

KANSAS BOARD OF REGENTS

MINUTES

January 15-16, 2014

The January 15, 2014, meeting of the Kansas Board of Regents was called to order by Chairman Fred Logan at 1:30 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:

- Fred Logan, Chairman
- Kenny Wilk, Vice Chairman
- Shane Bangerter
- Ann Brandau-Murguia
- Mildred Edwards
- Tim Emert
- Ed McKechnie
- Robba Moran
- Helen Van Etten

APPROVAL OF MINUTES

Regent Wilk moved that the minutes of the December 18-19, 2013 meeting be approved. Following the second of Regent Van Etten, the motion carried.

INTRODUCTIONS

President Bardo introduced Wichita State University's new Police Chief, Sara Morris. Tony Vizzini, WSU's Vice President of Academic Affairs, presented each Regent with a WSU Challenge Coin.

GENERAL REPORTS

REPORT FROM CHAIR

Chairman Logan offered his condolences to Chancellor Gray-Little, whose brother passed away. He also announced the Chancellor was selected to serve on the Association of American Universities (AAU) Board of Directors.

REPORT FROM COUNCIL OF PRESIDENTS

President Shonrock presented the Council of Presidents' report. The Council received updates from the Council of Chief Academic Officers, the Council of Business Officers, and the Council of Government Relations Officers. The Academic Officers passed a motion offering their assistance to the workgroup that will be considering the Board of Regents' Improper Use of Social Media policy. The Business Officers accepted the proposed policy that requires each state university chief executive officer to designate a chief financial officer (CFO). The Council of Presidents approved the proposed CFO policy.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Sheryl Lidzy presented the Council of Faculty Senate Presidents' report. The Council presented a Resolution to the Board that states:

We, the Council of Faculty Senate Presidents, by unanimous agreement request that the Kansas Board of Regents put forward a motion, at this meeting, to suspend the *Amendment to Include Language Regarding Improper Use of Social Media* approved at the December meeting until after the appointed workgroup has put forward their recommendations. This is important as institutions work to hire top quality faculty and to alleviate additional negative publicity this policy will bring to Kansas higher education. A suspension of this policy would allow for a more proactive focus on timely concerns, and minimize related distractions.

Regent Logan thanked the council members for sharing their views, which are very important to the Board. He stated he does not anticipate the Board will suspend the policy because it was unanimously adopted in December and it was adopted in "good faith." The Board has a plan in place to form a workgroup, which will include both faculty and staff members, to review the language and make recommendations. He stated the Board believes all of its policies are open for ongoing conversations.

(Resolution filed with Official Minutes)

REPORT FROM STUDENTS' ADVISORY COMMITTEE

The Students' Advisory Committee report was presented by Chris Roberts. The Committee discussed the students' higher education day at the Statehouse. The students plan to talk about how the cuts to higher education have affected them.

CLASSIFIED AND SUPPORT STAFF COUNCIL

Laurie Pitman presented the Classified and Support Staff Council's report. Ms. Pitman stated the classified employees at Emporia State University, Pittsburg State University, and Wichita State University are considering converting to university support staff (USS). The classified staffs at Kansas State University and Fort Hays State University have already voted to move to USS. ESU, PSU, and WSU will be voting this spring. Ms. Pitman also reported Thursday, January 30 is when the classified and support staff will be at the Statehouse to ask legislators to fully fund the undermarket pay plan.

UNCLASSIFIED STAFF COUNCIL

Sharon Brown presented the Unclassified Staff Council's report. She introduced the members of the Council and gave an update on the activities the unclassified staff participated in on each campus. She thanked the Board for giving this group a place at the table.

STANDING COMMITTEE AND OTHER REPORTS**ACADEMIC AFFAIRS**

Regent Moran reported the Board Academic Affairs Standing Committee reviewed thirty-four performance agreements. These agreements are on Thursday's agenda for Board consideration. The Committee also received a staff update on the State Authorization Reciprocity Agreement.

FISCAL AFFAIRS AND AUDIT

Regent McKechnie presented the Board Fiscal Affairs and Audit Standing Committee report. The Committee met with the state universities' internal auditors and reviewed their audit reports. The Committee worked on guidelines for this year's tuition proposals. The proposals will have a similar format and information as last year, but the university CEO's presentation to the Board should be broken into three categories: 1) existing operations – amount of tuition increase necessary to fund existing basic operations; 2) salary increases – amount of tuition increase necessary to fund any salary increases; and 3) other institutional enhancements – amount of tuition increase necessary to fund anything else. The Committee also noted the proposals should include enrollment projections and a break out of the projected revenue. Additionally, Regent McKechnie reported the Committee will be discussing debt in April.

GOVERNANCE

Regent Logan stated the Governance Committee finished reviewing the annual campus safety reports. The Committee was very impressed with the quality and extent of the work being done on each campus. He stated there is engagement on this issue at the highest levels of each university.

AMEND AGENDA

Regent McKechnie stated the Board Fiscal Affairs and Audit Standing Committee would like to move Kansas State University's request to purchase property from consent to discussion. There were no objections.

APPROVAL OF CONSENT AGENDA

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

*Academic Affairs***BACHELOR OF SCIENCE IN PERSONAL FINANCIAL PLANNING (CIP 52.0804) – KSU**

Kansas State University received approval to offer a Bachelor of Science in Personal Financial Planning (CIP 52.0804). No new funding is needed to offer the program.

Fiscal Affairs & Audit

RAZING OF WHEATSHOCKER APARTMENTS – WSU

Wichita State University received authorization to raze the Wheatshocker Apartments. The Apartments will be razed upon completion of the new Residence Hall. The funding will come from a bond issued for the razing and several other projects.

FY 2014 CAPITAL IMPROVEMENT REQUESTS TO INCLUDE THE BILL SNYDER STADIUM MASTER PLAN PHASE III – KSU

Kansas State University received approval to add phase III of the Bill Snyder Stadium Master Plan to the FY 2014 Capital Improvement plans. The estimated cost of the project is \$50 million, which will be funded with private donations and administered through the K-State Foundation.

AMEND FY 2014 CAPITAL IMPROVEMENT REQUESTS TO INCLUDE VIDEO-SOUND UPGRADES – KSU

Kansas State University received approval to amend its FY 2014 Capital Improvement Requests to add video-sound system upgrades in Bill Snyder Family Stadium, Bramlage Coliseum, and Tointon Family Stadium. The cost of the project is estimated to be \$12 million. The project will be privately funded and administered through the K-State Foundation.

CONSIDERATION OF DISCUSSION AGENDA**Governance****PANEL PRESENTATION ON HOW THE UNIVERSITIES AND THE STATE OF KANSAS CAN BEST TAKE ADVANTAGE OF THE NATIONAL BIO AND AGRO-DEFENSE FACILITY (NBAF) AT KANSAS STATE UNIVERSITY, NATIONAL CANCER INSTITUTE (NCI) DESIGNATION AT THE UNIVERSITY OF KANSAS, AND THE TECHNOLOGY PARK AT WICHITA STATE UNIVERSITY**

President Schulz gave a presentation on how Kansas State University and the State can take advantage of the National Bio and Agro-Defense Facility (NBAF), which will be located in Manhattan. K-State is creating a research corridor focused on global food systems, with research centered on food crops, food animals, and food safety and security. This corridor includes NBAF, KSU's Biosecurity Research Institute (BRI), KSU's Grain Science and Industry Complex, and the Kansas Department of Agriculture. President Schulz stated there is also land available for private companies to lease, and he believes NBAF will bring more companies to this area of Kansas. President Schulz also reviewed the projected funding commitments, which includes \$307 million from the State. NBAF is projected to begin operating in Kansas in 2020.

President Bardo gave a presentation on how Wichita State University and the State can take advantage of the Innovation Technology Campus (ITC). The mission of the ITC is to provide a venue for researchers and technologists from private enterprise to work closely with faculty and students from WSU to create and deploy globally competitive technologies in critical areas related to aerospace, bio-medical engineering, software and software engineering, and human factors psychology. The primary purpose of ITC is to expand the economic base of the Wichita

area through economic diversification and new business formation. The ITC has the potential of creating a substantial number of high paying jobs and attracting and retaining technology-based businesses. President Bardo stated the ITC will benefit WSU students, business, and the State of Kansas.

BREAK

The Chairman called for a break at 2:57 p.m. and resumed the meeting at 3:05 p.m.

Jeff Reene, Chief Operations Officer at the Cancer Center, gave a presentation on how the University of Kansas and the State can take advantage of the National Cancer Institute (NCI) designation. Mr. Reene stated the State of Kansas has been a key supporter in the pursuit of NCI designation and has invested \$5 million annually. Since 2007, the cancer center has leveraged the state investment into \$475 million in total contributions, which is a 13-to-1 return on the state investment. Mr. Reene stated the next step for the Cancer Center is to achieve NCI Comprehensive Cancer Center status. In order to be awarded NCI Comprehensive status, the Cancer Center must demonstrate a wider, deeper, and larger research effort.

(PowerPoints filed with Official Minutes)

Academic Affairs

ANNUAL REPORT ON QUALIFIED ADMISSIONS

Gary Alexander, Vice President of Academic Affairs, presented the report on qualified admissions for the 2012-2013 freshmen class and 2012-2013 transfer students. The Board is required by statute to submit to the Legislature information on the following categories: 1) number and percentage of freshman class students admitted as exceptions to the minimum admissions standards, and 2) the number and percentage of transfer students admitted as exceptions to the minimum admissions standards. Vice President Alexander reported Kansas State University exceeded the 10% limit in the non-resident freshman exceptions category. All other admission categories were well within the limits and K-State's will be corrected next academic year. Regent Moran moved to accept the report. Following the second of Regent Emert, the motion carried.

AMENDMENTS TO THE BOARD'S ACADEMIC ADVISING POLICY

Gary Alexander, Vice President for Academic Affairs, introduced proposed revisions to the Board's Academic Advising policy. The new language requires the universities to submit a report to the Board office every three years, beginning in spring 2016, on academic advising. Regent Moran moved to approve, and Regent Van Etten seconded. The motion carried. The following policy amendments were adopted:

10. ACADEMIC ADVISING

- a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each state university shall establish an Academic Advising System, which shall provide the following:

- i. Goal Setting: Each Academic Advising System should help students to set both short-term and long-term educational goals.
 - ii. Information: Each Academic Advising System should be able to accurately inform students of graduation requirements of their department. It should be sensitive to the importance of strategic course selections so as to minimize the number of semesters required for graduation. Additionally, the System should be able to inform students of career opportunities in their field of study.
 - iii. Transitions: Each Academic Advising System should inform students how to change colleges and/or departments. Furthermore, the System should provide information to explain the process students follow to enroll in their curriculum and to drop or add courses during the semester.
 - iv. Accessibility: Each Academic Advising System should have reasonable hours and methods of availability for students. Additionally, students should be able to set up appointments within the System for an adequate amount of time to make curricular selections and career choices.
 - v. Referral to Campus Resources: Each Academic Advising System should be able to refer students to various campus resources including, but not limited to: university counseling services, student activities, and career and employment services.
- b. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.
 - c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.
 - d. Every three years, beginning in spring 2016, each campus shall submit to the Board's Vice President for Academic Affairs a written report, no more than two pages in length, describing how its Academic Advising System advances the Board's strategic goals pertaining to retention and graduation. The Vice President for Academic Affairs shall summarize the campus reports in a single document and provide it to the Board President and Chief Executive Officer for transmission to the Board at the President and Chief Executive Officer's discretion.

Fiscal Affairs and Audit

FY 2014 CAPITAL IMPROVEMENTS PLAN – KU

Eric King, Director of Facilities, presented the University of Kansas' request to amend its FY 2014 capital improvements plan to include a project to construct an apartment building near Allen Fieldhouse. The building will house approximately 66 students, some of whom will be student-athletes. The estimated cost of the project is \$17.5 million. A combination of private contributions and bond proceeds will fund the project. The bonds will be secured with a pledge of generally available unrestricted revenues and will be issued by the Kansas Development

Finance Authority. Following a discussion on debt, Regent McKechnie moved to approve. Regent Emert seconded, and the motion carried.

FY 2015 CAPITAL IMPROVEMENTS REQUESTS AND PROGRAM STATEMENT FOR TECHNOLOGY II FACILITY PROJECT – WSU

Mr. King presented Wichita State University's request to amend its FY 2015 capital improvements plan to increase the estimated cost of the 140,000 square foot facility (Technology II Facility) from \$30 million to \$37.8 million. WSU also requested authorization to have an option to add an additional story depending on final space needs, which results in a building of 161,800 square feet at an estimated cost of \$42.4 million. The University plans to issue revenue bonds to fund the project. The debt service will be paid through tenant agreements with companies in the Technology Transfer portion of the building as well as through local funding sources. Mr. King stated the University is also requesting approval of the program statement for the project. Following discussion, Regent Bangerter moved to approve. Regent McKechnie seconded, and the motion carried.

PURCHASE OF PROPERTY – KSU

Mr. King presented Kansas State University's request to purchase the old hospital building located at 1105 Sunset Avenue, Manhattan, Kansas, 66502 from the Mercy Regional Health Center. The University has been leasing part of the space for the student health care center. The estimated cost to purchase the building is \$6,825,000 plus 50% of the closing cost. The purchase will be financed from a combination of University general fees and restricted fees cash balances and will be repaid using central resources. University resources will also fund the maintenance of the building. Following discussion, Regent McKechnie moved to approve. Regent Bangerter seconded, and the motion carried. The following is the legal description of the property:

A tract of land located in the Southeast Quarter of Section 12, Township 20 South, Range 7 East of the Sixth Principal Meridian, city of Manhattan, Riley County Kansas

Other Matters

UPDATE ON EMPORIA STATE UNIVERSITY'S CAMPUS MASTER PLAN AND STRATEGIC PLAN

President Shonrock presented an update on Emporia State University's campus master plan and strategic plan processes. ESU's strategic planning committee is reviewing ESU's mission, vision, and themes. They have gathered information from different constituency groups. President Shonrock stated ESU's campus master plan and strategic plan will be completed by the end of the academic year.

PRESENTATION ON THE EFFECTS OF SEQUESTRATION ON UNIVERSITY RESEARCH

Dr. Steve Warren, Vice Chancellor for Research at the University of Kansas, gave a presentation on how the federal sequestration has affected university research. Dr. Warren stated 86.6% of FY 2013 research at the University of Kansas was federally funded. The sequester, which was effective on March 1, 2013 and goes through 2021, automatically reduces federal spending by

5.1%. It is estimated that over all federal research spending will be reduced by \$95 billion. Dr. Warren noted the effects of the sequestration can already be observed in revenues and the slowing of university research and development. The University of Kansas has responded to the sequestration by seeking more diverse funding and having greater budgetary discipline.

(PowerPoint filed with Official Minutes)

AMENDMENTS TO MEMORANDUM OF AGREEMENT WITH PSU/KNEA – PSU

Theresa Schwartz, Associate General Counsel, presented an amendment to the Memorandum of Agreement between Pittsburg State University, the Kansas Board of Regents, and the PSU Chapter of the Kansas National Education Association (KNEA). The proposed amendment is to add a tobacco status non-discrimination provision. Regent Emert moved to approve, and Regent Wilk seconded. The motion carried.

CONVERT CLASSIFIED POSITIONS TO UNCLASSIFIED UNIVERSITY SUPPORT STAFF POSITIONS – FHSU

General Counsel Julene Miller presented Fort Hays State University's request to convert its classified staff positions from the state civil service system to unclassified positions known as University Support Staff (USS). The classified staff at FHSU held a vote that resulted in a 187-44 in favor of the conversion. Board legal staff reviewed FHSU's proposed USS Handbook and found it to be compliant with the statutory requirements. If approved, the conversion will take effect at the beginning of FY 2015. Regent Murguia moved to approve. Following the second of Regent McKechnie, the motion carried.

RECESS

The Chairman recessed the meeting at 4:55 p.m.

RECONVENE

Chairman Logan reconvened the meeting at 9:30 a.m. on Thursday, January 16.

MEMBERS PRESENT:

Fred Logan, Chairman
Kenny Wilk, Vice Chairman
Shane Bangerter
Ann Brandau-Murguia
Mildred Edwards
Tim Emert
Ed McKechnie
Robba Moran
Helen Van Etten

INTRODUCTIONS

Regent Logan announced President Berger at Hutchinson Community College will be retiring. The Board thanked Dr. Berger for his years of service.

REPORTS**REPORT FROM SYSTEM COUNCIL OF PRESIDENTS**

President Heilman presented the System Council of Presidents' report. The Council received an update from the System Council of Chief Academic Officers regarding transfer and articulation, the developmental education taskforce, and student learning outcomes. President Heilman reported the presidents continued their discussion on reverse transfer. The proposed policy, which was approved by the Council, will be forwarded to the Board for consideration. Additionally, the Council discussed financial literacy courses for students.

AMEND AGENDA

Regent Moran moved to amend the agenda to move "Act on Request for Program Alignment" from the Discussion Agenda to the last item on the Consent Agenda. Regent Van Etten seconded, and the motion carried.

APPROVAL OF CONSENT AGENDA

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

*Academic Affairs***ADDITIONAL DEGREE GRANTING AUTHORITY FOR COLUMBIA SOUTHERN UNIVERSITY, UNIVERSITY OF PHOENIX, THE PENNSYLVANIA STATE UNIVERSITY, GEORGETOWN UNIVERSITY, WELLSPRING SCHOOL OF ALLIED HEALTH, MICHIGAN STATE UNIVERSITY, UNIVERSITY OF SOUTHERN CALIFORNIA, AND DEVRY UNIVERSITY**

Columbia Southern University received authorization to offer a Master of Public Administration online.

The University of Phoenix received approval to offer a Bachelor of Arts in English and a Bachelor of Science in Human Services. These programs will be offered at the Lenexa, Kansas campus.

Approval was given to The Pennsylvania State University to offer the following programs:

- 1) Bachelor of Arts in Advertising and Public Relations
- 2) Bachelor of Arts in Economics
- 3) Bachelor of Science in Economics
- 4) Bachelor of Science in Labor Studies and Employment Relations
- 5) Bachelor of Science in Organizational Leadership
- 6) Bachelor of Science in Psychology
- 7) Bachelor of Science in Security and Risk Analysis
- 8) Master of Engineering in Acoustics
- 9) Master of Health Administration

- 10) Master of Professional Studies in Enterprise Architecture
- 11) Master of Professional Studies in Renewable Energy & Sustainable Systems
- 12) Master of Science in Mechanical Engineering
- 13) Master of Science in Nursing

Georgetown University received approval to offer a Master of Professional Studies in Emergency and Disaster Management, a Master of Professional Studies in Real Estate, and a Master of Professional Studies in Technology Management.

WellSpring School of Allied Health received authorization to offer an Associate of Occupational Science in Exercise, Nutrition and Wellness.

Michigan State University received authorization to offer a Master of Arts in Family Community Services, a Master of Arts in Youth Development, a Master of Science in Judicial Administration, and a Master of Science in Management, Strategy and Leadership.

The University of Southern California received approval to offer a Master of Education in School Leadership.

DeVry University received approval to offer a Bachelor of Science in Health Information Management, a Master of Science in Education Technology, and a Master of Science in Finance.

DEGREE AND CERTIFICATE PROGRAM SUBMITTED BY NORTH CENTRAL KANSAS TECHNICAL COLLEGE

North Central Kansas Technical College received approval to offer an Associate of Applied Science degree (68 credit hours) and technical certificate (37 credit hours) in Digital Marketing (52.1499). The estimated cost to implement the program is \$38,000, which will be funded through student tuition and the College's general operating budget.

PROGRAM ALIGNMENT

The Board approved the Electrical Technology program alignment and map.

(Map filed with Official Minutes)

CONSIDERATION OF DISCUSSION AGENDA

Presentation

ANNUAL FORESIGHT 2020 PROGRESS REPORT

President Tompkins presented the annual Foresight 2020 progress report. The Board's strategic plan consists of the following three goals: 1) Increase Higher Education Attainment Among Kansans, 2) Improve Alignment of the State's Higher Education System with the Needs of the

Economy, and 3) Ensure State University Excellence. Under Goal One, President Tompkins noted the institutions have made some progress on increasing enrollments among the underrepresented populations in the state. Also, significant progress has been made in adult education, which has seen its biggest enrollment since 2004, and the production of certificates, associate, and bachelor's degrees. Under Goal Two, steps are being taken to identify and eliminate barriers for the use of student results on third-party credentials. President Tompkins stated the third-party credentials can be used as an indicator of how the postsecondary system is meeting business and industry expectations. Also under Goal Two progress has been made on tracking employment and wages. President Tompkins reported under Goal Three the Board has identified peers for each of the state universities and adopted a set of metrics to use in comparing these peers. He also noted federal research funds and private philanthropy in support of the universities have increased.

(Foresight 2020 Report filed with Official Minutes)

BREAK

The Chairman called for a break at 10:24 a.m. and resumed the meeting at 10:35 a.m.

Academic Affairs

PERFORMANCE AGREEMENTS

Vice President Alexander presented 34 performance agreements. He stated in March 2013, the Board approved a new performance agreement model and these agreements are based on the new model. Regent Moran moved to approve, and Regent Van Etten seconded. The motion carried.

Regent McKechnie stated he would like the Board to have a discussion on how to involve the local boards of trustees of the community and technical colleges in discussions regarding alignment and streamlining public higher education. He stated it is important to look at where this Board and the local boards can align and work together to create value. Regent Logan stated members of the Board will meet with community and technical college representatives next month to have a preliminary discussion on alignment.

AMENDMENTS TO THE BOARD'S CONCURRENT ENROLLMENT POLICY

Vice President Alexander presented the proposed amendments to the Board's Concurrent Enrollment policy. The policy amendments include two specific proposed revisions: 1) revising qualifications for high school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses; and 2) eliminating the limit of 24 semester credit hours that may be earned in concurrent enrollment partnership classes. Regent Moran moved to approve. Regent Van Etten seconded, and the motion carried. The following policy revisions were approved:

Chapter III.

A. ACADEMIC AFFAIRS

...

11. CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENT PARTNERSHIPS

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

~~Different types of concurrent enrollment can be included under the statute. In one type, a high school student may enroll at a postsecondary institution at any time without any formal agreement between the high school and the postsecondary institution. (This type of concurrent enrollment would include 10th, 11th, and 12th grade students enrolling pursuant to K.A.R. 88-26-3, as amended, and any non-degree seeking student.) In another type, a high school teacher teaches a college-level course to high school students at the high school during the regular high school day. The latter must conform to section b. of this policy.~~

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

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

a. Purposes of Concurrent Enrollment Partnerships

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

~~i. To Develop Seamlessness in the Kansas Public Postsecondary Education System~~

~~“Seamlessness” is defined in the Transfer and Articulation provisions of this policy manual.~~

~~(ii) i. To Enhance Efficiency Reduce Time-to Degree and Lower Costs~~

~~Efficiency is enhanced by exposing as many qualified students as possible to a college-level experience, allowing students to get a “jump”~~ Concurrent Enrollment Partnerships enable students to get an early start on their college education, by thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

~~(iii)~~ ii To Challenge High School Students and Promote College-Level Success

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

~~(iv)~~ iii To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

~~The~~ Concurrent Enrollment Partnerships (~~CEP~~) are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

~~Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, or what has been defined as a CEP.~~

b. ~~Procedures and Standards of Quality for Cooperative Agreements and Delivery of~~ for ~~Implementing~~ Concurrent Enrollment Partnerships ~~CourseWork~~

i ~~Definitions of Concurrent Enrollment~~

For purposes of this policy:

(1) “Concurrent Enrollment Partnership pupil student” means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in classes/courses at a high school at which approved high school teachers/faculty teach college credit classes/courses during the normal school day. ~~who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see section b.(5) (c)(b)), and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution.~~

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

~~(2) (3) “Eligible postsecondary education institution” means any state educational institution—university, community college, technical college, municipal university or affiliated institute of technology.~~

~~(3) “State educational institution” means any state university as defined in K.S.A. 76-711, and amendments thereto.~~

~~(4) “Community college” means any community college organized and operating under the laws of this state.~~

~~(f)(e) “Municipal university” means a municipal university established under the provisions of article 13a of chapter 13 of Kansas Statutes Annotated.~~

~~(g)(f) “Technical college” means any technical college established under the laws of this state as described in K.S.A. 74-3201b.~~

~~(7) “Concurrent Enrollment Partnership (CEP)” agreement means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who have been accepted for concurrent enrollment partnership in off-campus classes at a high school at which approved high school teachers teach college credit classes during the normal school day.~~

~~The CEP agreement must contain, at a minimum, the names and contact information of the liaisons for both parties, term and termination of the agreement, an overview of the partnership’s purpose and benefits, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, professional development activities and a listing of principles for assuring quality in programming. CEPs must include attachments that address issues of compensation, awarding of credit and course listings for each party.~~

~~CEP arrangements shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, qualified admissions considerations (if applicable), and student success assessment strategies.~~

~~Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs do not include the following programs:~~

~~(i) 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.~~

~~(ii) Programs in which college faculty travel to the high school to teach separate courses to the high school students.~~

~~(iii) The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' 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 ~~CEP~~ Concurrent Enrollment Partnership agreement ~~must~~ shall be established between the eligible postsecondary institution and the school district. Such agreement ~~must minimally~~ shall satisfy the requirements of ~~statute~~ K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

~~General provisions of the statute relative to CEP agreements are as follows:~~

~~(1)~~ (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)~~ (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)~~ (3) a clause addressing issues of compensation, awarding of credit and course listings for each party;

~~(4)~~(4) acknowledgement that the academic credit is to shall be granted for course work successfully completed by the ~~pupil student~~ pupil student at the ~~eligible~~ eligible postsecondary ~~partner~~ partner institution, which shall qualify as college credit and may qualify as both high school and college credit;

~~(2)~~(5) acknowledgement that such course work ~~must~~ shall qualify as credit applicable toward the award of a degree or certificate at the ~~eligible~~ eligible postsecondary ~~partner~~ partner institution;

~~(3)~~(6) acknowledgement that the pupil 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 pupil 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;

~~(7)~~ (7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and

(8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

iii ~~Curriculum Standards and Content of Courses in which Concurrent Enrollment Partnership Students are Enrolled,~~ Course Content/Materials, and Assessment of Students

(1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.

(2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

(3) Materials such as textbooks ~~used~~ 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 ~~adopted~~ the postsecondary partner's institutional policies.

(4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.

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

(a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;

(b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and

(d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

(6) Remedial/developmental course work ~~or course work that does not apply to a Board of Regents' approved degree program at the postsecondary partner institution in a CEP agreement is not considered appropriate for college level credit.~~ shall not be offered as a Concurrent Enrollment Partnership course.

iv High School Faculty/Instructors(1) Qualifications

(a) High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership (~~CEP~~) courses ~~must shall~~ attain instructional eligibility by meeting the standards established by the Higher Learning Commission of the North Central Association, as stated in that body's *Criteria for Accreditation and Assumed Practices* regarding faculty roles and qualifications. ~~or (2) demonstrate possession of a bachelors degree, with at least 24 credit hours in the assigned course content and utilize the same final examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards. Teaching evaluations must be conducted. The postsecondary institution shall provide instructors with orientation and ongoing professional development.~~

(b) Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership (~~CEP~~) ~~must shall~~ attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry- recognized credential and a minimum of 4,000 hours of work experience in the specific technical field ~~and utilize the same final examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards. Teaching evaluations must be conducted. The postsecondary institution shall provide instructors with orientation and ongoing professional development.~~

(c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

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

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

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

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

~~(e) Each CEP must include an implementation plan for ensuring that instructors teaching concurrently enrolled partnership students are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the postsecondary institution's faculty and administration of the partnership.~~

v Student Eligibility for Enrollment, Advising and Student Guides

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

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

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

~~(4) Students must be provided with a student guide created as part of the CEP that outlines their rights and responsibilities in the learning experience as well as a description of how courses may be transferred in the Kansas public postsecondary education system. Advising of students who desire to enroll in CEP classes Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.~~

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

~~(3) 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(cc), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.~~

~~(4) The student must be authorized by the school principal to apply for enrollment.~~

vi CEP Courses ~~which~~ 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.

~~(7) Accountability/Assessment Standards~~

~~(a) Courses offered through a concurrent enrollment partnership must be reviewed annually by faculty in the discipline at the postsecondary partner to assure that grading standards (i.e., papers, portfolios, quizzes, labs), course management, instructional delivery and content meet or exceed those in regular on-campus sections.~~

~~(b) Each CEP must be reviewed at least every five years by the eligible postsecondary institution to assure compliance and quality considerations as outlined in this policy.~~

~~(c) The Board office will track students who have participated in concurrent enrollment partnerships and other forms of concurrent enrollment.~~

~~(8) Collegiate Learning~~

~~CEP classes are not intended to replace a substantial portion of the academic experience on a college/university campus. Up to 24 semester credit hours may be earned in concurrent enrollment partnership classes, excluding credit hours earned in tiered technical courses.~~

c. Reporting of Concurrent Enrollment Partnerships ~~Courses~~

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

(1) Directory information for each high school student enrolled;

(2) Credit hours generated by each high school student;

(3) Credentials of faculty teaching ~~CEP~~ Concurrent Enrollment Partnership courses; and

(4) ~~CEP~~ Concurrent Enrollment Partnership credit hours generated by each high school student.

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

(1) Copy of the ~~CEP~~ Concurrent Enrollment Partnership agreement ~~including (but not limited to)~~ that includes the criteria described in b.ii.:

(2) ~~Implementation plan for professional development of instructors of CEP students (as described in b. i.(7) and b. iv.(3))~~

~~(b) Student Guide for CEP Concurrent Enrollment Partnership students (as described in b.v.(2) b.v.(5); and~~

~~(2) (3) Report resulting from the annual review of CEP Concurrent Enrollment Partnership courses by postsecondary partner institution faculty and dates of most recent review of all CEP courses, aggregated by discipline (as described in section b.vii.(1) b.iii.(5)).~~

iii By January 31 of odd-numbered years, each institution ~~shall~~ will forward to the Board office a copy of ~~the~~ all reports resulting from the five-year institutional review of CEPs Concurrent Enrollment Partnerships (as described in ~~b.vii.(2) b.ii.(8)~~).

iv All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.

d. ~~Implementation~~

~~This policy shall become effective at the beginning of the fall semester one calendar year after approval. (5-18-05)~~

Fiscal Affairs and Audit

DISTRIBUTION OF STATE FUNDS FOR GOVERNOR'S TECHNICAL EDUCATION PROGRAM

Diane Duffy, Vice President of Finance and Administration, presented the distribution of state funds for the Governor's Technical Education Program (2012 SB 155). She stated this is the second year of the initiative, which provides free college tuition for high school students in postsecondary technical education courses and incentives to school districts for students earning industry-recognized credentials in high-demand occupations. This is the first of two distributions of FY 2014 appropriated state funds for the calculated costs associated with actual enrollments. Regent McKechnie moved to approve, and Regent Wilk seconded. The motion carried. The following distributions will be made:

Institution Name	January 2014 First Distribution
Allen County CC	\$191,932
Barton County CC	280,071
Butler CC	257,637
Cloud County CC	161,858
Coffeyville CC	318,050
Colby CC	19,248
Cowley County	194,244
Dodge City CC	129,655
Flint Hills TC	215,531
Fort Scott CC	161,359
Garden City CC	211,446
Highland CC	244,092
Hutchinson CC	1,565,667
Independence CC	38,747
Johnson County CC	343,621
Kansas City Kansas CC	260,819
Labette CC	129,951
Manhattan Area TC	3,217
Neosho County CC	390,424
North Central Kansas TC	110,828
Northwest Kansas TC	107,485
Pratt CC	286,054
Salina Area TC	294,665
Seward County CC	309,131
Washburn Institute of Technology	1,304,705
Wichita Area TC	849,304
TOTAL	\$8,379,741

Other Matters

GOVERNOR'S BUDGET RECOMMENDATIONS AND NON-BUDGETARY LEGISLATIVE ITEMS

Mary Jane Stankiewicz, Director of Government Relations and Communications, stated the Governor's budget recommendation for higher education for FY 2014 includes an additional \$14.4 million. For FY 2015, the Governor recommended \$29.5 million, which includes restoring the university salary cap, fully funding the tiered technical education for high school students, and funding targeted university projects.

Ms. Stankiewicz also presented the Board's proposed non-budgetary legislative items. The following motions were made:

Regent Bangerter moved to approve a resolution setting forth the 60% attainment goal and asking that the Legislature support the Kansas Board of Regents' strategic plan for achieving postsecondary education attainment, as set forth in Foresight 2020, and specifically the goal of increasing to 60% by the year 2020 the number of Kansas adults who have a certificate, associate degree or a bachelor degree. Regent Wilk seconded, and the motion carried.

Regent Emert moved to approve the proposal to increase the threshold to \$1.0 million for projects requiring formal procurement of architectural or engineering services and streamline the Notice and Public Hearing requirements for alternative construction methods. Regent Moran seconded, and the motion carried.

Regent Bangerter moved to approve the proposal to allow use of Educational Building Fund/ Rehabilitation and Repair allocations for short term debt service. Regent Murguia seconded, and the motion carried.

Regent Wilk expressed his concerns about the proposal to eliminate the need for a referendum when using tuition dollars to pay debt service on healthcare facilities and academic buildings. Other Regents also expressed concerns. Regent Emert moved to table the referendum item. Following the second of Regent Wilk, the motion carried.

ADJOURNMENT

The Chairman adjourned the meeting at 11:25 a.m.

Andy Tompkins, President and CEO

Fred Logan, Chair