requested the addition of a supporting metric that will show on-time graduation for underserved populations, including by race and ethnicity and Pell grant recipients.

If the Board adopts this supporting metric, it will be included in annual reports, the plan's dashboard, and CEO evaluation data.

On-Time Graduation

At the time *Building a Future* was adopted, the Board noted that it would work to establish an evidence-based attainment metric in conjunction with other stakeholders. The Board is working with the University of Kansas Institute for Policy & Social Research to develop a goal for the state and for the system that will reflect the future workforce and economic needs of Kansas and account for the public higher education system's portion of that goal.

The attainment goal will serve as a foundational metric to reflect progress in the Family Pillar as an indicator of success and in the Business Pillar as an indicator of the talent pipeline.

Capital Renewal Initiative

Building a Future was adopted while the Board's facilities initiative was in development. The strategic plan notes this work and the importance of facilities to the success of students but did not include the framework or metrics, which were still being developed.

In September, the Board received a first read of a proposal to add the Capital Renewal Initiative to the plan. Ensuring that state university facilities are well-maintained, financially sound and the appropriate size to meet the needs of students and each institution's mission supports the Family, Business, and Economic Prosperity Pillars. The inclusion of facilities recognizes the initiative's importance to the overall success of the strategic plan.

If the Board adds the Capital Renewal Initiative, progress reports on the Initiative will be included in the annual report and the metrics from the facilities dashboard that is currently being developed will be incorporated into the plan.

DISCUSSION AGENDA

VII. Consideration of Discussion Agenda

A. Presentation

1. Receive Report from Task Force on State University Student Health Centers **Dr. Debbie Haynes – Chair**

Summary

One of the Board's Governance goals for 2021-2022 academic year was to study best practices for universities' student health centers. At the September 2021 meeting, the Board directed President Flanders and the university CEOs to work with Dr. Debbie Haynes to develop a scope of work and timeline for the proposed task force to be presented at the November meeting. At the November meeting, the Board appointed a task force with a proposed scope of work to include: 1) perform a high-level assessment of the six university student health centers' ability to collect student health insurance reimbursement as compared to industry standards, and 2) perform a high-level assessment of existing management controls in place at each center to ensure effective safety, security and oversight of providers, center staff, and clinical information and services. The Board will receive the final report from Dr. Haynes at the June meeting.

Background

The Board's Task Force on State University Student Health Centers included the following members:

Dr. Debbie Haynes, retired from full-time practice of family medicine and former President, Kansas Academy of Family Physicians – Chair
Bob Copple, President, Ascension Via Christi Hospital, Manhattan
Mark Finucane, Managing Director, Alvarez & Marsal – Healthcare Industry Group
Dr. Thomas Lane, Vice President for Student Life, Kansas State University
Lauren Lucht, Executive Director of Mental and Behavioral Health, University of Kansas Health System
Russell Rein, Vice President for Ambulatory Services and Practice Management, University of Kansas Health System
Dr. Kathleen Sandness, Medical Director of the Bryant Student Health Center, Pittsburg State University
Brian White, General Counsel and Vice Chancellor for Legal Affairs, University of Kansas
Steve Kelly, former President and CEO of Newton Medical Center, Assistant Professor in Public Health Services, Wichita State University, resigned from the Task Force in April

Staff from the Board Office:
Blake Flanders, Ph.D., President & CEO, Kansas Board of Regents
Elaine Frisbie, Vice President for Finance & Administration, Kansas Board of Regents
Kelly Oliver, Senior Director for Finance & Administration, Kansas Board of Regents

Staff from ECG Management Consultants:
Rick Roesemeier
Geetika Bhimanwar
Jennifer Gingrass

The timeline of the Task Force's work was as follows:

July 27, 2021	Board receives briefing from Brian White, KU General Counsel on KU's student health center operations during budget workshop
September 15, 2021	Board adopts its goals for the academic year, which includes a study of best practices for universities' student health centers Board acts to establish a Task Force to commission and evaluate an independent study of the healthcare delivery system at the six state universities, excluding KU Medical Center. Membership of the Task Force identified only the chair, Dr. Debbie Haynes, at this time
November 17, 2021	Board identifies full membership of the Task Force
December 7, 2021	Task Force Meeting #1 via Zoom
January 10, 2022	Task Force Meeting #2 via Zoom
February 1, 2022	Solicitation for Competitive Proposals Issued by KU's Procurement Services on behalf of the Task Force
February 17, 2022	Solicitation Closes at 2pm
February 18, 2022	Subcommittee of the Task Force meets to review proposals
March 10, 2022	Contract executed between KU and selected vendor ECG Management Consultants
March 15, 2022	Draft Questionnaire Submitted from ECG to Board Staff (based on Task Force discussions held in their meetings and information included in RFP for firms)
March 17, 2022	Consulting Firm's Draft Questionnaire Approved
March 17, 2022	Questionnaire sent by consulting firm to university contacts
March 22-23, 2022	Office Hours for Universities to Discuss Questionnaire
March 22, 2022	Discussions Initiated with Student Health Centers regarding Student Survey and Focus Groups
March 30, 2022	Universities submit data from questionnaire to consulting firm
March-April 2022	Additional One-to-One Meetings with Student Health Center staff to verify and amplify consultants' understanding of data submitted via questionnaire
April 1, 2022	Student Survey Emailed to Campus Contacts
April 4-May 3, 2022	Student Survey Open for Providing Feedback
April-May 2022	Student Focus Groups Conducted
April 19, 2022	Task Force Meeting #3 – in person at Board of Regents' Office to review student survey results and university responses to questionnaire
April-May 2022	Various Site Visits by Task Force members to Student Health Centers
May 19, 2022	Consulting firm provides draft report to Task Force
May 23, 2022	Task Force Meeting #4 – in person at Board of Regents' Office to review and finalize report to the Board
June 15, 2022	Board of Regents' Meeting to receive Task Force Report

B. Academic Affairs Regent Kiblinger

1. Act on Proposed General Education Policy and Proposed Amendments to the Transfer Articulation Policy **Daniel Archer, VP, Academic Affairs**

- *Pillar I: Affordability – On Time Graduation*

Summary

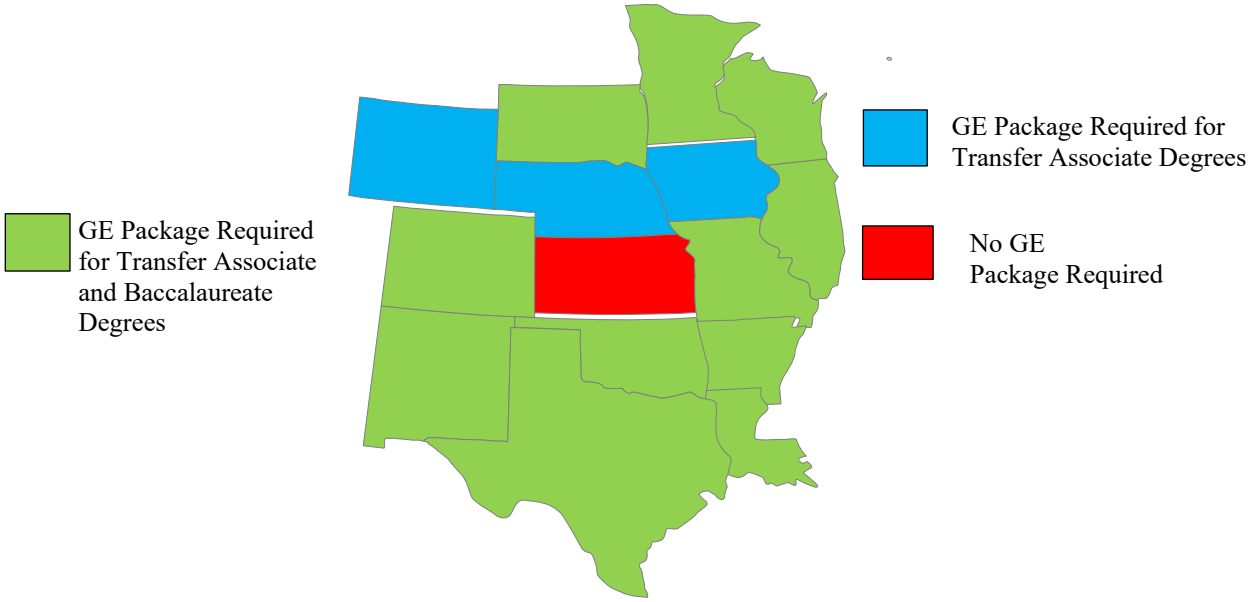
Over the last 21 months, work has been conducted to advance the Board's goal of creating a systemwide general education package. This issue paper provides background on the project. Proposed Board policies will be provided as a separate document.

Background

At the end of FY 2020, the Board expressed a strong desire to develop a more robust system-based approach to facilitate student transfer. Building on this vision, in FY 2021 and 2022, the Board established a goal to develop a systemwide general education (GE) package under a common framework. When framing this goal, the Board instructed Board staff to develop a system-based GE package that would maximize the application of credit throughout the system, simplify processes for transfer students, and remove barriers for transfer students.

Where We Are Now

Of the 15 states below in the central region, Kansas is currently the only state that does not have a required systemwide GE package. States have developed common GE packages and statewide associate degrees to ensure that there are clear pathways that enable students to transfer and apply coursework to multiple campuses.



Where We Are Going

After implementation of the proposed systemwide GE package, Kansas will shift from red to green because the systemwide GE package will be required for students pursuing all baccalaureate and transfer associate degrees. A multi-sector systemwide GE package has the broadest reach and positive impact on students because it ensures that there is a parallel GE structure (comparable disciplines, core subjects, credit hours, etc.) when a student transfers from a community college to a university, a university to another university, a community college to another community college, and a university to a community college. This creates a coordinated pathway for completion, and thereby simplifies academic advising processes for students participating in concurrent

enrollment, students who intend to transfer, students who have transferred, students who change majors, and students who are unsure of a major.

It should be noted that technical colleges have a statutorily defined technical function that limits their degree offerings to the Associate in Applied Science degree. These degrees, which are primarily designed for workforce development rather than transfer, require a significantly lower number of GE credits compared to other degrees because of the high focus on technical content. As such, these institutions will not participate in the systemwide GE package.

Policy Work

A GE working group consisting of 19 faculty and administrators from community colleges, universities, and one technical college assisted in developing the framework for the systemwide GE (disciplines, subjects, and credit hours) and provided input on the policy. Additionally, a nine-member GE implementation working group consisting of registrars and transfer academic advisors was created to discuss specific transfer situations and help draft policy language. The working group wrapped up its work on May 11 and the policy edits suggested by members in this meeting were incorporated into a subsequent iteration of the policy that was shared with the System Council of Chief Academic Officers and System Council of Presidents and discussed with such councils on May 18. Outside of these meetings, Board staff also provided additional avenues for institutions to submit feedback regarding the proposed policy. A virtual town hall meeting was conducted on May 25 and an outlet to submit written feedback was also provided. Feedback from institutions was incorporated into the final proposed version to strengthen the policy and ensure that it aligned with the Board's vision of developing a policy that maximizes the application of credit throughout the system, simplifies processes for transfer students, and removes barriers for transfer students.

First, a new policy, the systemwide general education program policy, creates a systemwide GE for the state universities community colleges, and Washburn University. Most notably, this details the common system framework (disciplines, core subjects, and credit hours) that each institution will adopt, establishes institutional reporting requirements, and creates a GE Council, which will be responsible for reviewing institutional reporting, issuing recommendations regarding requests for certain majors to deviate from the GE requirements, and investigating student and institutional complaints relating to the systemwide GE program and its application to the transfer and articulation policy.

Second, revisions were also made to the transfer and articulation policy to detail how the systemwide GE program applies to transfer students. The new language provides guidance around transfer coursework in relation to program and institution specific GE English and communication courses. Additionally, it also outlines how GE transfer credit works for students who complete the systemwide general education and students who did not complete the systemwide GE but complete at least one systemwide GE transfer course that fits within a discipline area in the GE framework. Graphics detailing the GE framework and its application to transfer scenarios are detailed in the next two pages.

The Systemwide General Education Framework

The systemwide GE program framework is below and is comprised of 34-35 credit hours organized in seven discipline-based "buckets." A student who satisfies all seven buckets will complete the systemwide GE program.

Bucket #1: English Discipline Area

6 Hours of English Courses

Bucket #2 Communications Discipline Area

3 Hours of Communications Courses

Bucket #3: Mathematics & Statistics Discipline Area

3 Hours of Math or Statistics Courses

Bucket # 4 Natural & Physical Sciences Discipline Area

4-5 Hours from One Subject (must include a lab)
Anatomy
Astronomy
Biochemistry
Biology
Botany
Chemistry
Earth Science
Ecology
Environmental Science
Geology
Meteorology
Microbiology
Physical Geography
Physical Sciences
Physics
Physiology
Zoology
Other subjects that the offering institution determines fit within the natural and physical sciences area

Bucket #5 Social & Behavioral Sciences Discipline Area

6 Hours in at Least Two Courses from Two Subject Areas
Anthropology
Criminal Justice
Economics
Ethnic and/or Gender Studies
Geography
Political Science
Psychology
Social Work
Sociology
Other subjects that the offering institution determines fit within the social sciences area

Bucket # 6 Arts and Humanities Discipline Area

6 Hours in at Least Two Courses from Two Subject Areas
Art *
Communications
Cultural Studies
Dance*
English
General Humanities
History
Literature
Modern and Classical Languages
Music*
Philosophy
Religion
Theater*
Other subjects that the offering institution determines fit within the arts and humanities
*The application of performance courses in this subject area is at the discretion of the institution.

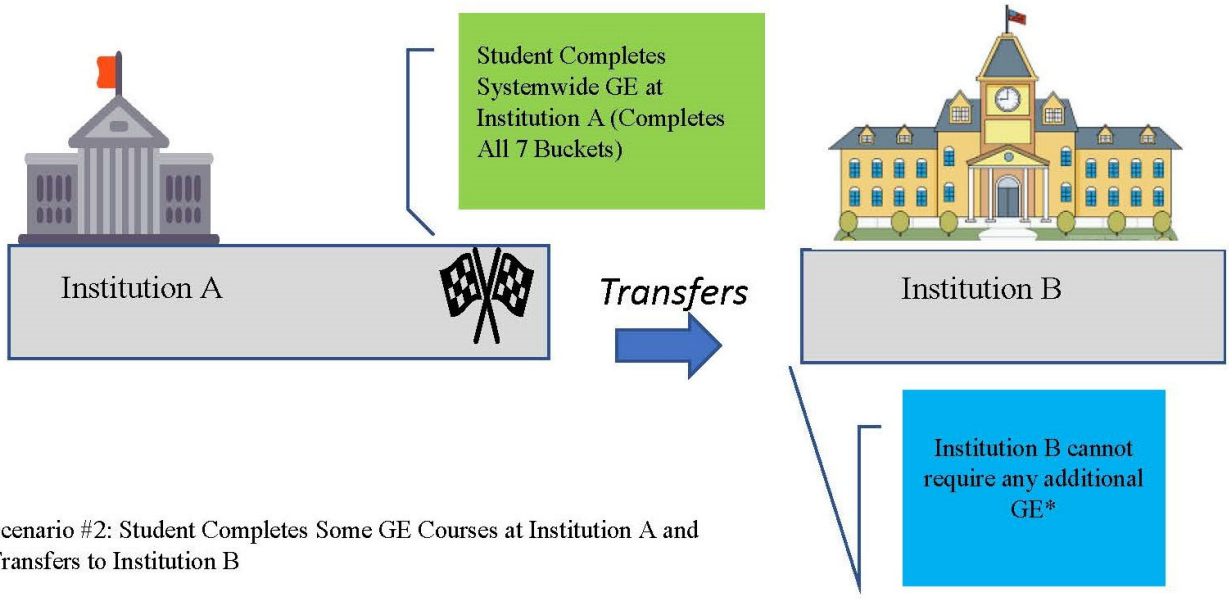
Bucket #7 Institutionally Designated Area

6 Hours Determined by the Institution.

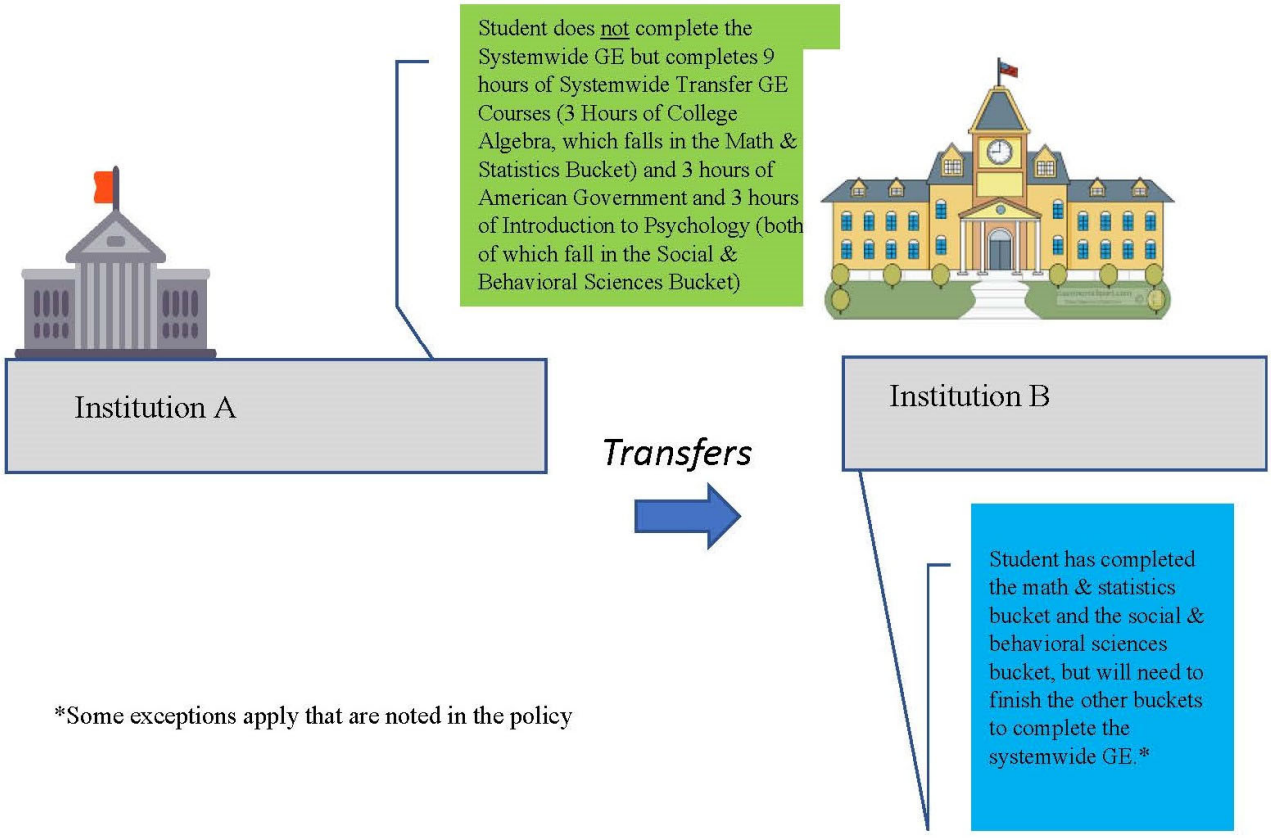
This area provides flexibility for each institution to define requirements to account for societal issues, local needs, and institutional priorities (Intermediate Algebra shall not be applied toward meeting this area).

Systemwide General Education Program in Practice

Scenario #1: Student Completes the Systemwide GE at Institution A and Transfers to Institution B.



Scenario #2: Student Completes Some GE Courses at Institution A and Transfers to Institution B



*Some exceptions apply that are noted in the policy

C. Fiscal Affairs & Audit Regent Hutton

1. Act on State University Tuition and Fee Proposals for FY 2023 – System **Elaine Frisbie, VP, Finance & Administration**

Summary

One of the Board's primary responsibilities, as defined in state law, is to set tuition and fees at the state universities. Typically, the state budget is finalized in May so that tuition proposals are considered by the Board with the knowledge of the state funding available to the state universities for the upcoming fiscal year. The state universities' proposals can be found on the Board's website at: http://kansasregents.org/about/regent_meetings_agendas_and_minutes.

One correction has been made to the table at the top of page 15 of the document for KU's Online Advanced Practice Doctorate in Social Work to reflect $1,000 per credit hour as an all-inclusive rate, as noted in the text on page 13.

Background

When evaluating university tuition proposals, it is important to keep in mind the financial structures around which the universities operate. With some exceptions, the State General Fund appropriation to the universities added to their tuition revenues represent what is referred to as the "general use" budget for the institution. These dollars are what the universities can devote to any function or program necessary to operate the institution. They are generally not dedicated to any one purpose or use, with some exceptions from legislative appropriations.

Expenses to operate institutions of higher education are weighted heavily toward staff and buildings. For universities' general use expenditures, typically around 75-77 percent of the costs are devoted to employee salaries and benefits, just over three percent on utilities and the rest of the budget is devoted to all other operating expenditures (e.g., contractual services, equipment, and consumable supplies).

The tuition model generally followed is that the state budget is finalized first, so that tuition proposals are prepared by the campuses and considered by the Board of Regents with the knowledge of the state funding. As the universities' tuition proposals were prepared this year, the 2022 Legislature appropriated $37.5 million for the Board to distribute among the universities for their operating expenses. This amount is $8.3 million less than the Board's original request of $45.7 million, which was calculated in the following manner:

Restore prior cuts from FY 2021	$ 4.7 million
Adjust the general use budgets 1.9%	$26.1 million
Buy down a 2% tuition adjustment	$14.9 million

The $37.5 million appropriated as an operating grant for FY 2023 is only the fourth instance when the state universities have seen an operating grant amount since FY 2009 ($15.7 million was appropriated for FY 2019, $11.9 million in FY 2021 was rescinded in a gubernatorial allotment, and $15.0 million was provided in FY 2022). As a condition for a state university to receive an allocation from this year's appropriation, the university must assess tuition at the same rate in FY 2023 as in FY 2022:

> *Provided, however,* That notwithstanding the provisions of K.S.A. 76- 719 and 76-817, and amendments thereto, or any other statute, during fiscal year 2023, in order to receive any money from the postsecondary education operating grant (including official hospitality) account, the above agency shall receive a signed written agreement from each state educational institution, as defined in K.S.A. 76-711, and amendments thereto, certifying that tuition assessed for fiscal year 2023 by such institution shall not increase above the amount of such tuition that was fixed and collected in fiscal year 2022: *Provided further,* That upon receipt of such agreement, the board of

> regents shall certify to the director of accounts and reports that such agreement meets the requirements of this proviso: *And provided further,* That at the same time as the board of regents transmits this certification to the director of accounts and reports, the board of regents shall transmit a copy of such certification to the director of the budget and the director of legislative research.

As this condition was not known at the time the universities submitted their requests in early May, the universities are setting aside this aspect of their requests for FY 2023.

Per Board policy, the Board delegates to the chief executive officer of each institution the authority to establish user and administrative fees where the increase does not generate revenues in excess of $250,000 annually.

Tuition and fees are eventually incorporated along with housing rates and all other fees assessed by the state universities into the Comprehensive Tuition and Fees Report, published annually on the KBOR web site.

2. Act on Distribution of FY 2023 Appropriation for Capital Renewal Initiative

Summary

2022 House Substitute for Substitute for Senate Bill 267 appropriated $35.0 million for the Board of Regents' capital renewal initiative. Staff recommends the Board approve the distributions as displayed below, contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process and confirmation of the required match from university or private sources.

State University Facilities Capital Renewal Initiative

The Board of Regents' strategic plan "Building a Future" (2020) features three main priorities: helping Kansas families, supporting Kansas businesses, and advancing the state's economic prosperity. The Board's facility renewal initiative is a bedrock goal that advances all of these important priorities. In combination with Educational Building Fund revenue and the new annual maintenance expenditures of the universities required by new Board policy, an additional state funding source is a critical component in the success of the Board of Regent's Facilities Capital Renewal Initiative.

This appropriation was requested by the Board to jump start the initiative, and with the inclusion in the Governor's budget, the Legislature appropriated $35.0 million, with some limitations on use of the money:

> *Provided,* That any expenditures made by the board of regents or a state educational institution, as defined in K.S.A. 76-711, and amendments thereto, from such account during fiscal year 2023 shall be for non-recurring commitments for the purpose of increasing annual investment in deferred maintenance to eliminate the backlog and adequately maintain state educational institution campuses in a state of good repair: *Provided further,* That all expenditures from such account shall require a match of nonstate moneys on a $1-for-$1 basis, from either the state educational institution or private moneys.

It is recommended that the Board allocate this appropriation to the state universities pursuant to the "adjusted square footage" formula used by the Board since 2007 to allocate the annual Educational Building Fund appropriations for rehabilitation and repair, which factors in gross square footage, building age and complexity of the physical plant.

	% of Total	Allocation
University of Kansas	26.87	$9,404,500
University of Kansas Medical Center	11.25	3,937,500
Kansas State University	29.90	10,465,000
Wichita State University	10.98	3,843,000
Emporia State University	6.04	2,114,000
Pittsburg State University	7.38	2,583,000
Fort Hays State University	7.58	2,653,000
Total	**100.00**	**$35,000,000**

3. Act on Distribution of FY 2023 Appropriations to State Universities

Summary

State appropriations to the Board of Regents for the postsecondary operating grant totaled $37.5 million for FY 2023. The 2022 Legislature also appropriated $20.0 million to be distributed to the state universities in FY 2023 for information technology infrastructure and cybersecurity. Staff recommends the Board approve the distributions as displayed below, contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process.

State Universities - Operating Grant

The $37.5 million appropriated as an operating grant for FY 2023 is only the fourth instance when the state universities have seen an operating grant amount since FY 2009 ($15.7 million was appropriated for FY 2019, $11.9 million in FY 2021 was rescinded in a gubernatorial allotment, and $15.0 million was provided in FY 2022). As a condition for a state university to receive an allocation from this year's appropriation, the university must assess tuition at the same rate in FY 2023 as in FY 2022:

> *Provided, however,* That notwithstanding the provisions of K.S.A. 76-719 and 76-817, and amendments thereto, or any other statute, during fiscal year 2023, in order to receive any money from the postsecondary education operating grant (including official hospitality) account, the above agency shall receive a signed written agreement from each state educational institution, as defined in K.S.A. 76-711, and amendments thereto, certifying that tuition assessed for fiscal year 2023 by such institution shall not increase above the amount of such tuition that was fixed and collected in fiscal year 2022: *Provided further,* That upon receipt of such agreement, the board of regents shall certify to the director of accounts and reports that such agreement meets the requirements of this proviso: *And provided further,* That at the same time as the board of regents transmits this certification to the director of accounts and reports, the board of regents shall transmit a copy of such certification to the director of the budget and the director of legislative research.

The Board's request for the state universities was for $45.7 million and was calculated as follows:

Restore FY 2021 Budget Reductions	$ 4,700,000
Apply 1.9 % Inflationary Factor	26,100,000
Buy Down 2% Tuition Increase	14,900,000
Total	$45,700,000

While Governor Kelly recommended the $45.7 million in her budget, the Legislature ultimately appropriated only $37.5 million. The full state funding request was key to the Board's affordability efforts and was premised on buying down a tuition increase to hold tuition flat for students.

The Board's focus on student affordability, as well as the need to recruit more students, is influencing the state universities to devote more resources toward marketing and recruitment, as well as to student advising. The universities are also impacted by inflation and expense pressures for their operating expenditures. The campuses had indicated they would use the additional state support to focus not only on strategic enrollment management, but also for mandatory operating expenditures such as fringe benefit increases for their employees, cybersecurity and property insurance premiums, and facility maintenance.

As the appropriation does not equal the request, it is recommended that the first part of the request, $4.7 million, be apportioned to restore State General Fund budget cuts remaining in place from FY 2021 and that the balance of the appropriation be allocated according to the proportion of the original request, as displayed in the table below.

	Restore Budget Reductions	Allocation Based on Board's Request	Total Allocation
University of Kansas	$1,282,408	$11,023,022	$12,305,430
University of Kansas Medical Center	$304,436	$3,330,869	$3,635,305
Kansas State University	$1,043,388	$8,043,611	$9,086,999
KSU Extension & Ag Research Program	$410,061	$774,807	$1,184,868
KSU Veterinary Medical Center	$129,396	$814,745	$944,141
Wichita State University	$942,580	$3,977,873	$4,920,453
Emporia State University	$163,753	$1,278,031	$1,441,784
Pittsburg State University	$154,258	$1,573,576	$1,727,834
Fort Hays State University	$288,213	$1,964,973	$2,253,186
Total	$4,718,493	$32,781,507	$35,700,000

State Universities - Information Technology Infrastructure and Cybersecurity

A second appropriation provided $20.0 million to the Board of Regents to be distributed across the state universities, with some limitations on use of the money:

> *Provided,* That any expenditures made by the board of regents or a state educational institution, as defined in K.S.A. 76-711, and amendments thereto, from such account during fiscal year 2023 shall be for nonrecurring commitments for the purpose of upgrading information technology infrastructure including hardware, software, network, cybersecurity and equipment to keep pace with demands for usage and to ensure the safety and security of sensitive employee and student data.

This appropriation was requested by the Board to bring attention to the infrastructure needs that the state universities have but which are not incorporated in the Board's capital renewal initiative. The IT infrastructure, including the hardware, software, network, and cybersecurity are every bit as important as the campus buildings for the universities to operate at this point in time. The need to update, refresh and maintain that infrastructure is costly and cannot be deferred in order to keep pace with demands for usage and to ensure network security. To implement upgrades across the state universities, the Board requested $20.0 million in FY 2023, which was appropriated to the Board for distribution to the state universities.

State universities have different environments but share the same types of "threat vectors" they must address. Cybersecurity is a constantly evolving challenge and the funding identified by the Board of Regents, and supported by the Governor and Legislature, will aid in the remediation of the following cyber threat elements:

Cyber Threat #1 – Modernize Legacy Technologies

- "Legacy" systems are the culprit of many of the most recent and public cybersecurity attacks of both critical enterprise software and hardware. Replacing and modernizing legacy systems requires significant upfront capital.
- Examples:
  - Legacy Student Information Systems without support or modern security capabilities
  - Data Center enhancements with additional security
  - Outdated firewalls and networking equipment without support or modern security capabilities

Cyber Threat #2 – Improve Intelligence, Monitoring, Response

- Cyberattacks are here to stay. Monitoring and swift response are just as important as prevention. The ability to respond quickly and appropriately dramatically reduces our liability and risk when an inevitable event occurs.
- Examples:
  - Next-Generation Firewalls
  - Advanced Logging & Controls
  - Security Operations Center – advanced monitoring, analysis, and response (threat hunting)

Cyber Threat #3 – Improve Business Continuity & Risk Mitigation

- Continuing administrative and academic activities during and after a security incident dramatically reduces liability and risk
- Examples:
  - Immutable storage / backups (ransomware protection)
  - Fiber network redundancy
  - Systems with High Availability (able to run in multiple locations)
  - Enhanced and continual training

It is recommended that the Board allocate one-half of the $20.0 million at this time and request that the Chief Information Officers of the state universities research how best to apply the other half to a systemwide IT infrastructure need.

The approach initially presented recommends that each university receive a base $500,000 allocation in recognition of fixed costs unrelated to a university's scale of operation. To acknowledge the human factor that creates risk for an enterprise, the size of a university's workforce and student population is used as a factor to allocate the $6.5 million. The Board's Fiscal Affairs and Audit Standing Committee will discuss other scenarios to determine if it prefers to recommend an alternative allocation to the Board of Regents that considers the universities' share of the cybersecurity premiums for insurance coverage between March 1, 2022 through March 1, 2023 as another aspect of calculating the allocations.

State University	Base Allocation	Student Enrollment Headcount*	Employee Headcount*	Total Enrollment & Employee Headcount	Additional Allocation on Headcount	IT Infrastructure Allocation
University of Kansas	$500,000	26,241	5,698	31,939	$1,714,257	$2,214,257
KU Medical Center	$500,000	4,142	3,132	7,274	$390,417	$890,417
Kansas State University	$500,000	23,270	4,607	27,877	$1,496,239	$1,996,239
Wichita State University	$500,000	18,273	2,751	21,024	$1,128,419	$1,628,419
Emporia State University	$500,000	7,245	678	7,923	$425,250	$925,250
Pittsburg State University	$500,000	8,036	940	8,976	$481,768	$981,768
Fort Hays State University	$500,000	14,725	1,366	16,091	$863,650	$1,363,650
Total State Universities	$3,500,000	101,932	19,172	121,104	$6,500,000	$10,000,000

* *Sources: University Data Book Section III, Table 3.1a with an adjustment for FHSU students attending in China, and IPEDS Human Resource Survey.*

4. Receive and Discuss Proposals for American Rescue Plan Recovery Act Appropriations from State Universities

Summary

The 2022 Legislature appropriated a total of $243.4 million out of the federal American Rescue Plan Act allocation to Kansas for postsecondary institutions of higher education. The state universities present below their plans for how they intend to apply for and leverage the funds.

Background

From the American Rescue Plan Act (ARPA), the State of Kansas has a $1.1 billion State Fiscal Recovery Fund allocation, of which $500 million is set aside for the Unemployment Insurance Trust Fund. From the $600.0 million remainder, the 2022 Legislature appropriated a total of $185.0 million to the state universities and another $58.4 million to the other institutions of higher education in the state, via the Governor's Recovery Office.

The table below lists the appropriation amounts for the state universities and the required match if a requirement was imposed in the appropriations bill. This list does not include funds that could be awarded from other processes, such as the SPARK Executive Committee and the State Finance Council. The Governor's Recovery Office has been tasked with administering the ARPA funds.

Institution	Project	Amount	Match Requirement
State Universities	Challenge Grants: Projects that (1) attract and recruit students and aid in the retention of such students; and (2) build the state work force through increased enrollment	$75,000,000	$3 Private:$1 ARPA
University of Kansas	Supplement private donations, public-private partnerships and revenues to fund strategic initiative projects at KU that develop and strengthen local and national partnerships	$35,000,000	None
Kansas State University	Fund projects at KSU that address current and emerging problems in the biosciences field, advance countermeasures for disease, drive economic revitalization and provide training	$25,000,000	None
University of Kansas + Wichita State University	Develop a health sciences education center in Wichita to consolidate and align the health-related educational, biomedical research, healthcare delivery and population health activities of KU and WSU	$25,000,000	None
Wichita State University	Digital Transformation	$10,000,000	$1 nonstate moneys: $1 ARPA
Fort Hays State University	Gross Coliseum Improvements	$5,000,000	None
Emporia State University	Nursing Program Relocation and Staffing	$5,000,000	None
Pittsburg State University	Tyler Research Development Park and Block 22	$5,000,000	None

As these are federal appropriations, consideration of federal eligibility requirements must necessarily have a role with planning for how to use the money. It is ultimately the institutions' obligation to ascertain eligibility for the federal grant or repayment of funds is at risk.

ARPA money is **always** allowed to be used for initiatives that:

- Respond to the public health emergency or its negative economic impacts;

- Provide premium pay to essential workers;
- Offset cuts in government services (from March 3, 2021 onward); and
- Make investments in water, sewer, broadband.

ARPA money is **conditionally** allowable in select areas that:
- Offer services for "disproportionately impacted communities;"
- Populations in Qualified Census Tracts (QCT);
- Offer services addressing health disparities; and
- Address communities disproportionately impacted by the pandemic[5].

ARPA money **cannot** be used for:
- Deposits into any pension funds;
- Offset reduction in net tax revenue (direct or indirect);
- Payment of interest or principal on outstanding debt instruments; or
- Contributions to rainy day funds, financial reserves, or similar funds.

To begin the Board's approval process on the projects financed with the ARPA dollars for the state universities, the campuses were asked to submit a brief narrative outlining their plan to use the funds so that they may be incorporated in the Board's June meeting agenda. Information will be provided at a later date regarding the funds appropriated to the University of Kansas, which is considering options for its $35 million, and the $75 million for University Challenge Grants. The other projects are noted below.

KANSAS STATE UNIVERSITY

Grain, Food, Animal and Agronomy Research and Innovation Centers

Background and Context:
Kansas State University and Manhattan, KS, are emerging as the world's foremost locations for global food systems and bio-security innovations, and as a premier economic driver for the state of Kansas. The growth of federal, state and private sector infrastructure and talent asset acquisition over the past decade have positioned K-State and the region as the undisputed leader in these areas. Clear evidence of this is manifest through the recent Heat Biologics $650M announcement and the expansion of the EDGE Collaboration and Innovation District. Leveraging that momentum and accelerating the attraction of additional corporate enterprises will be secured through our plan for signature research and innovation partnership centers. These innovative facilities and program evolutions will harness our unique strengths in post-harvest grain processing, animal/food sciences, and innovation in precision agriculture. These inter-related projects will diversify Kansas' value-added food and agricultural economy, expand growth in the state's top economic sectors, and support key pillars of K-State's Economic Prosperity Plan by attracting businesses to the state throughout the entire value-added food chain.

The construction and renovation projects totaling approximately $125M (state of Kansas—$50M; K-State through private philanthropy and industry partnerships—$75M) will allow K-State to attract elite specialized faculty to catalyze interdisciplinary research, innovation, and business growth/development. The infrastructure configuration and functionality will support future programmatic and output growth to capitalize on collaboration of University scientists and embedded industry partners across the Colleges of Arts and Sciences, Engineering,

[5] . Disproportionately impacted communities may include other populations, households, or geographic areas other than QCTs; while each state may identify these communities differently, each state must be able to "support their determination that the pandemic resulted in disproportionate public health or economic outcomes to the specific populations, households, or geographic areas to be served."

Health and Human Sciences, and Veterinary Medicine. This in turn will further elevate activities within K-State's top-10 ranked College of Agriculture (Niche.com).

Target Outcomes:

- Strengthen corporate attraction, job creation, entrepreneurship and the resilience and economic viability of Kansas' agriculture industry sector.
- Increase the number of bachelor and graduate degree holders across broad food system and agricultural disciplines as well as micro-credentialing for the existing agriculture sector workforce.
- Increase large, multi-disciplinary, multi-institutional awards in support of research, innovation deployment, extension service outreach and workforce training.
- Make K-State a model for public-private partnerships in food and agricultural systems innovation, including "hoteling" embedded private sector and federal research personnel in new and renovated facilities.
- Enhance existing and grow the number of major centers funded by NSF, USAID and other federal sources, further building K-State's reputation, network and footprint in global food systems.
- Provide innovative production and business solutions for our Kansas stakeholders.

Expected Benefit:

Research universities drive new discovery, knowledge, and deployment of innovation. This, in turn, catalyzes economic development, job creation and industry resilience. A 2019 study by TEConomy Partners LLC documented a 17-fold economic impact for each dollar of public investment in the College of Agriculture and K-State Research and Extension. Clearly, outputs of Kansas State University's College of Agriculture and K-State Research and Extension provide a robust economic impact for Kansas and the region relative to the public investment into the system. With Kansas as the undisputed center of activity in creating next-generation agricultural technologies and practices, global agricultural companies will choose to locate in Kansas.

WICHITA STATE UNIVERSITY, UNIVERSITY OF KANSAS AND KU MEDICAL CENTER

Health Sciences Education Center (HSEC) and Digital Transformation

The HSEC is an approximately $200 million project that the Legislature invested $35 million ($25 million to KU/WSU HSEC and $10 million for WSU Digital Transformation that WSU is proposing be committed to the project) towards and will consolidate and align the health-related educational, biomedical research, healthcare delivery, and population health activities of Wichita State University, University of Kansas (Schools of Medicine and Pharmacy – Wichita), and WSU Tech. There is extensive literature demonstrating that combining educational and healthcare institutions into HSCs benefits the health of the population and serves as an economic engine to the state. Combining the three major state-supported healthcare educational institutions currently in Wichita will expand and enhance the integration of education and training of healthcare professionals and scientists, accelerate the development of new and more effective treatments, and provide broader healthcare access to underserved & rural populations. These activities are critical for the recovery from the COVID-19 pandemic & strengthening Kansas' resilience. Development of the HSEC in Wichita meets the SPARK guiding principles of 1) prioritizing sustainable programs & investments, 2) combine with/leverage local & agency funds, 3) foster long-term systemic impact, and 4) expand equitable opportunities & outcomes.

Target Outcomes:

- Increased number of graduates in the healthcare professions
- Increased interprofessional education of health sciences students
- Expanded inter-institutional research and innovation activities and enhanced capacity as an economic engine for the city, state, and region

- Development and adoption of new interventions and treatments to address health challenges across Kansas populations
- Enhanced access to cutting-edge treatments for patients utilizing the HSC clinics
- Broader impact on the health of underserved and rural communities across Kansas

Target Beneficiaries:
The Kansas HSEC will provide a state-of-the-art facility for education and training to over 3,000 students, postdoctoral fellows, and residents. The patient-serving clinics, currently addressing over 8,000 appointments per year, will expand services when the clinics are located adjacently, and will provide high-tech treatments and interventions not available in current facilities. Combined facilities & programs will enhance the ability of all three institutions to coordinate the placement of students and residents in clinical practice settings throughout Kansas – thus increasing the impact on the health of underserved & rural communities across the State.

EMPORIA STATE UNIVERSITY

Focused Investments to Increase the Nursing Workforce for Rural Kansas

Funding Amount Received: $5,000,000
ESU's traditional BSN program has a 5-year average upper-division headcount of 135.2 and 41.4 completions/year, and 100% of recent graduates that were seeking employment in nursing were hired after graduation. However, ESU must increase our production of nursing graduates to meet current demand. The Kansas Hospital Association's, 2021 Workforce Survey predicts >33,000 job openings for registered nursing through 2028, and vacancy and turnover rate for nurses was higher in 2020 than it has been since 2013. ESU has approval from the external accrediting agency (ACEN) to double the number of students accepted into the on-campus BSN program, and to offer two new on-line programs (RN-BSN and MSN). These goals have not yet been realized due to a combination of instructional staffing issues and space constraints. ESU plans to relocate the Department of Nursing from a leased off-campus facility into a portion of an existing on-campus building to allow campus consolidation of space and programming and create state-of-the-art learning spaces for our students. Additional investment in nursing faculty salaries will be required to maintain our ability to recruit and retain qualified faculty into these critically important positions.

Target Outcomes:
Renovation and Relocation - $8.5 million

An on-campus building furnished with state-of-the-art equipment and technology would increase retention by fostering a great sense of belonging and connectedness among our faculty, current nursing students, and prospective nursing students, increase student interest and recruitment with program located in highly visible location on-campus. Completion rates should improve if relocated to an on-campus location, our nursing students would have much better access to the student support services that are available on campus (tutoring, student wellness center, student advising center).

Investments in Nursing Faculty - $750,000

ESU cannot increase the nursing workforce unless the University is able to recruit and retain the necessary instructional staffing. Investments in nursing faculty will bring salaries to the levels that are necessary to recruit and retain highly qualified faculty.

Ultimately, these investments will allow us to fill our traditional on-campus BSN to the increased capacity approved by ACEN, and fully launch the newly approved MSN and RN to BSN. Both new programs have excellent growth potential with five-year headcount projections >150 students in the MSN and >60 in the RN to BSN.

PITTSBURG STATE UNIVERSITY

National Institute for Materials Advancement (NIMA) Prove-Out Facility
Estimated Project Cost: $7,500,000

Pittsburg State University intends to request an allocation to build and equip the National Institute for Materials Advancement's (NIMA) Prove-Out Facility, a 20,000 square foot facility for local and regional entrepreneurs, and businesses, to assist in moving conceptual products from proof-of-concept to pilot-scale within the research center, currently housed at PSU. NIMA's Prove-Out Facility will provide the region with the ability to produce materials, and products, locally and provide regional businesses with a skilled workforce to accomplish small-scale runs, and prototyping, for larger-scale production. It is anticipated that by promoting regional innovation and making pilot-scale manufacturing accessible to local entrepreneurs, over the next ten years, 200 new high paying, technology-based jobs will be added to the area, along with an estimated $100 million in capital investment, including satellite support businesses.

Block22 Innovation District
Estimated Project Cost: $7.500,000

In 2018, PSU launched Block22, a unique, mixed-use, living-learning community in Downtown Pittsburg that features residential, commercial, innovation, dining, and entertainment spaces. The nearly $20 million redevelopment was made possible by a unique public-private partnership between Pittsburg State University, the City of Pittsburg, and private development specialists, the Vecino Group. Under the original lease financed arrangement, PSU is obligated to pay an annual lease payment of nearly $600,000 per year in addition to maintenance and repair responsibilities. Through negotiation with the developer, PSU may purchase the development for the cost of the remaining $6 million in leveraged debt eliminating the $600,000 per year lease payment and providing PSU with full control of the development.

In addition to purchase of the existing Block22 development, PSU proposes acquisition and renovation of an adjacent historic building (known as the BMO Harris building). Acquisition and renovation of the building will provide 1) much needed additional office space for co-work tenants, remote work support, and startup incubation (currently a waitlist of 10 businesses for existing office space at The Foundry), 2) additional office space for existing PSU team as well as anticipated expansion of the team, 3) strategic control/influence of the district, 4) expanded capacity to provide transformational impact on local and regional economic prosperity, and 5) increased operational revenue with both existing bank tenant on the first floor (nearly $80,000 per year in net base rent with seven years remaining on their lease) and additional revenue potential via new office and commercial tenants. Estimated total cost for acquisition, renovation, and FFE cost of $1.5m.

FORT HAYS STATE UNIVERSITY

Gross Coliseum

Updates of the HVAC System in the Gross Coliseum would impact the use of that building for at least 30 years.

Gross Coliseum at Fort Hays State University is a highly valuable facility which supports the mission of the University by hosting a wide range of events. In addition, the facility provides significant economic impact to the City of Hays and the region each year by hosting several events which draw visitors from across the state of Kansas and beyond. Replacement of the aging HVAC systems and adding cooling to Gross Coliseum would further expand the ability to host these events. It will also assist in air exchange in the building which will help with COVID response.

The Gross Coliseum annually has approximately 45 events per year and 53,000 visitors in addition to the students, staff, and faculty who use the facility every day. It houses many of our athletic teams and hosts many events including graduation and other regional events including High School state volleyball, basketball, and wrestling. The coliseum is also used for special Olympics, regional art fairs, and technology fairs. It is a major part of the community in Ellis County. The upgrades to HVAC system will allow this to continue for 30 years in the future. The cooling addition will allow use of the facility during the summer months, which currently is often unused because the heat is too high.

FHSU is confident given already completed projects on campus, the university can find a partner who will help successfully implement a HVAC upgrade. FHSU has many projects in the past that can be cited as examples, but here are a few.

1. Update to Rarick Hall
2. Improvements at Malloy Hall
3. Improvements at McCartney Hall

In regard to the economic impact, FHSU would add another three months of the year to potentially schedule events and draw people to the area. A recent economic impact study completed showed that FHSU has an economic impact of between $175 and $234 million per year. It is estimated that the coliseum accounts for $3.3 million. With the additional use during the summer, the economic impact of the facility is anticipated to increase by $1.1 million dollars.

5. Act on Bond Resolution to Approve the Issuance of Revenue Bonds to Fund the Renovation and Equipment of Clinton Hall; Authorize Execution of Various Other Documents in Connection Therewith – WSU

Julene Miller, General Counsel

Summary and Staff Recommendation

Wichita State University requests that the Board of Regents adopt this Resolution for the issuance of Revenue Bonds, the proceeds of which will be used to finance all or a portion of the costs for the renovation and equipping of Clinton Hall Shocker Success Center on the campus of the University and paying certain costs of issuance of the Bonds.

The Resolution would authorize the issuance of KDFA Revenue Bonds, in accordance with the applicable appropriation proviso, in a total aggregate principal amount sufficient to finance expenditures for costs of the Project but not to exceed $16.4 million plus all amounts required to finance costs of issuance, costs of interest on the Bonds during construction of the Project, credit enhancement costs and any required reserves for the payment of principal and interest on the bonds. If approved, the Bonds would be secured with a pledge of generally available unencumbered funds of the University, excluding Restricted Revenues as defined in the KDFA 2022G Bond Resolution, and the debt service is expected to be paid with a combination of general revenues and student fees.

As of June 1, 2022, the University and its affiliated corporations had $189.59 million in outstanding revenue bonds. While the University has identified a specific revenue source to pay the debt service on all outstanding bonds, repayment is also supported by a pledge of generally available unencumbered funds of the University.

The Resolution also authorizes the Chair and the President and CEO to execute documents and certificates in such forms as are approved by the General Counsel to the Board and necessary to accomplish the purposes set forth in the Resolutions and the issuance of the Bonds, and authorizes the President of the University to execute, on behalf of the University, the Pledge of Revenues Agreement, Tax Compliance Agreement, Administrative Service Fee Agreement, and such other documents as are necessary to accomplish the purposes set forth in the Resolution in such form as is approved by the General Counsel to the University.

Background

In February 2021, the Board approved Wichita State University's request to amend its capital improvement plan, and the corresponding program statement, for the renovation of Clinton Hall to transform the building from the former office and classroom building for the business school into a centralized Student Success Center (now termed the Shocker Success Center). In May 2022, the Board approved adjusting the project scope and budget to include additional exterior facade improvements as well as a roof replacement. The Board was advised of the University's intent to seek revenue bonds, with debt service to be paid from general revenues and student fees. The project is consistent with the University's master campus plan. The University is now requesting the Board's authority to move forward with the issuance of the revenue bonds, which the Board signifies by adoption of a Resolution that becomes part of the bond transcript.

The Kansas Development Finance Authority (KDFA), created by the 1987 Kansas Legislature, K.S.A. 74-8901, *et seq.*, has authority to issue bonds on behalf of the State for projects authorized by the Legislature. K.S.A. Supp. 74-8905(b) provides, in part, that:

> The authority may issue bonds for activities and projects of state agencies as requested by the secretary of administration. Research facilities of state educational institutions shall be subject to the provisions of this subsection (b). No bonds may be issued pursuant to this act for any activity or project of a state agency unless the activity or project either has been approved by an

> appropriation or other act of the legislature or has been approved by the state finance council acting on this matter which is hereby characterized as a matter of legislative delegation and subject to the guidelines prescribed in subsection (c) of K.S.A. 75-3711c, and amendments thereto.

Authority to initiate and complete a capital improvement project and to issue revenue bonds for the renovation and equipping of the Clinton Hall Shocker Success Center on the campus of Wichita State University was granted by the 2022 Legislature in House Substitute for Substitute for Senate Bill 267, Section 159(c), and published at Chapter 81, Section 159(c) of the 2022 Session Laws of Kansas:

> In addition to the other purposes for which expenditures may be made by Wichita state university from the moneys appropriated from the state general fund or from any special revenue fund or funds for fiscal year 2023, or fiscal year 2024, as authorized by this or other appropriation act of the 2022 or 2023 regular session of the legislature, expenditures may be made by Wichita state university from moneys appropriated from the state general fund or from any special revenue fund or funds for fiscal year 2023, or fiscal year 2024 to provide for the issuance of bonds by the Kansas development finance authority in accordance with K.S.A. 74-8905, and amendments thereto, for a capital improvement project for the renovation and equipment of Clinton hall on the campus of Wichita state university: Provided, That such capital improvement project is hereby approved for Wichita state university for the purposes of K.S.A. 74-8905(b), and amendments thereto, and the authorization of the issuance of bonds by the Kansas development finance authority in accordance with that statute: Provided further, That Wichita state university may make expenditures from the moneys received from the issuance of any such bonds for such capital improvement project: Provided, however, That expenditures from the moneys received from the issuance of any such bonds for such capital improvement project shall not exceed $16,400,000 plus all amounts required for costs of bond issuance, costs of interest on the bonds issued for such capital improvement project during the renovation of such project, credit enhancement costs and any required reserves for the payment of principal and interest on the bonds: And provided further, That all moneys received from the issuance of any such bonds shall be deposited and accounted for as prescribed by applicable bond covenants: And provided further, That debt service for any such bonds for such capital improvement project shall be financed by appropriations from any appropriate special revenue fund or funds: And provided further, That any such bonds and interest thereon shall be an obligation only of the Kansas development finance authority, shall not constitute a debt of the state of Kansas within the meaning of section 6 or 7 of article 11 of the constitution of the state of Kansas and shall not pledge the full faith and credit or the taxing power of the state of Kansas: And provided further, That Wichita state university shall make provisions for the maintenance of the building.

Pursuant to this authorization, and after consulting with KDFA, the University proposes to issue Revenue Bonds in an aggregate principal amount sufficient to finance expenditures for costs of the Project not to exceed $16.4 million, plus all amounts required for costs of issuance, costs of interest on such revenue bonds during the construction of the project, credit enhancement costs, and any required reserves for the payment of principal and interest on such revenue bonds, for the purpose of funding the Project.

The bonds will be secured by a pledge of generally available unencumbered funds of the University. The debt is expected to be serviced with general revenues and student fees. The term of the bonds will not exceed 30 years.

The Shocker Success Center Project Executive Summary
The project described is the renovation to Clinton Hall located on the campus of Wichita State University, in Wichita, Kansas.

The renovation of Clinton Hall will be an important transformation that co-locates a core set of student services into one centralized location in the heart of WSU's campus. The facility is reimagined as a new Student Success Center that will house help and assistance services offered directly to students. All of the programs being relocated into Clinton Hall are focused on creating successful student outcomes and collectively become the Shocker Success Center.

Clinton Hall, a four-level concrete structure built in 1969, currently houses the W. Frank Barton School of Business. With the School of Business moving into the newly constructed Woolsey Hall, Clinton Hall will be vacated, thus ready for renovation and being repurposed as the Shocker Success Center. The centrally located building, adjacent to both the Rhatigan Student Center and Ablah Library is planned to be fully renovated to house a multitude of supportive student services which are currently dispersed and decentralized across campus. Co-locating these student focused services together at the core of Wichita State University's campus will create a beacon of student success. The building's renovation will address outdated building systems, finishes, fixtures, and equipment to create an energy efficient and fully accessible academic support environment.

The act of asking for help is often the biggest barrier a student encounters in getting the support needed to ensure their own success. The students struggling the most are often the least likely to ask for help because of the stigma associated with needing help, which then discourages them from self-identifying. Students, and people in general, will avoid situations in which they are expected to confirm negative stereotypes about themselves. When asked what it's like to ask for help, common responses include feeling: anxiety, uncertainty, nervousness, stress, overwhelmed, and most of all, feeling "super awkward". The new Shocker Success Center at Clinton Hall will be an environment that removes the anxiety and awkwardness a student experiences while seeking help and support. It will be an inclusive, comfortable, student-oriented space where students are valued, included, and respected. It will offer them a place where they can identify with others and develop a strong sense of belonging and support by being accessible, open and transparent, hospitable, offering a smiling face, and by simply being a welcoming community.

Project goals include the following:

- Create a place where students can find help; easily, comfortably, and successfully.
- Offer a student-centric space where students experience a sense of connectedness with others and feel part of a supportive academic home.
- The design will capitalize on the central and strategic location of Clinton Hall - adjacent to the student union and library - to serve as a natural hub for service and support.
- The building will feel open and transparent. Wayfinding will be effortless to reduce the anxiety of seeking assistance.
- The design will have impact. It should visibly convey the significant transformation of Clinton Hall for its new purpose of student support.
- Design should improve accessibility into the building by creating at grade entrances on each side of the building.

The Shocker Success Center brings over 12 supportive student services together into the centrally located Clinton Hall. Co-locating these departments within one building will not only better serve students, but will enable efficiency in shared workspaces, provide student lounge and study spaces adjacent to program offices, and enable collaboration among programs and services.

The following programs/department suites will be located in Clinton Hall:

- One Stop Student Services
- Office of Disability Services & Testing
- Tutoring Center / Shocker Learning Center
- Student Success

- Trio Programs (Disability Support Services and Student Support Services)
- Tech Help Desk
- Student Military & Veterans Services
- CARE Team
- Office of Adult Learning
- Shocker Support Locker + Career Closet

In addition to the programs listed above, the building will contain a variety of shared amenity and support spaces. These shared spaces include: several open study and collaboration spaces throughout the building's common areas, seven small group meeting rooms, five medium conference/meeting rooms, and staff breakrooms/kitchenettes dispersed throughout the building. Approximately 6,160 square feet will be renovated as shell space at the building's basement level to be built-out and used for future expansion within Clinton Hall.

Architectural Concept & Considerations
Entryway additions will be included at the southwest and northeast sides of the building to address the current accessibility challenge of entering the building by long exterior ramps. The additions will create an accessible connection point from the Rhatigan Student Center through the building to the Ablah Library. The existing brutalist style concrete exterior will be softened by adding a significant amount of exterior glazing and staining the concrete a lighter color to better coordinate with the modern building materials used in recent campus building projects.

Replacing the building systems will create a more energy efficient building including a high efficiency mechanical system, occupancy sensors for light fixtures, LED lighting, and low-flow plumbing fixtures.

Tax Compliance
To the extent that the Bonds are sold on a tax-exempt basis, the University will enter into a Tax Compliance Agreement with the Authority to comply with the Internal Revenue Code of 1986, as amended (the "Code"), and the applicable regulations and rulings issued by the U.S. Treasury Department (the "Regulations"), impose certain limitations on the uses and investment of the Bond proceeds and of certain other money relating to the Bonds and set forth the conditions under which the interest on the Bonds will be excludable from gross income for federal income tax purposes.

Administrative Costs
In conjunction with the issuance of the proposed bonds, since KDFA has and will incur expenses in relation to the issuance of the proposed bonds and subsequent administration of the Bond Resolution and Pledge of Revenues Agreement, it will be necessary for the University to execute an Administrative Service Fee Agreement to provide for reimbursement of those expenses, as well as other documents and certificates necessary to accomplish the purposes set forth in the Resolution and the issuance and delivery of the bonds.

Conclusion
Wichita State University requests that the Board adopt the Resolution (set out in full below), which approves the issuance of bonds for the renovation and equipping of the Clinton Hall Shocker Success Center. This Resolution would authorize the WSU President to execute, on behalf of the University, the Pledge of Revenues Agreement, Tax Compliance Agreement, and Administrative Service Fee Agreement in such forms as are approved by the General Counsel to the University, and authorizes the Board Chair, President, and CEO of the Board to execute on behalf of the Board any other documents and certificates necessary to accomplish the purpose of the Resolution and the issuance of the bonds. Staff recommends approval of this Resolution.

RESOLUTION

A RESOLUTION OF THE KANSAS BOARD OF REGENTS APPROVING THE ISSUANCE BY THE KANSAS DEVELOPMENT FINANCE AUTHORITY OF ITS REVENUE BONDS TO PROVIDE ALL OR A PORTION OF THE FUNDS NECESSARY TO UNDERTAKE A CAPITAL IMPROVEMENT PROJECT TO RENOVATE AND EQUIP CLINTON HALL ON THE CAMPUS OF WICHITA STATE UNIVERSITY; AUTHORIZING THE EXECUTION OF A PLEDGE OF REVENUES AGREEMENT BETWEEN WICHITA STATE UNIVERSITY AND THE KANSAS DEVELOPMENT FINANCE AUTHORITY THAT CONTAINS CERTAIN COVENANTS AND PROVISIONS WITH RESPECT TO THE PLEDGE OF CERTAIN FUNDS OF WICHITA STATE UNIVERSITY THAT WILL PROVIDE FOR THE PAYMENT OF SUCH BONDS; AND AUTHORIZING THE EXECUTION OF VARIOUS OTHER DOCUMENTS RELATING TO THE ISSUANCE OF, SECURITY AND PAYMENT OF SUCH BONDS.

WHEREAS, the Kansas Board of Regents (the "Board") is vested under the Constitution and laws of the State of Kansas with supervision and control over Wichita State University (the "University"), and is authorized under such laws to adopt this Resolution and perform, execute and carry out, or cause to be performed, executed and carried out, the powers, duties and obligations of the Board under this Resolution in connection with the improvement and expansion of certain facilities located on the campus of the University and the University's operation thereof; and

WHEREAS, the Board and the University have heretofore determined that it is advisable to undertake a capital improvement project to renovate and equip Clinton Hall on the campus of the University (the "Project"); and

WHEREAS, Chapter 81, Section 159(c) of the 2022 Session Laws of Kansas authorizes the Kansas Development Finance Authority (the "Authority"), on behalf of the University, to issue its revenue bonds in an aggregate principal amount sufficient to finance costs of the Project in an amount not to exceed $16,400,000, plus all amounts required to finance costs of issuance, costs of interest on such revenue bonds during the construction of the Project, credit enhancement costs and any required reserves for the payment of principal and interest on such revenue bonds; and

WHEREAS, the University has requested that revenue bonds secured by a pledge of generally available unencumbered funds of the University be issued by the Authority pursuant to K.S.A. 74-8901 *et seq*. on behalf of the University to finance all or a portion of the costs of the Project (the "Bonds"); and

WHEREAS, the University intends to make provisions for the maintenance of the Project and the payment of debt service on the Bonds; and

WHEREAS, the Board, upon recommendation of the University, hereby finds and determines that, it is advisable that the Bonds be issued by the Authority on behalf of the University, such bonds to be secured by the pledge of generally available unencumbered funds of the University; and

WHEREAS, prior to the issuance of the Bonds, the Authority will receive from the Secretary of Administration a request to issue bonds for the purpose of financing the Project and paying related interest, costs and reserves on behalf of the University; and

WHEREAS, in conjunction with the issuance of the Bonds, the University will be required to execute a Pledge of Revenues Agreement between the University and the Authority (the "Pledge Agreement"), which contains certain covenants and provisions with respect to the pledge of generally available unencumbered funds of the University; and

WHEREAS, it is recognized that the Authority has and will incur additional expenses in relation to the issuance of the Bonds and subsequent administration and enforcement of the Pledge Agreement, and the University desires to reimburse the Authority for said additional expenses through the execution of an Administrative Service Fee Agreement (the "Administrative Agreement").

NOW THEREFORE, BE IT RESOLVED BY THE KANSAS BOARD OF REGENTS, AS FOLLOWS:

SECTION 1. The Board hereby approves the issuance of the Bonds by the Authority on behalf of the University to finance all or a portion of the costs of the Project, in an aggregate principal amount sufficient to finance costs of the Project in an amount not to exceed $16,400,000, plus all amounts required to finance costs of issuance, costs of interest on the Bonds during construction of the Project, credit enhancement costs and any required reserves for the payment of principal and interest on the Bonds. The Bonds may be issued jointly with other revenue bonds for the University and shall be issued substantially in the form and with the repayment terms and provisions contained in information to be presented to the Board by the Authority and the University.

SECTION 2. The Board hereby authorizes the President of the University to execute on behalf of the University the Pledge Agreement, the Administrative Agreement and such other documents and certificates necessary to accomplish the purposes set forth in this Resolution and the issuance of the Bonds, in such forms as are approved by the General Counsel to the University. The Board hereby further authorizes and instructs the Chair and President and CEO of the Board to execute on behalf of the Board such documents and certificates necessary to accomplish the purposes set forth in this Resolution and the issuance of the Bonds, in such forms as are approved by the General Counsel to the Board.

SECTION 3. This Resolution shall be in full force and effect from and after its adoption.

CERTIFICATE

We, the undersigned Chair and President and CEO of the Kansas Board of Regents, hereby certify that the foregoing Resolution was lawfully adopted by the Board at its meeting held on June 15, 2022.

KANSAS BOARD OF REGENTS

(SEAL)

By_____
Cheryl Harrison-Lee, Chair

ATTEST:

By_____
Blake Flanders, Ph.D., President and CEO

VIII. Executive Session

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

DISCUSSION AGENDA

IX. Consideration of Discussion Agenda

A. Academic Affairs Regent Kiblinger

1. Act on Pittsburg State University's Reorganization Plan **President Shipp**

Summary and Recommendation

Per Board policy, substantial reorganization of a state university's academic structure requires approval of the Council of Chief Academic Officers, the Council of Presidents, and the Board (Ch. II.A.7bi.). Pittsburg State University is requesting reorganization within three of its four colleges. Board staff concurs with the Board of Academic Affairs Standing Committee, the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

Pittsburg State University has experienced a decline in enrollments over the last few years. To create operational efficiencies with cost reductions, Pittsburg State University is requesting to merge several departments and create several schools within the existing structure of the four colleges. This reorganization will allow PSU to maintain quality instruction and student and community services.

Requests

Per Attachment A, Pittsburg State University requests to make the following changes:

College of Arts & Sciences and College of Education – Merge two Departments

- Merge Department of Family & Consumer Sciences, currently in the College of Arts & Sciences, into the Department of Teaching & Leadership in the College of Education

College of Technology – Merge four Departments to Create two New Schools

- Department of Automotive Technology and Department of Engineering Technology merge to create School of Automotive & Engineering Technology
- Department of Graphics & Imaging Technologies and Department of Technology & Workforce Learning merge to create School of Technology & Workforce Learning

College of Arts & Sciences – Merge two Departments and Create three New Schools

- Department of Mathematics and Department of Physics merge into Department of Mathematics and Physics
- Create School of Science & Mathematics, which will house the following departments
  - Mathematics & Physics
  - Biology
  - Chemistry
- Create School of Humanities & Fine & Performing Arts, which will house the following departments
  - English & Modern Languages
  - Communication
  - Art
  - Music
- Change name of Department of History, Philosophy, & Social Sciences to School of History, Philosophy, & Social Sciences

Attachments B, C, & D depict the organizational structure of the three colleges requesting changes.

Recommendation
Staff recommends approval of the changes requested above and in the attachments provided by Pittsburg State University.

Attachment A

Pittsburg State University
OFFICE OF ACADEMIC AFFAIRS

April 26, 2022

Dr. Daniel Archer
Vice President for Academic Affairs Kansas Board
of Regents
1000 SE Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Dr. Archer,

Pittsburg State University respectfully request to merge several units, create several schools and a name change in response to continued decline in enrollment. The Division of Academic Affairs along with colleges and departments studied program/unit demands (enrollment) and yield (graduation) coupled with a ROI cost analysis in determining these requests.

These actions will provide operational efficiencies with cost reductions through blending programs and units, while retaining quality instruction along with providing continued student and community services.

These actions will also provide opportunities to build on the existing connections between associated fields in research and instruction.

Specifically, we request to:

1. Merge Department of Family and Consumer Sciences from the College of Arts and Sciences into the College of Education's Department of Teaching and Learning. This was successfully piloted this academic year 2021-2022.
2. Merge the Department of Automotive Technology and the Department of Engineering Technology into the School of Automotive and Engineering Technology within the College of Technology
3. Merge Department of Graphics & Imaging Technologies with Department of Technology & Workforce Learning into the School of Technology and Workforce Learning within the College of Technology
4. Merge the separate Departments of Mathematics and Physics into a combined Department of Mathematics and Physics and this department be included in the new school.
5. Create the School of Science and Mathematics to include the following departments within the

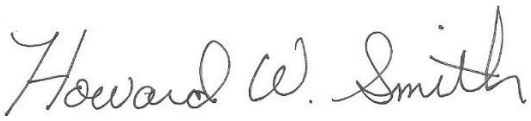
College of Arts and Sciences::

a. Existing Department of Biology
b. Existing Department of Chemistry
c. Merged Departments of Mathematics and Physics into the Department of Mathematics and Physics and this department be included in this school. This is contingent on item four approval.

6. Create the School of Humanities and Fine and Performing Arts to include the following existing departments within the College of Arts and Sciences:
    a. Existing Department of English & Modern Languages
    b. Existing Department of Communication
    c. Existing Department of Art
    d. Existing Department of Music
7. Change the name of the Department of History, Philosophy, and Social Sciences to School of History, Philosophy, and Social Sciences within the College of Arts and Sciences.

Thank you for your consideration.

Sincerely,



Howard W. Smith

Provost and Vice President for Academic Affairs

Reference: KBOR Policy

7. New Academic Unis and Programs

b. Actions that Require Approval by the Council of Chief Academic Officers and Board President and Chief Executive Officer: The following types of action require approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

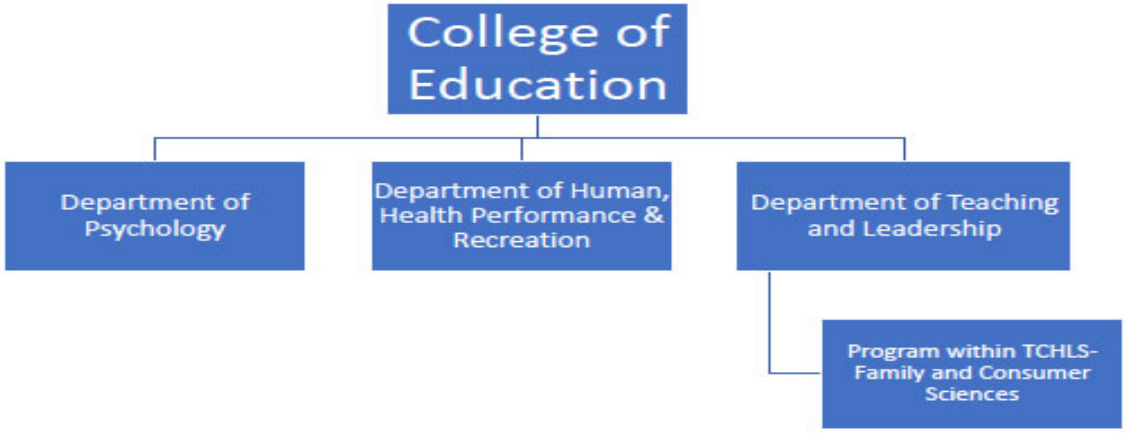
i. Approval of a new minor in an area of study where no Board-approved degree program exists.

ii. Changing the name of an existing unit or degree title or consolidating two or more units or degrees in one unit or degree or splitting a unit or program into two or more units or programs.

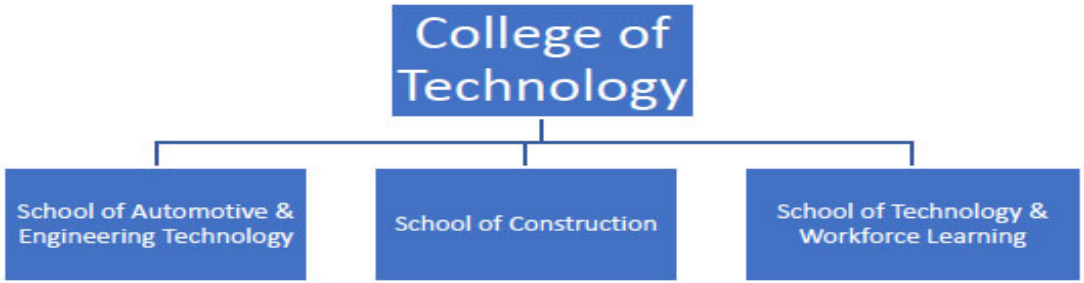
iii. Any new department.

iv. Any new school housed within an existing college.

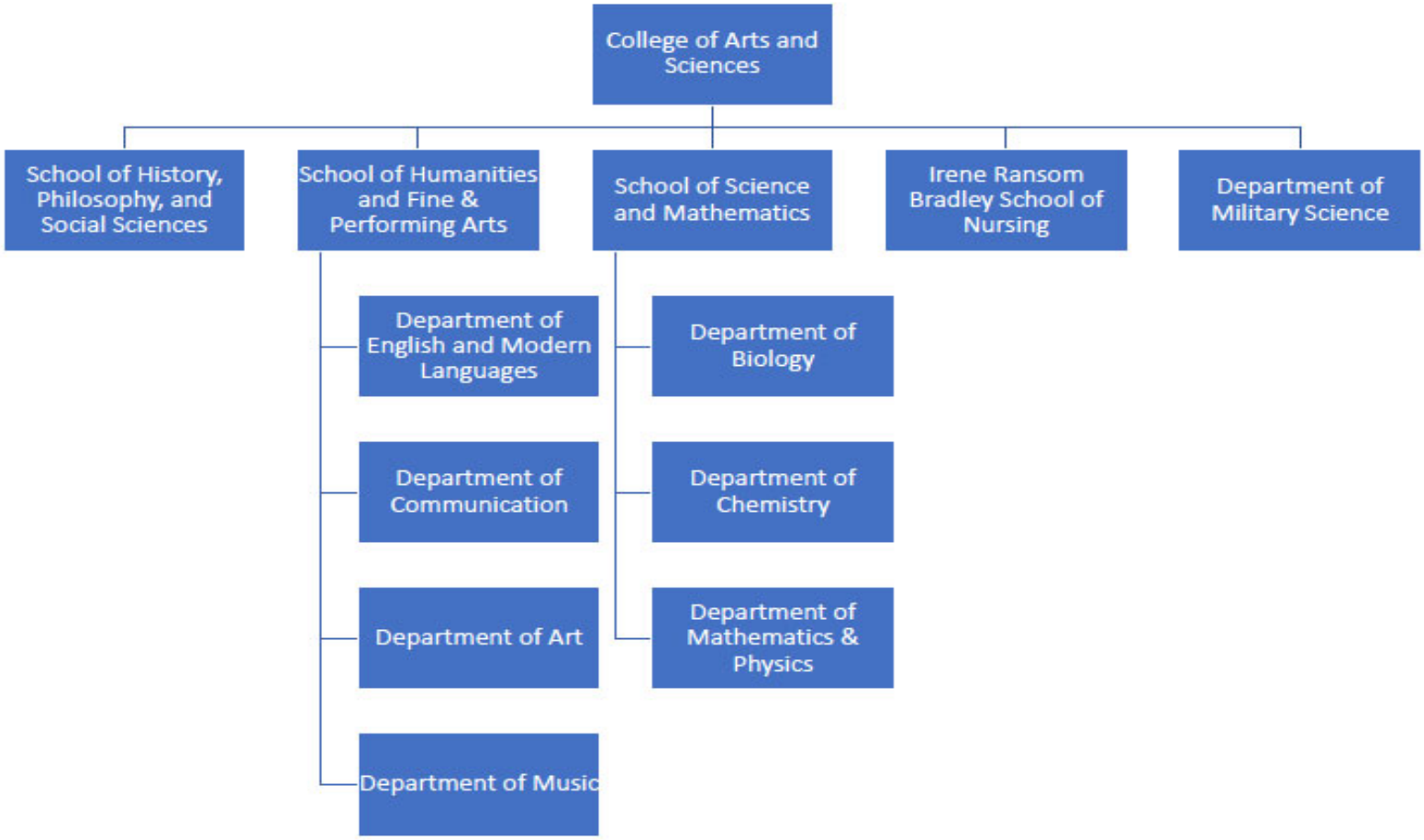
ATTACHMET B


College of Education
Department of Psychology
Department of Human, Health Performance & Recreation
Department of Teaching and Leadership
Program within TCHLS- Family and Consumer Sciences

ATTACHMENT C



ATTACHMENT D



2. Act on Dual Credit Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Cooperative Agreements Entered Pursuant to the Kansas Challenge to Secondary Students Act Policy

- *Pillar I: Affordability – On-Time Graduation*

Daniel Archer, VP, Academic Affairs

Summary and Staff Recommendation

College courses taken by high school students in programs improve student access, affordability, and college completion. The Kansas Challenge to Secondary School Pupils Act was implemented in 1993 to "provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities in this state." The original Challenge Act (K.S.A. 72-3220-3224) pertained only to concurrent enrollment of students which was defined in policy as courses taught by high school faculty to high school students during the regular high school day within a Concurrent Enrollment Partnership (CEP). The Challenge Act was revised to also include college courses taught to high school students by postsecondary institutional faculty and now requires the college-level courses to count for high school credit as well as college credit. Recent changes to K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225, require revisions to Board policy, Chapter III, A.13., Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships. Staff recommends approval of the revised policy.

Background

Kansas postsecondary institutions provide multiple opportunities for students to take college courses while in high school. Slide 33 of the *Enrollment Report 2020* presented to the Board on March 16, 2022, reported over 30,000 Kanas high school students enrolled in a dual, concurrent, or Excel CTE course from a postsecondary institution during 2020-21 academic year. Some of those 30,000 students earned only college credit and some earned both high school and college credit. The Challenge Act requires clarification of the various options for dual credit for high school students.

Dual credit is defined by the Higher Learning Commission as courses taught to high school students for which the students receive both high school credit and college credit. The revised policy includes two options for dual credit, concurrent enrollment and dual credit enrollment, through a cooperative agreement between school districts and postsecondary institutions. A third option for college courses for high school students is dual enrollment. Dual enrollment is defined as enrollment of high school students in college courses in which a transcript is issued from the institution without regard to high school credit. Dual enrollment is offered outside cooperative agreements between school districts and postsecondary institutions.

House Bill 2134 amended K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225 to include dual credit, reporting requirements, and other changes to the *Kansas Challenge to Secondary Students Act*, requiring significant changes to policy and practices for offering college courses to high school students.

The amendments to the *Kansas Challenge to Secondary Students Act* include:

1. Requiring concurrent and dual credit enrollment to qualify as both high school and college credit
2. Addition of dual credit enrollment within cooperative agreements between school districts and postsecondary educational institutions
3. Allows a school district, in its discretion, to pay all or a portion of related costs for a student's dual credit enrollment
4. Allows a school district, in its discretion, to provide transportation to or from postsecondary educational institutions for students enrolled in dual credit

5. Requires an individualized plan of study or an individualized education program for student dual credit enrollment
6. Requires the postsecondary institution to notify the student or student's parents/guardian if the course in which the student is enrolled for dual credit is not a systemwide transfer course
7. Requires a postsecondary institution accepting high school students for dual credit enrollment to submit a report annually to the Kansas Board of Regents (KBOR)
8. Requires KBOR to compile and prepare a summary report to the House Standing Committee on Education and the Senate Standing Committee on Education on or before February 15 of each year
9. Precludes school districts from paying tuition for students enrolled in any career technical education courses or programs that receive financial assistance or funding pursuant to K.S.A. 72-3810 or K.S.A. 72-3819

Staff Recommendation
Staff recommends approval of the following policy revisions to align with the *Kansas Challenge to Secondary Students Act.*

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

A ACADEMIC AFFAIRS

13 ~~CONCURRENT~~ DUAL CREDIT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH ~~CONCURRENT ENROLLMENTS PARTNERSHIPS~~ COOPERATIVE AGREEMENTS ENTERED PURSUANT TO THE KANSAS CHALLENGE TO SECONDARY SCHOOL STUDENTS ACT

~~It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling~~. ~~K.S.A. 72-11a01 through 72-11a05~~
The Kansas Challenge to Secondary School Students Act, K.S.A. 72-3220 through 72-3224, (Challenge Act) provides a means for school districts, in cooperation with eligible postsecondary institutions, to challenge high school students by procuring early college ~~these~~ opportunities. The Kansas Board of Regents encourages all system postsecondary institutions to collaborate with local school districts and provide dual credit opportunities to high school students through cooperative agreements entered pursuant to the Challenge Act. The Challenge Act does not mandate system postsecondary institutions to offer dual credit enrollment to students in local school districts. However, if an eligible system postsecondary institution chooses not to offer dual credit enrollment with local districts pursuant to the Challenge Act, in accordance with Board policy for Off-Campus Delivery of Academic Courses and Programs, the home institution shall allow eligible system postsecondary institutions outside the institution's service area to provide the Challenge Act opportunities with those school districts. The Challenge Act requires dual credit to be offered only through a cooperative agreement.
~~through the Kansas Challenge to Secondary School Students Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements defined as a Concurrent Enrollment Partnership.~~

a. Purposes of ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

~~As established by the Kansas Board of Regents, the~~ Systemwide purposes of ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are ~~threefold~~:

i To Reduce Time-to Degree and Lower Costs

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

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

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

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

~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

b. Procedures and Standards for Implementing ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

i. Requirements of Dual Credit Cooperative Agreements Entered into Pursuant to the Kansas Challenge to Secondary School Students Act

Each eligible postsecondary educational institution that accepts high school students for dual credit enrollment pursuant to the Kansas Challenge to Secondary School Students Act must have a cooperative agreement with the respective school district. The cooperative agreement shall include, but need not be limited to, the following:

(1) The academic credit to be granted for course work successfully completed by the student at the institution, which credit shall qualify as both high school and college credit;

(2) The requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;

(3) Except as otherwise provided in subsection b.ii below, the requirement that the student shall pay the negotiated amount of tuition and related costs charged by the institution for the student's enrollment; and

(4) The requirement that the eligible postsecondary educational institution shall notify the student or the student's parent or guardian if the course the student enrolled in is not a systemwide transfer course approved by the Board of Regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

ii. Payment for Dual Credit Courses

(1) The board of education of a school district, in its discretion, may pay all or a portion of the negotiated amount of tuition and related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution. As part of any agreement entered into pursuant to this section, the board of education of a school district shall not be required to pay any amount of tuition and required fees that are waived for an eligible foster child pursuant to the foster child educational assistance act, K.S.A 75-53,111 et seq., and amendments thereto, except that the board, in its discretion, may pay any related costs that are not waived pursuant to that act. Any such payment shall be paid directly to the eligible postsecondary educational institution and shall be credited to the student's account.

(2) Except as otherwise provided in K.S.A. 72-3223(b), and amendments thereto, each student enrolled in dual credit enrollment courses at an eligible postsecondary educational institution pursuant to K.S.A. 72-3220 et seq., and amendments thereto, shall be responsible for the payment of the negotiated tuition and related costs, including fees, books, materials and equipment, charged by such institution for the student's enrollment.

(3) The board of education of a school district, in its discretion, may provide for the transportation of a student to or from any eligible postsecondary educational institution.

(4) School districts are precluded from paying tuition for any technical education courses that are funded as part of the Excel in Career Technical Education program, but in its discretion a school district may pay all or a portion of the negotiated amount of related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution.

c. Definitions[6]

For purposes of this policy and the Kansas Challenge to Secondary School Students Act:

i. ~~"Concurrent Enrollment Partnership student~~ "Student" means a person who:

(1) is enrolled in grades 10, 11, or 12 maintained by a school district, or ~~who is~~ a gifted child who is enrolled in any of the grades ~~and is in grade~~ 9 through 12 maintained by a school district ~~(see paragraph b.v.(2))~~;

(2) has an individualized plan of study or an individualized education program;

(3) has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary institutions;

(4) has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary educational institution; and

(5) is acceptable or has been ~~admitted~~ accepted for enrollment ~~to~~ at an eligible postsecondary educational institution as a degree-seeking or non-degree seeking student~~; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day~~.

ii "Dual Credit Courses" as defined by the Higher Learning Commission are courses taught to high school students for which the students receive both high school and college credit and involve the accredited institution's responsibility for the quality of its offerings.

iii "~~Concurrent Enrollment Partnership~~ Dual Credit Cooperative Agreement" means a written memorandum of understanding between an eligible postsecondary institution and a school district entered pursuant to the Kansas Challenge to Secondary School Students Act for the purpose of offering ~~college level learning~~ dual credit courses to eligible students who receive both high school credit and college credit ~~are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day~~.

iv "Eligible postsecondary educational institution" means any state university, community college, technical college, municipal university, ~~or~~ affiliated institute of technology, or accredited independent institution.

[6] These definitions apply for purposes of this policy and the Kansas Challenge to Secondary School Students Act. Different definitions may apply for other purposes, such as data collections requiring IPEDS terminology and definitions.

v "Dual credit enrollment" is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by a postsecondary educational institution faculty member in which students receive both high school credit and college credit for completing the course.

vi "Concurrent enrollment" is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by high school teachers during the regular high school day in which students receive both high school credit and college credit for completing the course.

vii "Dual enrollment" means enrollment of high school students in college courses **outside** a cooperative agreement between the district and postsecondary institution entered pursuant to the Kansas Challenge to Secondary School Students Act, in which a transcript is issued for credit from the institution without regard to high school credit. All modes of delivery of academic offerings and all campus locations are appropriate for dual enrollment courses including main campus, additional locations, and distance delivery.

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

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

~~ii Agreement between Eligible Postsecondary Institutions and School Districts~~

~~A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:~~

~~(1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;~~

~~(2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;~~

~~(3) a clause addressing issues of compensation, awarding of credit and course listings for each party;~~

~~(4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;~~

~~(5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;~~

~~(6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)~~

~~(7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and~~

~~(8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.~~

d. Curriculum Standards, Course Content/Materials, and Assessment of Students Applicable to Public Eligible Postsecondary Educational Institutions

i Courses administered through a dual credit cooperative agreement ~~Concurrent Enrollment Partnership~~ shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles, and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.

ii The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

iii Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.

~~(4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrent enrolled students.~~

(~~5~~4) College faculty at the postsecondary partner institution shall annually, or as necessary, review ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses in their discipline to ensure that:

(1) Concurrent enrollment ~~Enrollment Partnership~~ students are held to ~~the same~~ equivalent grading standards and standards of achievement as those expected of students in on-campus sections;

(2) Concurrent enrollment ~~Enrollment Partnership~~ students are being assessed using ~~the same~~ equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(3) High school faculty are utilizing ~~the same~~ an equivalent final examination for each ~~Concurrent Enrollment Partnership~~ concurrent enrollment course, as is given in a representative section of the same course, taught at the public postsecondary institution awarding the course credit; and

(4) High school faculty are applying ~~the same~~ equivalent scoring rubrics for the assigned course as is used in the on-campus course; and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

(5) Remedial/developmental course work shall not be offered as a ~~Concurrent Enrollment Partnership~~ concurrent enrollment course.

~~iv~~ e High School Faculty Teaching Concurrent Enrollment Courses Pursuant to a Cooperative Agreement with a Public Eligible Postsecondary Educational Institution

i Qualifications

(1) High school faculty teaching college-level, non-tiered ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses through a dual credit cooperative agreement shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.

(2) Faculty teaching college-level tiered technical courses through a ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution ~~addressed above or possess a valid/current industry recognized credential and a minimum of 4,000 hours of work experience in the specific technical field~~.

(3) Postsecondary partner institutions may set higher standards and are responsible for meeting the accreditation requirements for all course offerings.

ii Orientation, Professional Development, and Evaluation

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

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

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

(4) The postsecondary partner institution shall ~~annually~~ conduct evaluations of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses within campus faculty evaluation schedules ~~to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses~~.

~~v~~ f. Student Eligibility for Enrollment, Advising, and Student Guides Applicable to Dual Credit Cooperative Agreements with Public Eligible Postsecondary Educational Institutions

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

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

ii ~~The~~ Only students meeting the above requirements and ~~must be~~ authorized by the high school principal, or designee, as having an individualized plan of study or individualized education program may ~~to~~ apply for dual credit enrollment at an eligible postsecondary educational institution pursuant to the Kansas Challenge to Secondary School Students Act.

iii Advising of students who desire to enroll in ~~Concurrent Enrollment Partnership~~ dual credit courses must be carried out by both the high school and postsecondary institution.

iv Students shall be provided with a student guide created as part of the ~~Concurrent Enrollment Partnership~~ cooperative agreement that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system. Student guides shall include a link to the KBOR Transfer Kansas website and/or a link to the institution's course catalog if Systemwide Transfer (SWT) courses are clearly indicated to provide notification to students of courses approved for SWT. Student guides will include implications of student enrollment in courses not approved for SWT.

v In order to remain eligible for participation in dual credit enrollment, a student shall remain in good standing at the eligible postsecondary educational institution.

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

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

~~e~~ g. Reporting of ~~Concurrent~~ Dual Credit Enrollment Entered Pursuant to the Kansas Challenge to Secondary School Students Act ~~Partnerships~~

i Each eligible postsecondary educational institution that accepts students for enrollment pursuant to the Kansas Challenge to Secondary School Students Act shall submit a report annually to the state board of regents. Such report shall include, but not be limited to, the following:

(1) The number of students from each school district enrolled at the eligible postsecondary educational institution, including the number of students in the custody of the secretary for children and families;

(2) the number of students who successfully complete the courses in which such students are enrolled at the eligible postsecondary educational institution;

(3) the tuition rate charged for students compared to the tuition rate charged to individuals who are regularly enrolled and attending the eligible postsecondary educational institution; and

(4) the amount and percentage of tuition each school district is paying pursuant to K.S.A. 72-3223, and amendments thereto.

ii The state board of regents shall compile and prepare a summary report of the submitted reports pursuant to subsection g.i, above, and shall submit such report to the house standing committee on education and the senate standing committee on education on or before February 1 of each year.

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

(1) ~~Directory~~ Demographic information for each high school student enrolled;

(2) ~~Credit hours generated by each high school student;~~

~~(3)~~ Credentials of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses; and

~~(4)~~(3)~~Concurrent Enrollment Partnership~~ College credit hours generated by each high school student regardless of enrollment type.

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

(1) A sample copy of the ~~Concurrent Enrollment Partnership~~ dual credit enrollment cooperative agreements used with local school districts ~~that includes the criteria described in b.ii.~~; and

(2) A sample copy of the student guides for ~~Concurrent Enrollment Partnership~~ dual credit enrollment students ~~as described in b.v.(5); and~~.

~~(3) Reports resulting from the annual reviews of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5).~~

~~iii By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).~~

v All reports and information shall be reviewed for compliance and the results will be ~~reported~~ provided to the Board President and Chief Executive Officer.

3. Act on Conditioned Certificate of Approval for National American University

Summary

On November 17, 2021, the Board voted to condition the certificate of approval for National American University (NAU). That certificate of approval is set to expire on June 19, 2022, and NAU has submitted a renewal application to continue its approval to operate in Kansas. After a thorough review of staff qualifications, financial statements, record-keeping systems, coursework, and supporting materials, staff express concern regarding the financial stability of the institution. Staff recommends continuing the conditions of the institution's certificate of approval.

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain a certificate of approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers "brick and mortar" institutions having a physical location within Kansas but also institutions that offer or provide online distance education to Kansans who remain in the State while receiving their education.

To qualify for a certificate of approval, an institution subject to the Act must meet the standards established by the Act and the regulations adopted pursuant to the Act. To determine if institutions meet the minimum requirements, Board staff reviews substantial documentation and evidence to demonstrate compliance with minimum requirements. Financial statements, proof of accreditation, evidence of compliance with safety codes, enrollment agreements, catalog, copies of advertisements, schedules of tuition and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, administrator and instructor credentials, program objectives, and ownership structure information.

To ensure that institutions are financially responsible and capable of fulfilling commitments, the Act requires the owner of the institution to submit financial statements to the Board. K.A.R. 88-28-2 states that the financial statements shall meet at least one of the following requirements for the most recent fiscal calendar year or for the two most recent fiscal or calendar years combined:

A. Demonstrate a minimum ratio of current assets to current liabilities of at least 1:1. This asset ratio shall be calculated by adding the cash and cash equivalents to the current accounts receivable and dividing the sum by the total current liabilities;
B. Exhibit a positive net worth in which the total assets exceed the total liabilities; or
C. Demonstrate a profit earned.

In 2021, the Legislature amended the Act to give the Board authority to impose conditions on an institution's certificate of approval if the Board has reasonable cause to believe additional information is necessary, a violation of the Act occurred, or it is in the students' best interest for the institution to continue operating.

National American University

NAU, headquartered in South Dakota, was founded in 1941 and has operated ground locations throughout the United States, including campuses in Kansas. Today, the University operates solely online, providing undergraduate and graduate programs via distance education. The Board first awarded a certificate of approval to NAU in 2006.

NAU typically renews its certificate of approval in May. However, due to financial concerns expressed by Board staff additional follow up was required, including a show cause notice, request for additional financial information, and a financial review and opinion of an independent CPA.

On November 17, 2021, the Board voted to condition NAU's certificate of approval after the financial statements submitted with their 2021 renewal did not meet the minimum requirements outlined in K.A.R. 88-28-2. The conditioned certificate of approval is scheduled to expire on June 19, 2022.

On May 2, 2022, NAU submitted payment and an application to renew its certificate of approval. The renewal application provided financial statements for the year ended May 31, 2020, which do not meet the minimum requirements set by regulation. The financial calculations for the year result in a current ratio of less than one, a negative net worth and a net loss before income taxes.

NAU's failure to meet the minimum financial requirements continue to create a concern that the institution could close and not meet their commitments to students. In some cases, when institutions close, students are not provided any teach-out options, which would allow them to transfer to another institution or an option to complete their program. There are also instances when students are not provided access to their student records leaving them unable to validate their education.

Staff Recommendation
Board staff recommends to issue NAU a certificate of approval with conditions. While NAU does not meet the minimum requirements established by the statute and regulations, Board staff recommends granting a conditioned certificate of approval. This will allow NAU to continue serving the 20 current Kansas students enrolled, whereas the denial of the renewal application would cause immediate harm to these students.

Board staff recommends continuing the current conditions to NAU's certificate of approval, as follows:

- Require NAU to submit quarterly financial statements.
- Prohibit NAU from any new enrollments of Kansas residents until NAU meets the minimum financial requirements.
- Require a per term listing of enrolled Kansas students, to include the program in which each student is enrolled, and the anticipated graduation date. NAU has previously provided formal written teachout agreements. Any modifications to these agreements must be disclosed to the Board office immediately.
- Require additional bonding in an amount reasonable to protect Kansas students in the event of a closure. The bond amount shall be sufficient to cover the amount of tuition held for Kansas students. The bond shall be renewed annually, and the amount updated based on current Kansas student enrollments.

By imposing these conditions, as opposed to denying the renewal, NAU can continue serving the enrolled students without interrupting their education while NAU brings its financial condition up to the required minimum standards. Board staff recommends conditioning NAU's certificate of approval because it is the most direct method of protecting students while ensuring continuity for current students.

Appeal Procedure
The Board's decision to not renew or condition a certificate of approval is preliminary until the institution is provided written notice of the decision and an opportunity to request a hearing pursuant to the Kansas Administrative Procedure Act. If a hearing is not requested within 15 days of the date of service of notice, the Board's decision becomes final. If a hearing is requested, the hearing must occur within 30 days of our receipt of that request. The Board office has confirmed that a presiding officer from the Office of Administrative Hearings (OAH) is available to hold that hearing if necessary. Once a decision becomes final, after review by the OAH hearing officer, the decision is a final agency action subject to appeal to the district court under the Kansas Judicial Review Act.

B. Fiscal Affairs & Audit Regent Hutton

1. Act on Recommendations of Comprehensive Grant Program Advisory Committee **Elaine Frisbie, VP, Finance & Administration**

Summary

The Board of Regents administers the Kansas Comprehensive Grant Program (KCG) with recent annual appropriations of approximately $16.3 million from the State General Fund. The 2022 Legislature introduced a match component to a portion of the annual appropriation that will require participating institutions to match $19.0 million of the funding on a $1 to $1 basis. The Board's KCG Advisory Committee makes several recommendations to the Board that include the amount each institution will be expected to match, allowing institutions flexibility for what would count as a match, how that match could be used, and when the match funds should be reported to the Board as the match requirement is so new and the requirement comes so close to the start of the fiscal year. Additional changes to the eligibility requirements of KCG are also recommended to allow institutions a greater pool of financially needy students to award funding, and to allow for a higher maximum award amount to individual students. The Committee also has two distinct proposals for how to allocate the new $19.0 million match funding across the state. One focuses the new $19.0 million to institutions according to Pell percentage across the state without regard to type of institution or sector; another focuses on equal distribution of the new $19.0 million and total KCG funding across the sectors.

Background

The Kansas Board of Regents administers the Kansas Comprehensive Grant Program (KCG), which "is a program under which the state, in recognition that the provision of higher education for all residents of the state who have the desire and ability to obtain such education is an important public purpose and in response to the concern that many residents of the state are deterred by financial considerations from attending institutions of higher education, provides assistance to students with financial need through the award of grants." (K.S.A. 74-32,120). KCG is a state grant program that was created after merging three separate grant programs that were established at various points in time to address the financial aid needs of Kansas students. The Kansas Tuition Grant was first made available during the 1972-73 academic year for non-profit colleges/universities with a state appropriation of $1 million. Legislative policy was that funding per student with financial need would not exceed one-half the difference between the average tuition of state universities and the non-profit institutions. The intent was that residents of the State of Kansas would have wider postsecondary choices across the state, and that it would enhance the educational quality between public institutions and non-profit institutions due to competition within the state.

Two additional state aid programs were established in the early 1990's for students attending the state universities and Washburn due to stagnant federal grant programs, which led to students with financial need relying more on loans and work to finance their education. The Regents Grant was originally $2.3 million, and Washburn Grant was $50,000 at the time.

In 1998, the three need-based grant programs were merged to create what is known today as the Kansas Comprehensive Grant Program (KCG). Merging these programs emphasized the Legislature's support for assisting students with financial need attending any Kansas four-year institution. KCG is a decentralized program that is premised on administrative partnerships between the Board of Regents Office and participating institutions. A total of $9.8 million was appropriated at the time of the merger - $6.3 million to the non-profits, $3.3 million to the state universities, and $135,000 to Washburn, which aligned with previous appropriated amounts for the three separate programs. Amounts since that time have varied, as noted below.

FY 2015	$15,758,338
FY 2016	$15,758,338
FY 2017	$15,758,338
FY 2018	$15,758,338
FY 2019	$15,758,338
FY 2020	$16,258,338
FY 2021	$16,258,338
FY 2022	$24,258,338^
FY 2023	$35,258,338#

^*To meet maintenance of effort requirements for federal funding, the 2021 Legislature appropriated an additional $8.0 million on a one-time basis.*

#*The Legislature added $19.0 million with a match requirement.*

Eligible Institutions

Participating institutions are limited to public and not-for-profit institutions with four-year degree programs. According to the statute (K.S.A. 74-32,120) institutions must be one of the state universities governed by the Board of Regents, a municipal university, or a not-for-profit independent institution of higher education which is accredited by the Higher Learning Commission of the North Central Association of College and Schools. The not-for-profit independent institutions must operate independently and not be controlled or administered by the State of Kansas, must maintain open enrollment and the main campus or principal place of operation must be located in Kansas. In this case, open enrollment is defined as the policy of an institution of higher education which provides the opportunity of enrollment for any student who meets its academic and other reasonable enrollment requirements, without regard for race, gender, religion, creed, or national origin.

Cleveland University-Kansas City of Overland Park submitted a letter to the Board of Regents on May 12, 2022 to communicate its eligibility according to state law for allocations to make Kansas Comprehensive Grant awards to undergraduate students.

Eligible Students

Potential eligible students are Kansas residents, enrolled full-time at an eligible institution, pursuing their first baccalaureate degree, demonstrate financial need using federal aid methodology, and meeting satisfactory academic progress using institutional standards. Students can be eligible for up to eight semesters (ten, if enrolled in a designated five-year program) of grant funding. Currently, priority consideration is given to eligible applicants who file the Free Application for Federal Student Aid (FAFSA) by April 1.

Advisory Committee

An advisory committee of institutional representatives assists the Board in administering the program, including recommendations on the formula for funding allocation. The KCG Advisory Committee has five members appointed by the Board, including two representatives from state educational institutions, two representatives from not-for-profit independent institutions, and one representative from a municipal university.

Allocations of Grant Funds

Funds are currently allocated to the sectors based on an award formula that includes both statutory requirements and non-statutory components established in 1999. Sectors then allocate funding across institutions based on a sector-specific award formula, and the institutions' financial aid staff awards the grants tailored to each student's need.

The governing statute (K.S.A 74-32,122) outlines the maximum grant amount that can be awarded to an individual student:

- State universities and Washburn University are capped at one-half of the average of tuition and fees for resident, undergraduate, full-time students at the public four-year institutions.
- Non-profit, private institutions are capped at the ***lesser amount of*** annual tuition and fees for non-profit institutions ***or*** half of the difference between the average annual tuition and fees at non-profit institutions and KBOR institutions for resident, undergraduate, full-time students.

According to the Kansas Independent College Association, the average annual tuition and fees for in-state, undergraduate full-time students for the most recent year is $29,113. The equivalent average for the public universities for AY 2022 is $8,592. The difference between the two is $20,521, with one-half of the difference netting $10,260, which the non-profit institutions propose to be rounded to $10,000 as the maximum student award for the coming year. The public universities are capped by the statute to one-half of the $8,592, or $4,296, which the universities propose be rounded to $4,000 per year. The Comprehensive Grant award given to any particular student varies according to the other aid, grants and family contributions that may be available to that student.

With the match component added to KCG starting with FY 2023, there are now three "types" of state funding to allocate to institutions: the legal base amount, enhancement funding, and state match funding. There is also a fourth "type" of funding that is provided by the institution: the institutional match.

Legal Base Amount ($10,575,069):
Participating institutions have a legal base amount that was established at the inception of the current KCG program in 1998-99 (K.S.A. 74-32,124). This amount cannot be adjusted by anything other than a change in statute or to recognize additional eligible institutions. This amount represents what was received by each institution in FY 1998 from the separate sector-specific grants that existed prior to the creation of the KCG. The allocation split by sector for the base funding amount is:

State Universities: 40%	Washburn University: 2%	Non-Profits: 58%
$4,195,215	$179,015	$6,200,839

Enhancement Funding ($5,683,269):
Enhancement funding (which is defined as any amount beyond the total legal base amount, excluding the new match-required funds for FY 2023) has been distributed among the sectors based on the following:

State Universities: 57%	Washburn University: 5%	Non-Profits: 38%
$3,239,462	$284,165	$2,159,642

This split of enhancement funding was previously determined by the KCG Advisory Committee to try to bring each sector's aggregate KCG funding more in line with one another. Sectors then divide their portion of the enhancement funding among institutions based on their own agreed upon, sector-specific distribution formulas.

Adding enhancement funding to the legal base amount brings aggregate allocations across sectors in FY 2022 to the following ($16,258,338):

State Universities: 46%	Washburn University: 3%	Non-Profits: 51%
$7,434,677	$463,180	$8,360,481

State Match Funding:
The new $19.0 million portion of the KCG appropriation for FY 2023 requires a plan for distribution among the institutions so that institutions may be notified of their amounts for making awards and identifying the match amount. The FY 2023 appropriation bill (House Substitute for Substitute for Senate Bill 267) requires that this portion of the appropriation be matched by institutions with local nonstate or private moneys on a $1:$1 basis.

Institutional Match:
This portion of funding is the amount that the individual institution will use to match the allocation given to them from the state match funding.

ADVISORY COMMITTEE RECOMMENDATIONS
The KCG Advisory Committee makes the following recommendations to adjust eligibility requirements for KCG funding, effective with FY 2023:

1. **Remove Priority Application Deadline.** It is recommended that the April 1st priority date be removed. Institutions can already request an extension of this priority date yearly to allow for further students to be considered for KCG funding that institutions still have available. Removing the April 1st priority date would allow institutions the flexibility to determine their own priority dates, and extend the date as needed. This change would also allow for a larger pool of students to be considered for awarding, which would be beneficial to those institutions that have difficulty awarding KCG funding based on current eligibility requirements and deadlines. There is some evidence that students with financial need are less likely to apply early in the calendar, therefore allowing more flexibility on the date will increase the likelihood of more students with financial need being supported.

2. **Increase Maximum Student Award.** The KCG individual student award maximum has been set at $3,500 for non-profit institutions and $1,500 for public institutions since 2009. In 2020, the maximum award amount was increased to $2,000 for public institutions. The purchasing power of the award has diminished as educational costs have increased. Thus, the ability of the maximum KCG to meet real need has diminished substantially.

   As noted previously, the governing statute states that non-profit institutions can award up to the lesser of the following: Annual tuition and fees *or* half of the difference between the average annual tuition at non-profit institutions and public institutions for resident, undergraduate, full-time students. The same statute notes that public institutions are capped at half of the tuition and fees average for resident, undergraduate, full-time students at the public institutions. According to the data published by the Board of Regents, one-half of the average tuition and fees for AY 2022 of the seven public universities is $4,296. Half of the difference between the average annual tuition at non-profit institutions and KBOR institutions is $10,260.

   The Committee recommends that the maximum allowed award amounts be increased to account for the increase in funding to the program and provide greater financial support to the neediest students. The recommended amounts are effectively just below the statutory maximum.

Type of Institution	Current Maximum Student Award Allowed	Recommended Maximum Student Award
Public Institutions	$2,000	$4,000
Non-Profit Institutions	$3,500	$10,000

Institutional Match
KCG has been funded at approximately $16 million a year since FY 2007. An additional $19.0 million was appropriated by the 2022 Legislature for FY 2023 that requires a $1:$1 match component from institutions. With this match component added, the KCG Advisory Committee, with refreshed appointments made by the Board in April 2022, has gathered information from Financial Aid Directors and Foundation and Endowment leaders at institutions across the state to understand how a match component can be met.

The KCG Advisory Committee recommends the following plan for the state match funding component:

1. The amount an individual institution would match $1:$1 would be equal to the amount of match dollars an individual institution is allocated each year.

2. Because it is raised by the institutions, the institutional match should have flexible eligibility parameters. Institutions should be allowed to award institutional match amounts to students they deem eligible (who may or may not be eligible for KCG funding), as long as the institutional match is awarded to students with financial need as calculated by federal methodology of the FAFSA. Requiring any further limitations to the institutional match could result in issues with finding/raising funding to meet the match.

3. Allow institutions to use current institutional need-based funds to count towards their institutional match for their allocation of state match funding. For year one especially, institutions do not believe it would be feasible to match such large amounts with new money. Timing of this match requirement for the 2022-23 academic year does not align with the timing of awards that have already been made to students for the upcoming school year, or the efforts for fundraising. Institutions that award KCG have already been sending out aid packages, some as early as December 2021, to students for the 2022-2023 academic year. Along with this, state universities are concerned that requiring new money would be difficult, as new money would likely need to come from donors who may not be receptive to the limitation of a need-based component, or any other limiting components.

   The appropriation outlines that $19.0 million of the KCG expenditures shall require a match of local nonstate or private moneys on a $1:$1 basis. The KCG Advisory Committee reads this to mean and proposes that:
   a. **Match dollars could include:** Institutional scholarships, institutional grants, institutional waivers, or other *local* non-state or institutional private funding. Any institutional match funding would be required to have a financial need component as defined by federal methodology.
   b. **Match dollars cannot include:** Federal aid, state aid, loans, or non-local, non-private, or non-institutional funding.

4. Institutions would be required to report how much of the state match funding they were able to match with institutional match funding each year by July 31st.

5. If an institution is not able to match their full required amount in any given year, any unmatched funding at an institution would be returned and redistributed the next academic year to all institutions based on the distribution formula for state match funding. This would ensure that the full state match funding is eventually matched and spent among the institutions.

Lastly, the Committee has two formula proposals that it would like the Board to consider regarding the allocation of the new $19.0 million in KCG funding across sectors. The Committee recommends that the allocation of match funding, enhancement funding, and aggregate funding to each institution be based on one of the following formulas:

a. <u>PROPOSAL ONE – Endorsed by the State Universities and Washburn University:</u>
Enhancement Funding: It is proposed that the formula for this portion of funding remain at the historical level across all sectors, as outlined in the table below. The intent is to leave harmless this portion of funding across sectors to allow for stability.

Match Funding: Endorsing institutions advocate that the new state match funding be rooted in providing educational access to the state's neediest student population. Pell eligibility across the state (among all three sectors and including both in and out-of-state students) will determine the percentage of match funding allocation that should be provided to each sector. Basing allocations

off of percentage of Pell eligibility will serve to incentivize all Kansas institutions to focus on enrolling Kansas students with the greatest need. According to Pell data provided by the Data, Research and Planning Unit of the Board of Regents, this proposal would result in an allocation of funding as follows:

	% of Legal Base Funding	% of Enhancement Funding	% of Match Funding	Total Funding
State Universities	40%	57%	71%	59%
Washburn	2%	5%	7%	5%
Non-Profit Sector	58%	38%	23%	36%

For illustrative purposes, the above noted % new Match are premised on the total number of Pell eligible students enrolled across the three sectors (counting both in-state and out-of-state).

Sector	Enrolled Pell Grant Recipients
State Institutions	17,994
Washburn University	1,665
Non-Profit Institutions	5,864

Adopting the Pell Grant index formula offers the following benefits across sectors:

1. It incentivizes all institutions to provide access to Kansas students with the greatest financial need, by encouraging the recruitment/retention of these students as well as mitigating higher tuition costs for those most adversely affected.
2. The Pell index offers a benchmark that is widely accepted within the higher education community as a proxy for student need.
3. Since Pell recipients have a significantly higher percentage of first generation and underserved populations, it incentivizes institutions to engage with this state population such as our growing Hispanic population.

Potential Impact of the Kansas Comprehensive Grant from Proposal One

Using the proposed maximum award amounts, proposal one would result in the awarding of 11,001 students with financial need. For context, in the 2020-21 academic year, there were 8,731 recipients with an average award of $1,862 at all participating institutions. If all institutions had awarded at the current maximum levels, there would have been 6,338 students who received a KCG award. It should be noted that the 11,001 student recipient total next year assumes institutions will award all students at the proposed maximum award, and that all institutions will reach the full match requirement. The more likely scenario is that many more students will be impacted as a result of institutions tailoring the award to financial need and amounts available for each institution. The effect of the matching requirement is difficult to predict as it is such a new requirement.

b. <u>PROPOSAL TWO– Endorsed by the Non-Profit Institutions:</u>

It is proposed that the total amount of KCG funding (including the legal base, enhancement funding, and state match funding) be allocated equally among the sectors. This proposal equally distributes the match funding among sectors, equalizing the burden of providing private non-state match dollars across sectors. In order to do so, it changes the amount of enhancement funding each sector receives – increasing the public share and reducing the non-profit share - to ensure

that the aggregate amount of funding remains equal among sectors. This proposal would result in an allocation of funding as follows:

	% of Legal Base Funding	% of Enhancement Funding	% of Match Funding	Total Funding
Public Sector	40%	63%	48%	48%
Washburn	2%	8%	4%	4%
Non-Profit Sector	58%	28%	48%	48%

This proposal seeks to maintain the historical commitment and intent to seek to equally share the need-based funds among public and non-profit colleges, in accordance with 20+ years of past precedent premised on the concept of balancing the needs of students who attend public and non-profit institutions. Furthermore, equally sharing state need-based aid programs such as the KCG:

- Increase postsecondary choice, and access, and success by widening the choices available to all students with need (not merely those with the highest need)
- Enhance the likelihood of keeping Kansas residents in Kansas to pursue a bachelor's degree, thus improving Kansas' workforce
- Reducing marginal overall cost of educating a Kansas student because those who chose a Kansas-based non-profit college do not require any additional state spending on residential or classroom facilities or operational costs

This proposal also intentionally avoids using Pell-eligibility for two reasons.

1. Pell-eligibility is not among the statutory criteria for students to receive a KCG. Recipients must have financial need, but many student recipients have financial need who do not qualify for Pell support.
2. Using Pell-eligibility across the state de facto provides more resources to larger institutions because they are larger (they serve more Pell-eligible students). Non-profit colleges currently have a higher percentage of Pell-eligible students among their overall populations than the public universities do (approx. 39% compared to 28%) but would receive a smaller share of total KCG funding because non-profit institutions have smaller total enrollments. Thus, the use of Pell-eligibility for KCG funds does not on its own "incentivize" institutions to recruit more Pell students. Non-profit institutions could significantly increase the number of Pell students they enroll and still not receive significantly more KCG support under a proposal keyed to Pell-eligibility.

Potential Impact of the Kansas Comprehensive Grant from Proposal Two

Using the proposed maximum award amounts, proposal two would result in the awarding of 9,658 students with financial need. For context, in the 2020-21 academic year, there were 8,731 recipients with an average award of $1,862 at all participating institutions. If all institutions had awarded at the current maximum levels, there would have been 6,338 students who received a KCG award. It should be noted that the 9,658 student recipient total next year assumes institutions will award all students at the proposed maximum award, and that all institutions will reach the full match requirement. The more likely scenario is that many more students will be impacted as a result of institutions tailoring the award to financial need and amounts available for each institution. The effect of the matching requirement is difficult to predict as it is such a new requirement.

2. Receive and Discuss Proposals for the Board's FY 2024 Unified State Budget Request

Summary

The Kansas Higher Education Coordination Act requires the Board of Regents to develop and present to the Governor and Legislature a unified request for state appropriations for postsecondary education. The statutory deadline for submission of the Board's request is October 1. Capital improvement requests are submitted July 1 and are also included in the fall budget submission. Staff recommends the Board begin to develop its unified budget request for FY 2024 and utilize the standard calendar used in recent years to allow for input and discussion. The official approval of the final unified request will occur at the September 2022 Board meeting.

Guiding Principle

The Higher Education Coordination Act provides that the Kansas Board of Regents shall "serve as the representative of the public postsecondary educational system before the Governor and the Kansas Legislature" (K.S.A. 74-3202c(b)(2). This statute provides the foundation for an approach to state funding that reflects a system-wide focus on requesting and advocating for state investment in public postsecondary education.

Key Themes

- Kansas public higher education is a system of 32 institutions representing a $4.0 billion enterprise, financed through a mix of state, student, local, federal, and private revenue sources. While State General Fund support represents 22% of the total revenues for the system, that support is a critical component for leveraging other funding sources, as well as to finance those activities that do not garner interest from donors or private industry partners.

- The Kansas public higher education system is a major engine of economic growth, both as a source of innovation and expertise, and as an educator of future members of the Kansas workforce.

- The Kansas public higher education system is committed to attainment and workforce goals that ensure the state's higher education system meets the needs of Kansans and fulfills its role in building an economic recovery for Kansas.

Unified Appropriation Request Calendar

April 2022 Board Meeting	Board has first read of capital improvement requests
May 2022 Board Meeting	Board acts on capital improvement requests for July 1
June 2022 Board Meeting	Board receives institution and sector specific requests.
Summer 2022 Board Retreat	Board conducts budget workshop to discuss requests from across the System and indicates preference for inclusion in the FY 2024 Budget Request.
September 2022 Board Meeting	Board officially approves FY 2024 unified budget request
October 1, 2022	Board's FY 2024 unified budget request submitted

Initial Suggestions for FY 2024

State Universities

University of Kansas	
Inflationary Impacts on SGF Funds (staffing, contracts, commodities, utilities)* **Assumes inflation decreases from current levels to 4% in FY 2024*	$6,200,000
Enrollment Enhancement/Underrepresented Student Recruitment	$5,000,000
Cybersecurity/IT	$10,000,000
Deferred Maintenance	$10,000,000
KU Medical Center	
Inflationary Impacts on SGF Funds (staffing, contracts, commodities, utilities)* **Assumes inflation decreases from current levels to 4% in FY 2024*	$4,300,000
Wichita Health Sciences Education Campus – Joint Project Between KU Medical Center and Wichita State University (annual)	$7,000,000
Cybersecurity/IT	$7,000,000
Deferred Maintenance	$5,000,000
Kansas State University	
4% Operating Inflation Adjustment – SGF (Main Campus, Salina, KSRE, VMC): Impacts Pillars I, II, III	$7,100,000
Deferred Maintenance (1:1 Match): Impacts Pillars I, II, III	$5,000,000
Need Based Aid: Impacts Pillar I	$5,000,000
Ag Food and Innovation Initiative (Modeled after University Engineering Initiative Act but targeted towards food, agricultural, and other multidisciplinary sectors): Impacts Pillars 1, II	$3,000,000
K-State 105: Impacts Pillar III	$5,000,000
Biomanufacturing training/education: Impacts Pillars I, II, III	$10,000,000
One-Time Expense: Bio Development Module (Construct a biological development module (BDM) in the BRI): Impacts Pillars II, III	$10,000,000

Wichita State University	
Wichita Health Sciences Education Campus – Joint Project Between Wichita State University and KU Medical Center (annual)	$7,000,000
Emporia State University (*Order of the items does not indicate priority.)*	
Student Persistence Initiatives Student Access and Success Program ($875,000) and Breaking the Barriers in Underrepresented Communities: Mental Health Matters ($225,000)	$1,100,000
SMaRT Kansas 21: Science and Math Recruitment of Teachers in Kansas for the 21st Century	$510,000
Prophet Aquatic Research and Outreach Center	$300,000
Center for Forensic Science	$1,500,000
Cyber Security Center (to support academic programming)	$1,100,000
Modernizing Legacy Systems and Infrastructure	$1,000,000
Enhancing Cyber Intelligence, Monitoring and Response	$750,000
Deferred Maintenance	$8,000,000
Pittsburg State University	
Address Inflationary Impact on University SGF Support (higher than planned impact from this year and expectations for future)	$2,100,000
Continue Deferred Maintenance Funding (Convert to recurring)	$3,000,000
Continue IT Investment	$1,000,000
Increase Enrollment Management Investments	$3,000,000
Fort Hays State University	
Eliminate Student Fee for the Center for Student Success	TBD
Advance Student Success Initiatives	$2,000,000
Systemwide Deferred Maintenance Capital Renewal	$3,000,000
Systemwide Support for State Employee Pay Adjustments – for all university employees, not only those paid from the SGF appropriation	TBD

Washburn University

Cybersecurity	$890,000
Business Resources for Innovation, Technology and Exporting (BRITE) Center	$195,275
Ensuring Pathways to Student Success	$437,700

Postsecondary Technical Education Authority

Implement Year Two of Legislative Action on Tiered and Non-Tiered State Aid	TBD
Fully Fund Excel in CTE Student Enrollment	TBD
Continue CTE Capital Outlay Aid at FY 2023 Level ($7,419,311) for Eligible Colleges	$0
$500,000 per Institution in One-Time Costs to Improve Internal IT/Networking Structures, Security and Cybersecurity	$13,000,000

Kansas Board of Regents Office

Proposals	**Amount**
Request 2022 Legislature Appropriate State Funds for Student Financial Aid Programs for FY 2024 **and FY 2025** to Permit Earlier Student Aid Awards	$0
Maintain State Funding for Student Financial Aid at FY 2023 Levels	$0

Technical Colleges

Continue Full Funding for Excel in CTE	TBD
Continue to Fully Fund the Tiered and Non-Tiered Courses and Eliminate the Gap	TBD
Increase Career Technical Education Capital Outlay to the Eligible Technical and Community Colleges beyond FY 2023	$3,800,000
Increase the tax credit allowance from 60% to 100% and increase the annual cap on tax credits from $500,000 to $1.0 M for technical colleges for five years to distinguish them from community colleges as they do not have taxing authority	
Continue State Funding of Kansas Promise Scholarship Act	$0
Continue State Funding for Adult Education	
Pilot Program to Make Salary Adjustments to Technical Colleges' Faculty Teaching in Programs of Study Leading to High Demand/High Wage and/or Critical Need Occupations in Health Care, IT, manufacturing, construction, and engineering technologies	$3,500,000

Cybersecurity Initiative Proposed by TEA ($500,000 for each college)	$13,000,000

Community Colleges

Fund Excel in CTE at FY 2023 Level	$0
Full Funding of Tiered and Non-Tiered State Aid and Implement Phased-In Recentering of State Aid as Enacted in H Sub for Sub for SB 267	$0
Fund CTE Capital Outlay State Aid at FY 2023 Level	$0
Continue State Funding of Kansas Promise Scholarship Act	$0
Fund an advisor at each community college to work with high school students	$1,900,000
CTE Capital Outlay to the community colleges not eligible in statute for state aid	$5,000,000
One-Time Costs for Security and Cybersecurity ($500,000 for each college)	$13,000,000
Deferred Maintenance	TBD
State payment of tuition and fees for certain high school students to take up to two college classes (academically qualified juniors and seniors who qualify for free or reduced lunch)	TBD
State aid to remediate students in community colleges who lack academic preparation and skills to succeed in college	Varies

C. Governance — Regent Harrison-Lee

1. Receive CEO Presentations on the Kansas Board of Regents Freedom of Expression Initiative — **President Linton, Interim President Hush**

- **Kansas State University**
- **Emporia State University**

Summary and Staff Recommendation

The Board will conclude its two-year Freedom of Expression Initiative with presentations by the State University Presidents and Chancellor, over a three-month period, illustrating the activities and publications their campuses have engaged in over the course of the Initiative.

Background

In March and April of 2021, the Board launched its Free Expression Initiative and provided the State Universities with guidance in the area of students' free speech rights, the types of speech that are not protected and the limitations on the Board and the Universities, as governmental entities, to regulate speech that is protected.

In addition to adopting the attached Statement on Free Expression, the Board adopted the following directives:

- The Board's Statement on Free Expression shall be readily available through a link on each state university's official website homepage and on a web page dedicated to student life.
- The Board's Statement on Free Expression shall be included in each state university's student orientation materials provided to incoming students, in either printed or digital format.
- Each state university, pursuant to regular university processes, shall review its time, place and manner policies and protocols to ensure they are in alignment with the Board's Statement on Free Expression, Board policy, Kansas statutes, applicable federal laws, and with the United States and Kansas Constitutions and the legal opinions interpreting those provisions.
- Each state university, pursuant to regular university processes, shall review discrimination, harassment and other campus policies and codes that may impact free speech to ensure that they are consistent with the principles expressed in the Board's Statement on Free Expression, appropriately address unlawful conduct, and do not unlawfully restrict or ban protected speech.
- Each state university shall certify to the Board Governance Committee, by June 30, 2021, that the university has completed these reviews and have either completed or are in the process of making any required changes.
- Each state university that chooses to adopt its own statement of free expression or time, place and manner policies or protocols rather than adopting the Board's shall provide a detailed explanation of how their statement, policies, and protocols are consistent with the Board's.
- Each state university shall present to the Board for review at the April or May 2022 Board meeting a collection of their freedom of expression materials.

State University staffs have been busy addressing the first six of these items, and at its March 16, 2022 meeting the Governance Committee accepted each campus' submission of materials.

The following is the schedule for each President/Chancellor to present to the Board:

<u>April 20, 2022 (in Hays)</u>

- President Muma
- President Mason

May 18, 2022

- Chancellor Girod
- President Scott

June 15, 2022

- President Linton
- Interim President Hush

These presentations will conclude the Board's Free Expression Initiative and 2020-2021 Board Goal 4.

2. Act on Proposed Amendments to Board By-Laws to Allow Board Staff to Adjust March Meeting Dates to Avoid Conflicts with Spring Break — **Julene Miller, General Counsel**

Summary and Staff Recommendation

In 2020, one of the joint goals of the Board of Regents and the State Board of Education was to align the spring break schedules for the entire Kansas education system to benefit Kansas students and their families. The Board approved aligning the university spring break schedules through 2025, which were also adopted by many of the school districts and the community and technical colleges. To honor the intent of aligning the spring break schedules, Board staff recommends amending the Board's By-Laws to address years in which the regular March Board meeting would otherwise land on the week of spring break. The Governance Committee has reviewed the proposed amendment and recommends adoption.

Background

The Board's regular meeting calendar is set by Board By-Laws which state in part: "The Board shall meet regularly from September through June. The regular meeting date of the Board shall be the third Thursday of each month and the Wednesday preceding it. With adequate notice and with good cause, the Chair shall have the authority to change the date of or cancel any particular meeting." This directive in the By-Laws allows the Regents and other individuals who attend the Board meetings to set their individual calendars in advance because the dates are already set for every year. (Board staff also include the tentative Board meeting dates for the upcoming year in the Resource section of each Board agenda.) However, because the calendar fluctuates from year to year, occasionally the March Board meeting lands on the same week as spring break.

In 2020, one of the joint goals of the Board of Regents and the State Board of Education was to align the spring break schedules for the entire Kansas education system to benefit Kansas students and their families. The Board approved aligning the university spring break schedules through 2025, which were also adopted by many of the school districts and the community and technical colleges.

To honor the intent of aligning the spring break schedules, Board staff recommended moving the March 2023 Board meeting from March 15-16 to March 22-23, 2023. That proposal was approved by the Board at its May 2022 meeting.

Staff Recommendation

For a more permanent fix to adjust for this occasional conflict in the future, Board staff is recommending the following changes to Article I, Section 1 of the By-Laws, which were communicated to the full Board on May 25, 2022, in accordance with the provisions for amending the Board's By-Laws. The Governance Committee reviewed this proposed amendment at their May 18, 2022 meeting and recommends its adoption.

ARTICLE I - MEETINGS

Section 1. The Board shall meet regularly from September through June. Prior to the submission of the Board's unified state budget request, the Board shall meet to conduct a workshop for the sole purpose of reviewing the appropriations requests that state universities and others will propose for the upcoming state budget and appropriation process. The place of meeting shall be determined by the Board. Five members shall constitute a quorum to transact business, provided that a smaller number may meet and adjourn to a definite time and place. The regular meeting date of the Board shall be the third Thursday of each month and the Wednesday preceding it, except when the third Thursday and spring break coincide the Board President and CEO shall adjust the meeting dates for February, March, and April as necessary to avoid a meeting over spring break but still allow adequate

time between meetings for preparation of the agenda. With adequate notice and with good cause, the Chair shall have the authority to change the date of or cancel any particular meeting.

Section 2. Special meetings may be called by the Chair, or in the Chair's absence by the Vice Chair or upon either a written or telephone request to the President and Chief Executive Officer by five members of the Board of Regents stating the subject for consideration. Place of special meetings shall be in the Office of the Board of Regents, Topeka, Kansas, or at such other place as agreed upon by a quorum of the Board.

Section 3. Board members, chief executive officers of the several institutions, members of the Students' Advisory Committee and the Faculty Senate Presidents shall be notified by the President and Chief Executive Officer of the time and place of each meeting at least seven days before each meeting, but less notice may be given in case of an emergency; provided, however, that no meeting will be held without provision of twenty-four (24) hours-notice.

Section 4. The chief executive officer of each state university shall send to the President and Chief Executive Officer, at least sixteen days before the date of any regular meeting, a memorandum of matters proposed for Board consideration, or shall advise that the university will have no matters for Board consideration. Supplementary material shall be provided for any agenda items which are of a complex and detailed nature or as requested by the President and Chief Executive Officer or a member of the Board.

Section 5. The President and Chief Executive Officer shall mail to each member of the Board of Regents, at least seven days prior to the meeting, an agenda of matters to be presented to the Board. As appropriate, pertinent background and support information shall be provided with the agenda.

Copies of the agenda shall be available for public inspection at the Board of Regents Office and the office of each campus chief executive officer four days prior to the meeting date of the Board.

D. Other Matters

1. Act on Request to Name a Building — **President Linton**

2. Act on Kansas Promise Scholarship Act Eligible Institution-Designated Fields of Study — **Scott Smathers, VP, Workforce Development**

Summary

The 2022 amendments to the Promise Act expanded the Act to allow institutions to select a field of study rather than an individual program. The selected field of study must be one of five fields identified by the Act and the institution must have an existing Promise eligible program within their selected field of study. As discussed at the June 2021 Board meeting, all Promise Act programs are reviewed by the TEA before being submitted to the Board.

Background

The 2022 amendments to the Promise Act were signed into law by the Governor on May 16, 2022, allowing institutions to select an additional field of study instead of an additional program. However, the selected field of study must (1) be from one of the following areas listed below, (2) include high wage, high demand, or critical need programs, and (3) include at least one high wage, high demand, or critical need program that the institution already offers.

- Agriculture
- Food and Natural Resources
- Education and Training
- Law, Public Safety, Corrections and Security
- Distribution and Logistics

If the institution's previously selected "additional program" does not fall within the new field of study selected, the institution must maintain the existing "additional program" until all students enrolled in the program have exhausted their Promise Act scholarship eligibility. No new Promise Act scholarships should be awarded in the "additional program" if it is no longer included in the selected field of study.

Each institution was asked to identify which additional field of study they wish to select (if any), confirm which programs in the selected field of study they offer, and identify additional transfer or 2+2 programs being requested. In addition, each institution may request from the TEA/Board that a program not classified as high wage or high demand in the chosen field of study be identified as "critical need" program(s) at their institution. One such new Critical Need program (Veterinary Nursing) was requested by Colby Community College. Data showed demand for this program in Northwest Kansas and the TEA agreed to include it on the list of recommended programs for Board consideration.

Recommendations:

1. The TEA has reviewed the information provided and recommends approving the listed Promise Act fields of study along with their associated programs.
2. To accommodate late Promise Act program submissions, Board staff requests that the Board authorize the Board President and CEO, or designee, to approve any additional qualifying programs under each institution's designated field of study as long as they are either high wage, high demand, an associated transfer program, or an associated 2+2 program.

Allen Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
43.0107	*Criminal Justice Studies Law Enforcement*
Transfer Programs	
24.0101	*AS in Criminal Justice Studies*
Barton Community College	
College Field of Study: Food and Natural Resources	
Career Technical Education Programs	
15.0508	*Hazardous Materials Management*
15.0699	*Natural Gas Transmission & Distribution Technician*
Transfer Programs	
	None
Butler Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
43.0203	*Fire Science*
43.0104	*Criminal Justice*
Transfer Programs	
24.0101	*AA in Criminal Justice*
Central Christian College of Kansas	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
	None
Transfer Programs	
43.0103	*AA in Criminal Justice*
Cleveland University of Kansas City	
College Field of Study: No field of study selected at this time	
Cloud County Community College	
College Field of Study: Agriculture	
Career Technical Education Programs	
01.0301	*Agriculture Production and Services*
01.0304	*Precision Agriculture*
Transfer Programs	
24.0101	*AS in Agriculture*
24.0101	*AGS in Agriculture*
Coffeyville Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
43.0203	*Fire Science*
Transfer Programs	
	None

Colby Community College	
College Field of Study: Agriculture	
Career Technical Education Programs	
01.0301	*Agriculture Production and Services*
01.0307	*Horse Husbandry & Management*
01.8301	*Veterinary Nursing*
Transfer Programs	
24.0101	*AS in Agri-Business or Agriculture Economics*
24.0101	*AS in Agronomy*
Cowley County Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
43.0107	*Criminal Justice Studies Law Enforcement*
43.0203	*Fire Science*
Transfer Programs	
24.0101	*AA in Criminal Justice*
24.0101	*AGS in Criminal Justice*
Dodge City Community College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0604	*Automobile Mechanics Technology*
47.0613	*Diesel Technology*
Transfer Programs	
	Waiting on confirmation from college
Donnelly College	
College Field of Study: No field of study selected at this time	
Flint Hills Technical College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0604	*Automobile Technology*
Fort Scott Community College	
College Field of Study: Agriculture	
Career Technical Education Programs	
01.0104	*Farm and Ranch Management*
01.0205	*Agricultural Technology*
Transfer Programs	
	Waiting on confirmation from college
Garden City Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
43.0203	*Fire Science*
43.0107	*Police Science/Criminal Justice*
Transfer Programs	

24.0101	*AS in Fire Science*
Hesston College	
College Field of Study: College Field of Study: No field of study selected at this time	
Highland Community College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0603	*Automotive Collision and Refinishing Technology*
47.0604	*Automotive Technology*
47.0613	*Diesel Technology*
Transfer Programs	
	None
Hutchinson Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
22.0302	*Paralegal*
43.0203	*Fire Science*
43.0107	*Police Science/Criminal Justice*
Transfer Programs	
24.0101	*AS in Criminal Justice*
Independence Community College	
College Field of Study: Agriculture	
Career Technical Education Programs	
01.8301	*Veterinary Technician*
Transfer Programs	
	None
Johnson County Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
22.0301	*Legal Administrative Assistant*
22.0302	*Paralegal*
43.0107	*Administration of Justice*
43.0203	*Fire Science*
Transfer Programs	
24.0101	*AA in Paralegal*
24.0101	*AA in Administration of Justice, Law Enforcement*
24.0101	*AA in Criminal Justice*
Kansas City Kansas Community College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0603	*Automotive Collision and Refinishing Technology*
47.0604	*Automotive Technology*
Transfer Programs	
	Waiting on confirmation from college

Labette Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
	None
Transfer Programs	
24.0101	*AS in Criminal Justice*
Manhattan Area Technical College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0604	*Automotive Technology*
MidAmerica Nazarene University	
College Field of Study: No field of study selected at this time	
Neosho County Community College	
College Field of Study: Law, Public Safety, Corrections, and Security	
Career Technical Education Programs	
22.0302	*Paralegal*
22.0303	*Court Reporter*
Transfer Programs	
	Waiting on confirmation from college
Newman University	
College Field of Study: No field of study selected at this time	
North Central Kansas Technical College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0603	*Automotive Collision Technology*
47.0604	*Automotive Technology*
47.0613	*Diesel Technology*
Northwest Kansas Technical College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0603	*Automotive Collision*
47.0604	*Automotive Technology*
47.0613	*Diesel Technology*
Pratt Community College	
College Field of Study: Agriculture	
Career Technical Education Programs	
01.0104	*Farm and Ranch Management*
01.0205	*Agricultural Mechanics & Diesel Power Technicians*
Transfer Programs	
24.0101	*AS in Agribusiness and Economics*
24.0101	*AS in Agricultural Education*
24.0101	*AS in Agronomy*
24.0101	*AS in Animal Science*

Salina Area Technical College	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0603	*Automotive Collision and Refinishing Technology*
47.0604	*Automotive Technology*
47.0613	*Diesel Technology*
Seward County Community College	
College Field of Study: Agriculture	
Career Technical Education Programs	
01.0104	*Agriculture*
01.0204	*Grain Elevator Operator*
Transfer Programs	
	None
University of Saint Mary	
College Field of Study: No field of study selected at this time	
Washburn Institute of Technology	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0603	*Automotive Collision & Refinishing Technology*
47.0604	*Automotive Technology*
47.0613	*Diesel Technology*
Wichita State University Campus of Applied Sciences and Technology	
College Field of Study: Distribution and Logistics	
Career Technical Education Programs	
47.0604	*Automotive Technology*
47.0614	*Alternate Fuel Vehicle Maintenance & Advanced Electronics*
52.0203	*Logistics and Materials Management*

3. Receive the Apply KS "ALL STAR" Award Winners — **Daniel Archer, VP, Academic Affairs**

- *Pillar I: Access – Enrollment Equity Gap & College Going Rate*

Summary

The All Star High School program seeks to recognize and encourage a set of best practice, postsecondary activities to be scheduled throughout a single school year. Each year the Kansas Board of Regents will recognize high schools in the APPLY Kansas campaign that program two additional college preparation events in addition to their APPLY Kansas application event. This series of events, continued in consecutive years, helps create a college going environment for the whole school community. The ALL Star program builds on the APPLY Kansas mission to increase college access by continuing through the application process. Students in these schools receive assistance in completing applications for admission, seeking financial assistance, and then seeing that all postsecondary paths are valued and celebrated.

Background

A college-going culture builds the expectation of postsecondary education for all students, not just the best students. When schools create a college-going culture, students are encouraged to explore the full range of career and education options following high school graduation within the high school experience.

The APPLY Kansas campaign requires high schools to host a college application event during or around the month of October each year. These events give students time and support during their school day to complete applications for universities, community colleges, technical colleges, or other training programs. Students interested in the military or going directly into the workforce complete their military applications or job applications during these events as well. While the lessons and support with the APPLY Kansas event alone will encourage students to begin their post-graduation plans, the All Star High School program encourages a best practice postsecondary education model that includes two additional postsecondary preparation events throughout the same school year.

APPLY Kansas All Star High Schools

All Star High Schools chose to host the following three events in the same academic year:

1. APPLY Kansas Application Event (October)
2. FAFSA Completion Event (October-February)
3. College Signing/National Decision Day (May)

FAFSA Completion Event: The Free Application for Federal Student Aid (FAFSA) opens for seniors on October 1st each year, so some high schools coordinate their FAFSA completion events with their application events. Some schools choose to do an evening event with parents and the assistance of a financial aid officer from a local institution. Students and families have space, time, guidance, and encouragement to fill out the FAFSA application to find out what financial opportunities are available at their various institutions. These events may happen multiple times during the school year from the fall to the winter semester.

College Signing Day/National Decision Day: May 1st, National decision day, is the deadline when most college applicants must accept or deny admission offers from many universities across the country. As this day falls close to graduation for our seniors, a college signing day event offers an opportunity to recognize and celebrate all the different destinations the graduating seniors are choosing. Schools can do this in a variety of different ways through bulletin boards, maps, announcements at special award ceremonies, graduation, etc. The only requirement we have is that the activity recognizes all seniors in the class and equally celebrates all the different places those graduates chose to go. Ideally, this is a public display for the entire school community to celebrate the senior plans as well.

By hosting and advertising these three college planning events each year, the APPLY Kansas site coordinators create an environment that shows all the different career paths as valuable, possible, and affordable. It shows younger students where their older peers in the community are going, and that their dreams will be supported. These events help create that college-going culture where all students think and plan for education beyond high school and all levels of public higher education seem affordable and attainable.

2022 APPLY Kansas ALL Star High Schools

Fifty-four Kansas High Schools have qualified as 2022 APPLY Kansas All Star High Schools. They will receive a certificate and large vinyl banner in the mail this summer, recognizing their choice to go above and beyond the scope of the APPLY Kansas program and keep supporting their students throughout the year in the college planning process.

2021-2022 All Star High Schools				
Burlingame High School	Burlingame, KS		Neodesha High School	Neodesha, KS
Cedar Vale High School	Cedar Vale, KS		Newton High	Newton, KS
Cimarron High School	Cimarron, KS		Norwich High School	Norwich, KS
Circle High School	Towanda, KS		Olathe East High School	Olathe, KS
Clifton-Clyde High School	Clyde, KS		Olathe North High School	Olathe, KS
Deerfield High School	Deerfield, KS		Olathe West	Olathe, KS
Dodge City High School	Dodge City, KS		Osborne Jr/Sr High School	Osborne, KS
Doniphan West High School	Highland, KS		Quinter High School	Quinter, KS
Ellinwood High School	Ellinwood, KS		Rossville Jr/Sr High School	Rossville, KS
Erie High School	Erie, KS		Royal Valley High School	Hoyt, KS
Garden City High School	Garden City, KS		Satanta High School	Satanta, KS
Halstead High School	Halstead, KS		Scott Community High School	Scott City, KS
Hiawatha High School	Hiawatha, KS		Shawnee Mission South High School	Overland Park, KS
Hoisington High School	Hoisington, KS		Shawnee Mission West High School	Overland Park, KS
Hoxie High School	Hoxie, KS		Silver Lake Jr/Sr High School	Silver Lake, KS
Hugoton High School	Hugoton, KS		St. Marys Junior Senior High School	St. Marys, KS
Kinsley Junior Senior High School	Kinsley, KS		Sumner Academy of Arts & Science	Kansas City, KS
Kiowa County High School	Greensburg, KS		Syracuse High School	Syracuse, KS
Lyndon High School	Lyndon, KS		Topeka High School	Topeka, KS
Macksville High School	Macksville, KS		Ulysses High School	Ulysses, KS
Maize High School	Maize, KS		Victoria High School	Victoria, KS
Maize South High School	Wichita, KS		Washburn Rural High School	Topeka, KS
Marais des Cygnes Valley High Schoo	Melvern, KS		Washington High School	Kansas City, KS
Marysville Jr/Sr High School	Marysville, KS		Wichita Heights High School	Wichita, KS
McPherson High School	McPherson, KS		Wichita High School East	Wichita, KS
Moscow High School	Moscow, KS		Wichita High School South	Wichita, KS
Mulvane High School	Mulvane, KS		Wichita High School West	Wichita, KS

4. Act on FY 2023 CEO Compensation **Regent Harrison-Lee**

X. Adjournment

AGENDA

KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
Wednesday, June 15, 2022
10:30 a.m. – 12:00 p.m.

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person. Information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger, Chair
	A. Roll Call and Introductions	
	B. Approve minutes from May 26, 2022	
II.	**Discussion Items**	
	A. Performance Agreement Model	Daniel Archer
	B. Renewal of National American University (NAU) Conditional Certificate	Crystal Puderbaugh
III.	**Consent Items**	
	A. Private Post-Secondary Degree-Granting School Approval	Crystal Puderbaugh
IV.	**Other Matters**	
	A. Private Post-Secondary (PPS) Report	Crystal Puderbaugh
	B. Concurrent Enrollment Partnership (CEP) Report	Karla Wiscombe
V.	**Suggested Agenda Items for August 30th Meeting**	
	A. Introduce New BAASC Members	
	B. Approve BAASC Meeting Schedule	
	C. Begin Review of AY21 Performance Reports	
VI.	**Adjournment**	

MINUTES

Board Academic Affairs Standing Committee
MINUTES
Thursday, May 26, 2022

The May 26, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 9:00 a.m. The meeting was held through Zoom, with an in-person option at the Board office.

In Attendance:

Members:	Regent Kiblinger	Regent Rolph	Regent Winter
Staff:	Daniel Archer	Amy Robinson	Sam Christy-Dangermond
	Tara Lebar	Karla Wiscombe	Travis White
	Hector Martinez	Julene Miller	Cindi Farrier
	Marti Leisinger	Renee Burlingham	
Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Chuck Taber, K-State
	Bill Turnley, K-State	Christy Craft, K-State	Elaine Simmons, Barton CC
	Greg Paul, K-State	Heather Morgan, KACCT	Howard Smith, PSU
	Huston Gibson, K-State	Jason Sharp, Labette CC	Jean Redeker, KU
	Jennifer Ball, Washburn	Jennifer Roberts, KU	Jerry Pope, KCKTC
	Jill Arensdorf, FHSU	Jim Truelove, PSU	JoLanna Kord, ESU
	Karen Johnson, PSU	Kim Zant, Cloud County CC	Laura Stephenson, Washburn
	Linnea GlenMaye, WSU	Mark Watkins, Labette CC	Marc Malone, Garden City CC
	Michelle Schoon, Cowley CC	Mickey McCloud, JCCC	Monette DePew, Pratt CC
	Mary Carol Pomatto, PSU	Paul Grimes, PSU	Robert Frisbee, PSU
	Shaun Schmidt, Washburn	Stuart Day, KU	Susan Castro, WSU
	Tanya Gonzalez, K-State	Tom Hallaq, K-State	Tom Nevill, Butler CC
	Corey Isbell, NCKTC	Mike Daly, rpk GROUP	Tim de Noble, K-State

Roll call was taken for members and presenters.

Approval of Minutes
Regent Rolph moved to approve May 18, 2022, meeting minutes, and Regent Winter seconded the motion. With no corrections, the motion passed.

Academic Portfolio and Workload Review Update
Mike Daly, Associate with rpk GROUP, provided the following update:

- The Faculty Advisory Group has been launched to remain informed of the project, ask questions and ensure institutional stakeholders know how to ask questions and raise opportunities for additional communication and stakeholder engagement.
- The Data Team and Steering Team meetings have all been scheduled.
- Academic Portfolio Review data has been discussed extensively between rpk and KBOR, and they will soon begin the process of data collection and validation.

Credit for Prior Learning (CPL) Report
Tara Lebar presented the Credit for Prior Learning (CPL) report. The AY 2020-21 report includes 15 types of credit for prior learning which KBOR collects data on and measures annually. The top five sources of CPL

represent almost 87% of the total CPL credits awarded. The top source for public universities is Advanced Placement exams; for community colleges, it is military credit, and for technical colleges, it is institutional exams.

Performance Agreement Funding Model

In October 2020, the Board directed staff to redesign performance agreement indicators with the Strategic Plan in mind. Daniel Archer provided potential models and indicators, and institutions have been asked to provide feedback on the indicators by June 1, 2022. Daniel focused on the funding model structure. Options include 1) keeping the same funding structure and appeal process; 2) keeping the same funding structure but changing the appeal process or 3) changing the funding structure and the appeal process, through which institutions would commit to implementing best practices. Regent Kiblinger asked to include "evidence-based practices" alongside "best practices." Regents will discuss and potentially vote on this information at the June 15, 2022, meeting.

General Education Update

Daniel Archer presented updates on the draft systemwide General Education policy. At the suggestion of BAASC, a "town hall" meeting was held on May 25, 2022, which consisted of over 60 institutional representatives. Written feedback was also solicited and due by May 25, 2022. A few reoccurring themes from this feedback were 1) concerns with the fall 2023 implementation timeline, 2) a desire to reduce the science requirement from 7-10 hours to 5 hours, and 3) the need to set up a website where an FAQ and other related documents can be posted. Several administrative actions that may take time to implement include curricular changes, shifting faculty, and updating degree audits and catalogs. Written feedback will be shared with BAASC members, and the draft policy will be presented to the Board on June 15, 2022.

Consent Items

- Jen Roberts and Stuart Day presented the first reading for a Bachelor in Professional Studies at the KU Edwards Campus. This will be a hybrid undergraduate degree primarily intended for workforce-focused students seeking a degree completion option.

- Chuck Taber presented the first reading for an Ed.S. in School Counseling at K-State. The program will be housed in the College of Education. The program currently exists within a sub-plan of the MS of Counseling and Student Development, requiring 48 hours. The request is for a new "stand-alone" program in School Counseling, as the accrediting body has recently changed requirements to 60 credit hours.

- Chuck Taber presented the first reading for a BS in Real Estate & Community Development at K-State. This program is embedded within a department that studies regional and community planning. The new program will provide expertise and knowledge that leads to community development professional opportunities within the real estate environment.

- Chuck Taber presented the first reading for a BS in Operations & Supply Chain Management. This program builds off the existing supply chain management track within the management major, which has shown growth. By creating a separate bachelor's degree, they believe they can create greater visibility and more growth.

- Chuck Taber presented the first reading for a BS in Digital Innovation in Media at K-State. This program is interdisciplinary and crosses three colleges: the College of Arts and Sciences, the College of Engineering, and the College of Business Administration.

  Regent Rolph moved to place the five requests as presented under the Board consent agenda. Following the second of Regent Winter, the motion passed unanimously.

Discussion Items

- Howard Smith presented the request for approval for a substantial reorganization at PSU as detailed on page 71. The request merges several departments, creates several schools, and changes a department name. Changes are aimed at reducing costs and increasing efficiencies, which are needed with declining enrollments. Howard stated the rpk GROUP was invaluable in looking at the staffing and support costs, mission, competition, persistence rates, and recommendations.

  Regent Winter moved to place the PSU reorganization requests as presented on the Board discussion agenda. Following the second of Regent Rolph, the motion passed unanimously.

- Karla Wiscombe presented the Concurrent and Dual Enrollment policy revision to align KBOR policy with updates to K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225. A list of changes and the draft policy can be found on page 77.

  Regent Rolph moved to place the policy as presented under the Board discussion agenda. Following the second of Regent Winter, the motion passed unanimously.

Adjournment

Regent Winter moved to adjourn the meeting, and Regent Rolph seconded. With no further discussion, the meeting adjourned at 10:10 a.m.

AGENDA

Fiscal Affairs and Audit Standing Committee
Wednesday, June 15, 2022
10:15 am – 11:45 am
Board of Regents' Board Room

I. Old Business

A. Approve minutes of May 18, 2022 committee meeting

B. Follow up on issues raised during the May 31 teleconference call regarding FAA items on the Board's agenda and any other questions/clarifications

II. New Business

A. Review Board Agenda Items under Fiscal Affairs

B. **FAA 22-08** Review Progress on State University Deferred Maintenance Initiative

C. **FAA 22-09** Review Progress with State University Student Health Center Task Force

D. Audits for committee review and discussion

E. Other Committee Business

AGENDA

System Council of Presidents
Kansas Board of Regents
June 15, 2022
10:30 a.m.
Suite 530 and Zoom

1. Approve minutes of May 18, 2022 meetings
2. Report from System Council of Chief Academic Officers: Dr. Mickey McCloud
3. Receive proposed timeline for math pathways initiative: Dr. Daniel Archer
4. Discuss program to program articulation
5. Discuss state and federal budget requests
6. Other matters

MINUTES

System Council of Presidents Kansas Board of Regents
May 18, 2022
10:33 a.m.

Members Present:
President Tisa Mason, Fort Hays State University – Co-Chair; President Alysia Johnston, Fort Scott Community College – Co-Chair; Chancellor Douglas Girod, University of Kansas; President Jerry Farley, Washburn University; President Richard Linton, Kansas State University; President Rick Muma, Wichita State University; President Steve Scott, Pittsburg State University; Interim President Ken Hush, Emporia State University; President Jim Genandt, Manhattan Technical College.

1. Chancellor Girod moved that the minutes from the April 20, 2022 meeting be approved. Following the second of President Linton, motion carried.

2. Report from System Council of Chief Academic Officers: Dr. Mickey McCloud
   - Transfer Council Update
   - Received the concurrent enrollment report
   - Reviewed the Accuplacer Contract
   - Discussed the concurrent and dual enrollment policy revision
   - Discussed the General Education Package framework

3. System Council of Presidents Role in Developing Policy Recommendations
   - Dr. Daniel Archer provided an update on Math Pathways.
     - Since the last meeting, Board staff reached out to the University of Texas at Austin Charles A. Dana Center.
     - The Center will be opening up grant opportunities over the next few weeks and believes the Kansas system would be a good candidate to apply for one of the grants.
     - If a grant is approved, the funds would be used to contract with a consultant and accessing materials.
     - Dr. Archers noted there is a lot of interest in moving math pathways forward from the Board and believes if the Board approves, the work will start in the fall.
     - A workgroup will need to be formed, and Dr. Archer asked the CEOs to identify math faculty who can participate on the workgroup and move this initiative forward.
     - Dr. Archer would like to organize the workgroup over the summer, which will allow the work to start in the fall if the Board approves this initiative.
   - General Education Package Framework
     - In October 2020, the Board adopted the following goal:
       - "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."

- Based on conversations with the Board and individual Regents, it was clear that the Board wants the Kansas higher education system to have the best transfer system in the nation. This includes creating a policy structure that eliminate barriers and simplifying processes that create avenues to maximize the application of transfer credit.
- In the Central United States, 11 of the 15 states have a general education package requirement for transfer associate and baccalaureate degrees. Three states have a general education package requirement for transfer associate degrees. Kansas is the only state that has no framework.
- Proposed Kansas Framework – 37 to 40 credit hours
  - English Discipline Area – 6 hours
  - Communications Discipline Area – 3 hours
  - Math Discipline Area – 3 hours
  - Natural & Physical Sciences Discipline Area – 7-10 hours
  - Social & Behavioral Sciences Discipline Area – 6 hours
  - Arts & Humanities Discipline Area – 6 hours
  - Institutionally Discipline Area – 6 hours (provides flexibility for each institution to define requirements to account for societal issues, local needs, and institution priorities. This area applies to native students and transfer students who did not complete the KBOR General Education.)
- Specific common courses are listed under each category
  - There is flexibility built in for institutions to offer unique courses.
- How it works
  - If a student completes the general education requirement at institution A, a notation is displayed on their transcript that indicates to transfer institution B. Institution B therefore cannot require additional general education courses with some exceptions.
  - Some programs do require specific courses for accreditation. Students will be required to take those courses even if it is a general education course. The policy has flexibility built into it to allow for these types of situations.
  - For students who do not complete the GE requirements before transferring, the workgroup recommends using on the Board's systemwide transfer framework.
    - Does the systemwide transfer course fit in a subject within a discipline are of the framework? If so, can it be plugged in to apply towards a requirement.
- Institutions will have another week (until May 25) to provide comments on the framework before the final recommendation is presented to the Board in June.
- Chancellor Girod asked how the Institutionally Discipline Area credits would work for students who did not complete the GE requirements.
  - It will be at the discretion of the receiving institution if it is not a systemwide transfer course.
- President Farley asked about a nursing student who completes 37-40 hours of general education course, does it leave enough hours for that student to get 120 credit hours?
  - The workgroup discussed programs that require specific courses in order to graduate, which are typically tied to licensure. Institutions can request an exception to the policy by going through a General Education Council.

    - President Flanders noted the students moving through the professional programs typically will not have these issues because they are structured advising on what courses are needed to complete their degree. Students who change majors will run into these types of issues.
    - The Chancellor noted that if a student changes or decides on a major late in this process, they will possibly have more than 120 credit hours when they graduate.
  - President Muma noted that it is in the best interest for the student if they complete the GE package before transferring.
  - President Flanders noted that this package does not solve all the transfer problems, but it will positively impact many students.
  - President Muma stated that marketing and promoting the package will be important after it is approved.
  - Chancellor noted that implementation is going to be complicated.
  - The current deadline for implementation is fall of 2024.
  - President Johnston believes this framework will benefit the universities because the data on transfer students shows that they complete degrees at high percentages.

- Performance Review Framework
  - In October 2020, the Board directed staff to redesign performance funding indicators. The Board expressed the importance of Board staff developing indicators that were: 1) based on national and KBOR data sources, 2) pre-defined, and 3) aligned with key areas of the Building a Future Strategic Plan.
  - Below are the proposed indicators. BAASC will discuss the funding structure. Institutions will have two weeks to provide feedback before it is presented to the Board for consideration in June. If approved, the framework will be implemented next year (FY 2023).

Community and Technical Colleges	Regional Universities	Research Universities
Completion: Select 1	Completion: Select 1	Completion: Select 1
Success: Select 1	Success: Select 1	Success: Select 1
Access: Select 1	Access: Select 1	Access: Select 1
Equity: Select 1	Equity: Select 1	Equity: Select 1
Affordability: Select 1	Affordability: Select 1	Affordability: Select 1
Flex Indicator: Select 1 Select One Indicator from Any of the Above Categories that was Not Used Previously	Flex Indicator: Select 1 Select One Indicator from Any of the Above Categories that was Not Used Previously	Research Indicator: Select 1

- Amendments to the Dual Credit Enrollment Policy
  - The Kansas Challenge to Secondary School Pupils Act was implemented in 1993 to "provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities in this state."

  - The original Act only pertained to concurrent enrollment, which was defined in policy as courses taught by high school faculty to high school students during the regular high school day within a Concurrent Enrollment Partnership (CEP).
  - The Challenge Act was revised to also include college courses taught to high school students by postsecondary institutional faculty and now requires the college-level courses to count for high school credit as well as college credit.
  - The amendments to the Board's policy implement the statutory changes that were passed.
  - The proposed policy changes will be presented to the Board in June for consideration.
- Other Matters
  - President Johnston stated at last month's meeting the Council requested data on academic credits not transferring among institutions. Board staff reviewed the request and indicated that it could compare total hours earned at other institutions before transfer to total hours transferred submitted by a university but there would be several pitfalls to this approach. This request would also require the institutions to collect the additional data.
  - The Council does not believe this request is necessary with all the work on the GE package.

4. Being no further business meeting adjourned at 11:24 a.m.

AGENDA

Council of Presidents
Kansas Board of Regents
June 15, 2022
11:00 a.m. or adjournment of SCOPs
Suite 530 and Zoom

1. Approve minutes of May 18, 2022 meetings
2. Report from Council of Chief Business Officers: Wesley Wintch
3. Report from Council of Chief Academic Officers: Dr. Jill Arensdorf
4. Report from Council of Student Affairs Officers: Dr. Joey Linn
5. Report from Council of Government Relations Officers: Joe Bain
6. Report from Council of Diversity Officers: Dr. Teresa Clounch
7. Receive Title IX Workgroup Annual Report: Amy Schaffer, University Compliance Officer
8. Other matters

MINUTES

Council of Presidents Kansas Board of Regents
May 18, 2022
11:31 a.m.

Members Present:
President Tisa Mason, Fort Hays State University – Chair; Chancellor Douglas Girod, University of Kansas; President Richard Linton, Kansas State University; President Rick Muma, Wichita State University; President Steve Scott, Pittsburg State University; Interim President Ken Hush, Emporia State University

1. President Muma moved that the minutes from the April 20, 2022 meeting be approved. Following the second of President Scott, the motion carried.

2. Report from Council of Chief Business Officers – Wesley Wintch
   - Retirement Committee COBO representatives
     - Werner Golling from WSU was confirmed as the COBO representative from research institutions.
     - Policy change to board about rotation of the committee members.
   - Student Insurance Advisory Committee
     - Diana Kuhlmann to continue one more year as chair of the committee.
   - Corporate Negotiation of Market Rates
     - Determined that all of us would ask for the same flexibility on corporate negotiation of market rates.
   - Cyber Insurance
     - Continues to progress while the details of how a pooled insurance works among many different institutions. There is a draft MOU being created detailing how payouts would be split if multiple institutions have claims in the same year.
   - Property Insurance Update
     - FM Global is looking strong. New premiums start July 1.
   - Facilities Items
     - Discussed EBF carryover and the timing of using the funds for multi-year projects that should be considered as encumbered when looking at the EBF carryover amount. The $35 million capital funds will be allocated based on EBF percentage.
     - Discussed the draft facility guidelines and the impact and work required to complete the new reports.

3. Report from Council Chief Academic Officers – Dr. Jill Arensdorf
   - Second Readings:
     - Bachelor of Professional Studies – KU
     - Ed.S. in School Counseling – K-State
     - BS in Real Estate & Community Development – K-State
     - BS in Operations & Supply Chain Management– K-State
     - BS in Digital Innovation - K- State
       Approved unanimously by COCAO
       Action: Moved by Chancellor Girod followed by second from President Linton, motion carried.
   - Other Requests:

- Request for Approval for Substantial Reorganization – PSU
  Approved unanimously by COCAO
  Action: Moved by Chancellor Girod followed by second from President Scott, motion carried.
- Request for Approval to Change Name of BA/BS in Journalism & Mass Communication to BA/BS in News & Sports Media – K-State
- Request for Approval to Change Name of MS in Health, Physical Education, and Recreation to MS in Health, Physical Education, & Coaching – ESU
- Request for Approval to Change Name of BA in Women's Studies to BA in Women's, Ethnicity, and Intersectional Studies (WEIS) – WSU
- Request for Approval to Merge BA in Political Science with BS in Geography, Resulting in BS in Geographical and Political Sciences – PSU
- Request for Approval for Substantial Reorganization – PSU
- Request for Approval to Change Name of BS in Applied Computing to BS in Cybersecurity - WSU
  Approved unanimously by COCAO
  Action: Will go to President Flanders for final approval

4. Report from Council of Student Affairs Officers: Dr. Joey Linn
   - Counseling and Psychological Services: KU Med has seen a 21% increase in usage. Salaries for appropriate counseling/psychologist staff members are being increased to retain staff. Case managers have also been hired to help triage the increase in students needing services. Kansas State University has initiated a step-care delivery service that has been working well and has pretty much eliminated the waiting list for services. KSU will forward appropriate information to all the regent institutions regarding this approach.
   - The National Institute for Student Success presentation takes places today during the Board meeting.
   - The Student Health Task Force is on schedule to present to the Board at the upcoming June Board meeting.

5. Report from Government Relations Officers: Joe Bain
   - Omnibus Budget - The GRs were active during the recent veto session and omnibus budget discussions. Additional funding for higher education through the omnibus bill, both in terms of SGF funding and one-time monies, were certainly noteworthy and appreciated. As all are aware, efforts to remove the tuition freeze language in the mega budget bill were included in the omnibus budget, but this provision was vetoed earlier this week by the Governor.
   - Remaining Non-Budgetary Items – The Promise Act Trailer Bill and the tuition waiver program within the Kansas Hero's Scholarship Act were identified as two key non-budgetary priorities for the veto session. Both items passed during the recent veto session (via HB 2567) and have now been signed by the Governor.
   - Session Schedule Update – The main item of business remaining for the legislative session has been any action that may be necessary to address a court decision in the redistricting debate. The Kansas Supreme Court's apparent decision this morning to uphold the congressional and legislative maps may render this issue moot and expedite the path to final adjournment. In any event, legislative issues relating to higher education for this session appear to be largely settled at this point.
   - Other Matters – SCOGRO has started discussions about timing and process for input into KBOR budget request for next year. This included discussion of the potential for informal conversations before the KBOR retreat in late July, with the official SCOGRO retreat to follow the Board retreat and August primaries.

6. Report from Council of Diversity Officers: Dr. Teresa Clounch
   - The Community College and Technical College Roundtable discussions have concluded for the academic year and will resume in the fall.

   - 2022 Michael Tilford Conference on Diversity & Multiculturalism – scheduled for Thursday, afternoon, October 6 and all day on Friday, October 7. The call for presentations, workshops and panels has been distributed. Deadline for submissions is July 1, 2022, with an August 1, 2022 notification of the submission.

7. Appoint a member to the Board Retirement Plan Committee – Natalie Yoza
   - President Muma was appointed to the Board Retirement Committee
     Action: Moved by Chancellor Girod followed by second from President Linton, motion carried.

8. Other Matters
   - President Scott asked about the allocations of the $20 million for IT – percentage for system, percentage for campus. President Flanders will meet with the CIO's on Thursday to further discuss.

9. Being no further business meeting adjourned at 11:58 a.m.

AGENDA

KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
Wednesday, June 15, 2022
8:30 – 9:00 a.m.

The System Council of Chief Academic Officers (SCOCAO) will meet virtually via Zoom. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I. Call to Order — Mickey McCloud, Co-Chair
- A. Roll Call and Introductions
- B. Approve Minutes from May 18, 2022

II. Transfer and Articulation Council (TAAC) Update — Tiffany Bohm

III. Other Matters
- A. Advanced Placement (AP) Report

IV. Next SCOCAO Meeting – September 14, 2022
- A. Introductions & Confirm Meeting Schedule

V. Adjournment

MINUTES

System Council of Chief Academic Officers
MINUTES
Wednesday, May 18, 2022

The May 18, 2022, System Council of Chief Academic Officers (SCOCAO) meeting was called to order by Co-Chair Mickey McCloud at 8:30 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Mickey McCloud, JCCC	Jill Arensdorf, FHSU	Aron Potter, Coffeyville CC
	Chuck Taber, K-State	Corey Isbell, NCK Tech	Barbara Bichelmeyer, KU
	Gary Wyatt, ESU	Jerry Pope, KCKCC	Howard Smith, PSU
	Shirley Lefever, WSU	Michelle Schoon, Cowley CC	Laura Stephenson, Washburn
	Daniel Archer, KBOR		
Staff:	Amy Robinson	Karla Wiscombe	Tara Lebar
	Sam Christy-Dangermond	Cindy Farrier	Lisa Beck
	Marti Leisinger	Steve Funk	Judd McCormack
Others:	Adam Borth, Fort Scott CC	Amber Knoettgen, Cloud CC	Brad Bennett, Seward County CC
	Brian Inbody, Neosho CC	Carrie Scala, KUMC	Christy Craft, K-State
	Cindy Hoss, Hutchinson CC	Elaine Simmons, Barton CC	Greg Paul, K-State
	Gwen Bohling, KU	Huston Gibson, K-State	Janet Stramel, FHSU
	Jean Redeker, KU	Jennifer Ball, Washburn	Jennifer Roberts, KU
	Jim Truelove, PSU	JoLanna Kord, ESU	Kara Wheeler, KUMC
	Kim Krull, Butler CC	Kim Morse, Washburn	Kim Zant, Cloud County CC
	Laurel Littrell, K-State	Linnea GlenMaye, WSU	Lisa Blair, NWKTC
	Monette DePew, Pratt CC	Heather Morgan, KACCT	Marlon Thornburg, Coffeyville CC
	Mary Pomatto, PSU	Paul Grimes, PSU	Remy Lequesne, KU
	Bob Frisbee, PSU	Robert Klein, KUMC	Robin Henry, WSU
	Sarah Robb, Neosho CC	Sharon Kibbe, Highland CC	Shelly Gehrke, ESU
	Stanton Gartin, SATC	Tanya Gonzalez, K-State	Taylor Crawshaw, Independence CC
	Tom Hallaq, K-State	Tom Nevill, Butler CC	Tim de Noble, K-State

Roll call was taken for members and presenters.

Approval of Minutes

Jill Arensdorf moved to approve April 20, 2022, meeting minutes, and Aron Potter seconded the motion. With no corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update

Tiffany Bohm provided the update and noted the following:

- May 20, 2022, is the deadline to submit preliminary courses for the fall 2022 KCOG Conference
  - Art for Elementary Education
  - Music for Elementary Education
- Institutions that do not have either course are asked to email Karla to let her know
- The KCOG webpage has been updated with the 2022 KCOG courses, including the two new courses and 25 review courses
- Institutions are encouraged to use the TAAC Communication Plan when updating SWT information and

utilize the branding provided
- Tiffany Bohm and Casey Fraites-Chapes will be co-chairs again next year and are recommending a 2-year rotation moving forward

Other Matters

- Karla Wiscombe presented the Concurrent and Dual Enrollment policy revision. The document improved with input from institutions, and Karla will present the final policy to the System Council of Presidents later in the day. Karla and Mickey thanked everyone for their contributions to the policy. Many institutions expressed interest in being included on the Dual Credit Steering Committee.

- Daniel Archer presented the draft systemwide General Education policy. The Board's vision is to have the best transfer system in the country that supports transfer, removes barriers, simplifies processes, and creates avenues to maximize the application transfer credit. Daniel thanked those on the General Education Work Group and the Implementation Committee for their work on developing a package framework and making recommendations on policy. Any additional feedback on the framework and policy is due to Daniel by May 25, 2022. The Board will review the draft policy at its June 15, 2022, meeting.

- Daniel Archer shared possible indicators for the next set of Performance Agreements covering AY 2023 – AY 2025. In October 2020, the Board directed staff to redesign performance agreement indicators with the Strategic Plan in mind. The proposed indicators were sent out for review and feedback. Essentially, the framework consists of five key areas, and institutions select one indicator under each area, with community colleges, technical colleges, and regional universities selecting a sixth "flex" indicator, and research universities selecting a sixth indicator from the category of research. The deadline to send feedback to Daniel is June 1, 2022.

- Sam Christy-Dangermond presented an update on the Accuplacer Contract. The discounted price is $2.05 per exam. Per this contract, KBOR encourages all 2-year institutions to use Accuplacer as their primary placement exam, and any institutions that discontinue using Accuplacer must notify Accuplacer within 15 days of stopping. There is no minimum number of institutions required to use Accuplacer as the primary exam to get the discounted price. Sam will email the contract information as well.

- Mickey McCloud presented a KCIA update. At the last meeting, they discussed the concurrent enrollment partnership policy, connections with the College Advising Corps, and inviting the College Advising Corps to give a presentation at the KCIA in-person retreat in June. KCIA also discussed approaches taken to track competencies with technical programs and additional opportunities for their June retreat.

- Karla Wiscombe presented the AY 2021 Concurrent Enrollment Partnership (CEP) report. Most of the information for this report can be found in KHEStats. Institutions are encouraged to look at their individual reports in KHEStats. A KHEStats webinar will be held on June 2, 2022, at 10:00 a.m., and the registration link was provided.

Next Meeting

The next SCOCAO meeting is scheduled virtually for June 15, 2022, at 8:30 a.m.

Adjournment

Michelle Schoon moved to adjourn the meeting, and Aron Potter seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 9:24 a.m.

AGENDA

KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS
VIRTUAL MEETING AGENDA
Wednesday, June 15, 2022
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Jill Arensdorf, Chair
	A. Roll Call	
	B. Approve Minutes from May 18, 2022	
II.	**First Readings**	
	A. BA/BS in Criminology – K-State	Chuck Taber
	B. BA in American Sign Language – WSU	Shirley Lefever
III.	**Other Requests**	
	A. Request for Approval to Change Name of MA in Applied Economics to MA in Economics & Quantitative Analysis – WSU	Shirley Lefever
	B. Request for Approval to Change Name of MS in Family Studies & Human Services to MS in Human Development & Family Science – K-State	Chuck Taber
	C. Request for Approval to Change Name of Mary Lynn & Warren Staley School of Leadership Studies to Mary Lynn & Warren Staley School of Leadership – K-State	Chuck Taber
	D. Request for Approval to Change Name of DSW from Advanced Social Work Practice to Social Work – KU	Barbara Bichelmeyer
	E. Minor in Environmental Health – KU	Barbara Bichelmeyer
	F. Minor in Clinical Trials Management – KU	Barbara Bichelmeyer
IV.	**Council of Faculty Senate Presidents Update**	Susan Castro, WSU
V.	**Other Matters**	
	A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future	COCAO Members
VI.	**Next COCAO Meeting – September 14, 2022**	
	A. New Program Approvals	
	B. Introductions & Confirm Meeting Schedule	
VII.	**Adjournment**	

MINUTES

Council of Chief Academic Officers
MINUTES
Wednesday, May 18, 2022

The May 18, 2022, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Jill Arensdorf at 9:25 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Jill Arensdorf, FHSU	Jennifer Roberts, KU	Robert Klein, KUMC
	Chuck Taber, K-State	Howard Smith, PSU	Laura Stephenson, Washburn
	Gary Wyatt, ESU	Shirley Lefever, WSU	Daniel Archer, KBOR
Staff:	Amy Robinson	Sam Christy-Dangermond	Tara Lebar
	Steve Funk	Hector Martinez	Cindy Farrier
		Lisa Beck	Marti Leisinger
Others:	Adam Borth, Fort Scott CC	Amber Knoettgen, Cloud CC	Brad Bennett, Seward County CC
	Brian Inbody, Neosho CC	Carrie Scala, KUMC	Christy Craft, K-State
	Cindy Hoss, Hutchinson CC	Elaine Simmons, Barton CC	Greg Paul, K-State
	Gwen Bohling, KU	Huston Gibson, K-State	Janet Stramel, FHSU
	Jean Redeker, KU	Jennifer Ball, Washburn	Kara Wheeler, KUMC
	Jim Truelove, PSU	JoLanna Kord, ESU	Kim Zant, Cloud County CC
	Kim Krull, Butler CC	Kim Morse, Washburn	Lisa Blair, NWKTC
	Laurel Littrell, K-State	Linnea GlenMaye, WSU	Marlon Thornburg, Coffeyville CC
	Monette DePew, Pratt CC	Michelle Schoon, Cowley CC	Remy Lequesne, KU
	Mary Pomatto, PSU	Paul Grimes, PSU	Robin Henry, WSU
	Bob Frisbee, PSU	Heather Morgan, KACCT	Shelly Gehrke, ESU
	Sarah Robb, Neosho CC	Sharon Kibbe, Highland CC	Taylor Crawshaw, Independence CC
	Stanton Gartin, SATC	Tanya Gonzalez, K-State	Jerry Pope, KCKCC
	Tom Hallaq, K-State	Tom Nevill, Butler CC	Corey Isbell, NCKTC
	Mickey McCloud, JCCC	Aron Potter, Coffeyville CC	Steven Skinner, WSU
	Tim de Noble, K-State	Stuart Day, KU	Shawnee Hendershot, PSU
	Shaun Schmidt, Washburn	Andrew Hippisley, WSU	Gary Brooking, WSU

Roll call was taken for members and presenters.

Approval of Minutes
Chuck Taber moved to approve April 20, 2022, meeting minutes, and Howard Smith seconded the motion. With no corrections, the motion passed.

2nd Readings
Chuck Taber moved to approve the Bachelor of Professional Studies at KU, and Shirley Lefever seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

Howard Smith moved to approve the Ed.S. in School Counseling at K-State, and Gary Wyatt seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

Shirley Lefever moved to approve the BS in Real Estate & Community Development at K-State, and Howard Smith seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

Howard Smith moved to approve the BS in Operations & Supply Chain Management at K-State, and Gary Wyatt seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

Gary Wyatt moved to approve the BS in Digital Innovation at K-State, and Howard Smith seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

These programs will move forward to COPS later in the day for approval.

Other Requests

- Chuck Taber presented a request for approval to change the name of BA/BS in Journalism & Mass Communication to BA/BS in News & Sports Media at K-State. Changing the name will provide more precise terminology for the program's content.

  Gary Wyatt moved to approve changing the name of the BA/BS in Journalism & Mass Communication to BA/BS in News & Sports Media at K-State, and Shirley Lefever seconded. The motion passed unanimously through a roll call vote.

- Gary Wyatt presented a request for approval to change the name of MS in Health, Physical Education, and Recreation to MS in Health, Physical Education, & Coaching at ESU. Changing the name will more accurately reflect the nature of the program and appropriately highlight the coaching component.

  Chuck Taber moved to approve changing the name of MS in Health, Physical Education, and Recreation to MS in Health, Physical Education, & Coaching at ESU, and Shirley Lefever seconded. The motion passed unanimously through a roll call vote.

- Shirley Lefever and Andrew Hippisley presented a request for approval to change the name of BA in Women's Studies to BA in Women's, Ethnicity, and Intersectional Studies (WEIS) at WSU. This name change is part of several changes to the department and more accurately reflects program components.

  Chuck Taber moved to approve changing the name of BA in Women's Studies to BA in Women's, Ethnicity, and Intersectional Studies (WEIS) at WSU, and Howard Smith seconded. The motion passed unanimously through a roll call vote.

- Shirley Lefever, Gary Brooking, and Steven Skinner presented a request for approval to change the name of BS in Applied Computing to BS in Cybersecurity at WSU. Changing the name will more accurately reflect the content and focus of the degree and allow the program to fall under the ABET cybersecurity accreditation credentials.

  Howard Smith moved to approve changing the name of BS in Applied Computing to BS in Cybersecurity at WSU, and Chuck Taber seconded. The motion passed unanimously through a roll call vote.

- Howard Smith and Mary Carol Pomatto presented a request for approval to merge the BA in Political Science with BS in Geography and rename it BS in Geographical and Political Sciences at PSU. These changes are for efficiency and recognition of a more contemporary alignment of the two fields.

Chuck Taber moved to approve merging the BA in Political Science with BS in Geography and rename it BS in Geographical and Political Sciences at PSU, and Gary Wyatt seconded. The motion passed unanimously through a roll call vote.

- Howard Smith presented the request for approval of a substantial reorganization at PSU found on page 63. The request cites declining enrollments, and merges several departments, creates several schools, and changes a department name. Changes will improve efficiency and reduce costs.

  Chuck Taber moved to approve the reorganization at PSU as presented, and Shirley Lefever seconded. The motion passed unanimously through a roll call vote.

- Each of these requests will go to Blake Flanders for final approval, except the PSU reorganization requests, which will go to COPS and then the Board for final approval.

Council of Faculty Senate Presidents (CoFSP) Request

Janet Stramel, Chair and FHSU Faculty Senate President, presented her last update as Chair. The Council continues to discuss and monitor the temporary policy related to workforce management. CoFSP unanimously opposes this policy as they believe it unnecessary as universities have the latitude to align expenditures with available resources. The Council also has concerns with the proposed general education framework and policy, but faculty are likely to support the policy's aim. CoFSP members for the 2022-23 year have been identified, and KU will be the host school. Janet thanked everyone, noting it has been a very educational opportunity and experience.

Discuss Opportunities

FHSU is undergoing a similar reorganization as PSU presented. KU is working on degrees in cybersecurity and data analytics. These will be presented to COCAO in a future meeting.

Adjournment

The next COCAO meeting is scheduled for June 15, 2022.

Shirley Lefever moved to adjourn the meeting, and Jen Roberts seconded the motion. With no further discussion, the meeting adjourned at 10:03 a.m.

CURRENT FISCAL YEAR MEETING DATES

Fiscal Year 2022

Board of Regents Meeting Dates	**Agenda Material Due to Board Office**
July 27-29, 2021	
September 15-16, 2021	August 25, 2021 at noon
November 17, 2021	October 27, 2021 at noon
December 15-16, 2021	November 23, 2021 at noon
January 19-20, 2022	December 29, 2021 at noon
February 16-17, 2022	January 26, 2022 at noon
March 16-17, 2022	February 23, 2022 at noon
April 20, 2022 (FHSU)	March 30, 2022 at noon
May 18-19, 2022	April 27, 2022 at noon
June 15-16, 2022	May 25, 2022 at noon

MEETING DATES FOR FY 2023

Fiscal Year 2023

Meeting Dates

July 25-27, 2022 – Budget Workshop/Retreat

September 14-15, 2022

October 19-20, 2022

November 16-17, 2022

December 14-15, 2022

January 18-19, 2023

February 15-16, 2023

March 22-23, 2023

April 19-20, 2023

May 17-18, 2023

June 14-15, 2023

COMMITTEES (2021-2022)

Cheryl Harrison-Lee, Chair
Jon Rolph, Vice Chair

Standing Committees

Academic Affairs	Fiscal Affairs and Audit	Governance
Shelly Kiblinger – Chair	Mark Hutton – Chair	Cheryl Harrison-Lee – Chair
Jon Rolph	Bill Feuerborn	Bill Feuerborn
Allen Schmidt	Carl Ice	Jon Rolph
Wint Winter	Cynthia Lane	

Regents Retirement Plan
Cheryl Harrison-Lee – Chair

Board Representatives and Liaisons

Education Commission of the States	Cheryl Harrison-Lee
Postsecondary Technical Education Authority	Mark Hess Keith Humphrey Mike Johnson Rita Johnson
Midwest Higher Education Compact (MHEC)	Allen Schmidt Blake Flanders
Washburn University Board of Regents	Allen Schmidt
Transfer and Articulation Advisory Council	Shelly Kiblinger
Governor's Education Council	Allen Schmidt
Advantage Kansas Coordinating Council	Cynthia Lane Shelly Kiblinger

Regent Three Person Committee Meetings

Kansas State University	University of Kansas	Wichita State University
Emporia State University	Fort Hays State University	Pittsburg State University
Mark Hutton – KSU Chair	Jon Rolph – KU Chair	Shelly Kiblinger – PSU Chair
Cynthia Lane – ESU Chair	Allen Schmidt – FHSU Chair	Bill Feuerborn – WSU Chair
Wint Winter	Carl Ice	Cheryl Harrison-Lee