

**KANSAS BOARD OF REGENTS  
COUNCIL OF CHIEF ACADEMIC OFFICERS  
AGENDA**

**Pittsburg State University  
Room 206  
November 20, 2019  
9:00 am – 9:50 am  
or upon adjournment of SCOCAO  
reconvene at noon**

The Council of Chief Academic Officers will meet at Pittsburg State University, 1701 S. Broadway Street, Pittsburg, Kansas, 66762. We will meet in room 206 of the Overman Student Center.

- I. Call To Order** David Cordle, Chair
- A. *Approve minutes from October 16, 2019* p. 4
- II. Requests**
- A. *Second Readings*
1. Master of Science in Business Analytics KU p. 6
2. Bachelor of Interdisciplinary Studies in Ethnic, Gender, and Identity Studies ESU p. 15
- B. *Other Requests*
1. Act on Request for Approval of Name Change of the Bachelor of Science in Interior Architecture & Design KU p. 24
2. Act on Request for Approval of Name Change of the Master of Science in Business and Organizational Leadership KU p. 24
3. Act on Request for Approval of Name Change of the Master of Science in Business SCM KU p. 24
4. Creating a New School in College of Fine Arts WSU p. 28
5. Act on Request to Consolidate Bachelor of Science in Education with a Major in Physics and Bachelor of Science in Physics PSU p. 29
6. Act on Request to Create the School of Professional Studies at the KU Edwards Campus KU p. 30
7. Act on Request for Approval of Name Change of the Department of Apparel, Textiles, and Interior Design KSU p. 32
- III. Council of Faculty Senate Presidents Update** Greg Schneider, ESU
- IV. Other Matters**
- A. *Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future* COCAO Members

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|--|---|
| <p><i>B. Midwest Student Exchange Program (MSEP) Update</i></p> <p><i>C. Discuss Recent ACT changes</i></p> <p><i>D. Discuss Qualified Admissions Changes</i></p> <p><i>E. Discuss Academic Affairs-Related Board Goals:</i></p> <p style="padding-left: 40px;">1. Explore Positive pathways to help students who do not meet qualified admissions standards achieve success.</p> <p><i>F. 2 PLUS 2 Program Status Update</i></p> <p><i>G. 2019 Tilford Conference Update</i></p> <p><i>H. Elimination of NACAC Rule Preventing the Recruitment of Other Institutions' Students</i></p> <p><i>I. Date Reminders:</i></p> <p style="padding-left: 40px;">1. Program review Report Deadline is February 14, 2020</p> | <p>Samantha Christy-Dangermond</p> <p>Daniel Archer</p> <p>Daniel Archer</p> <p>Daniel Archer</p><br><p>Daniel Archer</p> <p>KU</p> |
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**V. Adjournment**

## COUNCIL OF CHIEF ACADEMIC OFFICERS

The Council of Chief Academic Officers, established in 1969, is composed of the academic vice presidents of the state universities. The Board's Vice President for Academic Affairs serves as an ex officio member, and the member from the same institution as the chairperson of the Council of Presidents serves as chairperson of the Council of Chief Academic Officers. The chief academic officers of the University of Kansas Medical Center and Washburn University are authorized to participate as non-voting members when agenda items affecting those institutions are to be considered. The Council of Chief Academic Officers meets monthly and reports to the Council of Presidents. The Council of Chief Academic Officers works with the Board Academic Affairs Committee through the Vice President for Academic Affairs. Membership includes:

David Cordle, Chair	ESU	Daniel Archer	KBOR
Jill Arensdorf	FHSU	Robert Klein	KUMC
Charles Taber	KSU	JuliAnn Mazachek	Washburn
Carl Lejuez	KU		
Howard Smith	PSU		
Rick Muma	WSU		

### Council of Chief Academic Officers AY 2020 Meeting Schedule

Meeting Dates	Location	Lunch Rotation	Institution Materials Due	New Program Requests due
September 18, 2019	Topeka	WSU	August 30, 2019	July 19, 2019
October 16, 2019	<i>Conference Call for degree programs only</i>			
November 20, 2019	Pittsburg State University	PSU	November 1, 2019	September 20, 2019
December 18, 2019	Topeka	ESU	November 29, 2019	October 18, 2019
January 15, 2020	Topeka	KU	December 27, 2019	November 15, 2019
February 19, 2020	Topeka	FHSU	January 31, 2020	December 20, 2019
March 18, 2020	University of Kansas Medical Center	KUMC	February 28, 2020	January 17, 2020
April 15, 2020	Kansas State University	KSU	March 27, 2020	February 14, 2020
May 20, 2020	Topeka	Washburn	May 1, 2020	March 20, 2020
June 17, 2020	Topeka	ESU	May 29, 2020	April 17, 2020

## Council of Chief Academic Officers

### MINUTES Wednesday, October 16, 2019

The October 16, 2019 meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:00 a.m. The meeting was held by conference call.

#### **In Attendance:**

Members: David Cordle, ESU  
Jean Redeker, KU

Jill Arensdorf, FHSU  
Rick Muma, WSU

Charles Taber, K-State  
Daniel Archer, KBOR

Staff: Karla Wiscombe  
Cynthia Farrier

Sam Christy-Dangermond  
Amy Robinson

Erin Wolfram

Others:

Lori Winningham, Butler CC  
Jennifer Ball, Washburn

Chris Claterbos, KU  
Professor Wintoki, KU

Dee Steinle, KU

Chair David Cordle welcomed everyone and roll call was taken for university members.

#### **Approval of Minutes**

Rick Muma moved to approve the minutes of the September 18, 2019 meeting. Chuck Taber seconded the motion and the motion passed.

#### **First Program Readings**

- Jide Wintoki, KU Professor of Finance and Director of Analytics, Information & Operations Management, presented a program overview for the Master of Science in Business Analytics from the University of Kansas. They currently have a successful Bachelor's Degree in Business & Analytics and started with a dozen majors and have over 200 now. They have received input from students and industry and believe this major will be just as successful. No questions were presented to Professor Wintoki. Rick Muma, WSU, commented that they are looking at similar degree options.

If there are further questions or comments, Jean Redeker can be contacted. The second reading will go on the November COCAO agenda.

- David Cordle presented information for the proposed Bachelor of Interdisciplinary Studies in Ethnic, Gender, and Identity Studies at Emporia State University. This is going to be built on the existing minor, so the framework is already in place. Because the program is already being taught, there are no startup costs or new faculty needed. Rick Muma, WSU, commented that they are in the process of changing the name of their Women's Studies Department to the same title ESU is proposing. Jean Redeker, KU, stated they have a similar program with some overlap, and their Area Director is supportive of the program. Jill Arensdorf, FHSU, stated their Sociology Department which houses a minor and certificate in this area, is supportive of ESU moving forward with this degree program. David Cordle asked if FHSU is having any conversations about building a major on this foundation. Jill responded that she is not aware of any.

If there are further questions or comments, David Cordle can be contacted. The second reading will go on the November COCAO agenda.

### **Second Program Readings**

- The Committee reviewed and voted on the three programs for Kansas State University: Associate of Applied Science in Aviation Maintenance, Associate of Applied Science in Professional Pilot and Master of Industrial Design. The Committee also reviewed and voted on the Bachelor of Science in Diagnostic Science for KUMC. No further comments were presented from COCAO members since their first readings on September 18th.

By unanimous consent on each, COCAO approved the above programs for KSU and KUMC. They will now go on the COPS agenda for November.

### **OTHER MATTERS**

- The next COCAO meeting is being held at PSU on November 20, 2019.

With no further business, the meeting adjourned at 9:20 a.m.



scale business data analytics in organizations. Program graduates will not only drive decision-making across companies and government agencies, but will also act as catalysts for growth.

The School of Business started offering a Bachelor’s of Science degree in Business Analytics in the fall of 2016. The program has been highly successful, and demand has continued to grow at a rate of over 50% annually. The proposed Master of Science – Business Analytics graduate degree program extends the existing BS major and supports the demand for higher levels of education and experiential learning provided at the graduate level.

The missions of the University and the School of Business intersect with educating leaders who positively contribute to business and society. This highly-competitive, high-quality program supports these missions because it has been specifically designed to meet the needs of the State of Kansas by attracting regional and national working professionals seeking the knowledge to build and maintain the mindset and key data analytic skills necessary to lead today’s insight driven companies.

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

**A. Survey of Student Interest**

A survey was conducted which included 55 Ernst & Young (EY) staff and senior associates (typically individuals 1 – 5 years after college graduation) to identify interest in business analytics. EY is one of the most consistent recruiters of KU Business School graduates. The Analytics and Information Systems Advisory Board administered the survey to EY employees in the regional office. The individuals surveyed would have graduated with a business degree major primarily in the areas of accounting, finance, and information technology. The following are select questions and results from that survey:

Question	Response
How beneficial do you consider having a Business Analytics skillset in your career? <i>(0 = Not Beneficial to 10 = Very Beneficial)</i>	8.4
Would you be interested in a Business Analytics training to grow your skillset? <i>(0=Not Interested to 10= Very Interested)</i>	8.3
Would you be interested in seeking work that involves Business Analytics? <i>(0 = Not Interested to 10 = Very Interested)</i>	8.1
While in college, would you have been (or are currently) interested in pursuing a Masters of Business Analytics	20 (36%) replied Yes

**B. Market Analysis**

The launch of this program means that, of the 32 public higher education institutions in the Kansas Board of Regents system, the University of Kansas will be the **first** to offer the trifecta of a Bachelors, Masters, and Ph.D. programs in Business Analytics that are AACSB accredited. The MS program is the logical extension of the very successful Bachelors of Science in Business Analytics, which is now in its fourth year and will complement the Ph.D. program in Business Administration with specialization in Business Analytics.

There are, however, three closely related master’s programs with similar learning outcomes offered in the broader region. These are at Rockhurst University (MS in Business Intelligence and Analytics), Kansas State University College of Business (MS in Data Analytics) and University of Iowa Business School (MS in Business Analytics). While the MS program in Iowa is an AACSB accredited program built on a similar foundation of an undergraduate program, it is outside the area for the purpose of commutes. The Rockhurst program is at a small private university that does not have the research or breadth of knowledge that KU has.

While the K-State program is just outside commuting distance to KU, it is probably the only comparable one to KU’s in the broader region. The K-State program is a collaborative program between Business, Computer Science, Economics, Mathematics, Industrial Management and Systems Engineering, Statistics, and Geography. The emphasis leans more toward the general science of data analysis with some courses covering business application.

KU’s program is fully embedded within the Business School, builds on our strong undergraduate program in Business Analytics, and also builds on our already well-established connections to the business community. These connections include an Analytics and Information Systems (AI) Advisory Board made up of experienced industry professionals from leading companies in Kansas/Missouri and nationally. In addition, having a strong Ph.D. program adds strength to the teaching and experiential learning available to the Masters in Business Analytics.

The Iowa and Rockhurst programs have been available for a few years and have shown early success. There is little doubt that other local competing universities are exploring investment in similar degrees.

**Potential Student Population**

The program serves three primary groups: 1) recent graduates of business schools, engineering, economics, computer science or other quantitative disciplines interested in careers in business analytics; 2) professional working adults interested in advanced education already working in the field, or seeking a career change; (3) recent graduates of our own undergraduate program in Business Analytics. Since its Fall 2016 implementation, more than 80 students have graduated with a B.S. in Business Analytics, and the program enrollment increases 50% annually. These undergraduate students recently met with the AI Advisory Board and the students showed a high level of enthusiasm for a Master’s program. In the last two graduating classes for the major, there were six students going on to Master’s programs, and most were looking at programs that offered analytics specializations.

**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	25	-	750	-
Year 2	50	-	1,500	-
Year 3	65	-	1,950	-

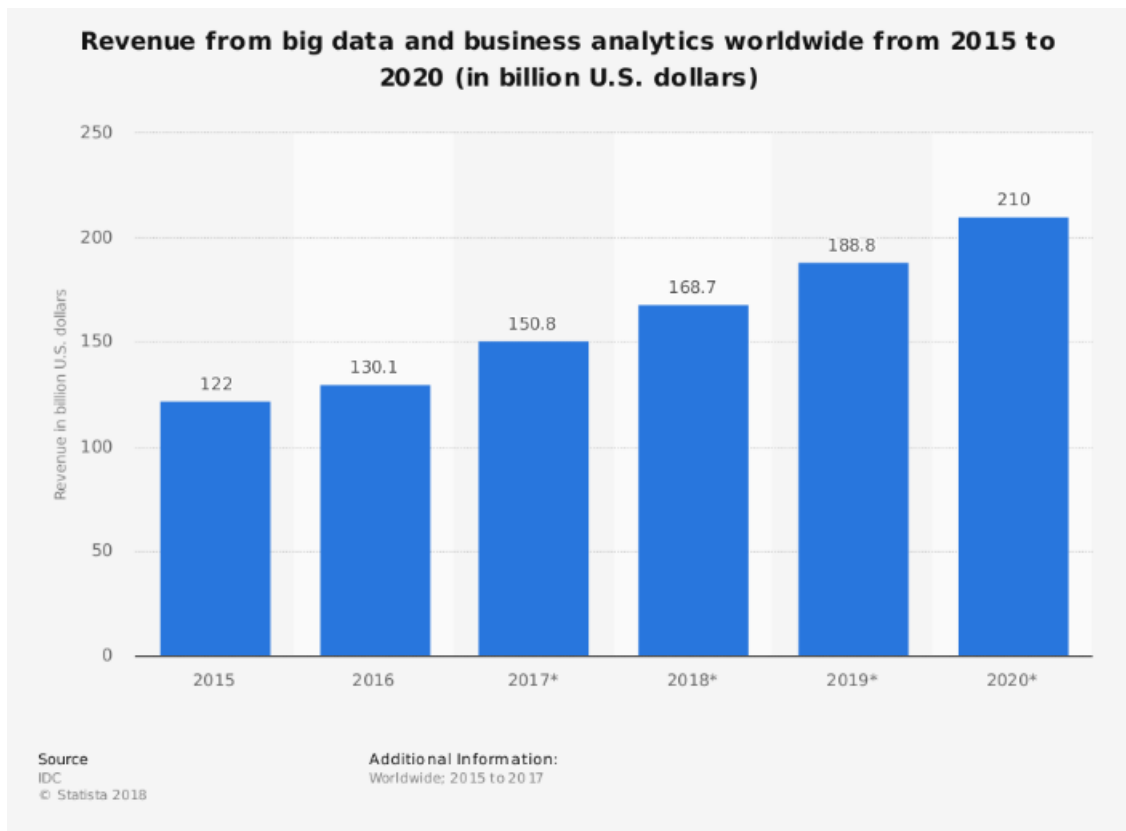
**VI. Employment**

Like big data itself, the business need for Business Analytics expertise is increasing faster than universities are able to support. A joint report by PwC and the Business-Higher Education Forum indicates that data science and analytics job postings will rise to 2.72 million by 2020, and revealed that by 2021, 69 percent of employers will seek candidates with data science and analytics skills. The report also stated that one in three positions in Business Analytics goes unfilled as the demand continues to outpace qualified candidates.

Business complexity continues to grow with new business models, devices, channels, competitors and customer requirements driving the growth of data. Business Analytics is transforming these big data sets into information



– leading to better decision-making and growth in business revenue. Revenues from big data and business analytics, and hence the need for Business Analytics experts, will continue to rise, outpacing most jobs globally.



Program graduates can expect to find employment in the following positions, among others:

- Data Consultant
- Business Analyst
- Business Analytics Consultant
- Business Intelligence Analyst
- Business Reporting Manager
- Chief Analytics Officer
- Data Analyst
- Data Scientist
- Data Engineer
- Data Strategist
- Director of Analytics
- E-Commerce Analyst
- Enterprise Resource Planning (ERP) Analyst

According to the recent (2017) Graduate Management Admission Council (GMAC) Corporate Recruiters Survey, 49% of Fortune Global 100 companies plan to hire analytics master's students. With base salaries averaging 44% higher than those with a bachelor's degree alone, business analytics graduates are entering a job market eager to pay a premium for their skills.

The Analytics and Information Systems Advisory Board that advises the KU School of Business, which is made up of leaders from companies including Black and Veatch, Cerner, Koch Industries, Accenture, EY, KPMG, PwC, KC Royals, Tradebot, VML, Security Benefit, Grant Thornton, YRC and many others, concur with the national trends. An additional data point supporting the strong employment prospects of master’s graduates is that 96% of recent graduates of our Bachelor’s program were professionally engaged within six months of graduation, at an average starting salary of \$59,237.

## VII. Admission and Curriculum

### A. Admission Criteria

Prospective students must:

- complete a KU Graduate Application.
- demonstrate an aptitude for quantitative analysis. This could be either from completing an undergraduate degree with a strong quantitative component (e.g., in business, economics, engineering, mathematics, statistics, or the physical sciences), or taking intermediate/advanced courses in business, computer science, mathematics, or statistics.
- submit official transcripts from each college or university attended.
- submit a copy of a resume or equivalent. Students are encouraged to submit Graduate Management Admission Test (GMAT) or Graduate Records Exam (GRE) results.
- international students must also meet KU’s English proficiency, visa/I20, and financial support requirements.

Application Deadline: The application deadline for prospective students is August 5. A new cohort begins every Fall semester.

### B. Curriculum

The Business Analytics program is designed on the fundamental principles of Business Analytics. Themes include: hands-on learning, projects and real world case studies and working with leading companies to solve business problems and challenges with Business Analytics. Also, graduates will not only learn to work with multiple tools, data sets, and solutions, but will learn to tell the value of Business Analytics to improve business decision-making and overall business success.

While the program does not require an internship, students may articulate up to three hours of credit for relevant internship experiences. Through our strong Analytics and Information Systems Advisory Board, representing the top firms regionally, we are actively working to create a pipeline for projects, jobs and internships that will benefit students in both the Undergraduate and Graduate Business Analytics Programs.

#### Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
BSAN 726	Data Management and Data Warehousing	3
BSAN 710	Statistical Modelling	3
BSAN 720	Data and Visual Analytics	3
BSAN 740	Analytical Optimization	3
	MSBA Elective	3

**Year 1: Spring**

Course #	Course Name	SCH....
BSAN 730	Large Scale Data Analysis	3
BSAN 750	Data Mining and Machine Learning	3
BSAN 710	Data Driven Business Strategy	3
	MSBA Elective	3
BSAN 780	Business Analytics Capstone / Internship	3

**Total Number of Semester Credit Hours ..... 30**

***Elective Course List (choose 2)***

- BSAN 735: Data Security and Analytics (3 cr.)
- BSAN 715: Analytics Application Development (3 cr.)
- BSAN 745: Advanced Machine Learning and AI (3 cr.)
- BSAN 760: Accounting Analytics (3 cr.)
- BSAN 770: Healthcare Analytics (3 cr.)
- BSAN 775: Financial Risk Analytics (3 cr.)
- BSAN 777: Marketing Analytics (3 cr.)

**VIII. Core Faculty**

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Steve Hillmer	Professor	Ph.D.	Y	Business Analytics	0.25
Jide Wintoki*	Professor	Ph.D.	Y	Finance	0.25
Scott Bronson	Associate Professor	Ph.D.	Y	Accounting	0.25
Gilbert Karuga	Associate Professor	Ph.D.	Y	Information Systems	0.25
Michael Lash	Assistant Professor	Ph.D.	Y	Business Analytics	0.25
Shaobo Li	Assistant Professor	Ph.D.	Y	Business Analytics	0.25
Ben Sherwood	Assistant Professor	Ph.D.	Y	Business Analytics	0.25
Karthik Srinivasan	Assistant Professor	Ph.D.	Y	Business Analytics	0.25
Chris Claterbos	Lecturer	MSCE	N	Business Analytics	0.25
Brian Salmans	Lecturer	Ph.D.	N	Business Analytics	0.25
Greg Storm	Lecturer	Ph.D.	N	Business Analytics	0.25

Number of graduate assistants assigned to this program ..... **0**

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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	318,000	318,000	318,000
Administrators ( <i>other than instruction time</i> )	-	-	-
Graduate Assistants	-	-	-
Support Staff for Administration ( <i>e.g., secretarial</i> )	-	-	-
Fringe Benefits ( <i>total for all groups</i> )	95,400	95,400	95,400
Other Personnel Costs	-	-	-
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	413,400	413,400	413,400
<b>Personnel – – New Positions</b>			
Faculty	-	-	-
Administrators ( <i>other than instruction time</i> )	-	-	-
Graduate Assistants	-	-	-
Support Staff for Administration ( <i>e.g., secretarial</i> )	40,000	40,000	40,000
Fringe Benefits ( <i>total for all groups</i> )	12,000	12,000	12,000
Other Personnel Costs	-	-	-
<b>Total Existing Personnel Costs – New Positions</b>	52,000	52,000	52,000
<b>Start-up Costs - - One-Time Expenses</b>			
Library/learning resources	-	-	-
Equipment/Technology	-	-	-
Physical Facilities: Construction or Renovation	-	-	-
Other	2,500	-	-
<b>Total Start-up Costs</b>	2,500	-	-
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	-	-	-
Library/learning resources	-	-	-
Equipment/Technology	-	-	-
Travel	-	-	-
Other	2,500	2,500	2,500
<b>Total Operating Costs</b>	5,000	2,500	2,500
<b>GRAND TOTAL COSTS</b>	470,400	467,900	467,900

<b>B. FUNDING SOURCES</b> (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		398,010	796,020	1,034,826
Student Fees		172,650	345,300	448,890
Other Sources		-	-	-
<b>GRAND TOTAL FUNDING</b>		570,660	1,141,320	1,483,716
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		100,260	673,420	1,015,816

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

We plan to reassign the following faculty from our undergraduate program to launch the program:

<u>Faculty Name</u>	<u>FTE Assigned</u>	<u>Faculty Name</u>	<u>FTE Assigned</u>
Steve Hillmer	0.25	Ben Sherwood	0.25
Jide Wintoki	0.25	Karthik Srinivasan	0.25
Scott Bronson	0.25	Chris Claterbos	0.25
Gilbert Karuga	0.25	Brian Salmans	0.25
Michael Lash	0.25	Greg Storm	0.25
Shaobo Li	0.25		

We are also in the process of recruiting full-time tenure track faculty to fill two *existing* positions, and we expect to assign 0.25 FTE of these positions to the program.

#### Personnel – – New Positions

Administrative and Advising Support: The program will require hiring a staff member whose position will be 0.5 FTE dedicated to administrative support and 0.5 FTE dedicated to student advising.

#### Start-up Costs – One-Time Expenses

We anticipate minimal start-up costs for initial wave of program advertising, student recruitment, and development of new course material for faculty who may have to adapt their current teaching material for the Master’s level.

#### Operating Costs – Recurring Expenses

We expect minimal operating expenses for ongoing program advertising, employer outreach, and career services activities.

## **B. Revenue: Funding Sources**

Funding for the program will be through tuition and student fees. Based on historical enrollment in other Business School Master's programs (e.g., the MBA), we estimate admitted students will consist of 80% in-state and 20% out-of-state.

## **C. Projected Surplus/Deficit**

We expect the program to achieve a surplus of over \$100,000 right from the first year based on our conservative enrollment projection (the program "breaks even" with an enrollment of 22 students). In subsequent years, we expect the program to generate annual surpluses in excess of \$600,000.

## **XI. References**

GMAC Corporate 2017 Corporate Recruiters Survey. <https://www.gmac.com/market-intelligence-and-research/research-library/employment-outlook/2017-corporate-recruiters-survey-report>

"Investing in America's Data Science and Analytics Talent." <http://www.bhef.com/publications/investing-america-data-science-and-analytics-talent>



Emporia State University is already home to an Ethnic and Gender Studies minor, which combines the studies of multiple identities and is unique in the Kansas Board of Regents' schools. This minor is an interdisciplinary area of study, made up of courses designated as Ethnic-and-Gender-Studies intensive courses. The designation is done by the Ethnic and Gender Studies Steering Committee, a committee made up of representative faculty from across the University. As this foundation for intersectional study is already in place at ESU, and the process for identifying and classifying Ethnic and Gender Studies courses has been established and tested over time, ESU is the ideal home for crafting an interdisciplinary and intersectional study of ethnic, gender, and identity studies.

In addition, due to the construction of the major and the framework already in place, it will require no additional courses and little to no additional funding to implement. The required courses for the major are already being taught on a regular basis, and the resources needed to support administrative tasks are currently available.

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

**A. Market Analysis**

*Figure 1: Completers of Bachelor's Degrees in U.S. Universities with Majors Related to Ethnic, Gender and Identity Studies, 2013-2017. Source: IPEDS Database (nces.ed.gov/ipeds/datacenter/)*

<b>Major</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Ethnic Studies	87	93	98	105	107
EGMGGS*	209	212	212	N/A	N/A
Gay/Lesbian Studies	13	16	16	16	18
Latin American Studies	318	323	331	337	340
Women's Studies	645	676	703	713	734
<b>TOTAL</b>	<b>1272</b>	<b>1320</b>	<b>1360</b>	<b>1171</b>	<b>1199</b>

\*Ethnic, Cultural Minority, Gender, and Group Studies. Not included in 2016 or 2017 IPEDS list of majors.

\*\*When the ECMGGS major is removed, the total number goes down. It could be said that this major is closest to the Ethnic, Gender and Identity Studies major, so the approval of this major would seem to be a way to build those numbers again.

IPEDS's database shows there is a strong interest in similar programs to Ethnic, Gender, and Identity Studies. Because the EGIS proposed major would incorporate the various majors tracked by IPEDS, the EGIS major would appeal to different kinds of students who seek various fields of study within identity studies.

Studies of sex, gender, race, ethnicity, sexuality, age, class, religion and other critical social identities have evolved well beyond the localized or targeted study of a single identity, and scholars and private sector representatives are increasingly aware of the ways in which one identity may affect another. The need for a program of study that offers students the opportunity to examine and focus on identities and the ways in which they intersect is apparent in the movement of scholarly research, as well as in the complex social problems requiring examination of intersectional identities (Crenshaw 2017, e.g.). Kansas Regents universities currently offer programs in Women's Studies, African American Studies, Native American Studies, Religious Studies, and Ethnic Studies; however, no KBOR university offers a program of study whose main intent is an examination of multiple, intersecting, diverse social identities combining perspectives from different disciplines.

Generation Z – those born in the late 1990s and early 2000s – is the most diverse generation in U.S. history (Dimock 2019). Attracting and retaining this widely diverse group of students is key to continuing success as an academic institution, now and into the future. Programs such as the proposed Ethnic, Gender, and Identity Studies major at ESU will provide students the opportunity to explore their own diverse identities and to



understand the identities of others. The EGIS major will attract diverse students interested in social issues and will contribute to creating a campus environment that is welcoming to all students.

A recent article regarding Generation Z and the workplace stated that “[d]iversity, inclusion and belonging should be core values of [an] organization and can impact [the] ability to attract and retain an entire generation of talent” (Florentine 2018). A survey of 1,000 students conducted by Door of Clubs, a startup dedicated to connecting university student clubs to private sector sponsors, found that equality was the “No. 1 cause Generation Z cares about in the workplace” (Florentine 2018). The incoming generation of college students cares deeply about causes surrounding diversity and inclusion and seeks out communities that have this core value. A major in Ethnic, Gender, and Identity Studies demonstrates the University’s dedication to these social concerns and will prepare and empower graduates to carry these values forward into their careers.

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

*Figure 2:*

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10		300	
Year 2	10	5	600	90
Year 3	10	5	900	180

**VI. Employment**

A recent search shows a wide variety of open positions labeled “diversity officer” or something similar:

*Figure 3:*

Jobs Website	Number of Diversity Jobs Listed
LinkedIn	223
Indeed	3,751
Career Website of Nat’l Association of Diversity Officers in Higher Education	36
SimplyHired	3,115
Glassdoor	859
HigherEdJobs	251
ZipRecruiter	7,362
InsideHigherEd	106

These listings include positions in private industry--such as persons who evaluate compliance with state and federal regulations regarding contracting—and jobs in various offices of federal, state, county and local government.

More and more companies and institutions are seeking employees who specialize in diversity and inclusion: such postings by employers have increased 18% from 2017-2018 and increased 35% from 2016-2018 (Culbertson, 2018). In addition, diversity has “gained momentum as a topic in more than 70% of the [1,700] enterprises surveyed” (Lorenzo and Reeves, 2018). Employers are examining diversity and inclusion at their

places of employment and see the value of increasing their equity among different groups within their workforce. Students who major in EGIS will be able to meet this need within the workforce.

Job positions will also be available in academic institutions; many of KBOR universities have offices centered on diversity and equity:

*Figure 4:*

<b>Institution</b>	<b>Name of Office</b>
Kansas State University	Department of Diversity and Multicultural Student Affairs
University of Kansas	Office of Diversity and Equity
Wichita State University	Office of Diversity and Inclusion
Emporia State University	Office of Diversity, Equity and Inclusion
Fort Hays State University	Office of Diversity Affairs
Pittsburg State University	Office of Student Diversity and Office of Institutional Equity
Washburn State University	Office of University Diversity and Inclusion

KBOR universities recognize that diversity and inclusion are an important part of college work life and student life, so positions in diversity and inclusion are represented.

In addition, job seekers looking for jobs in diversity and inclusion have been growing since 2015; the number has increased 8% from 2016-2018 (Culbertson, 2018). This increase, however, does not meet the need of employers who are seeking people qualified in diversity and inclusion; by offering a degree in Ethnic, Gender, and Identity Studies, ESU will be able to help close this gap and get more qualified employees into the workplace. This will not only benefit the EGIS graduates and companies seeking a diversity officer or other job, but also the general workforce: “[a] full two thirds (67 percent) of active and passive job seekers said that a diverse workforce is an important factor when evaluating companies and job offers” (Glassdoor Team, 2014).

According to a 2018 job outlook survey by the National Association of Colleges and Employers (NACE, 2018), the most valued attributes in potential employees are communication skills, problem-solving skills, and the ability to work in a team. One key principle in working in an effective team is building an environment of inclusivity where diversity is appreciated and encouraged. EGIS graduates will be uniquely positioned to create these environments in the multicultural workforces of the future, as their knowledge of diverse cultures and peoples, as well as comfort with difference, will allow for more effective communication within these teams. The EGIS program’s interdisciplinary approach to learning and embedded leadership principles will provide students with the skills to address multi-faceted and complex problems with unique perspectives, as well as take on leadership roles in diverse groups and situations. In addition, EGIS graduates will be positioned to effect positive change in the areas of diversity, inclusion, and belonging, which are key issues for Generation Z students and employees (Florentine, 2018).

## **VII. Admission and Curriculum**

### **Admission Criteria**

Students applying for the Bachelor in Interdisciplinary Studies (BID) with a major in Ethnic, Gender, and Identity Studies will meet ESU’s requirements for admission as an undergraduate, including ACT composite score of 21 or higher or rank in the top third of the high school graduating class, and a grade point average of 2.00 on a 4.00 scale in the recommended core curriculum courses. Details may be found in ESU’s University Catalog (<https://www.emporia.edu/regist/catalog/documents/2019-2020%20ESU%20Catalog.pdf>).

**A. Curriculum – Suggested courses for full-time students**

**Year 1: Fall**

**SCH = Semester Credit Hours**

Course #	Course Name	SCH.... 15
EG 101	Composition I	3
MA 110	College Algebra	3
	Other general education courses to reach 15 credit hours	9

**Year 1: Spring**

Course #	Course Name	SCH.... 15-16
EG 102	Composition II	3
SP 100 <b>OR</b> 101	Interpersonal Communication <b>OR</b> Public Speaking	3
	Technology Course	2-3
	Other general education or elective courses to reach 15 hours	6-7

**Year 2: Fall**

Course #	Course Name	SCH.... 15
ID 301	Issues in Ethnic and Gender Studies	3
ID 302	Introduction to Interdisciplinary Studies	3
	6 hours of general education courses	6
	3 hours of EGIS electives	3

**Year 2: Spring**

Course #	Course Name	SCH.... 15
	General education courses	
	Electives in EGIS	

**Year 3: Fall**

Course #	Course Name	SCH.... 15
SO 540	Identity and Intersectionality	3
	Any remaining general education requirements	
	Electives in EGIS	

**Year 3: Spring**

Course #	Course Name	SCH.... 15
	Electives in EGIS	15

**Year 3: Summer**

Course #	Course Name	SCH.... 3-6
	Internship or practicum (elective but highly recommended)	3-6

**Year 4: Fall**

Course #	Course Name	SCH.... 15
	Electives in EGIS	15

**Year 4: Spring**

Course #	Course Name	SCH.... 15
ID 490	Interdisciplinary Studies Capstone	3
	Electives in EGIS	12

**Year 4: Summer**

Course #	Course Name	SCH.... varies
	Any remaining course work required, additional internship or practicum (elective but highly recommended)	3-6

**Total Number of Semester Credit Hours ..... 120**  
**[Plus any hours accrued in elective internship and/or practicum]**

**VIII. Core Faculty**

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Mallory Koci	Instructor	MA	N	Ethnic & Gender Studies	1.0 (0.25 administrative, 0.75 instruction)
Alfredo Montalvo (Acting Chair, Interdisciplinary Studies)	Associate Professor	PhD	Y	Sociology, Crime & Delinquency Studies	0.5 (administrative)
Heidi Hamilton	Professor	PhD	Y	Gender & Communication	0.25
Ellen Hansen	Professor	PhD	Y	Cultural Geography, Gender	0.25
Maire Johnson	Assistant Professor	PhD	Y	Ancient & Medieval History, Early Women's History	0.25
Sheryl Lidzy	Associate Professor	PhD	Y	Intercultural Communication	0.25
Amanda Miracle	Associate Professor	PhD	Y	Colonial History, Women's History	0.25
Gregory Robinson	Associate Professor	PhD	Y	Spanish Language Literature, Ethnic Literature	0.25
Rochelle Rowley	Associate Professor	PhD	Y	Gender, Identity, Sociology	0.25
Susan Zubber-Chall	Instructor	PhD	N	Social Justice, Crime & Delinquency Studies	0.25
Rachael Spaulding	Assistant Professor	PhD	Y	Spanish Language Literature, Ethnic and Gender Literature	0.25
C. Edward Emmer	Professor	PhD	Y	Philosophy	0.25

Number of graduate assistants assigned to this program ..... **0**

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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	160,502	163,712	166,986
Administrators ( <i>other than instruction time</i> )	49,975	50,975	51,994
Graduate Assistants	0	0	0
Support Staff for Administration ( <i>e.g., secretarial</i> )	0	0	0
Fringe Benefits ( <i>total for all groups</i> ) (18.26%)	38,433	39,202	39,986
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	248,910	253,889	258,966
<b>Personnel – – New Positions</b>			
Faculty			
Administrators ( <i>other than instruction time</i> )			
Graduate Assistants			
Support Staff for Administration ( <i>e.g., secretarial</i> )			
Fringe Benefits ( <i>total for all groups</i> )			
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>	0	0	0
<b>Start-up Costs - - One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
<b>Total Start-up Costs</b>	0	0	0
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Programming, Women’s History Month)			
<b>Total Operating Costs</b>	0	0	0
<b>GRAND TOTAL COSTS</b>	248,910	253,889	258,966

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		51,543	118,549	185,555
Student Fees		16,434	39,405	63,244
Other Sources				
<b>GRAND TOTAL FUNDING</b>		67,977	157,954	248,799
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		(180,933)	(95,935)	(10,167)

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

The director, Mallory Koci, is a current ESU instructor in the Department of Interdisciplinary Studies and has 0.25 FTE assigned to directorship of the EGS program, of which the new major will be a part. Alfredo Montalvo is Acting Chair of the Department of Interdisciplinary Studies and will have administrative responsibilities over the program. All other faculty teach in departments across campus.

#### Personnel – – New Positions

The program will require no new faculty; all required and elective courses are currently being taught on campus.

#### Start-up Costs – One-Time Expenses

No start-up costs are requested.

#### Operating Costs – Recurring Expenses

No new funding is requested.

### B. Revenue: Funding Sources

Funding from tuition is based on \$5,154.30 per year for full-time students and \$3,092.58 per year for part-time students. Funding from mandatory fees is based on \$1,643.38 per year for full-time students and \$1,394.25 per year for part-time students.

### C. Projected Surplus/Deficit


The apparent deficits projected above are mitigated by the fact that the only required resources are existing personnel.

## XI. References

- Crenshaw, Kimberlé. 2017. Kimberlé Crenshaw on intersectionality, more than two decades later [interview]. *Columbia Law School*. Retrieved from <https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>.
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- Lorenzo, Rocio and Martin Reeves. 2018. How and Where Diversity Drives Financial Performance. *Harvard Business Review*. Retrieved from <https://hbr.org/2018/01/how-and-where-diversity-drives-financial-performance>
- NACE. 2018. Employers want to see these attributes on students' resumes. *NACE*, December 12. Retrieved from <https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>.



TO: Daniel Archer, Vice President for Academic Affairs  
Kansas Board of Regents

FROM: Carl Lejuez, Interim Provost and Executive Vice Chancellor 

RE: Request to Change the Name of Three Degrees

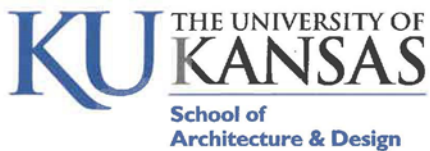
DATE: October 25, 2019

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The University of Kansas requests to change the name of one undergraduate degree and two graduate degrees as detailed below. The name changes are intended to more clearly reflect the content of the degree, and to more clearly communicate that content to current and future students as well as employers and accreditors.

- B.S. in Interior Architecture and Design to be renamed B.S. in Interior Architecture  
The name change is being sought to provide greater clarity for disciplinary accrediting bodies in Architecture and in Interior Design, as well as for students. The name change will not result in any changes to the curriculum, degree content, CIP code, or other aspects of the program. Further details are provided in the attached letter from the Dean of Architecture & Design, Dr. Mahbub Rashid.
- M.S. in Business and Organizational Leadership to be renamed M.S. in Organizational Leadership  
The name change is being sought to provide greater clarity for students. The name change will not result in any changes to the curriculum, degree content, CIP code, or other aspects of the program, and will provide greater clarity to students. Further details are provided on the attached letter from the Dean of Business, Dr. L. Paige Fields.
- M.S. in Business to be renamed M.S. in Supply Chain Management and Logistics  
The name change is being sought to provide greater clarity for students and employers. The name change will not result in any changes to the curriculum, degree content, or other aspects of the program. However, we are seeking to change the CIP Code from 52.0101 to 52.0203 to align with the new degree title. Further details are provided on the attached letter from the Dean of Business, Dr. L. Paige Fields.





September 27, 2019

Academic Affairs  
Office of the Provost  
University of Kansas

Initial Letter Requesting Change in Name of a Degree

The Bachelor of Science in Interior Architecture and Design is an interdisciplinary degree that brings together many of the strengths that are found in the School of Architecture and Design's degrees in Design and Architecture. Its focus is primarily on Interior Architecture or the design of spaces, environments and experiences in the core of buildings. For this reason, it tends to be largely architectural in content.

In the degree's original 2017 proposal, we underscored the importance of pursuing the rigorous and highly respected CIDA (Council for Interior Design Accreditation) accreditation once our first class of students graduates. We have completed steps to secure CIDA Candidate Degree status until that time.

In 2022, KU's degree programs in art and design will undergo review for NASAD (National Association for Schools of Art and Design) accreditation. On the basis of the degree's name—Interior Architecture and Design—we decided to request NASAD advice on whether or not the degree should be included with the University's visual art, art history, design and other arts-oriented degrees for the NASAD review. We recently learned that because of its greater emphasis on architectural content, the BS Interior Architecture and Design should not be included with the University's art and design degrees in the NASAD review.

We propose to continue with our original CIDA-accreditation plan, maintain our Interior Architecture and Design curriculum as originally proposed, and simply remove the word "Design" from the degree title to avoid any confusion with the NASAD-accredited art/design degrees at KU.

This will result in no change to the curriculum, degree content, or any other aspect of the program for current and prospective students.

During the past week, the faculty of Architecture and Design voted overwhelmingly in favor of this change. Therefore, as the Dean of the School I approve the request to change the name from B.S. Interior Architecture and Design to B.S. Interior Architecture effective at the earliest possible date. I would appreciate if your office would proceed with the next steps of the approval process.

Sincerely,

Mahbub Rashid, PhD, RA  
Interim Dean/Professor



August 28, 2019

Provost Office  
Strong Hall  
1450 Jayhawk Boulevard  
Lawrence, KS 66045

To: Carl Lejuez, Provost

**Re: Proposal for Program Name Change**

The School of Business is proposing a name change for our Master of Science in Business and Organizational Leadership (MS-BOL) program. The proposed name is "Master of Science in Organizational Leadership" (MS-OL).

When the Kansas Board of Regents considered our original MS-OL proposal in 2016, a single objection was raised to the naming convention for the program: a graduate program in Organizational Leadership offered by the University of Kansas in Leavenworth might be confused with the graduate program in Educational Leadership offered by Kansas State University in Manhattan. As a result, we agreed at the time to adopt the naming convention "Business and Organizational Leadership" to avoid potential confusion. After three years of delivering the program, we have found that no confusion exists between the programs. Instead, we have found that students are confused by the inclusion of "Business" in the program title, which is decidedly unconventional for a graduate program that focuses on leader development. To our knowledge, ours is the only graduate program in the country with the unconventional name.

This is a timely and necessary change. I believe that, when implemented, it will reduce confusion and improve student recruiting, a positive outcome for both the school and the university.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "L. Paige Fields".

L. Paige Fields  
H. D. Price Dean and Professor

**Office of the Dean**

**KU School of Business**

Capitol Federal Hall | 1654 Naismith Drive | Lawrence, KS 66045 | P: (785) 864-7500 | Fax: (785) 864-5328 | [business.ku.edu](http://business.ku.edu)



August 28, 2019

Provost Office  
Strong Hall  
1450 Jayhawk Boulevard  
Lawrence, KS 66045

To: Carl Lejuez, Provost

**Re: Proposal for Supply Chain Management Program Name Change**

Pursuant to earlier discussions concerning the Master of Science in Business graduate program in Supply Chain Management and Logistics (MSB-SCM), we propose changing the name of the program to "Master of Science in Supply Chain Management and Logistics" (MS-SCM).

The MSB-SCM is the last remaining program under a portfolio of graduate programs established during the 1990s. This name change will accomplish two goals: one, it will eliminate confusion and concern surrounding a standalone graduate program; two, it will allow us to apply the same policies used for other specialized graduate programs to the SCM program. The latter point is especially important to the School of Business, as consistent application of academic policy greatly simplifies the accreditation process for our graduate programs.

In addition, we propose changing the Classification of Instructional Programs (CIP) code to 52.0203, Logistics and Materials Management. We believe this most closely aligns with the academic focus of the program.

This is a timely opportunity for the School of Business. These changes are relatively simple, and I believe that they are positive as well.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "L. Paige Fields".

L. Paige Fields  
Dean

**Office of the Dean**

**KU School of Business**

Capitol Federal Hall | 1654 Naismith Drive | Lawrence, KS 66045 | P: (785) 864-7500 | Fax: (785) 864-5328 | [business.ku.edu](http://business.ku.edu)



**WICHITA STATE  
UNIVERSITY**

**COLLEGE OF FINE ARTS**

*Office of the Dean*

MEMORANDUM

October 29, 2019

**TO: Richard Muma, Provost**

**FROM: Rodney E. Miller, Dean, College of Fine Arts, Wichita State University**

**Re: College of Fine Arts – New School Creation**

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Overview

The College of Fine Arts at Wichita State University currently has three schools:

- The School of Art, Design and Creative Industries
- The School of Music
- The School of Performing Arts

In addition to our three schools, we have the Bachelor of Applied Arts in Media Arts that is housed independently in the College, an interdisciplinary degree that has curriculum from five separate units:

- Animation
- Game Design
- Audio Production
- Filmmaking
- Collaborative Design

We are requesting permission to formulate a fourth academic school comprised of these five disciplines.

Current

College: Fine Arts

Department Name: None

Proposed

College: Fine Arts

Department Name: School of Digital Arts

Rationale

The BAA was approved by KBOR in July of 2017, and we have offered it for four academic semesters. Its popularity has been overwhelming – approx. 90 majors in 2017-18, 190 majors in 2018-19, and 275 anticipated majors for the Fall of 2019. In order to provide adequate administrative leadership/oversight we feel the majors in these five disciplines deserve the same governance paradigm that other students in the College enjoy – a Director and administrative support exercising centralized authority over budget, curriculum, facilities, faculty, and programing that is consistent with the governance found in the other three schools. No new state funds are being requested.

If you require further information, please contact me at the telephone number below or email me at [rodney.miller@wichita.edu](mailto:rodney.miller@wichita.edu).



Pittsburg State University  
OFFICE OF THE PROVOST

October 30, 2019

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

Dear Dr. Archer:

Pittsburg State University is eliminating their Bachelor of Science in Education with a major in Physics (CIP: 13.1329). This degree is now being merged into our existing Bachelor of Science degree as an Education emphasis (CIP: 40.0801).

These degree elimination and merger into another degree have been fully legislated and approved at PSU.

Sincerely,

A handwritten signature in cursive script that reads "Howard W. Smith".

Howard W. Smith, Ph.D.  
Provost and Vice President for Academic Affairs

bf





TO: David Cordle, Emporia State University  
Chair, Council of Chief Academic Officers  
Kansas Board of Regents

FROM: Carl W. Lejuez   
Interim Provost and Executive Vice Chancellor, University of Kansas

DATE: October 29, 2019

RE: Creation of the School of Professional Studies at the KU Edwards Campus

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The University of Kansas requests approval to create the School of Professional Studies at the KU Edwards Campus (KUEC) in Overland Park. No new state funding is needed to support the School, which will be led by KUEC's Vice Chancellor, who will also serve as its Dean.

The KU Edwards Campus brings high-quality education programs to serve diverse workforce, economic, and community needs with particular focus on the Kansas City Metro region. The campus provides lifelong education programs, research activities, and entrepreneurial initiatives that address present and future workforce needs and important community and statewide problems.

KU Edwards Campus has proven its ability to succeed through the development of excellent services, effective management, and substantial enrollment increases. By launching a School of Professional Studies, the University will be taking the next step to becoming a model both in the region and nationally for how industry and higher education resolve workforce/economic development challenges and enhance regional prosperity while serving an increased number of non-traditional students. Schools of Professional Studies exist and thrive at other Association of American Universities (AAU) institutions serving a similar mission and focus as the KU Edwards Campus. This proposal is modeled on successful programs found at Columbia, George Washington, Purdue, and Northwestern Universities. The proposed new School provides the KU Edwards Campus with the autonomy, agility, and responsibility to lead academic initiatives that align with workforce needs in the Kansas City Metro region.

The School of Professional Studies will lead to:

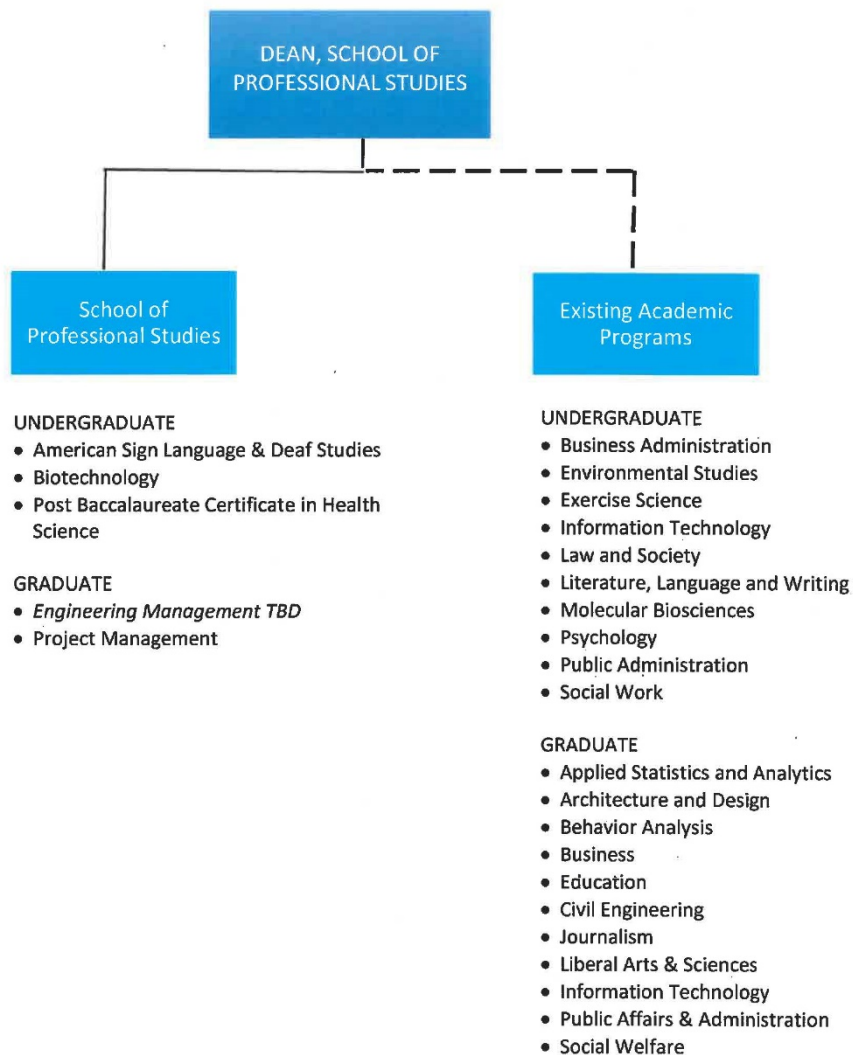
- educating more non-traditional students, a growing segment of post-secondary enrollment;
- stronger alignment with regional economic growth, especially talent development, an increasingly important demand from public- and private-sector leaders; and,
- an innovation engine, where new areas, models, and methods of interdisciplinary education particularly suited to the region can be considered and implemented.

The new School will not require additional state resources beyond those currently provided to the KU Edwards Campus. As new programs are launched in the School, costs will be funded from the tuition and fees created by the academic offerings, as is the current KU Edwards Campus budget model.

The Vice Chancellor position will add the title of Dean and lead the School as well as leading existing academic support units. Existing academic programs will continue to have a dotted-line reporting relationship through the Vice Chancellor/Dean, but also report through their academic units in Lawrence and/or at the KU Medical Center.

The School of Professional Studies has the support of University Governance and will be effective upon approval by the Council of Chief Academic Officers, the Council of Presidents, and the Kansas Board of Regents.

**Proposed Organizational Chart for KU Edwards Campus  
School of Professional Studies**



Date: August 30, 2019

To: Dr. Blake Flanders, President  
Kansas Board of Regents

From: Charles S. Taber, Provost and Executive Vice President



Re: Proposed name change to Department of Apparel, Textiles and Interior Design

Kansas State University is requesting to change the name of the Department of Apparel, Textiles, and Interior Design to the Department of Interior Design and Fashion Studies. This name change was initiated by the faculty. The change is intended to clarify the degree program to prospective students. The use of the term “fashion” is broader and more appealing than “apparel and textiles”, and it is more in sync with the career path opportunities for graduates. Many of the graduates of the program do find work in the fashion industry.

I am supportive of this change. I believe that the department is looking forward as it considers attracting students to appealing and marketable career opportunities. I feel it will serve to increase our enrollments and enhance our focus on student success.

The change will not alter the faculty mix in the department, nor will it increase their costs. The interior design program is accredited and the change will not affect them or their mission. The new name is a very appropriate change.

I have approved this change and, if possible, would like it placed on the September agenda for the Council of Chief Academic Officers. If not possible, then the November agenda would be fine.

Please let me know if you have any questions on either change, or if you require more information to move this forward.

Thank you.