

**MAY 20-21, 2020**  
**Kansas Board of Regents**  
Virtual Meeting

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

**KANSAS BOARD OF REGENT MEMBERS:**

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

**FORESIGHT 2020**

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

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

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# FORESIGHT 2020

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

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

Find each year's progress report at: [kansasregents.org/foresight2020](https://kansasregents.org/foresight2020).

## INCREASE HIGHER EDUCATION ATTAINMENT

### Aspirations

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

### Measures

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

## IMPROVE ECONOMIC ALIGNMENT

### Aspirations

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

### Measures

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

## ENSURE STATE UNIVERSITY EXCELLENCE

### Aspiration

- ★ Improve regional and national reputations of state universities.

### Measures

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

# BOARD GOALS 2019-2020



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

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# MEETING INFORMATION AND SCHEDULE

The Kansas Board of Regents will meet virtually on Wednesday, May 20, 2020 starting at 1:30 p.m. Any individual who wants to “attend” this Board meeting is encouraged to use the livestream link, which can be found on our website at [https://www.kansasregents.org/board\\_meeting\\_live\\_stream](https://www.kansasregents.org/board_meeting_live_stream). Please contact Renee Burlingham at [rburlingham@ksbor.org](mailto:rburlingham@ksbor.org) if you are unable to access the livestream. The committees and councils listed below will also be livestreamed at [https://www.youtube.com/channel/UCLNS\\_geZRDVX1gsEIA4sZkw?view\\_as=subscriber](https://www.youtube.com/channel/UCLNS_geZRDVX1gsEIA4sZkw?view_as=subscriber). On this page, you will need to locate and select the meeting you want to see.

## Wednesday, May 20, 2020

<b>Time</b>	<b>Committee/Activity</b>	<b>Video/Audio Links</b>
8:30 am - 9:00 am	System Council of Chief Academic Officers	<a href="#">Livestream Link</a>
9:00 am or Adjournment	Council of Chief Academic Officers	<a href="#">Livestream Link</a>
10:15 am - Noon	Fiscal Affairs & Audit Standing Committee	<a href="#">Livestream Link</a>
10:15 am - Noon	Academic Affairs Standing Committee	<a href="#">Livestream Link</a>
10:15 am - 10:45 am	System Council of Presidents	<a href="#">Livestream Link</a>
10:45 am or Adjournment	Council of Presidents	<a href="#">Livestream Link</a>
Noon - 1:15 pm	Council of Faculty Senate Presidents	Dial: 1-312-626-6799 Meeting ID: 978 3946 3815
1:30 pm	Board of Regents Meeting	<a href="#">Livestream Link</a>

## Thursday, May 21, 2020

The Kansas Board of Regents will meet virtually on Thursday, May 21, 2020 starting at 8:30 a.m. To join this meeting, please use the livestream link on our website at [https://www.kansasregents.org/board\\_meeting\\_live\\_stream](https://www.kansasregents.org/board_meeting_live_stream).

<b>Time</b>	<b>Committee/Activity</b>	<b>Video/Audio Links</b>
8:30 am	Board of Regents Meeting	<a href="#">Livestream Link</a>

# MEETING AGENDA

The Kansas Board of Regents will meet virtually on Wednesday, May 20, 2020.

## Wednesday, May 20, 2020

- I. Call To Order** Regent Bangerter, Chair
  - A. *Approve Minutes*
    - 1. April 10, 2020 Special Meeting p. 6
    - 2. April 15-16, 2020 Regular Meeting p. 7
  
- II. Introductions and Reports**
  - A. *Introductions*
  - B. *Report from the Chair* Regent Bangerter, Chair
  - C. *Report from the President & CEO* Blake Flanders, President & CEO
  - D. *Report from Kansas State Department of Education* Randy Watson, Commissioner
  - E. *Report from the System Council of Presidents* President Trzaska
  - F. *Report from the Community Colleges* President Trzaska
  - G. *Report from Council of Presidents* President Garrett
  - H. *Report from Council of Faculty Senate Presidents* Greg Schneider
  - I. *Report from Students’ Advisory Committee* Paul Frost
  - J. *Report from the Technical Colleges* President Genandt
  
- III. Standing Committee Reports**
  - A. *Academic Affairs* Regent Schmidt
  - B. *Fiscal Affairs & Audit* Regent Hutton
  
- IV. Approval of Consent Agenda**
  - A. *Academic Affairs*
    - 1. [Act on Pittsburg State University’s Request to Offer a Bachelor of Science in Education](#) Daniel Archer, VP, Academic Affairs p. 32
    - 2. [Act on Kansas State University’s Request to Offer a Doctorate in Education in Community College Leadership](#) p. 40
  - B. *Fiscal Affairs & Audit*
    - 1. [Act on Request to Sell Real Property—KSU](#) Eric King, Interim Director of Facilities p. 53
    - 2. [Authorize Building Lease Related to Private Housing Agreement—KSU](#) p. 54
    - 3. [Act on Proposed Lease Amendment between ESU and ESU Memorial Union Corporation —ESU](#) Julene Miller, General Counsel p. 55

*C. Retirement Plan*

- |  |  |       |
|--|--|-------|
| 1. Act on a Change to the New Fund Investment Line-up for the Board’s Voluntary Retirement Plan Effective January 2021 | Natalie Yoza,<br>Associate General Counsel | p. 56 |
|--|--|-------|

*D. Technical Education Authority*

- |   |  |       |
|---|--|-------|
| 1. Act on FY 2021 Distribution of the Kansas Nursing Grant Initiative   | Scott Smathers,<br>VP, Workforce Development | p. 58 |
| 2. Act on Request to Offer Two New Programs – Kansas City Kansas Community College  |  | p. 62 |
| <ul style="list-style-type: none"> <li>• Certificate B and Associate of Applied Science degree in Baking</li> <li>• Associate of Applied Science degree in Culinary Arts</li> </ul> |  |       |

**V. Consideration of Discussion Agenda**

*A. Academic Affairs*

- |   |  |       |
|---|--|-------|
| 1. Receive Update on Board Goal: Positive Pathways for Students Who Do Not Meet Qualified Admissions Criteria | Regent Schmidt<br>Daniel Archer,<br>VP, Academic Affairs | p. 65 |
| 2. Receive Program Review Report  |  | p. 67 |
| 3. Receive Final Report on PSU’s Strategic Visioning Process  | Provost Smith  | p. 86 |
| 4. Act on Request for Exception to International Baccalaureate Policy   | Daniel Archer,<br>VP, Academic Affairs                   | p. 88 |

*B. Fiscal Affairs & Audit*

- |  |   |        |
|--|---|--------|
| 1. Act on Johnson County Research Triangle (JCERT) FY 2021 Budgets – KU, KUMC and KSU  | Regent Hutton<br>Elaine Frisbie<br>VP, Finance & Administration | p. 89  |
| 2. Act on Spring Distribution of FY 2020 Appropriations for Technical Education (Excel in Career Technical Education Initiative, AO-K Proviso and Postsecondary Education Performance-Based Incentives Fund) |   | p. 97  |
| 3. Initial Discussion of the Board’s Unified Budget Request Preparations   |   | p. 100 |
| 4. Act on Capital Improvement Requests for FY 2022 and Five-Year Plans – University System   | Eric King,<br>Interim Director of Facilities                    | p. 101 |
| 5. Act on Request to Authorize Amendment to WSU Ground Lease to WSIA and WSIA Ground Sublease to   | Julene Miller,<br>General Counsel                               | p. 103 |

MWCB, LLC to Expand the Leased Square Footage for an Amenity Area for NetApp – WSU

C. Technical Education Authority

- 1. Adopt A-OK to Work Regulations Natalie Yoza, Associate General Counsel *p. 106*

D. Other Matters

- 1. Act on Request to Adopt Resolution to Transfer Authority to Exercise Management Control Over NIAR Related Classified Information to Executive Security Committee – WSU Julene Miller, General Counsel *p. 109*
- 2. Act on Proposed Temporary Amendment to Policy on Academic Calendar Changes *p. 113*
- 3. Consider Temporary Suspension of Board Policy on Auxiliary Enterprises (First Read) Elaine Frisbie, VP, Finance & Administration *p. 114*
- 4. Consider Amendments to Board Policy on External Management Reviews (First Read) *p. 115*
- 5. Act on Request to Name a Building – KU Chancellor Girod *p. 117*
- 6. Receive Legislative Update Matt Casey, Director, Government Relations *p. 117*
- 7. Appoint Members to the Future of Higher Education Council Blake Flanders, President and CEO *p. 117*
- 8. Elect FY 2021 Board Chair and Vice Chair Regent Bangerter *p. 117*

VI. Executive Session

- Board of Regents – Personnel Matters Relating to Non-Elected Personnel *p. 117*

**Thursday, May 21, 2020**

VII. Consideration of Discussion Agenda

A. Other Matters

- 1. Receive Enrollment Report Elaine Frisbie, VP, Finance & Administration *p. 118*
- 2. Act on University CEO and Board President Salaries for FY 2020 and FY 2021 Regent Bangerter *p. 118*



**VIII. Executive Session**

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

*p. 118*

**IX. Adjournment**

# MINUTES OF PREVIOUS MEETING(S)

**I. Call To Order**

Regent Bangerter, Chair

A. *Approve Minutes*

**KANSAS BOARD OF REGENTS  
MINUTES OF SPECIAL MEETING  
April 10, 2020**

The Kansas Board of Regents met virtually on Friday, April 10, 2020. Chair Shane Bangerter called the meeting to order at 12:01 p.m. Proper notice was given according to law.

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

**EXECUTIVE SESSION**

At 12:03 p.m., Regent Feuerborn moved, followed by the second of Regent Kiblinger, to recess into executive session for 45 minutes to discuss personnel matters of non-elected personnel. The subject of this executive session was to prepare for university CEO evaluations and the purpose was to protect the privacy of the individual Board employees involved. Participating in the executive session were members of the Board, President Flanders, and General Counsel Julene Miller. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Bangerter, Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Schmidt, and Regent Van Etten. Regent Murguia and Regent Rolph joined the meeting after the vote took place. The motion carried.

At 12:48 p.m., the meeting returned to open session.

Board staff then provide some information about the format of next week’s regular Board meeting, which will be a virtual meeting. It was noted that Zoom will be the platform used to host the meeting.

**ADJOURNMENT**

Regent Bangerter adjourned the meeting 12:58 p.m.

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Blake Flanders, President and CEO

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Shane Bangerter, Chair

**KANSAS BOARD OF REGENTS**  
**MINUTES**  
April 15-16, 2020

The April 15, 2020, meeting of the Kansas Board of Regents was called to order by Chair Shane Bangerter at 1:30 p.m. This was a virtual meeting, and proper notice was given according to law.

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

**ANNOUNCEMENT**

Chair Bangerter welcomed everyone and noted this meeting is being livestreamed. He explained that because the meeting is entirely virtual, with all members of the Board as well as all Board staff, institutional staff and the public participating or listening remotely, he is going to conduct the meeting a little differently than a normal face-to-face meeting. He asked all participants to place their microphones on mute when are not speaking to allow listeners and observers to hear the meeting unimpeded. Chair Bangerter stated that participants should ask to be recognized if they have a question or comment and when recognized, the participant needs to state their name and title so he or she can be identified by the audience. Chair Bangerter noted for each action item a roll call vote will be taken to determine how each Regent is voting. However, a roll call vote will not be needed for the approval of the minutes and no motion is needed to adjourn the meeting.

**APPROVAL OF MINUTES**

Regent Harrison-Lee moved that the minutes of the March 11, 2020 special meeting and the March 18, 2020 regular meeting be approved. Following the second of Regent Kiblinger, the motion carried.

**GENERAL REPORTS**

**REPORT FROM CHAIR**

Chair Bangerter reported the COVID-19 pandemic has significantly impacted the state’s public higher education institutions and students. On behalf of the Board and the entire higher education system, Chair Bangerter thanked all of the state leaders for their work and response to the COVID-19 pandemic. He specifically thanked Governor Kelly, Secretary Norman, Speaker Ryckman, and Commissioner Watson for their leadership. Chair Bangerter also thanked all the CEOs at the institutions for their efforts to quickly transition the campuses to online learning, which has allowed students to continue with their education.

Additionally, Chair Bangerter reported that Board staff and the universities are looking at Board policies to see if there are actions the Board can take to help ease the impact of this crisis. Later in the discussion agenda the Board will consider a COVID-19 exception to the Board tenure clock policy. He noted after the April Board agenda was published it was brought to his attention that suspension of a Board policy that prohibits enrolling any student who has an outstanding delinquency of tuition and fees from a prior semester may be helpful to the universities. He stated the request would be to suspend portions of the Board’s Tuition and Fees policy for the 2020 summer and fall semesters so that students who are experiencing financial difficulties related to the COVID-19 pandemic may continue their studies. Chair Bangerter stated he wants to add this item to the agenda following his report.

He then reported that the Board's Retirement Plan Committee will meet on Thursday to discuss the CARES Act and how the Board's Plans can be amended to allow participants to realize benefits made available by the Act.

### **AMEND AGENDA AND TEMPORARILY SUSPEND PORTIONS OF THE BOARD'S TUITION AND FEES POLICY**

Regent Hutton moved to add the suspension of portions of the Board's Tuition and Fees policy to the agenda and moved to temporarily suspend, for the summer and fall 2020 semesters and ending September 30, 2021, the portions of Board policy II.D.1.d.i. and II.D.1.d.ii. that currently state "No student shall be permitted to enroll for any semester if there are outstanding delinquencies from prior semesters, . . . [and International] students may receive tuition and fees extension privileges until not later than November 10 of the first semester or April 10 of the second semester, pursuant to written agreement with the institution." The policy otherwise would remain effective unless and until the Board takes further action to permanently amend it. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

### **REPORT FROM PRESIDENT AND CEO**

President Flanders reported the universities are in the process of developing plans for how classes will be delivered over the summer and in the fall. Some universities have already announced that either all or a portion of their summer courses will be taught online. Universities are also reviewing their internal policies to determine if there are additional ways to help students during these difficult times. Grading policies and course withdrawal dates are a couple of areas that individual universities are reviewing. President Flanders did note that the university CEOs are communicating and coordinating with each other when appropriate. He also reported that the pandemic has had a significant financial impact on all the institutions and explained that the federal stimulus funds appropriated to date will not cover all the losses. President Flanders stated he expects the state budget to be significantly impacted in the upcoming fiscal year. However, he thanked the Governor and the Legislature for the way they have managed the state budget over the last year, which has placed Kansas in a better position to deal with the impact. President Flanders stated the universities will be monitoring the state's financial situation and will be making decisions on their own budgets, which may include implementing hiring freezes. These decisions will be made by each university based on their individual needs.

### **REPORT FROM SYSTEM COUNCIL OF PRESIDENTS**

President Trzaska reported the System Council of Presidents received updates from the System Council of Chief Academic Officers and the Government Relations Officers. The Academic Officers are in the process of forming a council to work on program transfer and articulation and are looking at how COVID-19 will impact performance agreement outcomes for the institutions. The Government Relations Officers are busy tracking the federal and state stimulus funds and are monitoring the Governor's executive orders. It was noted that the Legislature is still scheduled to return to the Statehouse on April 27 to resume veto session and *sine die* is scheduled for May 21. The System Council of Presidents then discussed future space utilization needs at the institutions and how educational delivery systems may change.

### **REPORT FROM COMMUNITY COLLEGES**

President Trzaska presented the report for the community colleges. He noted the colleges have all transitioned to online education and are involved in many activities to support their students and communities. He highlighted the following activities: Colby and Fort Scott have set up virtual tutoring sessions, Garden City has organized a food bank, faculty at Kansas City Kansas organized a virtual reading of a play, students in Hutchinson's Certified Nurse Aide class are continuing their training, and Seward is working with the National Beef Packing Company to build plexiglass barriers to separate its workers. President Trzaska also noted many of the colleges are working with their local hospitals on acquiring ventilators and personal protective gear for their healthcare workers.

REPORT FROM COUNCIL OF PRESIDENTS

President Garrett presented the Council of Presidents report. The Council received reports from the Council of Chief Academic Officers, Council of Business Officers, and the Council of Student Affairs Officers. The Academic Officers approved programs and program name changes. The Business Officers reported that the space utilization study contract, which went through the Kansas Department of Administration's contracting process, was finalized. Gould Evans in association with Rickes Associates was awarded the contract and will conduct a space utilization study of classrooms and offices in university mission critical buildings on all the campuses. President Garrett noted that the Council of Presidents did have a question as to whether lab and research spaces are included in the study. The Business Officers also reported that property insurance rates are going to increase 20 percent and that the universities are reviewing their business interruption insurance coverage to determine if COVID-19 losses are covered. The Student Affairs Officers reported that essential student services have been converted to allow students the ability to access them remotely. They are also working on ways to celebrate the success of students who are graduating and are reviewing the layout of the residence halls to come up with plans to address social distancing concerns for the fall semester. Additionally, President Garrett reported the Council of Presidents approved Pittsburg State University's Bachelor of Science in Education and Kansas State University's Doctorate in Education in Community College Leadership. These programs will be placed on the next Board agenda for consideration. President Garrett then thanked all the university faculty and staff on all the campuses for their work during these difficult times.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Greg Schneider echoed President Garrett's thanks and noted that faculty, staff and students have done a great job adjusting to the current situation. He then reported that the Council of Faculty Senate Presidents reviewed the items on today's Board agenda, and noted the Council supports the request for a COVID-19 exception to the Board's Tenure Clock Extension policy. The Council also presented the following statement to the Board:

The Covid-19 emergency necessitates a continued adherence to shared governance regarding the Board's examination of undergraduate low-enrollment programs in the regents' system. We are facing unprecedented challenges in budgets and enrollment for the next academic year, along with the lack of certainty regarding whether students will even be allowed to return to campus in the fall.

As such, we support the recommendations in the Issue Paper on Low Enrollment Undergraduate programs (beginning on page 45 of the board's consent agenda for today's meeting). We strongly support Daniel Archer's recommendations on page 54 of today's agenda, that the universities be involved in the process of reviewing the programs under the strategic program realignment policy. As shared governance leaders, we understand, and support, the Board's desire to investigate those low-enrollment programs and their efficacy at this difficult time. All our universities have policies in place to review programs and we reaffirm our commitment to do so as part of the process.

REPORT FROM TECHNICAL COLLEGES

President Genandt presented the report for the technical colleges. The presidents of the seven technical colleges are meeting weekly to share information and are in the process of reviewing the Coronavirus Aid, Relief, and Economic Security (CARES) Act. President Genandt reported the technical colleges have adapted to offering classes online and like the community colleges, have been helping their local communities. He noted some colleges are using 3D printers to make protective face shields for healthcare workers.

STANDING COMMITTEE AND OTHER REPORTSFISCAL AFFAIRS AND AUDIT

Regent Hutton reported the Fiscal Affairs and Audit Standing Committee reviewed all the fiscal items on today's Board agenda. Eric King provided an overview of the proposed FY 2022 capital improvement requests and five-year plans for the state universities and discussed the current year Educational Building Fund appropriation

request. If approved by the Board, the EBF allocation will be used to fund the contracts associated with the Board's deferred maintenance initiative. The Committee discussed Wichita State University's request to raze Cessna Stadium and reviewed the proposed distribution of the FY 2021 Postsecondary Education Operating Grant. Then representatives from Wichita State University, Kansas State University, and Fort Hays State University presented information on each of their special initiatives that were developed during this year's legislative session. Regent Hutton reported the Committee had a lengthy discussion on Wichita State University's request to purchase The Flats and The Suites. The majority of the discussion was around the ground lease and sublease provisions and whether they provided for monthly or annual rent payments since this would greatly influence the savings that WSU projects. Following discussion, the Committee recommended the purchase be recommended to the Board as requested by the University on a vote of three to one. Regent Hutton noted he asked Board counsel to look at the ground lease provisions before the Board discusses this item later today. Additionally, Regent Hutton reported the Committee reviewed the Johnson County Educational Research Triangle FY 2021 budgets from the KU Edwards Campus, K-State Olathe Campus, and the University of Kansas Medical Center.

#### HOUSING & DINING TASKFORCE

Regent Rolph reported that the Housing & Dining Taskforce met on January 31, 2020. Representatives from each of the state universities explained the operations and processes for managing their housing facilities and food service operations. Kansas State University and the University of Kansas continue to be "self op" in that they manage and operate their own food services to the campus with university employees. They noted that running the services has allowed for integration with academics in programs such as dietetics and hospitality, and for customized dietary needs for students (approximately two percent of students have voiced specialized needs at Kansas State). KU has changed its food service to grant maximum flexibility to students who can eat anywhere on campus with their dining card. The other four state universities have outsourced campus dining functions to a third party, two with Sodexo and two with Chartwells. Contracting with an outside vendor can transfer the risk of finding local trained staff, as well as financing the capital costs for equipment and facility upgrades. Third party contractors can also leverage vendors' purchasing power to a greater degree than what a single campus could wield on its own. The vendors can also offer students with on campus work and internship opportunities. All six campuses have food pantries or dining credit options for their food insecure students.

Regent Rolph reported that four of the state universities generally require freshman to live on campus. However, any student whose family lives close to the campus can be exempted from the on campus requirement. Data collected on these students who live on campus indicated that they are more likely to continue their education because they feel like they belong. These students are more involved with campus activities and are offered academic support in their residence halls. Regent Rolph stated the Taskforce's initial recommendation was to ask the University of Kansas and Kansas State University to consider requiring freshmen to live on campus. This recommendation was made prior to the COVID-19 pandemic.

Regent Rolph stated the Taskforce will go on hiatus until the COVID-19 pandemic has passed and the auxiliary enterprises are in a steadier state. The challenges facing the university housing and food service auxiliaries are drastically different now than when the Taskforce began its work. Regent Rolph commended the campuses for their efforts to protect students and staff while maintaining services to those students in need.

#### APPROVAL OF CONSENT AGENDA

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

#### Academic Affairs

ACCREDITATION FOR MASTERS OF SCIENCE IN HEALTH INFORMATICS AT THE UNIVERSITY OF KANSAS MEDICAL CENTER

The University of Kansas Medical Center received approval to pursue programmatic accreditation for its Master of Science in Health Informatics from the Commission on Accreditation for Health Informatics and Health Information Management Education (CAHIIM). Total cost of initial accreditation is \$16,000, with an annual renewal fee of \$2,750.

POLICY CHANGES TO ALIGN WITH RECENT U.S. DEPARTMENT OF EDUCATION REGULATIONS AND UPDATE OTHER LANGUAGE

On November 1, 2019, the U.S. Department of Education issued final regulations governing the recognition of accrediting agencies and other areas of the Higher Education Act. One key change in the regulations was the labeling of accrediting agencies. The Department will no longer categorize accrediting agencies as regional or national. The terms “regionally accredited” and “nationally accredited” will no longer be used or recognized by the Department. According to the U.S. Department of Education these regulations seek to “provide increased transparency and introduce greater competition and innovation that could allow an institution or program to select an accrediting agency that best aligns with the institution’s mission, program offerings, and student population.” These changes will take effect July 1, 2020. The following policy amendments were approved to comply with the U.S. Department of Education regulations.

**CHAPTER III: COORDINATION<sup>1</sup> - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY**

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

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**2 TRANSFER AND ARTICULATION**

**a Purpose**

Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness in the public postsecondary education system in Kansas. A seamless educational system offers the best resources to provide a high quality education for every student, and empowers and encourages each student to reach maximum potential by engaging in life-long learning. This includes:

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

**b Systemwide Transfer and Articulation**

<sup>1</sup> See Chapter I., Section A.3 for definition of Coordination.

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

i The Transfer and Articulation Council shall:

- (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;
- (2) Adjudicate disagreement from the Kansas Core Outcomes Groups;
- (3) Provide final recommendation on systemwide transfer of specific courses;

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

- (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and
- (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.

ii In addition, the Transfer and Articulation Council shall:

- (1) Identify courses acceptable for systemwide articulation and transfer with a focus on lower division general education courses and introductory courses to majors;
- (2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;
- (3) Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;
- (4) Address barriers to inter-institutional cooperation as they arise;
- (5) Use learning outcomes to determine course equivalency; and
- (6) Implement a clear and ongoing transfer structure.

iii The Transfer and Articulation Council shall have a core outcomes subcommittee and a quality assurance subcommittee.

iv Kansas Core Outcomes Groups – These groups composed of faculty representing specific disciplines, shall carry out the work of course transfer articulation in accordance with the *Kansas Transfer and Articulation Procedures*. Each Kansas core outcomes group shall:

- (1) Receive its charge from the Transfer and Articulation Council;



- (2) Review specific courses within the discipline to articulate learning outcomes associated with courses and agree upon system-wide transfer of course credit as direct equivalents for transfer; and
- (3) Report to the Transfer and Articulation Council.

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

- c System Support. Board staff shall support the Board's systemwide transfer initiative by:
  - i Maintaining a website for dissemination of transfer information;
  - ii Maintaining ~~a Common Course Equivalency Guide including a Common Course Matrix~~ a list of equivalent courses offered by institutions for all courses that transfer systemwide; and
  - iii Collecting and reporting common data on transfer student success and completion as one measure of system effectiveness.
- d Institutional Transfer and Articulation. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its own transfer policy.
  - i Each public university shall appoint a point person for transfer and articulation issues and shall clearly identify that individual's contact information on the university web site.
  - ii An institutional transfer policy shall not conflict with the Board's systemwide transfer policy.
  - iii An institutional transfer policy shall include an appeal process.
  - iv An institutional transfer policy shall treat transfer students the same way academically as non-transfer students.
  - v An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.
  - vi An institutional transfer policy shall ensure transfer of general education courses from any ~~HLC accredited~~ Kansas public postsecondary institution accredited by a nationally recognized agency, subject to conditions in paragraphs f.(iii) and b.
  - vii Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.
- e Articulation Agreements
  - i Between Community Colleges, Technical Colleges and the Institute of Technology
 

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

    - (1) The Board of Regents shall be notified of each agreement at the time the agreement is executed.

(2) Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 74-32,420). Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.

- ii Between Community Colleges, Technical Colleges, the Institute of Technology, State Universities, and Washburn University

In accordance with K.S.A. 72-4454, Kansas technical colleges, community colleges, the Institute of Technology, state universities and Washburn University shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical colleges, community colleges, Institute of Technology, state universities and Washburn University.

- iii Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.

f General Transfer Provisions

- i Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.

(1) Admission to an institution shall not equate with admission to a professional school or a specific program.

(2) Except as provided in paragraph f.iii., students must complete all graduation requirements of the receiving institution.

(3) Students with a completed associate degree who transfer into a professional school or specialty program may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

- ii Requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:

(1) Transfer coursework must be transcribed in credit hours.

(2) Students transferring to Kansas public universities with a completed AA or AS degree shall be given junior standing.

- iii Transfer of general education credit to and among Kansas public universities, including state universities and Washburn University, shall follow the requirements below.

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

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

- (1) 12 hours of Basic Skills courses, including:

6 hours of English Composition  
3 hours of Public Speaking or Speech Communication  
3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it

- (2) 12 hours of Humanities courses from at least three of the following disciplines:

Art\*  
Theater\*  
Philosophy  
Music\*  
History\*\*  
Literature  
Modern Languages

- (3) 12 hours of Social and Behavioral Science courses from at least three of the following disciplines:

Sociology  
Psychology  
Political Science  
Economics  
Geography  
Anthropology  
History\*\*

- (4) 9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab)

\*Performance courses are excluded.

\*\*The receiving institution will determine whether history courses are accepted as humanities or as social sciences.

- iv Many of the Board approved systemwide transfer courses meet general education requirements at the public postsecondary educational institutions in Kansas.
- v Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in paragraph j. above.
- vi Public universities may develop program-to-program articulation agreements for the AAS degree.
- vii Courses completed as part of technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:
  - (1) As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.
  - (2) On a course-by-course basis
    - (a) General education courses may be transferred according to paragraphs d.vi., f.iii., and f.v. above.
    - (b) Substantially equivalent courses may be transferred on a course-by-course basis according to paragraph d.v. above.
    - (c) Other courses may be transferred as electives according to paragraph d.vii. above.

- g Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

...

12 ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

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

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

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

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

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

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

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

a Purposes of Concurrent Enrollment Partnerships

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

i To Reduce Time-to Degree and Lower Costs

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

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

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

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

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

- b Procedures and Standards for Implementing Concurrent Enrollment Partnerships

- i Definitions

For purposes of this policy:

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

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

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

- ii Agreement between Eligible Postsecondary Institutions and School Districts

A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

- (1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;

- (2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution’s faculty;

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

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

- (5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;
- (6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)
- (7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and
- (8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

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

- (1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.
- (2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.
- (3) Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.
- (4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.
- (5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:
  - (a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;
  - (b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
  - (c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and
  - (d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.
- (6) Remedial/developmental course work shall not be offered as a Concurrent Enrollment Partnership course.

iv High School Faculty

(1) Qualifications

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

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

(c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

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

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

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

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

v Student Eligibility for Enrollment, Advising and Student Guides

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

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

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

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

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

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

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

c Reporting of Concurrent Enrollment Partnerships

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

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

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

- (1) Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
- (2) Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and
- (3) Report resulting from the annual review of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5)).

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

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

Fiscal Affairs and Audit

AMENDMENTS TO THE FY 2020 CAPITAL IMPROVEMENT PLAN AND APPROVAL OF PROGRAM STATEMENT FOR CONSTRUCTION OF A CONVERGENCE SCIENCES FACILITY FOR DIGITAL TRANSFORMATION – WSU

Wichita State University received approval to amend its FY 2020 Capital Improvement Plan to add a new building for the Convergence Sciences and Digital Transformation Center on the Innovation Campus. This approval is contingent on legislative approval of state funding for the



proposed Center, and any required approvals for creating the Institute and any related academic programs.

The new building would house the National Institute of Digital Transformation. The estimated total cost of the project is \$22.2 million and will be funded with revenues bonds paid for with a combination of restricted use funds that are generated by private industry from training, testing and certification, federal grants, and local tax dollars. Planning, design and construction are expected to take about 25 months. The cost of future maintenance and operations will be funded with university restricted funds. The Program Statement for Construction was also approved.

Retirement Plan

FUND INVESTMENT LINE-UP CHANGES IN THE BOARD’S MANDATORY RETIREMENT PLAN

The Retirement Plan Committee’s recommendations, listed below, were approved. These changes will take effect on July 6, 2020, at which time the new fund will be added and assets in the replaced fund will be mapped to the new fund.

**Voya Mandatory Plan Fund Lineup Changes**

1. *Replace* the Voya Small-Cap Opportunities Portfolio with the Loomis Sayles Small Cap Growth fund.
2. *Add* the Fidelity Advisory Institutional Small Cap Z, which is a foreign small cap equity option.

NEW TIAA AND VOYA RECORDKEEPER CONTRACTS FOR THE BOARD’S VOLUNTARY RETIREMENT PLAN

The Retirement Plan Committee’s recommendations for the Board to enter new recordkeeping contracts with TIAA and Voya for the Voluntary Retirement Plan, new fund lineups and mapping strategy for implementation were approved. TIAA and Voya were selected to be the only approved recordkeepers for the Voluntary Plan beginning with the first paycheck in January 2021. All other recordkeepers were notified that effective January 2021 they will no longer be able to accept new contributions. Board staff received no complaints from the deselected companies. Plan participants were also notified of these upcoming changes and will be continually updated as more information is available.

Technical Education Authority

2020-2021 QUALIFYING CREDENTIALS

The list of 2020-2021 qualifying credentials was approved. The occupations included on the 2020 phase-out list are Automotive Body and Related Repairers under SOC code 49-3021, and Telecommunications Equipment Installers and Repairers under SOC code 49-2022. Certifications for these programs must be earned by December 2020 to be eligible for incentive/reimbursement funding. Farm Equipment Mechanics under SOC code 49-3041 is included on the 2021 phase-out occupation list, and certifications must be earned prior to December 2021 to be eligible for the incentive funding. The qualifying credentials list does not limit any program eligibility for the Excel in CTE tuition reimbursement or Carl D. Perkins funding.

(List filed with Official Minutes)

AMENDMENTS TO THE KANSAS TECHNOLOGY INNOVATION AND INTERNSHIP PROGRAM POLICY

The amendments to the Kansas Technology Innovation and Internship Program policy, shown below, were approved. These amendments bring the policy up to date, provide clarification, and allow greater flexibility with faculty internships.

**CHAPTER III: COORDINATION<sup>2</sup> - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY**

**B FISCAL MANAGEMENT** (see Chapter II., Section B. for additional fiscal management policies applicable to state universities)

**2 KANSAS TECHNOLOGY INNOVATION AND INTERNSHIP GRANTS**

Under the authorization of the Board of Regents, the Board President and Chief Executive Officer established the following procedures

Procedures

a Background

K.S.A. ~~72-4466~~ 74-32,429 et seq. ~~established~~ establishes the Kansas Technology Innovation and Internship program for:

- i Start-up support for innovative technical courses or programs in emerging technologies, manufacturing or areas of skill shortages; or
- ii internships to enable faculty of a career technical education institution to work in a business/industry setting or to enable employees from business/industry to work in an educational setting at a career technical education institution.

b Participation

Any “career technical education institution” may participate in the program. For purposes of this provision, “career technical education institution” shall mean any “community college,” “technical college” or “institute of technology,” as those terms are defined in K.S.A. ~~72-4412~~ 74-32,407, and amendments thereto.

c Conditions for Participation/Application Guidelines

- i Private business must provide financial or in-kind support, or any combination thereof, to the career technical education institution equaling 100% of the amount of the grant request. A letter from the business/industry validating this support must accompany the grant application.
- ii Technology Innovation grants
  - (1) The technical course or program must be new to Kansas, or, if an equivalent course or

<sup>2</sup> See Chapter I., Section A.3 for definition of Coordination.

program is already in existence in Kansas, the new course or program is not offered at a site within 100 miles of a site at which the existing, equivalent course or program is offered.

(2) The technical course or program must relate to a business or industry located in the service area of the career technical education institution.

(3) The technical course or program must relate to emerging technologies, manufacturing or areas of skill shortages. Board staff will determine if an area has a skill shortage by utilizing data from multiple sources.

(4) The application must include a plan for implementation of the grant if awarded. The application must explain how the grant project is innovative in addressing emerging technologies, manufacturing, or areas of skill shortages.

(5) The application must include a budget and budget narrative for the grant that has been signed by the institution’s president.

iii Internship grants

(1) Internship grants may be awarded to full-time career technical faculty to participate in an internship with a business, industry, or other agency, for the purpose of upgrading knowledge and skills in a particular profession, vocation, or trade. Similarly, full-time employees in private industry or other agencies may participate in an internship in a postsecondary career technical education institution.

(2) A career technical teacher or employee from business/industry may be awarded no more than two internships over a three-year period.

(3) The internship may range from a minimum of two weeks to a maximum of 16 weeks during a fiscal year, July 1 to June 30 the award period.

(4) The state funds may be used to support the internship salary, which shall not exceed ~~\$25~~ \$30 per hour with a maximum salary of ~~\$1,000~~ \$1,200 per week. The maximum grant from state funds for an internship shall not exceed a total of \$6000, inclusive of all proposed expenditures.

d Allowable Expenditures

i Technology Innovation grants: Instructional salaries, equipment, instructional supplies and materials, curriculum development, vendor training, and other related costs pre-approved by Board staff and itemized in the application budget.

ii Internship grants: Salaries, internship related travel, and related training costs itemized in the application budget.

e Transfer and Expenditure of Funds

i. Technology Innovation grants: Upon implementation of the grant activities, an institution may request up to 80 percent of the grant funds. The remaining 20 percent of the awarded funds may be requested from Board Finance and Administration staff upon submission and approval of all completed Board final reports. Funds must be expended within ~~the fiscal year~~

~~in which the grant was awarded the award period.~~ A postsecondary educational institution must act as the fiscal agent for the grant funding.

ii Internship grants: Upon completion of the internship activities, a postsecondary institution acting as the fiscal agent for the funds may request the awarded funds from Board Finance and Administration staff upon submission and approval of all completed Board final reports. Funds must be expended within the award period.

f Reporting Requirements

i. Technology Innovation grants: All final reports must be submitted to Board staff regarding the outcomes of the grant project within the specified timeframe and prior to the release of the final 20 percent of the awarded funds. ~~Interns and their supervisor(s) must also submit timesheets and an evaluation report to Board staff upon completion of the internship.~~

ii Internship grants: Interns and their supervisor(s) must submit all required final report forms, timesheets, and evaluation reports to Board staff upon completion of the internship within the specified timeframe and prior to the release of the awarded funds.

g Application Forms

Electronic application forms for both the Innovative Technology and Internship grants are available from Board workforce development staff.

h Application Timeframe

Grant announcements will be made periodically during the year as funds are available. Grants are awarded on a competitive basis.

i Allocation of Funds for Grants

Each year the Board President and Chief Executive Officer, or designee, will determine the amount of funds available for grants.

**CONSIDERATION OF DISCUSSION AGENDA**

Academic Affairs

UPDATED LOW-ENROLLMENT UNDERGRADUATE PROGRAM DATA

Daniel Archer, Vice President for Academic Affairs, stated that in February the Board received enrollment data on the current academic programs offered by the state universities. The data showed an institution-by-institution comparison of the average number of majors in each undergraduate program area based on five-year averages. During the discussion, the Board directed the universities and Board staff to reexamine the low enrollment programs and identify the appropriate metrics with which to analyze programs. Vice President Archer reported an updated low enrollment inventory has been compiled based on discussions between the universities and Board staff. The inventory focuses on low enrollment by majors and is broken down by listing the average number of majors, the average number of graduates, and explanation notes. He noted the Board undergraduate minimum threshold for majors is an average of 25 over a five-year period and degree completers is an average of ten over a five-year period. None of the programs listed in this inventory met the major threshold and five programs met the graduation threshold. Vice President Archer then provided examples of the different explanation notes, which are defined below. He also noted more analysis is needed to assess the efficiency, effectiveness, and essentiality of

these programs and suggested that the next step in the process is to direct the universities to review these programs under the Board’s strategic program alignment process. The Board concurred and directed staff to develop a timeline to move these programs through the process.

**Explanation Notes Definitions:**

Note	Explanation
New Program	A program that is in its infancy stage and has not existed long enough to establish a 5-year enrollment average.
Interdisciplinary Program	A program that integrates a variety of related courses from existing programs into one degree. As a result, this program typically utilizes the resources of more than one existing program.
Phase-Out Status	A program that is teaching out its existing students but is no longer accepting new enrollments. The programs under this status will eventually be discontinued.
On-Hold Status	A status used for a program that is considered inactive. No enrollments of any kind can be submitted in an on-hold status program. Institutions may reactivate an on-hold status program, allowing for student enrollments.
Supports General Education	A program that has courses that support the university’s general education course requirements.
Supports Other Programs	A program that supports other programs at the university.

(University Low Enrollment Inventory and PowerPoint filed with Official Minutes)

COVID-19 RESPONSE EXCEPTION TO THE BOARD’S TENURE CLOCK EXTENSION POLICY

Vice President Archer stated the COVID-19 pandemic has caused significant disruption for faculty who are pursuing tenure. Their scholarly work and teaching have been interrupted and it is anticipated that tenure-track faculty will need additional flexibility in 2020. Board policy sets specific parameters on the tenure-track clock, which is the timeline by which university tenure-track faculty are reviewed for tenure, and the policy states “no more than two extensions of the tenure clock may be granted to a faculty member for any reason.” Vice President Archer stated because COVID-19 is affecting everyone, the universities are requesting a one-time systemwide exception to policy 2.C.2.b.vii.2.e for tenure-clock extensions granted based on COVID-19. This would exclude COVID-19 related tenure-clock extensions from counting toward the two-extension limit that is prescribed in policy. Regent Hutton asked how long the exemption will last, and Vice President Archer noted it would be in effect for one year. It was also noted that not all tenure-track faculty will need the extension because some work has continued. Regent Van Etten moved to grant a one-time systemwide exception to policy 2.C.2.b.vii.2.e for tenure-clock extensions granted based on COVID-19. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Fiscal Affairs and Audit

CAPITAL IMPROVEMENT REQUESTS FOR FY 2022 AND FIVE-YEAR PLANS – UNIVERSITY SYSTEM (FIRST READ)

Eric King, Interim Director of Facilities, presented the proposed Capital Improvement Requests for FY 2022 and Five-Year Plans for the state universities. He noted that staff is recommending approval of the following: 1) all projects funded by non-state funds as submitted, 2) university system request for spending authority for

Rehabilitation & Repair projects from the Educational Building Fund, and 3) individual building/infrastructure projects for state appropriations in FY 2022 and those to be considered for future appropriations should the Board deem certain projects essential. The Board will act on the recommendations at the May meeting.

(Tables 1 and 2 filed with Official Minutes)

**ALLOCATION OF FY 2020 EDUCATIONAL BUILDING FUND APPROPRIATION – SYSTEM**

Interim Director King stated one of the Board’s goals this year is to develop a strategy for addressing deferred maintenance at the state universities. To address this goal, two university building studies have been initiated to gather and analyze data that the Board can then use to support its deferred maintenance initiative. Interim Director King reported that Accruent LLC will conduct detailed condition assessments of university mission critical buildings, establish databases, and provide software and training for the universities, allowing the campuses to update and provide to the Board consistent reporting of their deferred maintenance status. Gould Evans in association with Rickes Associates will conduct a space utilization study. Interim Director King stated the Council of Presidents had a question on whether the space utilization study covers lab and research spaces, and he noted that it does, along with classroom spaces and offices in university mission critical buildings. Interim Director King stated the total cost of the two studies is \$2.4 million, and the recommendation is for the state universities to finance their costs with allocations from the Educational Building Fund. Regent Hutton moved to approve the allocations from the Educational Building Fund as shown below. Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

**Allocation of Educational Building Funds for State University Deferred Maintenance Studies**

	<b><u>Allocation</u></b>
University of Kansas	\$349,949
University of Kansas Medical Center	334,338
Kansas State University	839,453
Wichita State University	327,001
Emporia State University	152,949
Pittsburg State University	206,230
Fort Hays State University	<u>220,688</u>
<b>Total</b>	<b><u>\$2,430,608</u></b>

**RAZE BUILDING – WSU**

Interim Director King presented Wichita State University’s request to raze Cessna Stadium. He noted the Stadium is in poor condition and has outlasted the typical lifespan of exposed steel structures. WSU plans to demolish the Stadium in two phases to allow track activities to continue until a new, smaller multi-purpose stadium is built on the site. The cost to raze the Stadium is estimated at \$1.4 million. WSU plans to fund the project with private funds and restricted fee funds. Regent Rolph noted at the Fiscal Affairs and Audit Committee meeting that WSU assured the members that the project will not start until funds have been raised and that the University has consulted with the Kansas State High School Track Association regarding the state track meet, which is held at the Stadium every year. Regent Harrison-Lee moved to approve, and Regent Feuerborn seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

ESTABLISH A NATIONAL INSTITUTE OF DIGITAL TRANSFORMATION AND CONVERGENCE SCIENCES – WSU

President Golden introduced Wichita State University's request to accept additional funding and legislation for an investment in the amount of \$5 million to support the University's National Institute of Digital Transformation (NIDT) and Convergence Sciences. This Institute will directly support Pillar Three in the Board's new strategic plan, which centers around how institutions can support economic growth in Kansas and supports the University's Initiative for Convergence Sciences which entails integrating knowledge, methods, and expertise from different disciplines and forming novel frameworks to catalyze scientific discovery and innovation. President Golden emphasized the importance of diversifying the Kansas economy and focusing on the jobs of the future, which will be in technology. He noted over the last 40 years, all net new jobs in the US economy have been technology jobs, mainly from companies less than five years old.

The University's planned National Institute of Digital Transformation and Convergence Sciences will focus on research and innovation in cloud computing and software development utilizing high speed broadband in Kansas and research and service laboratories to provide the needed technology for Kansas to compete globally. President Golden stated the Institute would be modeled after NIAR. It is anticipated that \$20 million will need to be invested in equipment, which will be funded by private sector donations and public funds. President Golden stated the proposed legislation to establish the Institute includes a state investment of \$5 million. He noted if the state is unable to invest in developing centers for excellence to train and support a workforce skilled in applying digital transformation tools to grow and create new business, those businesses will have no choice but to move and center their operations around locations that do invest in a digitally skilled and savvy workforce. President Golden reported that many local businesses as well as academic departments across the campus support the establishment of this Institute. Regent Feuerborn moved to authorize Wichita State University to seek state funding from the 2020 Legislature to establish the National Institute of Digital Transformation (NIDT) and Convergence Sciences. Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

ESTABLISH A FOOD, HEALTH AND BIOSECURITY PROGRAM – KSU

Provost Taber presented Kansas State University's request to establish an Institute of Global Food, Health, and Biosecurity. The new Institute will leverage many of KSU's existing academic and research strengths in food science and safety as well as health and well-being while at the same time developing new areas to meet the changing needs of the current workforce. It will support the state's agriculture industry, which accounts for 45 percent of the total Kansas economy and 13 percent of the state workforce. The Institute would allow KSU to develop new programs and engagements to build on its successes in entrepreneurship, company attraction, and economic development. It will also allow KSU to expand its interdisciplinary curriculum to prepare graduates for careers in food systems, health, and biosecurity fields. Provost Taber noted the University's Colleges of Veterinary Medicine, Agriculture, Arts and Sciences, and Health and Human Sciences will play an important role in establishing this Institute and stated that in order for this Institute to be successful, facilities on the campus will need to be upgraded. He also noted that the Institute will directly support Pillar Three in the Board's new strategic plan and the University will use the metrics identified in the Pillar to measure success. Regent Schmidt asked about the timeline to move this initiative forward, and Provost Taber stated that the establishment of the Institute would depend on the state's investment. Regent Hutton supports the idea of the new Institute but is concerned that there are not clear metrics to demonstrate the economic impact this Institute will have on the state's economy. He is also concerned about using \$3 million of the state's investment to pay debt service on infrastructure because he believes the legislative intent is for the universities to use the state investment to directly influence economic development. Regent Kiblinger stated KSU is uniquely positioned to address and strengthen these focused areas but concurs that clear metrics are needed. Following discussion Regent Hutton moved to authorize Kansas State University to seek state funding from the 2020 Legislature to establish the Institute of Global Food, Health, and Biosecurity. Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt

the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

DISTRIBUTION OF FY 2021 POSTSECONDARY EDUCATION OPERATING GRANT TO STATE UNIVERSITIES

Elaine Frisbie, Vice President for Finance and Administration, stated the Legislature appropriated \$11,893,156 to the Postsecondary Educational Institutions Unified Operating Grant for FY 2021. The proposed distribution of these funds to the state universities were calculated using the Board’s tuition ownership model. Under this model, tuition revenues are not considered when determining state funding levels. Vice President Frisbie noted that the funds, if approved, will be available to the state universities in July. Regent Schmidt moved to approve the distributions to the state universities, as shown below. Regent Murguia seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

	Postsecondary Education Operating Grant
University of Kansas	\$ 2,859,244
University of Kansas Medical Center	2,140,809
Kansas State University	2,009,267
KSU Polytechnic Campus	136,697
KSU Extension & Agriculture Research Programs	1,019,207
KSU Veterinary Medical Center	204,174
Wichita State University	1,356,949
Emporia State University	681,516
Pittsburg State University	762,482
Fort Hays State University	722,811
<b>Total</b>	<b>\$11,893,156</b>

TRANSFER AND MILITARY INITIATIVE – FHSU

Fort Hays State University’s request to expand its Transfer and Military Center was presented by President Mason and Dr. Dennis King. For the past 13 years, FHSU has been selected as one of the top military-friendly colleges in the nation. President Mason stated the University will enhance its military initiative this year by establishing the Transfer and Military Center; creating, with the assistance of the Kansas Army National Guard, the first University based Officer Candidate School; and designing new pathways for service members, active and retired, to receive credit for prior military experience. Dr. King reported the Center is designed to support military students and all transfer students with their pursuit of a four year degree. It was noted that the state investment in the Center will help launch the program and support its expected growth. President Mason thanked the Legislature for its interest in expanding the Center. Regent Van Etten moved to authorize Fort Hays State University to seek state funding from the 2020 Legislature to expand its Transfer and Military Center. Regent Rolph seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

PURCHASE PRIVATE HOUSING FACILITIES (THE FLATS AND THE SUITES) LOCATED ON CAMPUS AND ACT ON REQUEST TO SEEK BONDING AUTHORITY TO FINANCE THE PURCHASE – WSU

General Counsel Julene Miller stated Wichita State University is requesting authorization to purchase The Flats and The Suites and to seek bonding authority to finance the purchase. General Counsel Miller reviewed the history of the projects. In 2016, WSU received permission from the Board to lease property on the Innovation Campus to the Wichita State Innovation Alliance (WSIA), and for WSIA to enter into a 55-year ground sub-lease with a



developer to construct The Flats apartments. In this lease the developer owned the facility and was responsible for its operation and maintenance. In 2017 and 2018, the Board approved the ground lease for phase two of The Flats project, which was later named The Suites. After construction was completed, WSU received approval to enter into building leases for the use and occupancy of these facilities. Under these leases, WSU took on the responsibility of all utilities, operational costs, maintenance and repairs of the Apartments while the developer/owner was responsible for the structural maintenance costs. These leases had a term of two years with options to renew. General Counsel Miller noted WSU has managed these apartments since their opening in fall of 2017 and the fall of 2019 respectively. During this process, WSU had advised the Board that it approached these projects in this manner because the University preferred to increase its student housing capacity without incurring additional bond debt. Additionally, the University would not be fiscally disadvantaged if the apartments did not reach their full occupancy rate.

General Counsel Miller reported that WSU now wants to purchase the apartments because demand for on campus housing has remained high, and the University believes it will have a cost savings of \$35 million over the next 25 years, which is based on a proposed purchase offer price of \$49 million (before bond financing costs and reserves). She noted the appraisal supports the purchase price and the University would use housing revenues to pay the debt service. It was also noted that the WSU Student Government Association passed a resolution in support of the purchase.

Regent Hutton asked General Counsel Miller to share any information she was able to gather on whether the rent payments are monthly or annual in the leases. General Counsel Miller stated she was able to do a high level review of the rent provisions of the master ground lease between WSU and WSIA, the ground sub-leases between WSIA and the contractor, and the building leases between the contractor and WSU. She reported while it is clear rent is to be paid on a monthly basis, the leases do not specify whether the rent amount is per month or per annum and therefore, the intent of the parties at the time the leases were executed would control the payment cycle.

Regent Hutton stated he is going to support this project because during the Fiscal Affairs and Audit Committee meeting, WSU's Vice President of Student Affairs made a compelling argument why the University should own these facilities and President Golden supports the purchase. However, Regent Hutton does not believe the University will reach the financial savings it is predicting with the purchases. He is concerned about the University's maintenance reserve levels over the next 25 years and WSU's approach to keep room rates flat over the next three years. He is also troubled with the University's willingness to forgo \$50 million in ground lease payments. Regent Hutton also believes that the purchase agreement should credit WSU \$567,000 for the funds it contributed to purchase fixtures, equipment, and furniture for the apartments. Regent Rolph expressed his displeasure with how this project was handled, how the leases were written and how information supporting the request was presented to the Committee. He concurred with Regent Hutton's comments. He also noted owning these facilities aligns with the University's mission and goals; however, it should have been pursued as a lease-purchase arrangement. Regent Feuerborn stated it is a good time for the University to purchase the facilities because of the low interest rates, and he believes it is in the best interest of the University to own and operate the apartments. Regent Feuerborn then moved to approve WSU's request to purchase The Flats and The Suites and WSU's request for bonding authority to finance the purchase. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

### Other Matters

#### OVERVIEW OF NEW BOARD STRATEGIC PLAN

President Flanders presented an overview of the Board draft strategic plan. He noted over the last two years Board staff has gathered feedback from Kansans, representatives from the different sectors of higher education, the

System Council of President, the Governance Committee, and the Board. Based on the feedback, three messaging pillars were identified: 1) Kansas families, 2) Kansas businesses, and 3) Kansas economic prosperity.

President Flanders reviewed the structure of the plan, which contains areas of focus, dashboard metrics (lagging indicators), progress metrics (leading indicators), and promising practices. He reported that the areas of focus under the Family and Business Pillars were developed based on feedback received from Kansans who participated in the focus group meetings, which were held around the state over the spring and summer of 2018. Below each area of focus, dashboard level metrics were chosen as the main indicators in success. However, President Flanders noted movement on these indicators will often lag for several years which is why progress metrics were also built into the plan. These metrics will show results more quickly and overtime should help move the dashboard metrics. Promising practices were added to the new strategic plan to promote purposeful systemwide strategies tied to the metrics. President Flanders stated the promising practices makes the Board's plan unique because no other plan in the nation include these practical strategies to help drive progress. President Flanders then reviewed each of the proposed metrics and promising practices under the Family and Business Pillars.

President Flanders reported the third pillar, Economic Prosperity, was added to demonstrate how the higher education system supports economic growth in Kansas. This pillar will emphasize intentional economic development activities on the part of institutions and will contain dashboard and progress metrics. However, because each institution has its own unique economic development strengths, common strategies will be developed instead of systemwide promising practices.

President Flanders stated the next step for the new strategic plan is to have the Board conduct a comprehensive review during the May meeting with the goal of acting on the final plan in June. He noted a more detailed document will be shared with the Regents in the coming days. Regent Schmidt expressed his concern about having the Board do a deep review of the new plan in a virtual meeting. He proposed to push the Board's review to June if the May meeting is not a face-to-face meeting. President Flanders and the other Board members concurred.

(PowerPoint filed with Official Minutes)

#### LEGISLATIVE UPDATE

Matt Casey, Director of Government Relations, reported that the Legislature adjourned four weeks ago after finalizing its annual budget bill. They are scheduled to return for veto session on April 27 with *sine die* scheduled for May 21. Director Casey stated with the Governor's stay-at-home order extended to May 3, it is unclear if the Legislature will convene on the 27<sup>th</sup>. Additionally, Director Casey reported that the Government Relations Officers are monitoring the federal and state stimulus funds and are tracking the Governor's executive orders.

#### CREATE A COUNCIL

President Flanders reported that the Legislature has directed the Kansas Board of Regents to create a comprehensive three-year, five-year, and ten-year plan for higher education, which is to be presented to the 2021 Legislature. To address this directed, President Flanders recommended that the Board create the Future of Higher Education Council with the below membership. The Council will gather information from subject matter experts and present its recommendations for the plan back to the Board. It is also recommended that Regent Harrison-Lee serve as Chair of the Council. Regent Van Etten moved to create the Future of Higher Education Council and appoint Regent Harrison-Lee as Chair. Regent Murguia seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

#### Council Membership:

- Member of the Kansas Board of Regents to serve as Chair
- Chair of Senate Education Committee

- Chair of House Education Committee
- Chair of House Higher Education Budget Committee
- Ranking Minority Member of House Higher Education Budget Committee
- Chair of Senate Ways & Means Higher Education Subcommittee
- Ranking Minority Member of Senate Ways & Means Higher Education Subcommittee
- Representative of the Governor
- Community college trustee (appointed by Board of Regents)
- Technical college board member (appointed by Board of Regents)
- President and CEO of the Kansas Board of Regents

**ADJOURNMENT**

Chair Bangerter adjourned the meeting at 4:24 p.m.

**RECONVENE**

Chair Bangerter reconvened the meeting at 8:30 a.m. on Thursday, April 16.

**MEMBERS PRESENT:**

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

**EXECUTIVE SESSION**

At 8:35 a.m., Regent Feuerborn moved, followed by the second of Regent Harrison-Lee, to recess into executive session for three hours to discuss personnel matters of non-elected personnel. The subject of this executive session was two regular university CEO evaluations and preparation for two more regular CEO evaluations and the purpose was to protect the privacy of the individual Board employees involved. Participating in the executive session were members of the Board, President Flanders (for a portion), President Garrett (for a portion), President Myers (for a portion), and General Counsel Julene Miller (for a portion). The motion carried. At 11:35 a.m., the meeting returned to open session.

**ADJOURNMENT**

Chair Bangerter adjourned the meeting at 11:37 a.m.

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Blake Flanders, President and CEO

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Shane Bangerter, Chair

# REPORTS AND CONSENT AGENDA

## II. Introductions and Reports

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

## III. Standing Committee Reports

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

## IV. Approval of Consent Agenda

- A. *Academic Affairs*
  - 1. **Act on Pittsburg State University's Request to Offer a Bachelor of Science in Education** **Daniel Archer,**  
**VP, Academic Affairs**

### Summary

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

## I. General Information

- A. **Institution** Pittsburg State University
- B. **Program Identification**
  - Degree Level: Bachelor's
  - Program Title: Family & Consumer Sciences
  - Degree to be Offered: B.S.E. - Early Childhood Unified: Birth - Kindergarten
  - Responsible Department or Unit: College of Arts & Sciences, Family & Consumer Sciences
  - CIP Code: 13.1209
  - Modality: Face-to-Face
  - Proposed Implementation Date: Fall 2020

Total Number of Semester Credit Hours for the Degree: 120

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

The university has memorandums of understanding with public schools in the Southeast Kansas area and two connecting states for the placement of students for field experiences. We use accredited early education and care facilities including the on-campus PSU Early Childhood Preschool Laboratory on campus which will serve as the primary location for students’ clinical hours. Additional field experience hours are located in area Kindergarten programs through working with the PSU College of Education Teacher Education program.

**III. Justification**

This program will replace an existing program. Pittsburg State University has offered the Early Childhood Unified: Birth through Third Grade degree and teaching license since 2007. It has been a collaborative program offered by the Department of Teaching and Learning and the Family & Consumer Sciences – Child Development program. The PSU College of Education Teaching and Learning department has, with the introduction of the new Elementary Unified degree, selected to no longer offer the ECU: Birth – Third Grade degree. It has been the intention for many years for the Family and Consumer Sciences department to offer the Early Childhood Unified: Birth through Kindergarten degree. With the discontinuation of the Birth – Third Grade degree and the support of the College of Education, the time is right to begin this program.

The ECU: Birth – Kindergarten program will fill the hole created by the ending of the ECU: Birth – Third Grade program. It will capitalize on the strengths of our existing Child Development program and continue the collaboration between the two departments, but with the primary leadership shifting now to Family & Consumer Sciences. This program will run parallel to the Child Development program which is a concentration under the Family & Consumer Sciences major. The graduates of the child development program are employed in programs such as Head Start and community early childhood programs which do not require licensure.

The ECU: Birth – Kindergarten program will include courses from the Child Development program that currently exist and the courses in the existing Early Childhood Special Education minor. We also include Teacher Education courses needed for the license. This degree will now open the full range of employment options to our students including four-year-old at-risk preschool programs.

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

**A. Survey of Student Interest**

Number of surveys administered: .....	<u>40</u>
Number of completed surveys returned: .....	<u>36</u>
Percentage of students interested in program: ...	<u>50%</u>

Over the past five years we have surveyed our students regularly about their interest in the department pursuing the Early Childhood Unified: Birth – Kindergarten program. Overall the results have been consistent with the results above in that about 50% have indicated an interest in the program. We have also surveyed those students in the old Early Childhood Unified: Birth – Third Grade program and the results indicated that about 50% would have an interest in the ECU: Birth – Kindergarten program if it were offered. Additionally, about 50% of our Child Development graduates have indicated an interest in the ECU: Birth – Kindergarten program to add to their credentialing.

**B. Market Analysis**

With the discontinuation of the ECU: Birth – Third Grade there is a gap in licensure programs in southeast Kansas for preparing these professionals. This program will address that need. The Occupational Outlook Handbook identifies that the early childhood professional job outlook is growing faster than average with an increase of jobs at 7%. That does not even consider that more school districts are expanding their early childhood programming as the P – 20 (public education covering preschool through college with attention to smoothing out transitions) philosophy of education is seeing more adoption. Because this is a unified degree (meaning that it includes Early

Childhood Special Education) there is a greater demand for individuals with this educational preparation. Early childhood experiences lay the foundation for a child’s future academic success. The three markers of high-quality early childhood programs are a high level of educational preparation by the teachers, low staff turnover and high levels of teacher pay. Providing teachers with this level of preparation to teach significantly impacts the growth of high-quality early childhood programs in the state.

The programs currently approved by the Kansas State Department of Education to offer the Early Childhood Unified: Birth – Kindergarten license are Kansas State University and the University of Kansas. Emporia State University offers this license but only at the graduate level. Pittsburg State’s program has been approved but it is awaiting final Board of Regents’ approval. The program at Pittsburg State University also serves the region including Southwest Missouri, Northwest Arkansas and Northeast Oklahoma. There are no other comparable programs in those areas.

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

Year	Headcount Per Year		Sem Credit Hours Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	0	310	0
Year 2	10	0	620	0
Year 3	10	0	930	0

**VI. Employment**

This program prepares professionals to meet the learning and developmental needs of all infant, toddler, preschool and kindergarten-age children, including those at-risk for and with disabilities. This is done through an interdisciplinary approach that integrates developmentally appropriate child development, early education and early childhood special education strategies for young children and their families.

The program content knowledge and performance goals are aligned with the Kansas Teacher Licensure Standards for the ECU: Birth through Kindergarten (age 6) content area and the professional education standards. The proposed program was submitted to the Kansas State Department of Education for review and was approved as a program during the Spring 2019 review.

Students graduating with this degree will be able to work in programs serving infants through kindergarten that require a teaching license. From the KSDE document “Who Can I Hire as a Teacher/Early Interventionist?” (March 2015) those with the ECU: Birth – K degree can be hired in Parents-As-Teachers, State Pre-K (4 year old at risk) classroom teachers, Kansas Preschool Program classroom teachers, Early Childhood Special Education, and Kindergarten classroom teachers. They will also be able to work in programs that do not require licensure.

**VII. Admission and Curriculum**

**A. Admission Criteria**

Admittance to Teacher Education by applying and having met the following academic standards.

1. Cumulative GPA = 2.80
2. In-Major GPA = 3.00 with no grade below a “C”
3. Completion of All courses listed under Family & Consumer Sciences, Education, Psychology & Lab Experiences.
4. Completion of a minimum of 100 credit hours.

5. A grade of “C” or higher in 1. FCS 285: Lifespan Human Development; 2. PSYCH 357: Educational Psychology; 3. FCS 390: Interacting with Children & FCS 391: Practicum (preschool lab)
6. At least 6 hours of resident credit at Pittsburg State University.

**B. Curriculum**

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

Course #	Course Name	SCH....
UGS 150	Gorilla Gateway	2
FCS 100	Career Management in FCS	1
ENGL 101	English Composition	3
WGS 200	Introduction to Women’s Studies	3
MATH 204	Math for Education I	3
PSYCH 155	General Psychology	3
		15

**Year 1: Spring**

Course #	Course Name	SCH....
SOC 100	Intro to Sociology	3
COMM 207	Speech Communication	3
FCS 285	Lifespan Human Development	3
ART 311	Art Education	3
HHP 150	Lifetime Fitness	1
MUSIC 140	Children’s Music or EDUC 321 Methods of Creative Expression	3
		16

**Year 2: Fall**

Course #	Course Name	SCH....
FCS 290	Introduction and Overview of Childhood Programs	3
BIO 113	Environmental Life Science	4
FCS 230	Consumer Education and Personal Finance	3
ENGL 299	Introduction to Research Writing	3
	Elective	3
		16

**Year 2: Spring**

Course #	Course Name	SCH....
EDUC 261	Explorations in Education	3
FCS 203	Nutrition & Health	3
FCS 390	Interacting with Children	3
FCS 391	Practicum (preschool lab)	1
HHP 260	First Aid/CPR	2
	Elective	3
		15

**Year 3: Fall**

Course #	Course Name	SCH....
EDTH 3300	Technology for the Classroom	3
FCS 490	Developmental Planning	3

FCS 491	Preschool Lab	1
FCS 590	Development of the Child: Birth – Age 8	3
SPED 450	Methods Preschoolers with Disabilities	2
	Elective	3
		15

**Year 3: Spring**

Course #	Course Name	SCH....
EDUC 322	Early Literature/Language Development	2
EDUC 323	Literature for Young Children	1
FCS 392	Infant/Toddler Development	3
FCS 591	Supervised Student teaching - Preschool	5
SPED 350	Methods Infant/Toddlers with Disabilities	2
SPED 511	Overview of SPED, Birth – 6 <sup>th</sup> Grade	3
		16

**Year 4: Fall**

Course #	Course Name	SCH....
EDUC 307	Clinical Experience	1
FCS 470	Professional & Social Skills	3
EDUC 366	Primary English Lang Arts W/Practicum	4
FCS 480	Dynamics of Family Relationships	3
PSYC 357	Educational Psychology	3
		14

**Year 4: Spring**

Course #	Course Name	SCH....
SPED 560	Assessment of Young Children	3
EDUC 464	Foundations of Measurement & Evaluation	3
FCS 690	Parent/Professional Relationships	3
EDUC 345	TP: Internship-Kindergarten	3
FCS 572	Senior Seminar	1
		13

**Total Number of Semester Credit Hours ..... 120**

**VIII. Core Faculty**

The Council of Chief Academic Officers has reviewed and approved the list of faculty who will teach in this program. No graduate assistants will teach in this program.

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

A. EXPENDITURES	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	\$52,221	\$53,264	\$54,331
Administrators (other than instruction time)	\$10,800	\$11,124	\$11,457
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	\$3,584	\$3,691	\$3,802
Fringe Benefits (total for all groups)	\$12,282	\$12,554	\$12,834
Other Personnel Costs			



<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$78,887	\$80,633	\$82,424
<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	\$500	\$500	\$500
Library/learning resources			
Equipment/Technology			
Travel	\$1,000	\$1,000	\$1,000
Other			
<b>Total Operating Costs</b>	\$1,500	\$1,500	\$1,500
<b>GRAND TOTAL COSTS</b>	\$80,387	\$82,133	\$83,924

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$73,380	\$150,440	\$231,300
Student Fees				
Other Sources				
<b>GRAND TOTAL FUNDING</b>		\$73,380	\$150,440	\$231,300
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$7,007	\$68,307	\$147,376

**X. Expenditures and Funding Sources Explanations**

**A. Expenditures**

**Personnel – Reassigned or Existing Positions**

All faculty are currently employed by the department of Family & Consumer Sciences or the department of Teaching and Learning at Pittsburg State University. Because all of the courses are currently being taught and they are taken by students in other programs, by including these students in the courses, it will replace those lost through the discontinuation of the ECU: Birth – Third Grade programs and will maximize the current capacity of each course. Therefore, there is not an increased percent of faculty time other than the increase in students enrolled in the courses.

**Personnel – New Positions: None**

**Start-up Costs – One-Time Expenses: None**

**Operating Costs – Recurring Expenses: None**

**B. Revenue: Funding Sources**

Funding for the program will be through tuition and student fees. Calculations were made by multiplying credit hours by tuition.

Calculations

Student Credit Hours

YR1: 10 students x 31 credit hours= 310 credit hours

YR2: 10 students x 31 credit hours= 310 credit hours

10 students x 31 credit hours= 310 credit hours  
620 credit hours

YR3: 10 students x 31 credit hours= 310 credit hours

10 students x 31 credit hours= 310 credit hours  
10 students x 31 credit hours= 310 credit hours  
930 credit hours

Tuition/Fees

YR1: 10 students @ full time rate (\$3669) x 2 semesters = \$73,380

YR2: 20 student @ full time rate (\$3761- 2.5% increase) x 2 semesters = \$150,440

YR3: 30 students @ full time rate (\$3855 – 2.5% increase) X 2 semesters = \$231,300

**C. Projected Surplus/Deficit**

There are no new expenses for this degree as our listed faculty are currently already teaching the courses listed for this degree. The estimated expenses do not necessarily reflect “new expenses”. Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue.

**XI. References**

Bureau of Labor Occupational Outlook Handbook, Preschool Teachers.

<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>

Who can I Hire as a Teacher / Early Interventionist. (2015). Early Childhood, Special Education and Title Services, Kansas State Department of Education.

**2. Act on Kansas State University’s Request to Offer a Doctorate in Education in Community College Leadership**

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University submitted an application for approval of a Doctor of Education in Community College Leadership. The proposing academic unit has responded to all the requirements of the program approval process. No Kansas Board of Regents’ institutions have doctorate programs utilizing this Classification of Instructional Program (CIP) code. The Review Team’s final report has been submitted and included no recommendations necessitating a response from Kansas State University. Board staff concurs with the Council of Presidents, the Council of Chief Academic Officers, and Board Academic Affairs Standing Committee in recommending approval.*

**I. General Information**

**A. Institution** Kansas State University

**B. Program Identification**

Degree Level:	Doctoral
Program Title:	Community College Leadership
Degree to be Offered:	Doctor of Education (Ed.D.) in Community College Leadership
Responsible Department/Unit:	College of Education, Dept. of Educational Leadership
CIP Code:	13.0407
Modality:	Hybrid
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 90

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

**III. Justification**

The American Association of Community Colleges (AACC) indicates that there are approximately 1,200 community colleges in the U.S. enrolling more than 12 million students – nearly half of all undergraduates in the nation (American Association of Community Colleges, 2019). These institutions are led by a senior population of administrators who have expressed concern for a systematic plan of leadership succession. In 2018, AACC observed “...more than 50% of the presidents of colleges that award associate degrees reported that they anticipated stepping down within the next five years, yet only 21.2% of these colleges report having a succession plan in place” (AACC, 2018a). In 2018, an influential Gallup study reported that an increasing number (47%) of community college presidents agree there is a great need for a systematic path to prepare for the community college presidency (Jaschik & Lederman, 2018). The same study found that community college presidents were pessimistic about the prospects for leadership, as only 28% said they were impressed by the current talent pool and 31% expressed concern for too few women and minority candidates.

In response, Kansas State University has committed to migrating, revamping, and growing a prestigious national doctoral program with a proven track record in preparing entire cadres of new community college leaders. The program operated for many years within the University of Texas at Austin, in addition to a period of time at National American University (NAU). With approval of the Provost, the College of Education embarked on a plan to bring the program to K-State in the form of a new Ed.D. degree in Community College Leadership. This new degree complements the other doctoral degrees in the Department of Educational Leadership that aim to prepare P-12 principals, superintendents, and adult learning experts for leadership positions in business, industry, military, profit/nonprofit settings, and the professoriate. The proposed Ed.D. in Community College Leadership

will function under the John E. Roueche Center for Community College Leadership (approved by the Kansas Board of Regents in September 2019). Dr. Roueche, who directed the program at UT-Austin and NAU, has been hired to lead this new Ed.D. degree at K-State and to serve as its Executive Director. An associate and assistant director have also been hired to assist with the administration of the program.

Students who began at the previous institution offering the program have been allowed to transfer to K-State and join in an existing doctoral program. Once the new Ed.D. degree is approved, they will matriculate back into the Community College Leadership program. The program is offered using a local cohort model, and delivers courses in hybrid format. More than 50% of the courses will be offered online, with the remainder offered at sites around the country accessible to the local cohorts. Over 50 students have already enrolled at Kansas State University to pursue the community college emphasis, transferring from the previous institution. Current demand indicates the program will soon exceed 100 students. The program will utilize the model from the previous institutions in which capacity is added as local cohorts are enrolled around the country. The K-State College of Education and the leadership of the Roueche Center will be coordinating the program, course offerings, and hiring of qualified adjunct faculty for the program.

#### **IV. Program Demand**

##### **A. Market Analysis**

The market need for the proposed program rests on three assertions: (1) that the nation's 1,200 community colleges are and will remain essential elements of the higher education landscape in the U.S.; (2) that the current supply of individuals equipped with the knowledge and skills to provide senior leadership to community colleges is inadequate to meet increasing demands and lacking in diversity; and (3) that the mechanisms for preparing senior leaders for community colleges are insufficient to meet demand.

The first assertion, that community colleges are vital to higher education and central to the potential for higher education to impact society in positive ways, is supported by literature describing the historic and contemporary role of the institutions:

*In a rapidly changing America and a drastically reshaped world, American community colleges have served as the people's colleges and the Ellis Island of American higher education. They have been the platform from which millions of low- and middle-income Americans have launched their dreams. They do the toughest work in American higher education. And they do some of the most important work in America. They have served our communities and our nation well, and they have done so for more than 100 years. Community colleges, an American invention, are one of the greatest assets of this nation in the task of creating a better future. (American Association of Community Colleges [AACCC], 2012)*

Perceptions of the relevance and value of community college programs have only increased in recent years with the growth of employment opportunities for completers of two-year degrees and industry certifications (Strada and Gallup, 2018).

The second assertion, that the current supply of senior leaders with the requisite knowledge and skills is inadequate to meet increasing demands and lacking in diversity, is supported by research on senior leadership in higher education in general and community college leadership in particular.

*The ability of higher education to flourish will require an expanded and more diverse pool of talented individuals who aspire to and are prepared for the college presidency. Developing and supporting these new leaders is urgent; at a time when thoughtful leadership is more consequential than ever, three trends suggest the need for immediate action: (1) the enormous turnover of college presidents and senior leaders resulting from a wave of retirements; (2) a shrinking pool of individuals interested in the presidency who hold positions that traditionally precede the*

presidency; and (3) inadequate systems for preparing diverse and nontraditional candidates for the presidency. (Aspen Institute, 2017)

Indeed, the need for effective preparation of a diverse cadre of leaders at all levels of the community and technical colleges is critical as senior administrators and faculty, and those next in line, are retiring at record rates with the aging of the Baby Boomer population (Ashburn, 2007; Campbell, 2002; O’Banion, 2007; Shults, 2001; Weisman & Vaughan, 2007). In a national survey of Chief Academic Officers (CAOs) conducted by the American Council of Education in 2007, the mean age of all CAOs was 58.8 years; moreover, only 19% of the 1,715 CAOs who responded were age 50 and below, nearly 47% were between the ages of 51 and 60, and 33% were age 61 or older (Eckel, Cook, & King, 2009). As indicated in the previous section, more than half of community college presidents anticipate retiring within the next five years (AACC, 2018a), while more than one in four expressed pessimism about the prospects for leadership succession and nearly one-third expressed concern for too few women and minority candidates (Jaschik & Lederman, 2018).

The third assertion, that the mechanisms available for preparing the senior leaders needed by community colleges is insufficient to meet demand, is warranted by research on the preparation opportunities available. In 2012, approximately 60 university-based doctoral programs in educational leadership were operating in the nation, only 21 of which focused on community college leadership (Council for the Study of Community Colleges, 2012; Reille & Kezar, 2010). The programs focused on community college leadership have historically produced fewer than 50 graduates per year (O’Banion, 2007). Clearly, this low number of program graduates cannot meet the national demand for community college presidents and vice presidents.

The proposed program is explicitly designed to meet the needs of this market through an innovative delivery model that collaborates with community colleges to intentionally cultivate a diverse pool of aspiring senior leaders and prepare them via a program that is explicitly aligned to the contemporary needs of the field.

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

The College of Education and the Roueche Center have set dramatic and achievable enrollment goals for the new Ed.D. in Community College Leadership as seen in the table below.

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	0	55	0	1,155
Year 2	0	45	0	2,100
Year 3	0	50	0	2,985

**VI. Employment**

This degree proposal is aimed at developing senior leaders for community colleges, to specifically include leadership succession preparation for the roles of president and other executive roles such as vice presidents, deans, directors, and more. As noted in previous sections, there are more than 1,200 community colleges in the nation and more than 600 are expected to need new presidents within the next five years (AACC, 2018a, 2019). The actual employment history of graduates from this program provides evidence of the proposed degree’s potential to meet those needs and impact local, state, and national constituencies. The following table provides representative examples of positions held by graduates following completion of the program while it was based at its previous institutions:

Position Title	Institution
President and CEO	American Association of Community Colleges
President	Austin (TX) Community College
Executive Vice President	Austin (TX) Community College

Vice President	Austin (TX) Community College
Chancellor	Bossier Parish (LA) Community College
President	Bowling Green (KY) Technical College
President	Chandler-Gilbert (AZ) Community College
President	Cloud County (KS) Community College
President	Clover Park (WA) Technical College
Vice President	College of the Desert (CA)
President	Cuyahoga (OH) Community College
Vice President	Cuyahoga (OH) Community College
President	Del Mar (TX) Community College
President	Denver (CO) Community College
President	Garden City (KS) Community College
President	Green River (WA) College
Chancellor	Grossmont-Cuyamaca (CA) Community College District
President	Johnson County (KS) Community College
President	Kansas City (KS) Community College
President	Kingwood Campus, Lone Star (TX) College
Provost	Maricopa (AZ) Community Colleges
President	North Harris Campus, Lone Star (TX) College
President	Palomar (CA) College
President	Sinclair (OH) Community College
President	Southern Association of Colleges and Schools
President	Temple (TX) College
Chancellor	The Alamo Colleges (TX) District
President	University Park Campus, Lone Star (TX) College
President	Victoria (TX) College
Vice Chancellor	Wayne County Community College
President	Wichita (KS) Area Technical College

**VII. Admission and Curriculum**

**A. Admission Criteria**

Because participants in most instances will be employer-selected, it is assured that participants will be well qualified by work experience and pre-identified for likely professional advancement. Participants also must satisfy Kansas State University’s admission criteria, as the Department of Educational Leadership will require entrants to meet or exceed these standards:

- Completed application;
- Master’s degree or higher from a regionally accredited institution in the U.S. or international institution recognized by the ministry of education or other appropriate government agency;
- Minimum cumulative GPA of 3.00 achieved for all previous graduate coursework;
- Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions;
- Current curriculum vita demonstrating three years of related professional experience;
- Personal and professional goal statements;
- Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential;
- Willingness to participate as a member of a cohort;
- Commitment to successfully completing all courses, practica, and field experiences in a prescribed calendar sequence to earn the degree.

**B. Curriculum**

Total credit hours earned in EdD program = 60, with an additional 30 semester credits transferred from master’s degree.

**Year 1: Fall**

**SCH = Student Credit Hours**

Course #	Course Name	SCH=6
EDACE 851	The Historical and Contemporary Community College	1
EDACE 852	Field Study: Historical and Contemporary Community College	1
EDACE 852	Field Study The Historical & Contemporary Community College (var 1-2 credits; repeatable)	1
EDACE 853	Access, Equity, and Success	2
EDACE 854	Field Study: Access, Equity, and Success	1

**Year 1: Spring**

Course #	Course Name	SCH=6
EDACE 882	Introduction to Educational Research	2
EDACE 883	Field Study: Educational Research	1
EDACE 861	Fostering Desired Culture: Fundamentals and Strategies for Organizational Development	2
EDACE 862	Field Study: Organizational Development	1

**Year 1: Summer**

Course #	Course Name	SCH=9
EDACE 857	Effective Leadership and Theory	4
EDACE 858	Field Study: Effective Leadership	1
EDACE 859	Effective Leadership Institute	1
EDACE 991	Internship	3

**Year 2: Fall**

Course #	Course Name	SCH=6
EDACE 863	Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes	2
EDACE 864	Field Study: Enrollment to Outcomes	1
EDACE 855	Aligning Vision, Planning, and Resources	2
EDACE 856	Field Study: Planning and Resources	1

**Year 2: Spring**

Course #	Course Name	SCH=9
EDACE 920	Educational Value Choices: Access, Equity, and Success	2
EDACE 921	Field Study Access, Equity, and Success	1
EDACE 922	Policy Formation for Public Process	2
EDACE 923	Field Study: Policy and Public Process	1
EDACE 924	Effective Governance and Leadership	2
EDACE 925	Field Study: Governance and Leadership	1

**Year 2: Summer**

Course #	Course Name	SCH=6
EDACE 926	Leadership for Transformation	2
EDACE 927	Field Study: Transformational Leadership	1
EDACE 928	Designing a Comprehensive Plan for Success	2



EDACE 929	Field Study: Plan for Success	1
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**Year 3: Fall**

Course #	Course Name	SCH=6
EDACE 970	Dissertation Development: Starting the Journey	4
EDACE 971	Field Study: Dissertation Development I	1
EDACE 972	Field Study: Dissertation Development II	1

**Year 3: Spring**

Course #	Course Name	SCH=6
EDACE 999	Dissertation Research	3
EDACE 991	Internship	3

**Year 3: Summer**

Course #	Course Name	SCH=6
EDACE 930	Implementing Leadership Competencies	2
EDACE 931	Field Study (Institute) Leadership Competencies	1
EDACE 999	Dissertation Research	3

<b>Total Number of Student Credit Hours in Program</b>	<b>60</b>
<b>Total Credit Hours transferred from Masters</b>	<b>30</b>
<b>Total Number of Student Credit Hours to Graduate</b>	<b>90</b>

**VIII. Core Faculty**

The Council of Chief Academic Officers has reviewed and approved the list of faculty who will teach in this program. No graduate assistants will teach in this program.

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

A. EXPENDITURES	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	-	-	-
Administrators <i>(other than instruction time)</i>	91,980.27	91,980.27	91,980.27
Graduate Assistants	-	-	-
Support Staff for Administration <i>(e.g., secretarial)</i>	-	-	-
Fringe Benefits <i>(total for all groups)</i>	28,513.88	28,513.88	28,513.88
Other Personnel Costs	-	-	-
<b>Total Personnel Costs – Reassigned or Existing</b>	120,494.15	120,494.15	120,494.15
<b>Personnel – New Positions</b>			
Faculty	352,400.00	822,400.00	940,400.00
Administrators <i>(other than instruction time)</i>	248,200.00	248,200.00	248,200.00
Graduate Assistants	-	-	-

Support Staff for Administration (e.g., secretarial)	103,009.66	103,009.66	103,009.66
Fringe Benefits (total for all groups)	137,419.39	175,489.39	185,047.39
Other Personnel Costs	-	-	-
<b>Total Personnel Costs – New Positions</b>	841,029.05	1,349,099.05	1,476,657.05
<b>Start-up Costs – One-Time Expenses</b>			
Library/learning resources	-	-	-
Equipment/Technology	15,000.00	5,000.00	5,000.00
Physical Facilities: Construction or Renovation	-	-	-
Other	-	-	-
<b>Total Start-up Costs</b>	15,000.00	5,000.00	5,000.00
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	97,500.00	162,500.00	260,000.00
Library/learning resources	1,500.00	2,500.00	4,000.00
Equipment/Technology	1,000.00	1,666.67	2,666.67
Travel	50,000.00	83,333.35	133,333.36
Other	163,480.00	260,770.00	357,620.00
<b>Total Operating Costs</b>	313,480.00	510,770.02	757,620.03
<b>GRAND TOTAL COSTS</b>	1,290,003.20	1,985,363.22	2,359,771.23

<b>B. FUNDING SOURCES</b> (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		1,097,250.00	1,995,000.00	2,835,750.00
Student Fees		-	-	-
Other Sources		28,875.00	52,500.00	74,625
<b>GRAND TOTAL FUNDING</b>		1,126,125.00	2,047,500.00	2,910,375.00
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding minus Grand Total Costs)		-163,878.20	+62,136.78	+550,603.77

**X. Expenditures and Funding Sources Explanations**

**A. Expenditures**

**Personnel – Reassigned or Existing Positions**

A portion of the current Educational Leadership faculty will be used to support the new program.

- Administrator expenditure calculations are based upon 50% of one 9-month tenured faculty salary, 15% of one 12-month department head salary, and 10% of one 9-month non-tenured faculty salary.
- Fringe is calculated at 31% of the specified salary expenditures.

**Personnel – – New Positions**

This is an executive leadership program that competes in costly national markets. The program requires additional resources to attract reputable faculty who demand higher salaries.

- Faculty expenditure calculations are based on the cost of one new 12-month faculty member (Senior Professor of Practice) plus adjunct salaries. Adjunct faculty salaries are based upon the number of predicted cohorts and corresponding field-based instructor needs (three cohorts/18 field-based instructors in year one, five cohorts/30 field-based instructors in year two, and eight cohorts/48 field-based instructors in year three) and the cost of adjunct faculty to serve on committees.
  - Year 1:
    - Full time faculty: \$112,400
    - Adjunct faculty: \$240,000
  - Year 2:
    - Full time faculty: \$112,400
    - Adjunct faculty: \$710,000
  - Year 3:
    - Full time faculty: \$112,400
    - Adjunct faculty: \$828,000
- Administrator expenditure calculations are based upon the cost of two new 12-month administrators (Senior Professors of Practice).
- Support Staff expenditure calculations are based upon two new 12-month staff positions (one Assistant Director and one Office Specialist III).
- Fringe is calculated at 31% of the specified salary expenditures.

Note: program intent calls for additional tenure-track faculty based on enrollment performance.

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

Start-up costs include initial investments for technology and equipment. Year one includes the cost of technology and equipment purchases for new personnel, and years two and three include estimated costs for maintenance.

**Operating Costs – Recurring Expenses**

Built on a cohort model delivering high quality executive programming on community college campuses across the nation, this initiative requires additional resources to remain competitive. Program delivery includes cohort-based institutes delivered at off-campus locations. Significant investment in rental space and travel for field-based instructors for face to face course sessions will be required. Other operating costs include estimated faculty and staff service center investments for university services. These resources are critical to support the curriculum and delivery of the program.

**B. Revenue: Funding Sources**

Tuition and fee structure will be sufficient to adequately fund the program after the one-year investment by the College of Education. Tuition includes course materials, fees, books, distance education software, thesis work, etc. The proposed tuition rate for the program is \$975 per student credit hour (including \$25 Global Campus administration fee).

Revenue calculations for are based upon the SCH data reported in section V and the \$975 per SCH rate—specifically, the *Tuition/State funds* amounts are based upon \$950 per SCH for tuition/fees and the *Other Sources* amounts are based upon \$25 per SCH for Global Campus administration fees.

**C. Projected Surplus/Deficit**

The stimulus for this terminal degree initiative relates to an urgent need for a formal and sustained leadership succession program for the nation's 1,200+ community colleges. Many community college presidents and other senior leaders are nearing retirement, and the measurable supply of new top-quality leaders is both unclear and unorganized absent this initiative. The target student audience is, in almost all cases, employees of community colleges who have been singled out by their respective institutions for hiring to nearby or eventual leadership roles. The need is so significant that in many cases these students' tuition is partially or completely supported by their respective schools. By accepting the challenge to prepare a new generation of doctoral graduates, K-State is perfectly positioned to impact a large number of the more than 1,200 community colleges in the nation. After a one-year investment, the program will be self-supported by tuition generated by the program.

**XI. Program Review, Assessment, and Accreditation**

The Ed.D. in Community College Leadership will be subject to multiple and continuous reviews, including internal reviews by Kansas State University's Graduate School; program and budget reviews by the College of Education; program oversight and maintenance by the Department of Educational Leadership; and external reviews including by the Kansas Board of Regents. The Roueche Center further plans to create a national community college advisory board. All facets of the new Ed.D. degree in Community College Leadership will report to the Dean of Education and the Chair of the Department of Educational Leadership. Student reviews will be required as well, including but not limited to surveys at points during and at conclusion of their degree programs to help faculty make improvements. Data from surveys and student assessments will be aggregated, reported, and used for adjustments. Student learning outcomes (SLO) based on the College of Education's Conceptual Framework and the *2018 AACC Competencies for Community College Leaders* (AACC, 2018b) will be used to assess program effectiveness. The program will be subject to the external requirements of the Higher Learning Commission (HLC) as part of the university's HLC accreditation process.

**XII. Notes**

- American Association of Community Colleges (2012, April). *Reclaiming the American dream: A report from the 21<sup>st</sup> Century Commission on the future of community colleges*. Washington, DC: Author.
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**Report to the Kansas Board of Regents  
Regarding the Proposed Program for  
a New Doctorate in Community College Leadership  
at  
Kansas State University**

**March 13, 2020**

**External Review Team Members**

**Leonard A. Valverde, Professor Emeritus, College of Education, Arizona State University, Review Team  
Chair**

**Larry Ebbers, Endowed Professor, College of Education, Iowa State University  
William Lasher, Professor Emeritus, The University of Texas at Austin**

Introductory Comments

Upon the selection of the members of the External Review Team, Regents' staff provided a written packet of information to each member. A conference call was arranged so that clarification could be provided and to arrange for future actions. After understanding our purpose, it was decided to interview three persons from Kansas State University (K-State). They were: Dr. John E. Roueche, Executive Director, Community College Leadership Program; Dr. Debbie Mercer, Dean of the College of Education; and Dr. Jerry Johnson, Chair of the Department of Educational Leadership. In addition to the information gathered from the three interviewees, information was given about other graduate degree programs at the other six universities within the Kansas university system. This information was requested in response to an inquiry raised by the team when discussing additional documentation. The team expresses its appreciation for all the assistance provided by the staff persons in the Regents' office, the K-State Provost's office, and the Dean's office of the College of Education. Their rapid response to assistance allowed the External Review Team to stay on its timeline for completion.

Preface

The External Review Team was aided in undertaking its responsibility and recommendation of the Community College Leadership Program (CCLP) by three factors: 1) Two members having historical involvements with the program through its operation at The University of Texas at Austin and at National American University. 2) All three members having firsthand working knowledge of the program and its evolution. 3) Each member having broad experience in higher education, i.e., Academic Vice President, Provost office, Deanship background at the College of Education level, and teaching in the community college arena. Consequently, its review of information and especially through the interviews with Kansas State University key representatives, the External Review Team was able to come to a unanimous set of recommendations.

Overall Recommendation

Comments provided in response to each of the six Board of Regents criteria will substantiate the favorable overall recommendation. That is:

***The External Review Team has concluded the Community College Leadership Program has met and exceeded all six of the standards established by the Kansas Board of Regents. It strongly recommends that the Kansas Board of Regents continues the Community College Leadership Program.***

In general, this favorable recommendation is supported by several facts. First, the CCLP is not just a formally welcomed new addition to the College of Education with high priority, but an educational endeavor that shares its values and preparation approach to student learning with the College of Education, and also shares the Department of Educational Leadership's principles and practice in academic curriculum. Second, all parties (Provost, COE, and Department) are fulfilling their commitments during the CCLP's first year of operation. Third, after one year in existence, the CCLP has gained a commitment from Ranger Community College in Texas to start a new cohort of students; 60 students from the National American University cohorts have transferred to complete their formal set of studies with K-State; the College of the Desert, in California, is discussing a second cohort of students with K-State; and one of the transferred students has completed their doctoral degree from K-State and participated in the university's graduation ceremony.

The Kansas Board of Regents Six CriteriaJustification

The External Review Team finds the need requirement to be well documented and moreover for the Community College Leadership Program to exceed in responding to the need. The justification provided in the original Program Approval request is very strong and persuasive. Three facts underscore this recommendation:

- On April 30, 2018, the American Association of Community Colleges published *Executive Leadership Transitioning at Community Colleges* and reported that "...more than 50 percent of the presidents of colleges that award associate degrees reported that they anticipate stepping down within the next five years, yet only 21.2 percent of these colleges report having a succession plan in place." K-State has accepted the challenge of providing a doctoral program that produces community college leaders for the future and across the nation.
- The CCLP has evolved from a highly regarded doctoral program, originally developed at The University of Texas at Austin to the cohort program recently offered at National American University. Both iterations of the CCLP have been led by the current Executive Director, who has already demonstrated growing K-State's doctoral student body for the Department of Educational Leadership.
- "Why did K-State accept the challenge?" This question was posed to all three K-State interviewed officials. While all three gave a similar response, the Dean of the College stated it the best. "K-State was one of the first operational land grant universities. This meant that K-State was tasked with teaching agriculture, science, military science and engineering to interested students." The CCLP is a natural extension of the original academic areas. This response is also found in the K-State's Strategic Plan.
- The K-State orientation also fits the primary features of the CCLP. The program's cohort design provides an innovative approach to enhancing the leadership competences of its students. Nationally known faculty who have had successful careers in the community college movement are engaged to teach future leaders. This model fits well with the other educational leadership programs that are provided by the K-State College of Education, especially those in adult learning and leadership.

Curricula

The External Review Team finds the standard for doctoral course of study to be exceptional. Beyond attending to all the Regents' points, the CCLP demonstrates the following:

- The course of study is based upon the Student Learning Objectives of K-State, the College of Education conceptual framework, and the American Association of Community College competencies for community college leadership.
- The long-established curriculum has been blended with the Department of Educational Leadership emphasis on practical application. For example, the inclusion of credit-based Field Studies for almost all course work.
- The CCLP's established curriculum, which has served previous graduates extremely well, has been updated to emphasize the changing circumstances of community college education, i.e. the growth of diversity in the student bodies.
- The incorporation of understanding small and rural community colleges, their agendas of concern, and the sharing of approaches with the K-12 public school leadership programs.

### Faculty

The External Review Team believes the faculty standard exceeds the expectations of faculty excellence and believes that the faculty and related faculty are exceedingly well qualified to provide an excellent educational experience to students enrolled in the program. The following justify the recommendation:

- The core faculty of the CCLP are among the most distinguished and well recognized leaders in community college leadership and scholarship. The two senior professors of practice are among the most distinguished scholars in community college research. In addition, they are viewed as the most thought-provoking leaders in the mission, vision, and values for the community colleges of the future. Both have led distinguished careers among scholars and practitioners. The External Review Team concurs that the leadership of the two most recognizable names in community college leadership will establish the prominence of the program for many years to come.
- The professor of practice and senior director is a scholar in her own right and has a distinguished record of administrative acumen in administering cohort-based programs such as the University of Texas and the National American University.
- The Review Team interviewed the Department Chair of Educational Leadership at K-State. The team found the chair to be knowledgeable about community colleges and the role community colleges play in the P-20 continuum. The chair's interest in and knowledge of rural education will be an asset to the implementation of the program, given that 25 percent of community colleges across the U.S. are small and rural.
- With respect to related faculty, the leadership of the CCLP has selected six scholar practitioners for each cohort who meet K-State's requirements to teach in the program and conduct graduate research. The Review Team is familiar with each of these scholar practitioners and are pleased with the selection process and appointments. To date, K-State has reviewed each scholar practitioner and approved them all.

### Academic Support

The External Review Team finds that Academic Support has been met more than satisfactorily. The expenses are explained in the Start-Up Costs/One-Time Expenses section adequately and the program's first year of operation demonstrate sufficient support. Furthermore, the following factors minimized the Academic Support requirements:

- The uniqueness of the CCLP is shown by what is emphasized. Some of these unique characteristics include: cohort-based institutes delivered at off campus locations; investment in rental space or donation of classrooms by the local cohort campus; travel for field-based instructors for face-to-face course sessions; faculty and staff service center investments for university services. These are the things that a high-quality cohort-based leadership program for future community college executives need in order to be competitive.

- Moreover, the fact that the CCLP is cohort based and provided at the cohort's community college allows students to form support systems that are available to provide the kind of personal support that all students find important at various stages of their doctoral program. Such student relationships help grow the network of community college leaders of the future.

#### Facilities and Equipment

The External Review Team finds that the requirements for Facilities and Equipment have been met and exceeded. Three specific findings buttress this recommendation:

- The current configuration of the facilities within the College of Education at K-State more than adequately meet the needs of the CCLP. Specifically, since the program is cohort-based and administered in a similar model to the K-12 Educational Administration Academies approach, there will not be a significant need for on-site facilities at K-State.
- The proposed staffing structure will be accommodated to a large degree at cohort sites, i.e., community college locations/campuses.
- An initial investment in technology (as demonstrated by the first year of operation) is evidence that K-State will support the administrative structure and adequately facilitate the delivery of content in this cohort-based model.

#### Review, Assessment, and Accreditation

The External Review Team finds that the Regent's requirements for review, assessment and accreditation have been met and exceeded. In addition to conforming to the Department's evaluation, the College's assessment, and the Provost Office Review, the following facts support the finding:

- Since the CCLP curriculum incorporates data collection and analysis in problem solving as well as in class assignments, this aspect of field-based data will be used by program leadership to measure the rate of progress or hinderance, if any.
- The CCLP will establish an Advisory Committee which will examine annual data about the program's yearly operation and may provide ideas of what can be done better, such as: suggest instructors, identify potential internship sites, identify common problems to address, and emphasize topics for dissertation work.
- Accreditation has been granted to the CCLP due to its relationship with K- State, its previously accredited status with the National American University, and its long-standing accreditation at The University of Texas at Austin.
- Finally, it should be noted that while at The University of Texas at Austin and under the leadership of its long-standing current Executive Director, the CCLP consistently ranked as the number one community college leadership program in the nation.

#### **Institutional Response to Review Team Recommendations**

Because the Review Team made no specific recommendations and had no additional questions, a response from Kansas State University is not required.



*B. Fiscal Affairs & Audit*

**1. Act on Request to Sell Real Property—KSU**

**Eric King,  
Interim Director of Facilities**

In November 2018, the Board approved Kansas State University’s non-budgetary legislative request to sell the original gym on the K-State Polytechnic Campus. That legislative authorization was subsequently contained in 2019 House Substitute for Senate Bill 25 and signed into law by Governor Kelly. Although the narrative submitted to the Board described the gym property, the legal description approved by the Board and signed into law was for a separate 6.89 acre unplatted tract on the Polytechnic campus. As a result, the legislative authorization contained in 2019 House Substitute for Senate Bill 25 does not contain the correct legal description for the gym property to be sold. The University intends to seek legislative approval before the end of the 2020 session for the sale of the gym property located at 3142 Scanlan Ave, Salina Kansas, using the correct legal description.

The correct legal description for the original gym and 5.04 acres of land the university intends to sell is:

Lot Eleven (11), less West 100’ feet, Block Twelve (12), Schilling Subdivision No. 5, to the City of Salina, Saline County, Kansas.

Formerly a tract of land in Block Two (2) Schilling Subdivision Lying in the Northeast Quarter (NE/4) of Section Three (3), Township Fifteen (15) South, Range Three (3) West of the Sixth (6th) P.M. as shown in Deed recorded November 18, 1966, in Book 268, pages 476 through 503 and legal found on page 485.

If Board and legislative approval are received to sell the property described above, the University intends to seek approval to finalize the sale at the June Board meeting.

**2. Authorize Building Lease Related to Private Housing Agreement—KSU**

Kansas State University requests approval to execute a lease agreement for the purpose of providing additional housing for students at the Polytechnic campus. Projected Fall 2020 enrollment and demand for on campus housing is strong. Early housing contracts are more than 32 ahead of last year (158 compared to 190). Due to COVID-19, it is possible that all rooms will be used as single rooms for the 2020-2021 academic year. Polytechnic can house 94 students on campus in single rooms. In order to meet the demand for campus housing, the University requests approval to lease Jack Vanier Hall on the Saint Francis campus (formerly the St. John’s Military School) for a one-year period beginning August 1, 2020.

Jack Vanier Hall was built in 2006 and has 62 rooms for students, three rooms for resident assistants and an apartment for a resident director. In searching for other possible properties in the City of Salina, the only other options available were hotels, which are more expensive to lease. Students living in Jack Vanier Hall will have the ability to dine on the Polytechnic campus as a shuttle service will operate between the Saint Francis campus and the Polytechnic campus. The University will hire a custodial person to provide general cleaning in common areas within the building.

**Income**

Housing only: \$291,152 (\$2,348/student per semester x 62 students x 2 semesters)

**Expenses**

Rent: \$330,000 (\$2,500/room x 66 rooms x 2 semesters)

Cost includes utilities, buildings and ground maintenance, parking, snow removal, pest removal and trash service.

Internet service: \$25,000 Cost includes new line and firewall.

Resident director: \$36,400 New position, salary and benefits

Custodial: \$17,500 Half time shared service, salary and benefits

Van Transportation: \$6,122 (5 round trips per day, 7 days/week for 32 weeks (two semesters))

Driver costs: \$14,468 (\$12 x 35 hours/week for 32 weeks (includes employer withholding for FICA))

Total housing expense: \$429,490

**Other Revenues**

62 - 14 meal plans: \$149,916 (\$1,209 x 62 students x 2 semesters)

62 students taking 12 credit hours/semester at current in-state tuition: \$435,463 (\$292.65 x 24 x 62)

**3. Act on Proposed Lease Amendment between ESU and ESU Memorial Union Corporation —ESU** **Julene Miller, General Counsel**

Emporia State University requests that the Board approve a third Amendment to the Real Estate Lease Agreement dated July 1, 1994 between Emporia State Memorial Union Corporation and Emporia State University, for a term beginning July 1, 2020 and that will continue unless and until further amended by the parties in writing. Emporia State Memorial Union Corporation is a controlled affiliated corporation of Emporia State University, as defined by Kansas Board of Regents Policy II.D.9.a.i.(b). The amendment continues the 1994 lease as is, except that it would increase the lease payment amount that Emporia State University will pay annually to Emporia State Memorial Union Corporation. The current annual lease payment is \$24,909 and the new annual lease payment will be \$50,000.

In exchange for this increase in the annual lease payment, Emporia State Memorial Union Corporation will no longer assess or charge any room rental fees to Emporia State University for the use of any portion of the Memorial Union, located on the Emporia State University campus. The two previous amendments to this real estate lease are replaced by this third amendment (those previous amendments had increased the amount of the annual lease payment, dated 2008 and 2009 respectively). Board policy II.E.11.e.(4) requires Board approval of this third lease amendment. Board policy IIE.11.e.(4)(b) applies to this lease and the written lease amendment agreement is attached. K.S.A. 76-769(b) authorizes the Board to approve real estate leases (including amendments to real estate leases) without any other state agency approval required. It is suggested that a motion to approve the Amendment include authorizing the Board Chairman to execute the Amendment.

Lease amendment text is as follows:

**THIRD AMENDMENT TO LEASE**

Emporia State Memorial Union Corporation (hereinafter referred to as Lessor) and Emporia State University (hereinafter referred to as Lessee) hereby agree to amend their current real estate agreement, dated July 1, 1994, and which was subsequently amended by the parties in 2008 and also in 2009.

The parties mutually agree that the above referenced lease agreement for the premises located within 1 Kellogg Circle, Emporia, Kansas (formerly 1200 Commercial Street, Emporia, Kansas) is hereby amended as follows:

Pursuant to their real estate agreement, as amended, Lessee has been leasing meeting rooms for University sponsored activities on all floors of the Emporia State Memorial Union. Beginning on July 1, 2020 and continuing thereafter unless and until further amended by the parties in writing, Lessee shall pay Lessor the total sum of \$50,000 per year as and for the annual lease payment by Lessee to Lessor for the lease of meeting rooms as described herein. Lessor will not assess any additional rental fees to Lessee for the lease of meeting rooms; however, fees for technical setup, furniture and equipment setup, table coverings, etc. may apply. Memorial Union policies currently in force for revenue-producing events held by University departments may still apply.

All other terms and conditions contained in the parties' agreement dated July 1, 1994, as well as exhibits and riders to that agreement, shall be applicable to this Amendment. Unless specifically modified in this Amendment, all terms and conditions of the Primary Lease remain unchanged and in full effect. This Amendment replaces both of the previous two amendments.

C. Retirement Plan

1. Act on a Change to the New Fund Investment Line-up for the Board’s Voluntary Retirement Plan Effective January 2021

Natalie Yoza,  
Associate General Counsel

**Summary and Staff Recommendation**

*The new Voluntary Retirement Plan contracts with TIAA and Voya take effect during the pay period for the first check in January 2021, and the Board approved the new fund lineups for those contracts at the April 2020 Board meeting. The Board’s investment consultant, Advanced Capital Group (ACG), recommends a change to that lineup because of the negative impact on the economy of the novel coronavirus disease 2019 (COVID-19) pandemic and the aggressive monetary policy instituted by the Federal Reserve to keep financial markets functioning properly. ACG recommends that the Board add the TIAA-CREF Money Market Fund and remove the CREF Money Market Account in the new TIAA Voluntary Plan lineup because the CREF Money Market Account which is currently included in the fund lineup may record a negative return or “break-the-buck.” The Board’s Retirement Plan Committee reviewed ACG’s recommendation at its April meeting and unanimously recommends that the Board make that substitution, meaning the new Voluntary Plan fund lineup would include the TIAA-CREF Money Market Fund when that contract takes effect in January 2021.*

**Background on the Kansas Board of Regents Retirement Plan**

The Kansas Board of Regents has a fiduciary duty to the Board’s Mandatory and Voluntary Retirement Plans, and this responsibility necessitates a review of the investment fund lineups. To enhance that oversight, the Board created the Retirement Plan Committee (RPC) to serve as a co-fiduciary to the Plans, and it delegated some responsibilities for Plan administration and oversight to the RPC. Under the Board’s vendor management document, fund changes to the investment lineups are first considered by the RPC and any recommendations are then presented to the Board.

Due to concerns that the current market environment may result in a negative return on one of the funds selected for the new TIAA Voluntary Plan contract, the Board’s investment consultant, Advanced Capitol Group (ACG), recommends that the “TIAA-CREF Money Market Fund” be added and the “CREF Money Market Account” be removed from the new Voluntary Plan contract with TIAA which takes effect the first pay period in January 2021. The Board approved the new Voluntary Plan lineup with TIAA at its April 2020 meeting, and this recommended substitution follows so quickly after the Board’s recent approval because of the current market environment caused by the novel coronavirus disease 2019 (COVID-19).

At its April 2020 meeting, the RPC reviewed ACG’s recommendation and unanimously recommends that the Board adopt the substitution.

**TIAA Voluntary Plan Lineup Change**

Currently, the Voluntary Plan fund lineup will include the TIAA CREF Money Market Account when the new contract takes effect in January 2021. The Board’s investment consultant is particularly concerned that Account may record a negative return because of COVID-19 and the aggressive monetary policy instituted by the Federal Reserve. Since February, the Federal Reserve has reduced the Effective Federal Funds Rate by 1.50% to the current rate of 0.0% - 0.25%. The impact on money market funds is that they are now forced to reinvest maturing securities at rates that may be lower than their operating expense ratio.

In a memo to the RPC, ACG explained that removing the CREF Money Market Account and substituting the TIAA-CREF Money Market Fund would better protect against a negative return on investment, stating:

“The purpose of this memo is to explore the possibility that in this unique “negative yield” environment, Money Market funds may “break-the-buck.” E.g. Their “Net Asset Value” may go below par. Historically,

Money Market funds were expected “not” to break-the-buck. But that changed after 2008. Today it is possible – and because of the annuity-structure of the CREF Money Market – it is likely to do so. To illustrate with a hypothetical, Par (or Net Asset Value ‘NAV’) of a Money Market fund is generally \$1 per share. And an example of it “breaking-the-buck” would be if an account had a \$100 Money Market balance and the fund lost 12 “basis points” – it would then be worth \$99.88.

“Against that back-drop, TIAA offers two different Money Market funds: 1) CREF Money Market and 2) TIAA-CREF Money Market. They have the same investment objective and similar holdings but one is part of College Retirement Equities Fund and the other is part of TIAA Investments, a division of Nuveen.

“Both the CREF Money Market Account and the TIAA-CREF Money Market Fund are backed by the holdings of their respective fund/account. The distinction or difference is that CREF runs at cost so in the situation like we are approaching now where the return won’t cover the expense ratio it will go negative. On the other hand, Mutual Funds which are run for a profit have the ability to backstop losses through other profits, so [it is less likely] to break the buck. . .

“The net impact of the preceding is that for Participants with account balances in the CREF Money Market Account their account balances could possibly have a negative return.”

The TIAA-CREF Money Market Fund, which ACG recommends that the Board include in the Voluntary Plan instead, is not immune to the possibility of breaking-the-buck. But because it is a mutual fund (vs annuity), it has more regulatory leeway to dampen the downward trend by foregoing (to some degree) its administrative expenses. And the difference in return between the two funds is negligible. Moreover, the Voluntary Plan’s participants can still “annuitize” their accounts through the TIAA Fixed Account (e.g. TIAA Traditional), which is also included in the new Voluntary Plan fund lineup.

Notably, the current Voluntary Plan lineup contains both the CREF Money Market Account and TIAA-CREF Money Market Fund. ACG does not recommend removing the CREF Money Market Account from the current Voluntary Plan lineup because participants can elect to move their account balances if they want to avoid the potential negative yield.

The CREF Money Market Account is also in the Mandatory Plan lineup, and the Board is contractually required to offer that fund. Participants can elect to move their Money Market Account balances to either the TIAA Traditional or the TIAA Stable Value option. Both provide principal preservation. The advantage of the TIAA Stable Value fund is that it remains liquid to participant-initiated transactions. ACG felt the addition of a second money market fund to the Mandatory Plan was not warranted due to the number of existing principal preservation options available to participants.

For both Plans, TIAA is notifying any Plan participants with an account balance in the CREF Money Market Account of this risk and encouraging them to talk to a financial advisor about this Account.

### **Recommendation**

The RPC unanimously recommends that the Board remove the CREF Money Market Account from the new TIAA Voluntary Plan investment lineup and substitute the TIAA-CREF Money Market Fund instead. These changes would take effect with the new Voluntary Plan contract in January 2021.

D. *Technical Education Authority*

1. **Act on FY 2021 Distribution of the Kansas Nursing Grant Initiative**

**Scott Smathers,  
VP, Workforce Development**

**Summary**

*This year the Kansas Legislature appropriated \$1,787,193 to support accredited nursing programs within the state. Institutions have submitted grant applications requesting funds to support nursing faculty and the purchase of supplies, while focusing on improving student success. The Technical Education Authority Budget and Finance Committee and the Technical Education Authority have approved the proposals and recommend approval.*

**Background**

The following eligibility criteria are utilized in reviewing nursing programs:

- Approved by the Kansas Board of Nursing and nationally accredited
- Most recent 3-year average NCLEX test scores at or above the 3-year national average
- Documented articulation of one of the following: RN to BSN, BSN to MSN, MSN to DNP

In an effort to assist those programs not meeting the above criteria, a portion of funds is set aside for “alternative applications” for programs to:

- Application A: Obtain national accreditation
- Application B: Improve NCLEX scores to a minimum of 3-year national average

Grants are awarded on a yearly basis which allows institutions to address deficiencies and receive additional funding in subsequent years. In addition, the grant provides support for statewide nursing professional development events and may reflect a carryover or return of unspent funds from the previous year.

The current state appropriation is \$1,787,193.00. In addition, \$107,469.44 was carried over from the previous fiscal year. The total amount of grant funds available for allocation in FY21 is \$1,894,662.44.

**Response to Request for Proposals**

A total of 26 proposals were received; 15 from two-year institutions and eleven from four-year institutions. Of the 26 proposals, five applied for the set aside as they didn’t meet the NCLEX minimum score requirement.

**Proposal Review**

A team consisting of Board staff in the Workforce Development and Academic Affairs units along with Kansas Board of Nursing staff reviewed the proposals and recommends the following awards:

<b>Institution</b>	<b>Award</b>
<i>Application B - NCLEX score improvement</i>	
Colby Community College	\$ 57,465.00
Kansas City Kansas Community College	\$ 27,400.00
Kansas Wesleyan University	\$ 46,921.00
Neosho County Community College	\$ 53,745.00
Seward County Community College	\$ 40,274.00
<i>Full Application</i>	

Baker University	\$	40,454.00
Barton Community College	\$	62,000.00
Butler Community College	\$	28,900.00
Cloud County Community College	\$	18,011.00
Dodge City Community College	\$	30,000.00
Emporia State University	\$	173,830.00
Fort Hays State University	\$	177,448.00
Fort Scott Community College	\$	43,105.00
Garden City Community College	\$	32,022.00
Hesston College	\$	24,142.00
Hutchinson Community College	\$	9,000.00
Johnson County Community College	\$	73,142.00
University of Kansas	\$	231,714.00
Labette Community College	\$	58,902.00
Manhattan Area Technical College	\$	72,986.00
MidAmerica Nazarene University	\$	9,000.00
North Central Kansas Technical College	\$	41,221.00
Pittsburg State University	\$	224,230.00
University of St. Mary	\$	87,622.00
Washburn University	\$	163,060.00
Wichita State University	\$	67,300.00
	Total Awarded	\$ 1,893,894.00
	Total Grant Funds Available	\$ 1,894,662.44
	Remaining	\$ 768.44

**Summary of the FY21 Nursing Grant Proposals:**

**Application B - NCLEX score improvement**

**Colby Community College** is requesting funds to support a new faculty member’s salary, faculty professional development, new curriculum development, and student support services in the form of Assessment Technologies Institute (ATI) services and tutoring.

**Kansas City Kansas Community College** plans to use the grant funds to support the development of the new concept-based curriculum by employing an expert curriculum consultant.

**Kansas Wesleyan University** is proposing salary support for new nursing instructors, a 2% salary increase for their nursing faculty, and professional development for faculty, which includes simulation training.

**Neosho County Community College** plans to provide extensive professional development to nursing faculty through ATI faculty coaching, NurseTim Next Generation Learning, and National League of Nursing (NLN) coaching. Students will receive support services, such as cumulative RN Comprehensive Assessment exam and a live onsite NCLEX review through ATI.

**Seward County Community College's** application includes activities such as a new faculty position with a focus on simulation, professional development for faculty as well as ATI test prep services for students.

### **Full Application**

**Baker University** proposes to utilize the grant funds to establish a faculty mentorship program, provide professional development to faculty, and purchase a high-fidelity simulator for the program.

**Barton Community College** is requesting faculty professional development, a consultant for accreditation site visit, and a nursing simulator.

**Butler Community College's** application includes faculty conference attendance and other professional training, services of a curriculum consultant, and purchase of consumable laboratory supplies.

**Cloud County Community College** plans to provide faculty development opportunities, support student success through ATI/VATI prep for NCLEX-RN and Shadow Health Assessment Module, and purchase simulator phlebotomy arms along with consumable lab supplies.

**Dodge City Community College** plans to expend the grant funds on a purchase of a state-of-the-art pediatric simulator for the use in their simulation lab.

**Emporia State University** plans to expend the Nursing Initiative grant funds on salaries for new faculty members, simulation training for faculty, prescriptive support services for at-risk students, ATI virtual reality clinical simulation program for NCLEX preparation, and consumable laboratory supplies.

**Fort Hays State University** is requesting funds for professional development and simulation training of faculty, BSN and DNP curriculum development, employment of remediation coaches, DNP national certification review services, purchase of consumable lab supplies, and simulation equipment.

**Fort Scott Community College** plans to bring in speakers for training of faculty and to provide opportunities to attend conferences. Student success will be supported by administering Health Education Systems Incorporated (HESI) prescriptive exams and on-campus speakers. The college will also purchase consumable lab supplies as well as a nursing simulator.

**Garden City Community College** is requesting a purchase an industry-standard medication dose system and demo dose medication supplies for their program.

**Hesston College** is requesting a purchase of a mother/newborn simulator manikin for the use in their simulation lab.

**Hutchinson Community College** plans to provide student support services through video skills case studies, pharmacology made easy study program, and dosage calculations study program.

**Johnson County Community College's** application includes faculty simulation training and support, faculty professional development through conference participation, and faculty release time for curriculum development. The program will also purchase a nursing simulation manikin for enhanced student learning.

**University of Kansas Medical Center** is requesting funds for multiple new faculty positions for their Kansas City and Salina campuses, professional development opportunities for faculty, supplemental instruction in pharmacology and pathopsychology as well as ATI customized live review sessions for students. KUMC will also purchase consumable supplies for their labs and a Nursing Anne simulator.



**Labette Community College's** application includes activities such as faculty conference participation, student success support services through Next Gen Learning and Student Legal Healthcare Professional Seminar. The program plans to purchase consumable lab supplies and a pediatric simulator, for which the faculty will receive the necessary simulation training.

**Manhattan Area Technical College** is proposing to expend grant funds on Accreditation Commission for Education in Nursing (ACEN) conference/workshop, and services of a self-study consultant. Student success will be supported by providing virtual simulation and medication administration software to students. Consumable lab supplies and low fidelity manikins will be purchased for the program.

**MidAmerica Nazarene University** is requesting funds to provide professional development opportunities to nursing faculty.

**North Central Kansas Technical College's** application includes faculty professional development activities through KeithRN and NurseTim subscriptions along with attendance of nursing conferences and a purchase of a pediatric simulator.

**Pittsburg State University** is proposing to use the funds for hiring new nursing faculty members, providing professional development, and accessing to NurseTim subscription service. Students will receive Live Review Course and ATI Real Life clinical reasoning scenarios. The program will also purchase consumable supplies and an adult tetherless HAL simulator.

**University of St. Mary** is proposing an addition of a new faculty member, professional development for faculty, subscriptions to NurseTim and NLN, a Fitzgerald review course for students, and purchase of consumable supplies as well as a birthing simulator manikin.

**Washburn University's** proposal includes conference attendance for faculty, faculty-led student support and tutor services for students, online simulated testing services for students, and purchase of a birthing simulator.

**Wichita State University** requested salary support for new faculty and clinical instructors, professional development for faculty, and purchase of consumable supplies.

#### **Staff Recommendation**

The Technical Education Authority Budget and Finance Committee and the Technical Education Authority have approved the proposals and recommend approval.

- 2. Act on Request to Offer Two New Programs – Kansas City Kansas Community College**
- **Certificate B and Associate of Applied Science degree in Baking**
  - **Associate of Applied Science degree in Culinary Arts**

**Summary**

*The Board office received requests from Kansas City Kansas Community College to offer a Technical Certificate B and Associate of Applied Science degree in Baking, and an Associate of Applied Science degree in Culinary Arts. The programs submitted addressed all criteria requested and were subject to the ten-day comment period required by policy where no formal comments were received. The programs were approved by Technical Education Authority and are recommended for approval.*

**Background**

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

**Description of Proposed Programs:**

**Kansas City Kansas Community College** requests approval of the following program:

- Baking (12.0501) – Technical Certificate B/39 credit hours and an Associate of Applied Science degree/61 credit hours

The proposed Baking program prepares individuals to serve as professional bakers and pastry specialists in restaurants or other commercial baking establishments. The program includes instruction in bread and pastry making, bread and pastry handling and storage, cake and pastry decorating, baking industry operations, product packaging and marketing operations, and counter display and service.

Kansas City Kansas Community College (KCKCC) operates a Culinary Arts program that has been in operating since 1975. The proposed program would serve as an additional offering for students interested in the hospitality industry. Upon completion of the program, students are eligible for the ServSafe and Controlling Food Service Costs credentials.

The Kansas Department of Labor, Long-term Occupation Projections 2016-2026, indicate a state-wide change of employment for Bakers of 4.7% with an annual median wage of \$24,251 (or about \$11.66 per hour) with the typical education needed for entry as no formal education. Annual openings equate to 220 jobs per year.

Currently, one institution (Johnson County Community College) offers a similar program. According AY18 K-TIP data, the program had 16 concentrators, 13 graduates, and 7 graduates exiting and employed with an average wage of \$27,952 per year.

Three letters of support for the proposed program were received from The Culinary Center of Kansas City, Hollywood Casino, and Fresh Idea Food Service Management. Proposed supports for the program include serving on the program advisory committee, providing internships, providing apprenticeships, offering mock interviews for students, serving as judges for food competitions, and serving as guest speakers.

KCKCC plans to begin the proposed Baking program in the fall of 2020. The college estimated the cost of the proposed program at approximately \$353,813.80 (\$45,813.80 salaries, \$250,000 equipment, \$5,000 tools and supplies, \$8,000 instructional supplies, and \$50,000 facility modifications). Cheryl Runnebaum, Dean of Career

and Technical Education will assume responsibility for the proposed program. All costs for the proposed program will be funded through the institution's local fund, current student fees, donations, and the program agency account.

The proposed program was subject to the ten-day comment period from March 27, 2020 to April 9, 2020, during which no formal comments were received.

**Kansas City Kansas Community College** requests approval of the following program:

- Culinary Arts (12.0505) – Associate of Applied Science degree/62 credit hours

The proposed Culinary Arts program prepares individuals to serve under the supervision of chefs and other food service professionals as kitchen support staff and commercial food preparation workers. The program includes instruction in kitchen organization and operations, sanitation and quality control, basic food preparation and cooking skills, kitchen and kitchen equipment maintenance, and quantity food measurement and monitoring.

Kansas City Kansas Community College (KCKCC) currently operates a Culinary Arts program with the only exit point being a technical certificate B at 40 credit hours. The proposed associate degree would allow students to continue their education and complete an associate degree. Upon completion of the program, students are eligible to obtain a variety of industry credentials from the National Restaurant Association including ServSafe, Hospitality Management, Purchasing, and Menu Marketing.

The Kansas Department of Labor, Long-term Occupation Projections 2016-2026, indicate a state-wide change of employment for Cooks, Institution and Cafeteria of 4.7% with an annual median wage of \$23,190 (or about \$11.15 per hour) with the typical education needed for entry as no formal education. Annual openings equate to 868 jobs per year.

Currently, four institutions offer similar programs. According to the 2018 Kansas Training Information Program (K-TIP) report, as a system, a minimum of 20 students graduated and exited the higher education system with average wages of ranging from \$19,936 to \$23,719 per year.

Three letters of support for the proposed program were received from Compass Group, the Culinary Center of Kansas City, and Hollywood Casino. Proposed supports for the program include serving on the program advisory committee, providing internships, providing apprenticeships, and offering to interview program graduates.

KCKCC has been operating their existing Culinary Arts program since 1975. In 2008, KCKCC and Kansas City Kansas Area Technical College merged, and a building was purchased and renovated to accommodate the culinary program. The current program receives state funding and is eligible for Carl Perkins grant funds. The college estimates the cost of providing the existing program is approximately \$370,380 (\$353,380 salaries, \$5,000 tools/supplies, and \$12,000 instructional supplies). Cheryl Runnebaum, Dean of Career and Technical Education will assume responsibility for the proposed program. Salary costs will come local funds and tuition dollars. All other costs will be funded through local funds, Carl Perkins grant funds and the program agency account.

The proposed program was subject to the ten-day comment period from March 27, 2020 to April 9, 2020, during which no formal comments were received.

**Recommendations**

The new program request submitted by Kansas City Kansas Community College for Technical Certificate B at 39 credit hours and Associate of Applied Science degree at 61 credit hours in Baking has been reviewed by Technical Education Authority’s Program and Curriculum Committee and is recommended for approval.

The new program request submitted by Kansas City Kansas Community College for an Associate of Applied Science degree at 62 credit hours in Culinary Arts has been reviewed by Technical Education Authority’s Program and Curriculum Committee and is recommended for approval.

# DISCUSSION AGENDA

A. *Academic Affairs*

1. **Receive Update on Board Goal: Positive Pathways for Students Who Do Not Meet Qualified Admissions Criteria**

Regent Schmidt  
**Daniel Archer,**  
 VP, Academic Affairs

**Summary**

*Board Goal Four for 2019-20, adopted at the August 2019 Board retreat, states “the Board will explore positive pathways to help students who do not meet Qualified Admissions criteria achieve success beyond high school.” This paper addresses the issues that prompted this goal and details two proposed tactics to support it.*

**Background**

At the September 18-19, 2019 Board Meeting, the Board approved revisions to the Qualified Admissions (QA) criteria. Much of the Board discussion that led to these revisions revolved around examining how the new QA criteria would impact access and the probability of success. In addition to exploring the impact of the criteria on outputs, discussion was also devoted to examining the admission process through the lens of an applicant who does not meet the QA criteria. These conversations revealed state universities could strengthen their commitment to reaching this population. Seeing this as an opportunity for growth, the Board instituted the following goal “the Board will explore positive pathways to help students who do not meet Qualified Admissions standards achieve success beyond high school.”

A working group of admission representatives from the six state universities was formed to explore and identify proposed tactics to advance this goal. A summary of the key issues and proposed tactics is detailed below.

**Addressing Alternative Admission Option**

While current admission regulations establish that students must meet the requisite criteria to qualify for guaranteed admission, it also permits universities to admit applicants who do not meet the minimum freshman admissions criteria.

- For residents, a university may admit up to 10% of its total freshman admissions through the exception window.
- For non-residents, a university may admit up to 10% of its total non-resident freshman admissions through the exception window.

Despite that this regulatory framework exists, many university websites only list the QA criteria and do not mention that applicants who do not meet the QA criteria are still considered for admission. Without including this information, a prospective student may conclude that admission eligibility is solely contingent upon meeting a QA criterion, which, in turn, may prevent some from applying. With these issues in mind, one could argue that the current exception window is an invisible pathway at some universities.

To provide clarity, the working group proposes that each state university revise its admission web content and note the following:

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

This will underscore a pathway that some may be currently unaware of and, in turn, ensure that high school counselors, prospective students, and families understand that there is an avenue for admission beyond the traditional QA criteria.

### **Creating Positive Messaging and Referring Inadmissible Applicants to Two-Year Colleges**

A relatively small percentage of applicants among the six state universities were denied admission (2.8% of residents and 5.7% of non-residents) in AY 2018. While these figures are relatively low, it should be noted that these percentages represented over 1,400 applicants systemwide.

When examining the number of applicants who are inadmissible, it is important to recognize the negative connotation associated with rejection. As such, receiving an admission denial letter may instigate a self-perception that a student is not college material and, in turn, discourage him/her from pursuing postsecondary education. To mitigate this perception, the working group proposed that each university revise its admission denial letter and include:

- a statement that promises that the applicant will be reconsidered for admission if he/she re-applies after completing 24 college credit hours with at least a 2.0 (2.5 for KU); and
- a link to a newly-developed [KBOR webpage](#) that details the community and technical colleges in the state as well as the contact information for each respective college.

This message provides the applicant with immediate options to pursue higher education and outlines a trajectory to gain admission to the university as a transfer student.

### **Conclusion**

Taken together, the two proposed tactics establish a positive tone that will help students who do not meet the QA criteria comprehend options and plan potential next steps. This will strengthen the commitment to reaching this population by providing them with guidance and direction both before and after the application process.

## 2. Receive Program Review Report

### Summary and Recommendations

*Board policy requires that “in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission.” These reviews are “institutionally based and follow the departmental or unit structure of the institution.” [Policy and Procedures Manual, II.A.5]. This item is the report on programs reviewed in academic year 2018-2019. Copies of individual campus reports are available at [http://www.kansasregents.org/academic\\_affairs/618-program-review-reports](http://www.kansasregents.org/academic_affairs/618-program-review-reports). Staff recommends acceptance of this report.*

### Background

Program review is inextricably bound to academic quality and the allocation of resources within the public universities governed by the Kansas Board of Regents. The primary goal of program review is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively coordinating the use of faculty time and talent.

Each university’s Program Review report is comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed; (3) analysis of data compiled in Kansas Higher Education Database (KHEDS) regarding minimum requirements for majors, graduates, faculty, and average ACT scores; and (4) follow-up summary on concerns raised in previous years.

### The Academic Program Review Process

State universities are required to review programs at least once every eight years. It is important to note universities are not required to review programs every year of the eight-year cycle, but the institutions must review all programs within that timeframe. As appropriate, universities establish their review schedules, and those generally align with accreditation reporting requirements and site visits.

#### A. Criteria

The following criteria are used in reviewing academic programs:

1. centrality of the program to fulfilling the mission and role of the institution;
2. quality of the program as assessed by the strengths, productivity, and qualifications of the faculty;
3. quality of the program as assessed by its curriculum and impact on students;
4. demonstrated student need and employer demand for the program;
5. service the program provides to the discipline, the university and beyond; and
6. cost-effectiveness.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accrediting bodies, and various institutional data (e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality). The institution may also provide additional information that relates to these criteria and add additional criteria that are meaningful and appropriate.

#### B. Data and Minima Tables

The Board has established minimum criteria appropriate to each degree level. Data collected on each academic program are critical to the program review process. Academic programs which fail to meet minimum criteria are identified as part of the review process. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while, at the same time, maintaining exceptional quality and/or serving crucial roles within the university. Below are data minima for programs, which are based on five-year averages.

	Number of Majors	Number of Graduates	Number of Faculty FTE	Average ACT score
Bachelor's	25	10	3	>=20
Master's	20	5	6	-
Doctorate	10	2	8	-

*C. Programs Requiring Additional Review or Monitoring for Improvement*

Based on review of both qualitative reports and program review data, Board staff and/or institutions identify areas of possible concern and consult with institutions to determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review beyond that provided by the regular review cycle. In addition, some programs may require temporary monitoring to assess progress in rectifying problems as identified in the regular program review.

The minimum data criteria in specific categories serve as the guidelines for intensive review or monitoring. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive review in addition to the regularly scheduled self-study.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources (such as assessment results and accreditation reports).

Board staff monitors campus activities regarding programs identified for intensive review or until issues are resolved. For programs that are discontinued, each university teaches out students in the program, but does not accept new enrollments.

*D. Final Report and Recommendations*

Upon the conclusion of the program review process, each state university submits to Board staff an executive summary of its annual review and recommendations for each program. Board staff develops the annual program review report based on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions. Regarding the minima data, all fractions for this report have been rounded up.

**Summary of AY 2019 Reports from ESU, FHSU, KSU, PSU, KU, KUMC, and WSU**

For the 2018-2019 program review cycle, Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, the University of Kansas, the University of Kansas Medical Center and Wichita State University reviewed a total of 215 degree programs. What follows is a summary of the programs reviewed in AY 2019 by each of these institutions as part of its regular eight-year cycle for program review. In addition, a brief overview of the institution's review process is included.

***Emporia State University***

At Emporia State University, administrative units have the responsibility to organize program review efforts in a manner that best suits their environment and the nature of the program being reviewed. It is considered essential that all faculty connected to the program participate fully and actively in the program review process. While some departments appoint individual faculty and/or committees to process data associated with the review, reports are provided to the faculty as a whole for discussion, reflection, and decision making.

The program review process at the departmental level requires gathering quantitative and qualitative program information. Both types of data assist units to reflect upon the quality of the program and lend validity to the self-evaluation and resulting recommendations. Budget and financial information is provided by Fiscal Affairs. The Office of Institutional Effectiveness compiles quantitative data related to numbers of majors, credit hour production, productivity per full time/part-time FTE, etc. Surveys of recent graduates, current students, and



employers provide qualitative data. For some programs, qualitative data may also include numbers of students who matriculate into graduate programs of study.

Once data are collected, faculty, staff, and administrators engage in serious and on-going dialogue both formally and informally about the implications of the data. Department chairs provide written summaries, including recommendations for each program of study, to the respective school/college dean and to the provost.

ESU reviewed a total of ten degree programs at the undergraduate level and five at the graduate level. The BA, BSE, and MA in English; the BS, BSE, and MS in Mathematics; the BA and BS in Sociology; the BSE in Social Science; and the BA and BS in Crime and Delinquency Studies all met program minima and are recommended to continue.

The BA and BS in History fell one student short of meeting the minimum number of majors but there are several courses in the department students use to fulfill general education requirements. The MA in History was one student shy of meeting the minimum number of graduates, but the online master’s program has been an especially attractive option for high school instructors to obtain the necessary credentials to teach dual-credit courses at their high schools. Therefore the programs in History are also recommended to continue.

Though the Bachelor of Music (Education), the Bachelor of Music (Performance), and the BA in Music do not meet the minima individually, all the undergraduate-level music programs function (and are funded) as a single unit, and collectively exceed the minima for majors and graduates. The Master of Music did not meet the minimum number of majors, and has been recommended for additional review.

The BS in Economics did not meet the minimum number of majors, and the BA and BS in Political Science did not meet minima for majors or graduates. These programs are also recommended for additional review.

Finally, the Master of Arts in Teaching, Social Sciences, has been discontinued.

**Emporia State University  
Program Review Summary Table AY 2019**

<b>Program</b>	<b>CIP</b>	<b>Degree Level</b>	<b>Recommendation</b>
Crime and Delinquency Studies	43.0199	B	Continue
Economics	45.0603	B	Additional Review
English	23.0101	B, M	Continue
History	54.0101	B, M	Continue
Mathematics	27.0101	B, M	Continue
Music	50.0901	B, M	Additional Review (master’s)
Music Education	13.1312	B	Continue
Political Science	45.1001	B	Additional Review
Social Sciences	45.0101	B	Continue
Social Sciences	13.1317	M	Discontinue
Sociology	45.1101	B	Continue

M= Master’s; B=Bachelors; D= Doctorate  
\*Recommendation options are: Continue, Additional Review, Enhance, Discontinue

One program was identified last year for enhancement: the MS in School Psychology. It was one student short of meeting the minimum number of majors. (The department also offers an EdS in School Psychology, which meets program minima for majors and graduates.) Last year, the institution planned to reassign some resources from another area to the master’s program. This year, they indicate that the allocation of the additional resources and the establishment of a program cohort at ESU/KC have led to dramatic growth over prior years. As such, the program currently meets minima for majors and graduates.

**Emporia State University  
Status of Programs Needing Additional Review AY 2015-2018**

Program	Year of Review	CIP	Degree Level	Previous Recommendation
School Psychology	2018	42.2805	M	Enhance

**Fort Hays State University**

Fort Hays State University procedures for Program Review are contained within the Memorandum of Agreement between the FHSU Chapter of the American Association of University Professors and Fort Hays State University/Kansas Board of Regents, under Program Discontinuance, which can be found at <https://www.fhsu.edu/fhsu-aaup/moa-2018>. To summarize, the Provost, in consultation with the Faculty Senate President, appoints a Program Review Committee consisting of faculty members. Each department with programs to be reviewed conducts a self study and submits a report to the Associate Provost for Academic Affairs (APAA) and the Program Review Committee. The Program Review Committee reviews the report and makes program recommendations, determining if programs are subject to Intensive Program Review or Discontinuance. For those programs subject to Intensive Program Review, the APAA notifies the department, who meets with the Program Review Committee to discuss findings. For programs recommended for Discontinuance, the Provost and the APAA work with the department to make a recommendation to the President, who ultimately makes a final recommendation to the Board of Regents.

FHSU reviewed a total of 23 degree programs, many of which met program minima and are being recommended to continue. The Bachelor of Fine Arts, Master of Fine Arts, BA in Communication, the BA and BS in Criminal Justice, the BA in English, the BA in Global Business English, the Associate of General Studies, the Bachelor of General Studies, the BA and BS in Organizational Leadership, the BA and BS in Political Science, and the BA and BS in Sociology all meet program minima and are recommended to continue.

There are several programs not meeting all program minima. The MA in English is one student below the minimum number of majors, but exceeds the minimum number of graduates for the master’s level. It is being recommended to continue. The MA in History is slightly below minima for majors and graduates, but due to the recent promising online growth in this program, FHSU recommends continuing the program. The Bachelor of Music does not meet the minimum number of graduates, but is being recommended to continue. The BA in Art Education and the BA in Art are not meeting minima for majors or graduates, and FHSU is recommending the two programs merge and undergo additional review. This merger will create efficiencies in course scheduling and staffing for courses involved in those programs.

Programs recommended for Additional Review include the MS in Communication, which is slightly below the minimum number of majors. The BS in Health Studies and the BA in History do not meet the minimum number of graduates, and are being recommended for Additional Review. The BA in Foreign Language, the BA in Performing Arts, and the BA in Philosophy do not meet minima for majors or graduates, and are being recommended for additional review.

**Fort Hays State University  
Program Review Summary Table AY 2019**

<b>Program</b>	<b>CIP</b>	<b>Degree Level</b>	<b>Recommendation</b>
Art	50.0702	B, M	Continue
Art	50.0701	B	Additional Review
Art Education	13.1302	B	Additional Review
Communication	09.0101	B	Continue
Communication	09.0101	M	Additional Review
Criminal Justice	43.0104	B	Continue
English	23.0101	B, M	Continue
Foreign Language	16.0101	B	Additional Review
General Studies	24.0101	A, B	Continue
Global Business English	23.9999	B	Continue
Health Studies	51.9999	B	Additional Review
History	54.0101	B	Additional Review
History	54.0101	M	Continue
Liberal Studies	24.0101	M	Continue
Music	13.1312	B	Continue
Organizational Leadership	52.0213	B	Continue
Performing Arts	50.0901	B	Additional Review
Philosophy	38.0101	B	Additional Review
Political Science	45.1001	B	Continue
Sociology	45.1101	B	Continue

Additionally, FHSU previously identified four programs for additional review, listed in the table below. The BBA in International Business and Economics previously did not meet the minimum number of graduates. At this point, the number of graduates far exceeds the minimum of ten, so the institution recommends continuation of this program. Three other programs were identified last year for additional review: the AAS in Technology and Leadership, the BS in Technology and Leadership, and the BS in Information Systems Engineering. These programs were also identified by FHSU for strategic program alignment. FHSU has made the initial recommendation to discontinue the BS in Information Systems Engineering, and plans to continue review of the other two programs through strategic program alignment.

**Fort Hays State University  
Status of Programs Needing Additional Review AY 2015-2018**

<b>Program</b>	<b>Year of Review</b>	<b>CIP</b>	<b>Degree Level</b>	<b>Recommendation</b>
International Business and Economics	2016	45.0605	B	Continue
Technology and Leadership	2018	52.0210	A	Additional Review
Technology Leadership	2018	14.3501	B	Additional Review
Information Systems Engineering	2018	15.1299	B	Discontinue

**Kansas State University**

The program review process at K-State began with each program examining its assessment of student learning. The Office of Assessment reviewed all reports with the Graduate School Assessment and Review committee additionally reviewing graduate programs’ reports on the assessment of student learning. Reviewers provided feedback and recommendations for improvement. Each program examined the statistical data and drafted a summary report resulting from their program’s self-review including information on: (1) Centrality of the program to fulfilling the mission and the role of the institution; (2) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty; (3) The quality of the program as assessed by its curriculum and impact on students; (4) Demonstrated student need and employer demand for the program; (5) The service the program provides to the discipline, the university, and beyond; and (6) The program’s cost-effectiveness. In consultation with the College Dean’s Office and/or the respective College or Program Committee on Planning, each department finalized the Program Review Report for its academic programs (by CIP code) as required by KBOR. The college dean then forwarded the reports to the Office of Assessment for review and comment. If necessary, the Office of Assessment returned the reports with suggested revisions to the college dean, which were returned with revisions for final approval.

K-State submitted for review 29 degree programs representing the Colleges of Agriculture and the College of Arts and Science. Of the 29 degrees reviewed, 15 are bachelor’s, 9 are master’s, and 5 are doctorate.

Baccalaureate programs that met or exceeded major and graduate minima and that are recommended to continue include the following: Art; Biochemistry; Biology; Communication Studies; English; Fisheries, Wildlife, and Conservation Biology; Horticulture and Natural Resources; Microbiology; Modern Languages; Music; Music Education; Park Management and Conservation; Theatre; and Wildlife and Outdoor Enterprise Management.

The bachelor’s program in Philosophy did not meet the minimum number of graduates, but the number has been trending up in the last few years. This program is recommended for additional review.

Master’s programs that met or exceeded minima and that are recommended to continue include Biology; Communication Studies; English; Modern Languages; and Music; and doctorate programs in Biochemistry; Biology; and Horticulture and Natural Resources.

There were several master’s programs that did not meet one or both minima. The master’s in Biochemistry met neither minima but it is a feeder program for the doctorate, so it is recommended to continue. The master’s in Fine Arts did not meet the minimum number of majors; the program is recommended to be enhanced. The master’s in Horticulture and Natural Resources, and the master’s in Theatre do not quite meet the minimum number of majors, and are recommended for additional review.

The doctorate in Leadership Communication did not meet the minimum number of graduates, but this was a new program in 2018, so has not yet existed long enough to graduate students. Thus, the recommendation is to continue the program. The doctorate in Microbiology was one student short for the minimum number of graduates, but is recommended to continue, as well.

**Kansas State University  
Program Review Summary Table AY 2019**

<b>Program</b>	<b>CIP</b>	<b>Degree Level</b>	<b>Recommendation</b>
Art	50.0702	B	Continue
Biochemistry	26.0202	B, M, D	Continue
Biology	26.0101	B, M, D	Continue
Communication Studies	09.0101	B, M	Continue

English	23.0101	B, M	Continue
Fine Arts	50.0702	M	Enhance
Fisheries, Wildlife and Conservation Biology	26.0709	B	Continue
Horticulture and Natural Resources	01.1103	B, M, D	B & D – Continue M - Additional Review
Leadership Communication	44.0201	D	Continue
Microbiology	26.0502	B, D	Continue
Modern Languages	16.0101	B, M	Continue
Music	50.0901	B, M	Continue
Music Education	13.1312	B	Continue
Park Management and Conservation	31.0301	B	Continue
Philosophy	38.0101	B	Additional Review
Theatre	50.0501	B, M	B – Continue M - Additional Review
Wildlife and Outdoor Enterprise Management	03.0201	B	Continue

K-State had previously identified three master’s programs and one doctoral program for additional review. The MS in Software Engineering and the Professional Master of Technology are both recommended for discontinuance. (The MS in Software Engineering was identified earlier this year for Strategic Program Alignment. K-State has done additional review and is recommending to discontinue the program.) The MS in Genetics and the Doctorate in Genetics did not meet program minima in 2018 when these programs were last reviewed. The MS still does not meet KBOR minima, though the PhD program now exceeds the minima. Because of the success of the PhD program and because the MS is a feeder for the PhD program, both programs are recommended to continue.

**Kansas State University  
Status of Programs Needing Additional Review AY 2015-2018**

Program	Year of Review	CIP	Degree Level	Recommendation
Software Engineering	2018	11.0201	M	Discontinue
Professional Master of Technology	2015	15.9999	M	Discontinue
Genetics	2017	26.0801	M, D	Continue

**Pittsburg State University**

The PSU program review process is designed to enhance overall institutional quality and accountability. The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plan, and resource allocation. Program Review is a major opportunity for departments to complete a comprehensive self-study in order to demonstrate that programs are current, of sufficient size and quality, and help the institution serve its mission. This process provides two pathways to review; through an external accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or by an external reviewer. Programs accredited by an external agency are scheduled for the PSU Program Review during the academic year following the visit, using the response from the accrediting body in lieu of an additional external review.

In AY 2019, all 24 degree programs reviewed were accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Kansas State Department of Education (KSDE). For these accredited programs, the

Program Review Committee reviewed the accreditation self-study documents and site visit team reports, the programs' minima data, the programs' assessment of student learning, and the past Program Review Committee feedback. In addition, the committee met with faculty from each program and the supervising department chairs.

The Program Review Committee provided individual feedback to all programs in the form of the Committee Response, included herein. The Committee Response includes an overview, concerns, and recommendations for each individual program.

Overall, the programs reviewed were clearly in alignment with the mission and role of the institution. Accreditation visit reports identified no major challenges. Bachelor degree level programs offered within content area departments of the College of Arts and Sciences were asked to examine the effectiveness of the current organizational structure. Several of the programs reviewed did not meet minima for number of majors or number of graduates, and were required to submit a plan of action to the institution: BA Modern Languages (Teaching emphasis only); BSEd in Biology; BSEd in Chemistry (currently in phase out); BSEd in Communication; BSEd in Family and Consumer Sciences Education; BSEd in Mathematics; BSEd in Physics; and the BSEd in Technology and Engineering Education.

The BFA did not quite meet the minimum number of graduates, but is recommended for continuation. Examining the data shows a dip in the number of majors for 2016 and 2017, but a rise in 2018 and 2019, so the number of graduates is expected to go back up.

Some degree programs did not meet the minimum for number of graduates, and were required to submit a plan of action: BME in Music; BSEd in English; BSEd in History/Government.

The Ed.S. in School Psychology did not meet the minimum number of majors, but was required to submit a plan of action, as well.

The committee recommended continuation for all but one of the reviewed programs. The departments of Teaching and Leadership and Family and Consumer Sciences requested that the BSEd in Early Childhood, Unified (birth through Grade 3) be recommended for discontinuance, indicating the paperwork to formalize the request was ready for the legislative process. A new degree in Early Childhood, Unified (Birth through Kindergarten) was developed to meet the interest of potential students and the need for educators focusing on early childhood.

The committee discussed the organizational structure of all of the BSEd programs housed in the College of Arts and Sciences as a group and when meeting with program faculty. Each of these degrees credentials graduates to teach in a specific content area. The majority of these programs struggle to maintain the number of students enrolled and degrees awarded to meet minima. Some cited the challenge of educator preparation students not having an identified advocate or specific support protocols. The programs were asked to contemplate whether the organizational structure, where these programs report within content area specific departments under the auspices of Arts and Sciences, is the most effective format for supporting and maintaining the degrees. Examples of structures for comparable programs at peer institutions were included in the conversations. Each of these programs was asked to submit a plan of action which demonstrates that the organizational structure, among any individualized concerns, was considered.

Among the programs reviewed, several stood out as having healthy enrollment numbers as well as consistency in the number of degrees awarded, the majority of these programs being graduate degrees. The department where they are housed cited the distinctive nature of some of the programs, the continued growth in industry need for educators trained in these areas, and the strength of a highly qualified group of faculty as factors influencing the success of the programs. Moving forward, under the new budget model, colleges will be monitoring all programs not only for KBOR minima, but also whether the programs can be feasibly supported going into the future.

**Pittsburg State University**  
**Program Review Summary Table AY 2018**

Program	CIP	Degree Level	Recommendation
Biology	13.1322	B	Continue
Chemistry	13.1323	B	Continue
Communication	13.1399	B	Continue
Early Childhood Unified	13.1202	B	Discontinue
Educational Leadership	13.0401	M	Continue
Educational Technology	13.0501	M	Continue
Elementary Education (K-6)	13.1202	B	Continue
English	13.1305	B	Continue
Family and Consumer Sciences Education	13.1308	B	Continue
History/Government	13.1328	B	Continue
Mathematics	13.1311	B	Continue
Modern Languages (Teaching Certification emphasis only)	16.0101	B	Continue
Music	13.1312	B	Continue
Physical Education	13.1314	B	Continue
Physics	13.1329	B	Continue
Reading	13.1202	M	Continue
Special Education Teaching	13.1001	M	Continue
Teaching	13.1202	M, M	Continue
Technology and Engineering Education	13.1309	B	Continue
Art (Teaching Certification emphasis only)	50.0701	B	Continue
Advanced Studies in Leadership	13.0411	Post-M	Continue
School Psychology	42.2805	Post-M	Continue
School Counseling	13.1101	M	Continue

Three degree programs were previously submitted for additional review. The MBA program meets KBOR minima and is recommended to continue. Two baccalaureate programs in Geography and Workforce Development failed to meet KBOR minima. The programs are recommended for continuance of additional review.

**Pittsburg State University**  
**Status of Programs Needing Additional Review AY 2015-2018**

Program	Year of Review	CIP	Degree Level	Recommendation	Update on Status of Program
Business Administration	2015	52.0210	M	Continue	After completing additional review, the Program Review Committee recommends continuation of the MBA program.
Geography	2017	45.0701	B	Continue Additional Review	Additional review is still needed to show improvement meeting KBOR minima.
Workforce Development	2017	15.1501	B	Continue Additional Review	Additional review is still needed to show improvement meeting KBOR minima.

**University of Kansas**

The university reviewed programs in the College of Liberal Arts and Sciences; the Law School; the School of Engineering; School of Music; School of Pharmacy; and the School of Education. All degrees submitted were recommended for continuation.

This review consisted of a total of 108 degree programs. Disaggregated, 12 program areas included all three levels – bachelor’s, master’s, and doctorate; eight programs were bachelor’s and master’s level; 14 were master’s and doctorate; one was bachelor’s and doctorate, and the rest represented one level only (bachelor’s - 11; master’s - 10; and doctorate - 5).

The University of Kansas program review process employs a standard self-study template, managed through an online system, with questions addressing each of the six KBOR criterion, on topics such as:

1. Departmental mission and how it aligns with the mission and role of the institution
2. Faculty productivity, impact of department scholarship, grant awards and expenditures, honors and awards, community-engaged scholarship
3. Assessment of student learning, pedagogical innovations, curricular changes, student satisfaction
4. Effectiveness of degree and program demand
5. Faculty service to the discipline and contributions to university committees
6. Teaching loads, recruitment and retention of students, ideal size for programs, faculty/student mentoring

For those programs within the College of Liberal Arts and Sciences, an external review was conducted following the completion of the self-study. Professional schools each completed self-studies for KBOR program review in addition to their standard accreditation reporting and reviews. For each program, review materials were then reviewed by the dean and by the Office of the Provost. The completed program review report was reviewed by the appropriate deans/department chairs and the provost prior to submission to KBOR.

Due to the volume of programs reviewed, only the programs that did not meet minima for number of majors and/or number of graduates *at a specific level* are summarized in the table below. The university categorized the programs not meeting minima using an explanatory code. The codes are explained below the table.



*University of Kansas*  
**Programs Not Meeting Minima AY 2019**

Program	Degree Level	Explanation
American Legal Studies	M	SSP
Architectural Engineering	M	ICP
Atmospheric Science	B, M, D	NP, ASP
Bioengineering	M	ICP, GFP
Chemical Engineering	M	RSP
Classical Antiquity	B	ASP
Classics and Classical Languages	B, M	ASP
Computer Engineering	M	RSP
Construction Management	M	ICP
Educational Psychology and Research	M	GFP
Environmental Engineering	M, D	RSP
Environmental Science	M, D	RSP
French and Francophone Studies	M, D	ASP
German Studies	B, M	ASP
Gerontology	M, D	RSP
Homeland Security: Law & Policy	M	NP
Information Technology	M	RSP
Medicinal Chemistry	M	GFP, RSP
Music Education	M	SSP
Neurosciences	M	GFP, RSP
Petroleum Engineering	M	RSP
Pharmaceutical Chemistry	M	GFP, RSP
Pharmacology and Toxicology	M	GFP, RSP
Pharmacy Practice	M	ICP
Physical Education Plus	B	SSP
Slavic Languages and Literatures	B, M, D	ASP
Social and Cultural Studies In Education	M	GFP
Spanish and Portuguese	M	GFP
Women, Gender and Sexuality Studies	M, D	GFP, NP

**ASP - Academic Support Program:** Academic support programs provide coursework and other academic support for other majors within the University. Many of these programs may fail to meet criteria for majors or degrees conferred.

**RSP - Research Support Program:** Many programs, especially at the graduate level, are closely tied to the research enterprise and to the mission of the institution. These programs are necessary for institutional success.

**ICP - Interdisciplinary and Coordinated Programs:** Interdisciplinary programs are generally characterized by a significant contribution in donated faculty time from affiliated departments. As such, interdisciplinary programs

may have few students or faculty, but nonetheless reflect an institutional attempt to maximize the efficient use of resources. Similarly, some programs are cooperative ventures between two or more units.

**SSP - Service Support Program:** Many programs are closely tied to the service mission of the institution and are necessary to support that mission.

**GFP - Graduate Feeder Program:** These programs may have low counts because students completing both the master’s and Ph.D. (or the Ph.D. directly from the bachelors) are not counted as master’s students. They are counted in the highest degree level rather than double counted.

**NP – New Program:** New programs include those that have been initiated within the past five years. Many of these programs are still building enrollment.

The remaining 68 programs reviewed met the minimum number of majors and graduates. All programs, with recommendations, are listed in the table below.

*University of Kansas*  
**Program Review Summary Table AY 2019**

Program	CIP	Degree Level	Recommendation
Aerospace Engineering	14.0201	B, M, D	Continue
American Legal Studies	22.0203	M	Continue
Architectural Engineering	14.0401	B, M	Continue
Athletic Training	51.0913	B	Continue
Atmospheric Science	40.0401	B, M, D	Continue
Bioengineering	14.0501	M, D	Continue
Chemical and Petroleum Engineering	14.9999	D	Continue
Chemical Engineering	14.0701	B, M	Continue
Civil Engineering	14.0801	B, M, D	Continue
Classical Antiquity	30.2201	B	Continue
Classics and Classical Languages	16.1200	B, M	Continue
Computer Engineering	14.0901	B, M	Continue
Computer Science	11.0101	B, M, D	Continue
Construction Management	52.2001	M	Continue
Counseling Psychology	42.2803	M, D	Continue
Curriculum and Instruction	13.0301	M, D	Continue
Digital Content Strategy	09.0702	M	Continue
Education Administration	13.0499	M	Continue
Educational Leadership and Policy	13.0401	D	Continue
Educational Psychology and Research	42.2806	M, D	Continue
Educational Technology	13.0501	M	Continue
Electrical Engineering	14.1001	B, M, D	Continue

Elementary Teacher Education	13.1202	B	Continue
Engineering Management	15.1501	M	Continue
Environmental Engineering	14.1401	M, D	Continue
Environmental Science	14.1301	M, D	Continue
Exercise Science	31.0505	B	Continue
French and Francophone Studies	16.0901	M, D	Continue
French, Francophone, and Italian Studies	16.0901	B	Continue
Geology	40.0601	B, M, D	Continue
German Studies	05.0125	B, M	Continue
Gerontology	30.1101	M, D	Continue
Health, Sport Management, and Exercise Science	13.1314	M, D	Continue
Higher Education Administration	13.0406	M	Continue
Homeland Security: Law & Policy	43.0301	M	Continue
Human Sexuality	05.0207	B	Continue
Information Technology	11.0103	B, M	Continue
Interdisciplinary Computing	11.0101	B	Continue
Juridical Science	22.0201	D	Continue
Law	22.0101	D	Continue
Mechanical Engineering	14.1901	B, M, D	Continue
Medicinal Chemistry	51.2004	M, D	Continue
Music	50.0901	B, M, D	Continue
Music Education	13.1312	B, M, D	Continue
Music Therapy	51.2305	B, M	Continue
Neurosciences	26.1501	M, D	Continue
Petroleum Engineering	14.2501	B, M	Continue
Pharmaceutical Chemistry	51.2003	M, D	Continue
Pharmacology and Toxicology	26.1007	M, D	Continue
Pharmacy Practice	51.2001	B, D	Continue
Pharmacy Practice	51.2008	M	Continue
Physical Education Plus	13.1314	B	Continue
Project Management	52.0211	M	Continue
School Psychology	42.2805	D	Continue
Secondary Teacher Education	13.1205	B	Continue

Slavic Languages and Literatures	16.0400	B, M, D	Continue
Social and Cultural Studies In Education	13.0901	M	Continue
Spanish and Portuguese	16.0905	B, M, D	Continue
Special Education	13.1001	M, D	Continue
Sport Management	31.0504	B	Continue
Unified Early Childhood	13.1210	B	Continue
Women, Gender and Sexuality Studies	05.0207	B, M, D	Continue

**University of Kansas Medical Center**

Due to the inherent professional nature of many of the programs at the KU Medical Center, such programs are reviewed and evaluated by an appropriate discipline-specific accrediting agency with site visits occurring on a schedule determined by the accreditation body. These reviews are rigorous and measure progress toward the program’s stated mission, identify its strengths and weaknesses, and, if appropriate, state improvements necessary to meet national standards. Many accrediting bodies now require annual updates on benchmark data related to outcome minima.

All degree programs at the University of Kansas Medical Center are accredited under the umbrella of the Higher Learning Commission (HLC), with the most recent Reaffirmation of Accreditation effective in 2015 for a full ten-year period. Additionally, most of our professional programs are accredited by a discipline-specific agency, viewed as a critical component for having a valid program in the eyes of students and employers. To take advantage of the activities associated with this type of accreditation, the Medical Center makes efforts to coordinate the Program Review year with site visits from the accrediting body.

Leading up to the Program Review year, programs are provided minima tables from KHEDS data, and they may use information compiled during internal self-review, annual updates required by the accrediting body, and/or a self-study report produced for an accreditation site visit team. Data comes from centralized sources involving student, HR, research, and financial systems, as well as internal department record keeping. Departments may use course evaluation and program evaluation data from students and other stakeholders to make necessary modifications, or to further enrich their programs. Many departments run exit surveys on student satisfaction as well as surveys on recent graduates regarding employment.

For programs that do not have additional accreditation outside of the HLC, the Office of Postdoctoral Affairs and Graduate Studies institutes a process of internal self-review based upon a set of standard criteria, with the end result being a recommendation to Vice Chancellor of Academic Affairs regarding the program (e.g. enhancement, continuation, deletion) from the Dean of Graduate Studies. One example of this process used in the past is illustrated below. For professional programs with specific accreditation, the University understands the rigors undertaken to maintain accreditation and to prepare for site visits or annual updates. In these cases, Academic Affairs does not mandate additional internal review in preparation for Program Review. The final recommendation by Academic Affairs is made based on these inputs in conjunction with strategic planning and external forces (e.g. financial support, research landscape, state health-professional needs).

For this program review year, KUMC assessed three degrees from three programs, including the baccalaureate degree program in Health Information Management, and the doctorate programs in Physical Therapy and Rehabilitation Sciences. All programs met minima requirements and were recommended for continuation.

**University of Kansas Medical Center  
Program Review Summary Table AY 2019**

Program	CIP	Degree Level	Recommendation
Health Information Management	51.0706	B	Continue
Physical Therapy	51.2308	D	Continue
Rehabilitation Sciences	51.2314	D	Continue

In an update of previous reporting, it is recommended that the graduate program in health informatics undergo one more year of additional review. The program is seeking accreditation and they wish to give it due process. At this time, the program is not meeting minima for majors or graduates.

The Therapeutic Science program was reviewed last year and was recommended for additional review at that time. Currently, it surpasses the minima for majors and graduates, though it does not meet Faculty FTE minima for a doctoral program. However, this is an interdisciplinary program. KUMC will continue to monitor the program.

**University of Kansas Medical Center  
Status of Programs Needing Additional Review AY 2015-2018**

Program	Year of Review	CIP	Degree Level	Recommendation	Update on Status of Program
Health Informatics	2015	51.2706	Master's	Additional Review (5 <sup>th</sup> year requested)	The program is seeking accreditation with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
Therapeutic Science	2018	51.2399	Doctoral	Additional Review	We continue to monitor the program due to leadership changes in the department.

**Wichita State University**

WSU's program review is organized around a year-long preparation and review of a self-study that is intended to create a thoughtful assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, the Assistant Vice President for Academic Affairs and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization and provide opportunities for both short and long-term goal setting.

On a four-year cycle each academic unit prepares a self-study using a standard reporting template. These four-year reports then feed into the required review by the Kansas Board of Regents (i.e., each program is required to be reviewed twice during an 8 year period). Programs that demonstrate the need for additional support are asked to complete interim reports. Hence, there is a continuous review process of each academic unit.

The quadrennial reporting cycle, begins one year in advance of being due each November, (on a staggered schedule so that college programs are reviewed together) when the Office of Academic Affairs offers a workshop for chairs and assessment coordinators, and continues until April 1<sup>st</sup> when the studies are submitted to the respective Deans. Thereafter the studies are reviewed by the Deans, Graduate School (as appropriate) and the University Program Review committee (consisting of the Assistant Vice President for Academic Affairs; Assistant Director of the Office of Planning Analysis; the President, President-Elect, and Past-President of the Faculty Senate; and a Dean). Each unit is provided with an opportunity to discuss and clarify those reviews. The University committee submits its final report to the Provost by December 1<sup>st</sup>.

For this review cycle, WSU reviewed 14 programs representing ten bachelor’s level and four master’s level, all from the Barton School of Business. Reviewed programs include the following baccalaureate programs: Accountancy, Economics, Entrepreneurship, Finance, General Business, Human Resource Management, Information Technology and Management, International Business, Management, and Marketing. The following master’s programs were reviewed: Accountancy, Business Administration, Economics, and the Executive MBA program.

All programs met KBOR minima criteria, including number of majors, number of graduates, and number of faculty. All programs were recommended to continue.

**Wichita State University  
Program Review Summary Table AY 2019**

Program	CIP	Degree Level	Recommendation
Accountancy	52.0301	B, M	Continue
Business Administration	52.0201	M	Continue
Economics	45.0601	M	Continue
Economics	52.0601	B	Continue
Entrepreneurship	52.0701	B	Continue
Executive M B A	52.0201	M	Continue
Finance	52.0801	B	Continue
General Business	52.0201	B	Continue
Human Resource Management	52.1001	B	Continue
Information Technology & Management Information Systems	52.1201	B	Continue
International Business	52.1101	B	Continue
Management	52.0299	B	Continue
Marketing	52.1401	B	Continue

**Additional Programs Monitored**

In addition to the programs that underwent intensive review this year, the remaining low major/degree triggered programs were also reviewed for updates on plans to increase majors and degrees (using AY 2019 data, see below).

School or College	Program	Trigger from Minima Report	Status
Barton School of Business	Management Sciences and Quantitative Methods	Majors (GR)	Continue – NEW.
College of Applied Studies	Athletic Training	Majors (UG) Degrees (UG)	Continue – intensive review in 2020
College of Health Professions	Health Care Administration	Majors (GR)	Continue - Intensive review in 2020
	Communication Science/Disorders	Degrees (PhD)	Continue - Intensive review in 2020

College of Fine Arts	Arts/Studio Arts	Majors (GR) Degrees (GR)	Continue – 2019 Forward Facing goals address trigger.
	Game and Interactive Media Design	Degrees (UG)	Continue - NEW
	Music Teacher Education	Majors (GR)	Continue – 2019 Forward Facing goals address trigger.
College of Engineering	Biomedical Engineering	Majors (GR) Degrees (GR)	Continue - NEW
	Manufacturing Engineering	Majors (UG) Degrees (UG)	Continue – New program emphasis to help with recruitment
Fairmount College of Liberal Arts and Sciences	Chemistry	Majors (GR) Degrees (GR)	Continue - Intensive review in 2021 MS only awarded to students who are ABD
	Homeland Security	Majors (UG)	Continue - NEW
	Interdisciplinary (Liberal Studies)	Majors (UG) Degrees (UG) Majors (GR) Degrees (GR)	Discontinue - Recommendation for Elimination in AY 2021
	Physics	Degrees (UG) Majors (GR) Degrees (GR)	Continue – Intensive review in 2021 Academic support program
	Philosophy	Majors (UG) Degrees (UG)	Continue - Intensive review in 2021 Academic support program
	Psychology	Majors (GR)	Continue – Intensive review in 2021 MA only awarded to students who are ABD
	Forensic Science	Majors (UG) Degrees (UG)	Continue - Intensive review in 2021
	Sociology	Majors (GR) Degrees (GR)	Continue - Intensive review in 2021
	Spanish	Majors (GR) Degrees (GR)	Continue - Intensive review in 2021
	Women’s Studies	Majors (UG) Degrees (GR)	Renaming major to Women, Gender and Diversity Studies
Bill & Dorothy Cohen Honors College	Honors	Majors (UG) Degrees (GR)	Continue - NEW

Institute for Interdisciplinary Innovation	Industrial and Product Design	Majors (GR)	Continue – NEW
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**Strategic Program Alignment**

Two programs were selected for strategic program alignment this year.

- Liberal Studies (B/M) The bachelor option is not needed as most students are now electing the BGS. The master option ‘bleeds’ other master programs, i.e., sociology, history, social work. More generally, the master is duplicative.
- Women’s Studies (B) - As WSU’s underserved population (defined as first-generation, underrepresented minority, and low income) has increased, students have requested topics that have a broader appeal to these groups. Plans include (1) realignment of program and its host department, (2) remove religion from the scope of the department and degree program, (3) move ethnic studies to department from the School of Criminal Justice, (3) rename department Women, Gender, and Diversity Studies, along with the degree program, (4) realign mission to provide expertise in advancing equity, justice and diversity through allyship and interdisciplinary studies (5) major and minor will offer courses in dimensions of diversity such as gender, race, ethnicities, sexualities, disabilities and class privilege.

**Program Review Summary**

As a result of the 215 degree programs reviewed in AY 2019 for the first time during the eight-year cycle, two programs were slated for discontinuation, including one baccalaureate level and one master’s level program. These programs are: PSU’s BS in Education – Early Childhood Unified, and ESU’s Master of Arts in Social Sciences – Teaching. Kansas State University’s Master of Fine Arts was recommended for enhancement.

Fourteen programs were recommended to undergo additional review, and are summarized in the table below. ESU and PSU had three programs each, while FHSU identified eight.

**Programs Identified for Additional Review  
AY 2019**

Institution	Program	Degree Level	CIP
ESU	Economics	B	45.0603
ESU	Music	M	50.0901
ESU	Political Science	B	45.1001
FHSU	Art	B	50.0701
FHSU	Art Education	B	13.1302
FHSU	Communication	M	09.0101
FHSU	Foreign Language	B	16.0101
FHSU	Health Studies	B	51.9999
FHSU	History	B	54.0101
FHSU	Performing Arts	B	50.0901
FHSU	Philosophy	B	38.0101
KSU	Horticulture and Natural Resources	M	01.1103
KSU	Philosophy	B	38.0101
KSU	Theatre	M	50.0501



The remaining 198 programs were recommended to be continued. While Board policy requires state universities to review programs at least once every eight years, universities have an internal review process that monitors program quality on an on-going basis that allows institutions to identify issues early to have time to work to correct those issues before the eight-year review cycle is complete.

For the 13 programs each institution had identified for additional review in previous review years, one is recommended for enhancement, three are recommended to be continued, three are recommended to be discontinued, and the remaining six will continue under the “additional review” category for another year.

**Staff Recommendation**

Staff recommends acceptance of this report.

**3. Receive Final Report on PSU’s Strategic Visioning Process      Provost Smith**

**Summary**

*At its June 2018 meeting, the Board approved a policy related to the strategic alignment of programs. This policy was created to promote program efficiency and enhance institutional effectiveness. Five of the six state universities have implemented the Strategic Program Alignment policy and the Board scheduled a series of updates on this work during the 2019-2020 academic year. In the one exception, the Board approved Pittsburg State University’s (PSU) request to utilize its Strategic Visioning process in lieu of implementing the Strategic Program Alignment policy. In November 2019, PSU presented the framework for the Strategic Visioning process to the Board. This paper provides 1) text from the current Strategic Program Alignment policy 2) background on the Strategic Visioning process 3) a summary of the conclusions that were made after completing the Strategic Visioning process and 4) an explanation of next steps.*

**Policy**

Below is the Board’s policy on Strategic Program Alignment.

“In addition to and distinct from the regular program review cycle and process, the Board may direct one or more state university chief executive officers to undertake a strategic program alignment review to determine which of the university’s programs shall be recommended to the Board for continuation, further evaluation, merger, or discontinuance. Guidelines will be established by the Board.

If directed to do so under this provision, the state university chief executive officer shall present to the Board a list of programs for strategic alignment review. Upon receipt of the list, the Board shall review, approve one or more programs for alignment review, and may select one or more additional programs to evaluate.

Upon completion of the strategic alignment at the campus level, the state university chief executive officer shall recommend to the Board whether identified programs should be continued, further evaluated, discontinued, or merged, and provide a rationale for each recommendation. The Board shall review the recommendations and make the final determination whether the evaluated programs continue, merit further evaluation, merge, or discontinue. For programs the Board has identified for merger or discontinuance, the state university chief executive officer shall provide a plan for the transition.”

**Purpose/Background**

In June 2019, the Board approved PSU’s request to utilize the Strategic Visioning process as an alternative to the strategic program alignment review. Pittsburg State University (PSU) continues involvement in Strategic Visioning for the Division of Academic Affairs which began in January 2019. The process originally envisioned a way to address budget reductions within the division. However, academic leadership realized the greater opportunity for serious self-reflection as a vehicle for making better strategic decisions regarding future investment of resources to serve the needs of students and the workforce. Because of the complexity of the undertaking, PSU engaged the services of an external consulting firm, rpk GROUP, to guide the process.

**Summarization of the Conclusions of the Three Major Components of PSU’s Strategic Visioning Process:**

*Component One: Academic portfolio review*

The review identified anchor and core programs for both undergraduate and graduate areas based on student credit hours (SCH) produced. The undergraduate area has four anchor programs contributing to 20% of the SCH and eight core programs contributing to 27% of the SCH leaving 51 other programs producing the 53% remainder of SCH. The graduate area has three anchor programs contributing to 29% of the SCH and nine core programs contributing to 44% of the SCH leaving 17 other programs producing the 27% remainder of SCH.

*Component Two: Identification of opportunities for efficiencies*

A net revenue model was developed reflecting programs return on investment. Twelve programs were identified for further study based on the costs associated.

*Component Three: Development of new programming/innovation*

Work groups have been developed to study and provide plans to address academic affairs organizational structure, academic delivery/efficiency, budget elasticity, academic leadership, strategic partnerships, and data driven marketing.

**Next Steps**

PSU's next steps include the continuation of the working groups with priorities toward:

1. Identifying opportunities for reallocation of resources to better meet strategic goals;
2. Creating better alignment between academic portfolio and the resource allocation model;
3. Enhancing the level of transparency and accountability across the portfolio;
4. Improving data capture for future analysis; and
5. Determining PSU's next best investments based upon a mission to market approach.

**4. Act on Request for Exception to International Baccalaureate Policy**

**Daniel Archer,  
VP, Academic Affairs**

**Summary**

*Board policy specifies that each university shall award credit for all International Baccalaureate (IB) examination scores of four (4) or above on Higher Level exams and Standard Level exams for the equivalent course or courses at their institution. In response to the recent and significant disruptions that have occurred based on the COVID-19 pandemic, there is a need for the Board to review a request for an exception to this policy. Board staff recommends approving this request.*

**Background**

Board policy (Chapter II, 3.b.iii.) states that each state university shall award “credit for all International Baccalaureate (IB) examination scores of four (4) or above on Higher Level (HL) exams and Standard Level (SL) exams for the equivalent course or courses at their institution.”

Due to COVID-19-related disruptions, IB announced that it will not administer exams in 2020, but it will award each student a score for each of their registered subjects using a calculation that takes into account their coursework marks and their predicted grade, as submitted by schools to IB. IB will externally evaluate the coursework that is usually evaluated by teachers and award a score on the normal IB scale 1-7. Institutions should still expect to receive these scores from IB by the original timeline of July 5, 2020.

Because IB scores for 2020 will not be based on exams consistent with the requisite score prescribed by the Credit by Exam policy, Board staff recommend the Board approve a one-time exception to the policy to use the alternative framework of scores from IB for awarding credit for equivalent courses at the universities. For IB scores issued in July 2020, students who earn a four or higher shall be awarded credit for the equivalent course or courses at each state university.

*B. Fiscal Affairs & Audit*

Regent Hutton

**1. Act on Johnson County Research Triangle (JCERT)  
FY 2021 Budgets – KU, KUMC and KSU**

**Elaine Frisbie  
VP, Finance & Administration**

**Summary**

The 2007 Legislature created the Johnson County Education Research Triangle Authority (JCERTA), subject to the approval of Johnson County voters (KSA 19-5001 through 19-5005). The voters of Johnson County approved the 1/8 cent sales tax to support three university projects: (1) medical education and life sciences and cancer research programs at the Johnson County locations of the University of Kansas Medical Center; (2) research and education programs in animal health and food safety and security at the Olathe Campus of Kansas State University; and (3) specific undergraduate and graduate programs at the Edwards Campus of the University of Kansas in the City of Overland Park.

The JCERTA Board retains up to two percent of the tax revenues to cover administrative costs and the remainder of the annual revenue is to be split evenly between the three projects. The law restricts the universities’ expenditure of these tax revenues to certain purposes and states that “the Kansas Board of Regents shall remain responsible for the governance of these institutions, including approval of any academic programs and the regulation thereof, and shall be responsible to the Authority for institutional compliance with the purposes of this act.” Budget approval by the Board of Regents is required each year.

In accordance with Board policy, the Fiscal Affairs and Audit Committee reviewed the budget proposals at the March Committee meeting. The JCERTA Board met on April 20th and approved the budget proposals. Staff recommends that the Board is approve the FY 2021 JCERT budgets as detailed in the following documents.

In accordance with the Board’s process, the Universities prepare annual budgets for their portion of the JCERT revenue, to include debt service, maintenance, operations, and, where appropriate, research, and undergraduate and graduate educational programs.

The law requires each participating university to certify to both the Authority Board and to the Board of Regents that expenditures of funds received from the Authority are made in compliance with the Act, Board policy and applicable state and federal laws. Furthermore, any revenue bonds that pledge the JCERT funds for repayment must be approved by the Board of Regents, regardless of what entity acts as obligor on the bonds. According to the Authority’s by-laws, the universities are to certify expenditures to the Authority on an annual basis; the universities’ certification to the Board is on the same schedule. The Universities submit the accounts and expenditures for an annual independent audit paid for by the JCERTA Board. The JCERTA Board contracts with external auditors for a financial audit to be completed by September 1 of each year. A copy of the external audit is provided to the Board and the Universities.

From FY 2010 through FY 2019, the universities received a cumulative \$160.2 million through the JCERT Authority. The attached documents are the proposed FY 2021 budget plans for the operation of the Business, Education, Science and Technology (BEST) Building and degree programs at KU’s Edwards Campus in Overland Park; the Clinical Research Center at the KU Medical Center in Fairway; and the International Animal Health and Food Safety Institute at K-State’s Innovation Campus in Olathe.

Johnson County Education Research Triangle Sales Tax Revenues						
		KUMC Clinical				
		KU Edwards	Research Center	KSU Olathe	Total	
Actual	FY 2010	\$ 4,717,303	\$ 4,717,303	\$ 4,717,303	\$ 14,151,908	
Actual	FY 2011	4,461,375	4,461,375	4,461,375	13,384,125	
Actual	FY 2012	4,882,520	4,882,520	4,882,520	14,647,560	
Actual	FY 2013	4,991,900	4,991,900	4,991,900	14,975,700	
Actual	FY 2014	5,307,800	5,307,800	5,307,800	15,923,400	
Actual	FY 2015	5,586,700	5,586,700	5,586,700	16,760,100	
Actual	FY 2016	5,653,000	5,653,000	5,653,000	16,959,000	
Actual	FY 2017	5,838,100	5,838,100	5,838,100	17,514,300	
Actual	FY 2018	5,959,100	5,959,100	5,959,100	17,877,300	
Actual	FY 2019	5,994,400	5,994,400	5,994,400	17,983,200	
Projected	FY 2020	6,200,000	6,200,000	6,200,000	18,600,000	
Projected	FY 2021	6,300,000	6,300,000	6,300,000	18,900,000	

The following documents are the proposed FY 2021 budget plans for the operation of the Business, Education, Science and Technology (BEST) Building and degree programs at KU’s Edwards Campus in Overland Park; the Clinical Research Center at the KU Medical Center in Fairway; and the International Animal Health and Food Safety Institute at K-State’s Innovation Campus in Olathe.

**Proposed Fiscal Year 2021  
JCERTA Budget  
University of Kansas Edwards Campus  
Business, Engineering, Science, and Technology (BEST)**

**Background**

The Edwards Campus of the University of Kansas, has used the funds from the Johnson County Research Triangle Authority (JCERTA) sales tax for the construction, debt service and maintenance of a new 75,000 square foot building, and to pay the costs initially of ten new degrees, including four bachelors and four masters degrees in business, engineering, science, and technology as well as two Professional Science Masters degrees.

The Business Engineering, Science and Technology (BEST) building was dedicated on March 2, 2012. The building contains 21 classrooms, including one computer lab classroom, an open computer lab, an Exercise Science lab, 35 faculty offices, and a 400 seat conference center. The total cost of the building was \$22.9 million and was financed with \$3.9 million from sales tax collections and \$19 million in bonds.

**Expenditure Categories**

A draft two-year budget is attached for reference and planning purposes. While only the FY 2021 budget is being approved at this time, the additional year provides a clear picture of all expenses for building support and operations, and the programmatic costs.

Below are details of the FY 2021 budget that is presented for approval.

**Debt Service: \$1,695,062**

The original annual debt service was under \$2 million per year. The total principal on the 2010M bonds was \$20,990,000 and the repayment term was 15 years. The bonds were a combination of tax-exempt bonds (\$6,125,000) and taxable Build America Bonds (\$14,865,000) with an all-inclusive interest rate of 3.11%. The debt was refinanced in January 2020 with a new principal of \$8,440,000 and a maturity date of 9/1/25. The new interest rate is 2.022%, and the Build America Bonds were eliminated.

**JCERTA Scholarships: \$150,000**

KU and KSU each agreed to establish a \$50,000 scholarship program from JCERTA funds. The scholarships are to be awarded to Johnson County residents. The criteria for the scholarships at KU are as follows: Students must be enrolled in an undergraduate or graduate program at the Edwards Campus that was funded by the JCERTA tax. The scholarship can be applied toward the cost of tuition, fees and/or books. Additional requirements include residence in Johnson County, a minimum cumulative grade point average of 3.0, and enrollment in a minimum of six hours at KU Edwards Campus. Preference will be given to students with financial need. Completion of the Free Application for Federal Student Aid (FAFSA) is required.

In fall 2012 (fall 2011, spring 2012), 22 students received the Triangle award. The average amount was \$3,000 per semester. In 2013, (fall 2012, spring 2013) 41 students received the Triangle award. The average amount per semester was \$1,500. In 2014 (fall 2013, spring 2014) 24 students received the Triangle award, 10 of whom received \$3,000 each, and the remaining received \$1,500 each. In 2015 (fall 2014, spring 2015) 20 students received the Triangle award, with an average of \$1,500 awarded per student each semester. In 2016 (fall 2015, spring 2016) 20 students received the Triangle award, with an average of \$1,500 awarded per student per semester. In FY 2017 (fall 2016, spring 2017) 16 students received assistance with an average of \$2,000 (\$1,000/semester) awarded per student.

In FY 2018 (fall 2017, spring 2018), 34 students received assistance with an average of \$1,500 awarded per student.

In FY 2019 (fall 2018, spring 2019), 32 students received assistance with an average of \$1,500 awarded per student.

In FY 2020 (fall 2019, spring 2020), 68 students received assistance, with awards ranging from \$398/semester to a maximum of \$3,000 for the year.

In FY 2016, an additional \$37,500 was requested for Johnson County students in the new, on-line Master of Applied Statistics program. Eight students received an average of \$781.25 each for a total of \$12,500 for fall and spring. The same \$37,500 was requested in 2017. Fifteen students in the fall and 16 students in the spring received an average of \$1,000 each. In FY 2018, 22 students in the fall and 26 students in the spring received an average of \$957.45/student. In FY 2019, 54 students received an average of \$949.07/student. The required GPA for awards in this program is 3.25. In FY 2020, the awards for his program were moved to the Edwards Campus Student Services department to be administered as one pool of scholarship money.

In FY 2021, the combined scholarships being requested are \$150,000. The increase over previous years will allow more students to enter JCERT programs. The increase in enrollment is expected to offset the additional expense.

#### **JCERTA Programmatic Costs: \$2,243,277**

Several JCERTA programs are at a point in cycle of generating revenue (tuition) for reinvestment. Many of the faster growing programs will be supported with a combination of JCERTA tax dollars and tuition, or fully with tuition. Ongoing costs in FY 2021 for the Bachelor's in Business Administration are \$341,658 from JCERTA funds and \$300,000 from tuition for a total of \$641,658. For the Bachelor of Science in Information Technology, ongoing costs are \$545,788, of which \$245,788 will be funded by JCERTA, the balance funded with tuition. The Master of Science in Project Management and Master of Engineering in Project Management, both the face to face and the online programs, have ongoing costs of \$541,952, of which \$299,952 is supported by JCERTA, the remaining \$242,000 supported by tuition.

The Professional Service Masters in Environmental Assessment has an ongoing cost of \$279,800. JCERTA will fund \$70,800 of the total with the remaining \$209,000 supported by tuition. The BAS in Biotech has FY 2021 costs of \$284,158, funded at \$184,158 from JCERTA, and \$100,000 from tuition. Communications Studies will be funded \$70,451 from JCERT and \$50,000 for a total of \$120,451. Civil Engineering has FY21 costs of \$239,523, of which \$214,523 will be funded with JCERTA and the remaining with tuition. The Masters in Accounting, paired with the Accounting Certificate, will be funded at \$406,633 from JCERTA.

The Bachelor's in Exercise Science has FY 2021 costs of \$327,103 and will be fully supported with tuition dollars. The Bachelor of Applied Science in Statistics launched during FY 2016, will have FY 2021 operational costs of \$828,544, funded by tuition. Finally, Applied Behavioral Sciences, one of our fastest growing programs, and with an FY 2021 cost of \$378,118, will be fully funded with tuition dollars.

Newer programs, Cybersecurity Certificate and Software Engineering Certificate, are still in their initial growth phases and will be fully supported with JCERTA dollars at \$163,648 and \$27,880, respectively.

A couple of changes occurred to the three programs new in FY 2020. The Health Management Minor was eliminated, and Environmental Studies has been included in the PSM in Environmental Assessment as the courses are shared. The third program that was new in FY 2020, Environmental Geology, will be funded at 100% with JCERTA tax dollars (\$92,786) in FY 2021.

A new degree program, the Bachelor in Health Sciences, will be implemented in FY 2021. Preliminary groundwork has been accomplished and initial faculty and adjuncts are expected to be hired to develop the curriculum throughout the fiscal year. The first year costs will be JCERTA funded at \$125,000.



Additional programs will be explored for later launches. All programs will be evaluated regularly to determine viability.

**All Other JCERTA Costs: \$2,288,405**

Student advising, student services/administrative and public relations and marketing will increase while the programs continue to grow. JCERTA funded staff costs are \$574,164 for 7.36 FTE supporting the Academic Support Center, recruitment, student services, communications/marketing, and fiscal services. Marketing and recruitment costs will be \$821,074, funded by JCERTA. This is an increase over last year and will directly fund recruitment efforts to increase enrollment. IT Administrative costs will be funded at \$280,647, a 5% increase over last year. Faculty mileage costs will be covered with tuition dollars. The estimated JCERTA tax cost of facility expenses including the library services, custodial services, general building maintenance, utilities, and technology is \$578,664.

To note, In FY 2020, the KU Edwards Campus hired its own custodial staff, rather than outsourcing to an external vendor. This provided four additional positions, one of which is funded by JCERTA and filled by a Johnson County resident. This also allows tighter quality control in the appearance and maintenance of the campus overall.

**Reserves: \$840,000**

A capital reserve for \$440,000 has been established to fund major repairs, infrastructure upgrades and renovations. This reserve will continue to increase with a goal of maintaining a balance equivalent to 2% of the BEST Building's value (approximately \$440,000). Forty thousand dollars (\$40,000) was added in FY 2017 to reach this goal.

Additionally, an operations reserve for \$400,000 has been established to cover operations should a delay in monthly sales tax disbursements occur. This reserve will grow as programs grow with the goal of creating a reserve equivalent to three months operating costs, including debt service (approximately \$1.8 million).

**Proposed Fiscal Year 2021 JCERTA Budget  
The University of Kansas Clinical Research Center**

**Summary of the Project:**

The University of Kansas Clinical Research Center (CRC) opened to patients on January 23, 2012. Funds from the Johnson County Education Research Triangle sales tax (JCERT) and revenue bonds supported by the sales tax were used to renovate the facility. Sales tax receipts are now being used to pay debt service and maintain the building, and to pay the costs of the clinical research infrastructure supporting clinical trials designed to translate discoveries made in the laboratory into treatments for patients. The facility will also serve to support internal and external conferences such as The Masonic Cancer Alliance Partners Advisory Board.

The total square footage of the building after renovation is 82,400 square feet. There is 24,400 square feet of clinic space, 8,300 square feet of lab space, 20,600 square feet of office space, and 29,100 square feet of public space including sitting areas and conference rooms. The cost to renovate and equip the facility was approximately \$19.4 million funded with \$14.4 million in bond proceeds and approximately \$5 million in JCERT funds.

**JCERT Impact**

At the KU Clinical Research Center (CRC), physicians, researchers and others work together to identify safer and more effective approaches to prevention, screening, diagnosis and treatment of cancer. Since the CRC's creation in 2012 our budgeted staff has grown by 108 or 245%. In that same timeframe, early-phase annual accruals have grown by 178 or 405% and later-phase clinical trial annual accruals have increased by 435 or 223%. At any given time, KU Cancer Center has about 180 open interventional treatment trials. For the 15,000 Kansans who will be diagnosed with cancer this year, this means access to groundbreaking therapies, close to home.

**Expenditure Categories**

A draft two-year budget is attached for reference and planning purposes. While only the FY 2021 budget is being submitted for approval at this time, the additional year provides a clear picture of all expenses for building support and operations, and the clinical research program. Also provided is information on other revenue sources that support the operations of the CRC. Below are details of the FY 2021 budget which is presented for approval.

**Debt Service: \$1,190,940**

The annual debt service is just over \$1 million per year. The total principal on the 2010P bonds is \$15,930,000 and the repayment term is 20 years (FY 2030). The bonds were a combination of tax exempt bonds (\$3,950,000) and taxable Build America Bonds (\$11,980,000) with an all-inclusive interest cost of 3.0%. The University will receive subsidies from the federal government for interest on the Build America Bonds.

**Clinical Research Center Staff and Operating Expenses: \$4,565,410**

These funds support oncology physicians and clinical research support staff and related operating expenses. These positions help support our clinical trials activities.

**Facilities Operating Costs: \$856,900**

These funds will be used to provide utilities cost, custodial and security staff, other facility services.

**Reserve for Capital Expenditures: \$400,000**

KU Medical Center allocates \$400,000 annually to fund a reserve to repair, renovate or upgrade infrastructure at the CRC.

**Reserve for Operations: \$200,000**

\$200,000 is put aside as reserve for operations. These funds will be used to maintain three months of operating expenditures in the event of revenue decline.

**Kansas State University – Olathe Campus  
Proposed Fiscal Year 2021  
JCERTA Budget**

**Narrative summary**

The first cohort of graduate students pursuing JCERTA-supported programs in animal health and food safety were enrolled in Fall 2013. As of Spring 2020, six biosciences-related graduate degree programs are offered, in addition to programs in adult learning and leadership (master's and doctorate degrees) and school counseling. There are currently 45 faculty and administrative staff directly supporting educational and research programs.

In January 2015, the Kansas Board of Regents formally approved the new School of Applied and Interdisciplinary Studies at K-State Olathe. The School provides the campus with academic authority under policies and procedures of the university to hire instructors and researchers and develop courses, certificates and degrees. The school's two graduate certificate programs were approved in Spring 2016. At the April 2016 meeting of the Board of Regents, a Professional Science Masters (PSM) was approved for the Olathe campus. The first graduates of the program earned diplomas in Spring 2018 and more than 30 students have received certificates.

K-State Olathe Professional Development provides advanced continuing education courses that meet the evolving needs of the Greater Kansas City workforce and beyond. A concentrated effort on professional development activities at K-State Olathe began in mid-2017. In 2019, more than 1,000 participants took part in seminars, workshops and courses to improve their skills and knowledge. The ongoing Regulatory Affairs Seminar Series has now evolved into deep dive workshops involving federal agencies that oversee compliance.

Research activities at K-State Olathe are well underway representing the broad areas of veterinary medicine and animal health, food science, horticulture/urban food systems, and sensory and consumer research. More than \$5 million in research has been conducted at Olathe since the campus opened its doors in 2011 and the current initiatives could lead to substantial gains in this area, which supports the university's 2025 goals.

Engagement activities include science-based partnerships with school districts in Johnson County, including assistance in curriculum development with Blue Valley CAPS and Olathe 21<sup>st</sup> Century programs. Since opening in 2011, K-State Olathe has engaged nearly 38,000 students in grades kindergarten through 12 at events and programs focused on STEM professions as well as providing teachers with strategies for classroom instruction.

Economic development also is a strategic priority of this campus through workforce training and entrepreneurial partnerships with the private sector. In 2017, K-State Olathe partnered with Maxxam Analytics, which provides analytics, specifically pet food/treat quality testing and safety programs, for national and multi-national food processors and retailers. This relationship has provided a gateway for Maxxam to establish its first U.S. presence. In addition, a collaborative relationship with the Olathe Chamber of Commerce led to a partnership with Digital Sandbox, which provides proof-of-concept grants and resources to support early-stage commercialization companies. K-State Olathe provides flexible work space and access to the university's resources and expertise for entrepreneurs who are associated with Digital Sandbox. In addition, the relationship with Ceva continues to expand and provide an important collaboration avenue with industry.

**OVERVIEW**

JCERT collections remain strong. The major change in our budgeting for FY 2021 results from refinancing our bonds to achieve significant annual savings in debt service (\$425,000 per year). Kansas State is increasing the investment in academic programs to support further growth. The university continues to phase in implementation of its new budget model. At this point, KSU does not have firm estimates of our potential revenue from tuition for FY 20 or FY 21. KSU has included a conservative estimate for tuition while working through the new model.

**REVENUE**

Kansas State is budgeting \$6,300,000 in JCERT tax revenue for FY 2021. In addition, Kansas State expects to collect \$556,206 in building rental, non-credit programs, and interest for total revenue of \$6,856,206.

**EXPENDITURES**

**Special District Assessment and Taxes – \$127,105**

K-State Olathe owned 38 acres within the 91-acre Kansas Biosciences Park in Olathe, Kansas. A special benefit district was created to develop the infrastructure in the park and K-State Olathe is responsible for payment of its share of the \$6.5 million in special assessments on the benefit district until 2030. With the return of 11 acres to the City of Olathe in summer 2019, Kansas State’s obligation has reduced by approximately \$56,000 per year.

**Debt Service on Bonds – \$1,594,500**

Bonds were issued in September 2009 and debt service payments began in March 2010. Payments escalated until reaching \$2,019,275 in FY 2012 and continued at approximately that level until September 2019 when K-State refinanced the bond issue to take advantage of lower interest rates. K-State was able to reduce the annual debt service payments by approximately \$425,000 per year.

**Academic Programs - \$1,470,063**

These funds are used for personnel, fringe benefit costs and program costs for the academic and research programs in animal health, food safety and security, and K-12 outreach programs in those focus areas. In addition, Kansas State University funds and the tuition collected from Olathe courses support several graduate programs. Changes in the budget model for K-State have affected the distribution of tuition revenue and caused some shifts to where faculty will be paid (from Olathe or Manhattan). These shifts are reflected in the reduced tuition revenue and in the reduction in faculty salaries from KSU funds spent through Olathe. With the refinancing of our bond issue, KSU is now able to devote additional JCERT funds for additional academic program growth.

**Scholarships – \$50,000**

Kansas State University Olathe and the University of Kansas Edwards Campus have agreed to provide \$50,000 per year in scholarships for residents of Johnson County. Any unspent funds will carry forward to the next year.

**Programmatic Personnel Costs - \$1,123,460**

This includes the salaries and fringe benefits for administrative staff.

**General Administrative and Information Technology - \$584,406**

This category covers office supplies, travel, marketing, audit, legal and other administrative expenses. Information technology staffing and support are also included.

**Facilities Operations, Maintenance and Deferred Maintenance - \$1,466,030**

This amount represents the utilities and maintenance costs for the facility, including custodial, engineering, security and landscape services. In addition, \$500,000 is being set aside to fund a deferred maintenance reserve for the building.

**Total JCERT Expenditures - \$6,415,564**

**2. Act on Spring Distribution of FY 2020 Appropriations for Technical Education (Excel in Career Technical Education Initiative, AO-K Proviso and Postsecondary Education Performance-Based Incentives Fund)**

**Summary**

*The Excel in CTE Initiative provides state-financed college tuition for high school students in postsecondary technical education courses for students earning industry-recognized credentials in high-demand occupations. For FY 2020, the Board of Regents has available \$35,076,841 for high school students’ postsecondary tiered technical course tuition, and for tuition for adults without a high school diploma or GED who are enrolled in tiered technical courses in designated Accelerating Opportunity: Kansas (AO-K) approved pathways. The Board of Regents also has funds available for the Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator initiative). Information is provided on how the amounts were developed. The distributions are contingent upon the Board’s assessment of each institution’s performance pursuant to the performance agreement process. Board staff recommends allocating the distribution of funds as outlined below.*

**Background**

K.S.A. 72-3819, known as the Excel in CTE Initiative, provides state-financed 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. For FY 2020, the Board of Regents has available just under \$35.1 million for high school students’ postsecondary tiered technical course tuition and for tuition for adults without a high school diploma or GED who are enrolled in tiered technical courses in designated Accelerating Opportunity: Kansas (AO-K) approved pathways.

Funding for the tuition portion of the Excel in CTE program has been distributed twice a year based on student enrollments submitted to the Kansas Higher Education Data System by the institutions in two separate special data collections. In January 2020, \$18,379,219 was distributed for Excel in CTE, and \$350,188 for AO-K adult tuition based on the Fall 2019 enrollment data collection. With the COVID-19 pandemic declared in March 2020, and the accompanying stay at home orders, there was a sudden and widespread disruption of on-campus activities. From concerns voiced by the colleges, the Office of the Board of Regents decided to cancel the spring enrollment data collection that would have normally formed the basis of the state grant distributions for Spring 2020.

The Board of Regents also administers the Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator Initiative). This fund provides incentives to eligible institutions—community colleges, technical colleges and Washburn Institute of Technology—for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry credential while enrolled in an eligible postsecondary technical education program. Eligible institutions can receive \$170 for each adult enrolled in a postsecondary technical program while pursuing a GED/high school equivalency diploma (\$150 of which must be used for the GED/high school equivalency tests), \$500 for each adult earning a GED/high school equivalency diploma, and \$1,000 for each adult earning an identified industry credential while enrolled in an eligible postsecondary technical education program.

**Recommendation**

Staff reviewed statistical models using program cost data for the three programs from prior years and from Fall 2019 to guide the Spring 2020 distributions. From these models and from staff recommendations, the Technical Education Authority acted to recommend a linear trend forecast model. The model uses FY 2016, 2017, 2018 and 2019 data to predict FY 2020 with one exception, which will provide estimated amounts for distributing the Excel in CTE appropriation in FY 2020. The one exception was for Cowley Community College which had certified faulty data for FY 2017. The TEA recommends that the Board exclude that one year of data in their linear trend forecast. The value included in the table below adjusts for this \$60,661 change.

Amounts for the AO-K program are also calculated based on data submitted from the colleges in Fall 2019, or predicting a 10 percent increase over the prior year, whichever is greater. Amounts recommended for the GED Accelerator reflect data submitted in Fall 2019, where the college did not have an amount to be returned for a prior year overpayment. There are three colleges identified in the table with negative amounts that will repay prior year distributions.

In Fall 2020, the colleges will submit, and college presidents will certify, their full Academic Year data collection, which will include participation in the three relevant programs. At that time the FY 2020 amounts will be reconciled to the fall special collection and spring estimates on a college by college basis, within the January 2021 distribution. With Board approval of amounts in the table, \$91,385 will carry over to FY 2021 to finance the reconciliations.

Staff recommends approval of the amounts noted below. The distribution amounts set forth in the following table do not reflect the Board's assessment of each institution's performance pursuant to KSA 74-3202d (e) and thus the actual distribution to an institution, in accordance with the performance agreement process, may be less than the amount set forth in the table for that institution.

<b>Institution</b>	<b>Excel in CTE Initiative</b>	<b>AOK Proviso Adult Tuition</b>	<b>GED Accelerator</b>
Allen Community College	\$644,676	\$ --	\$ --
Barton Community College	239,937	4,497	1,838
Butler Community College	300,629	5,875	-228
Cloud County Community College	87,996	--	--
Coffeyville Community College	525,356	--	--
Colby Community College	198,414	--	--
Cowley Community College	439,303	--	527
Dodge City Community College	148,085	964	--
Flint Hills Technical College	293,826	--	--
Fort Scott Community College	341,559	14,529	-58
Garden City Community College	61,918	--	2,697
Highland Community College	969,520	5833	612
Hutchinson Community College	1,703,982	7,072	914
Independence Community College	63,475	--	--
Johnson County Community College	854,772	14,108	2,361
Kansas City Kansas Community College	1,490,707	--	--
Labette Community College	109,648	--	--
Manhattan Area Technical College	53,057	--	--
Neosho County Community College	487,521	4,409	-143
North Central Kansas Technical College	154,376	--	--
Northwest Kansas Technical College	198,255	--	--
Pratt Community College	199,543	--	--
Salina Area Technical College	470,769	21,282	1,983
Seward County Community College	342,948	31,328	1,050
Washburn Institute of Technology	2,096,120	142,018	14,782
WSU Campus of Applied Sci. and Tech.	3,397,057	130,685	245
<b>Total</b>	<b>\$15,873,449</b>	<b>\$382,600</b>	<b>\$26,580</b>

**3. Initial Discussion of the Board’s Unified Budget Request Preparations**

The Kansas Higher Education Coordination Act directs the Board of Regents to present a unified budget request for postsecondary education. The statutory deadline for submission of the Board’s request is October 1. Capital improvement requests are submitted July 1 and are also included in the fall budget submission. Staff recommends that the Board begin to develop its budget proposals for FY 2022 and utilize the typical schedule to allow for input and discussion. The official approval of the unified request will occur at the Board meeting in September.

**Unified Appropriation Request Schedule**

April 2020 Board Meeting	Capital improvement requests for state universities (First Reading)
May 2020 Board Meeting	Board acts on capital improvement requests for July 1
June 2020 Board Meeting	Board staff reviews potential areas of request. Board receives institution and sector specific requests. (If possible, sector and institutions’ proposals are submitted to the Board Office by <b>Monday, June 1.</b> )
Summer 2020 Board Retreat	Board conducts budget session to discuss FY 2022 requests. Board continues discussion of system, institution, and sector specific requests and indicates preference for inclusion in the FY 2022 Budget Request.
September 2020 Board Meeting	Board officially approves FY 2022 unified budget request
October 1, 2020	Board’s FY 2022 unified budget request submitted



**4. Act on Capital Improvement Requests for FY 2022 and Five-Year Plans – University System**

**Eric King,  
Interim Director of Facilities**

**Summary and Staff Recommendation**

*As required by Kansas law and in accordance with the format prescribed by the Division of the Budget, the campuses have submitted their FY 2022 capital improvement requests and five-year plans. Included are summaries of the universities' requests and staff recommendations for the Board's review and discussion. Board staff recommends approval of the projects displayed in Table 2. The capital improvement requests are due to the Division of Budget on July 1, 2020*

**Background**

Capital improvement requests are due to the Division of Budget by July 1<sup>st</sup> each year; therefore, the Board has a process to review the institutional requests and act on those requests in the spring. Funding for capital improvements can come from a variety of sources as noted on the last page of the list of requested projects.

In recent years, the Legislature has not appropriated money from the State General Fund (SGF) for new building projects on a consistent basis, only on an isolated project-by-project basis. For example, the Legislature and Governor supported \$25 million in bonds for the new Health Education Building at KU Medical Center and infrastructure improvements for the National Bio-Agro Defense Facility in Manhattan with SGF appropriations for debt service, but other projects have not received SGF support. Therefore, when state universities identify projects on the capital improvement plans that require state funding within Year 1 or 2 of the Five-Year Plan, KBOR staff usually does not support inclusion of that project unless state funds have already been appropriated, a specific funding source has been identified, or a designation of TBD (to be determined) is indicated.

The only consistent source of state funding for university buildings has been the Educational Building Fund (EBF), which now provides approximately \$40-41 million per year for rehabilitation and repair projects. The Board has directed that EBF resources be used solely for deferred maintenance-type projects, to help address the deferred maintenance backlog. As reported in the Fall 2018 biennial report on deferred maintenance, there is currently an estimated \$966 million backlog in deferred maintenance. It is estimated that the system would need at least \$99 million per year to provide timely upkeep of the 1,000 buildings on the Regents campuses.

**Staff Recommendations**

- Approve all projects funded by non-state funds as submitted (e.g. housing, parking, private gifts, restricted fees, etc.).
- Approve University System request for spending authority for Rehabilitation & Repair projects from the Educational Building Fund (EBF).
- Approve the staff recommendation for individual building/infrastructure projects for state appropriations in FY 2022, and those to be considered for future appropriations should the Board deem certain projects essential.

For over a decade, addressing the deferred maintenance of existing facilities has been a top priority with the Board and Legislature, yet insufficient state resources have been directed toward that purpose. Funding for the construction, maintenance and operation of new facilities has largely been left to other resources available to the University System.

Summary of state funds requested from SGF  
As Submitted (TABLE 1)

FY 2021	\$ 50,000
FY 2022	2,117,150
FY 2023	--
FY 2024	8,982,992
FY 2025	8,982,992
FY 2026	--
<b>TOTAL</b>	<b>\$ 20,133,134</b>

As Recommended (TABLE 2)

FY 2021	\$ --
FY 2022	--
FY 2023	--
FY 2024	--
FY 2025	--
FY 2026	--
<b>TOTAL</b>	<b>\$ --</b>

List of individual building/infrastructure projects submitted for SGF support:

FY 2021	WSU Central Energy Plant Cooling Tower Fan Replacement	\$ 50,000
FY 2022	WSU Central Energy Plant Cooling Tower Fan Replacement	\$ 2,117,150
FY 2024	KU Medical Center School of Medicine Wichita Health Education Building	\$ 8,982,992
FY 2025	KU Medical Center School of Medicine Wichita Health Education Building	\$ 8,982,992
<b>TOTAL</b>		<b>\$ 20,133,134</b>

Following are two tables of Capital Improvement requests, detailed in each institution’s Five-Year Plan:

**TABLE 1** includes all requests that have been submitted by each institution.

**TABLE 2** includes all requests that have been recommended by Board staff for each institution.

**5. Act on Request to Authorize Amendment to WSU Ground Lease to WSIA and WSIA Ground Sublease to MWCB, LLC to Expand the Leased Square Footage for an Amenity Area for NetApp – WSU** **Julene Miller, General Counsel**

In December 2019, the Board approved WSU’s request for authorization to lease ground, first to its affiliated corporation Wichita State Innovation Alliance, Inc. (WSIA) and then from WSIA to a private developer, to develop the Partnership 4 building on the Innovation Campus (“Leases”). The tenant in this partnership building will be NetApp, Inc., a Fortune 500 company headquartered in Sunnyvale, California, with a location in Wichita (“NetApp”). NetApp is developing and will ultimately occupy this partnership building, providing WSU with new opportunities in applied learning and research in digital transformation.

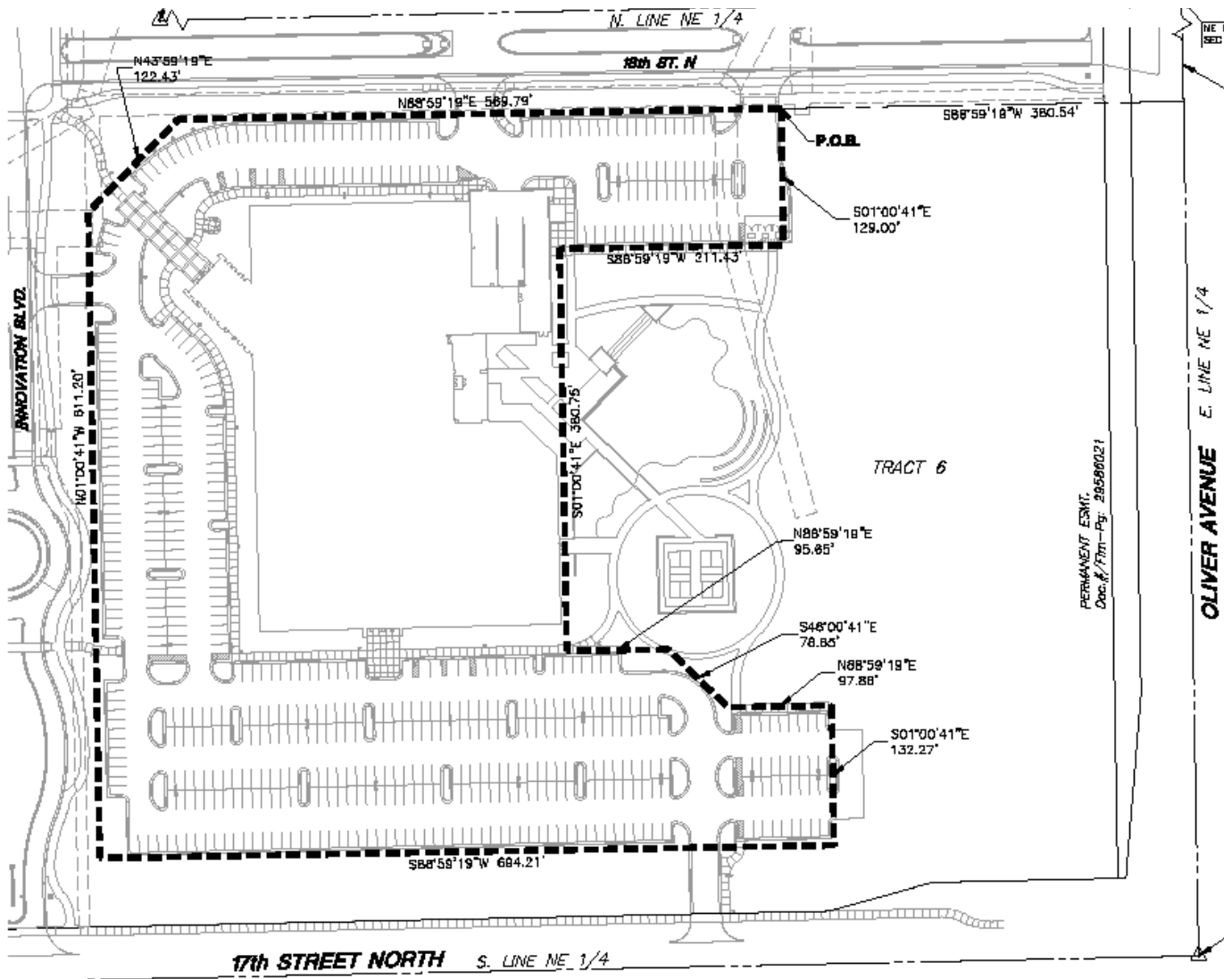
NetApp has finalized the design of the building and surrounding parking and green spaces. NetApp has provided a design plan to add an amenity area equipped with a water feature, pedestrian walkways, stepped seating for small events or gatherings, a foot bridge and a small sports court that can accommodate pickle ball and/or a basketball court. This amenity area will provide a community gathering, recreation, and collaboration space for WSU and the WSU community. The amenity area is designed to be accessible to and integrated with the adjacent development area that is currently being considered for WSU’s digital transformation laboratories. This amenity area will be developed, constructed, operated and maintained by the ground lease tenant during the term of the lease.

WSU and WSIA request authorization to amend the current Leases to expand the leased square footage of the building site from 373,000 square feet to up to approximately 475,000 square feet. The attached drawings show the change in the building site boundary under the lease.<sup>3</sup>

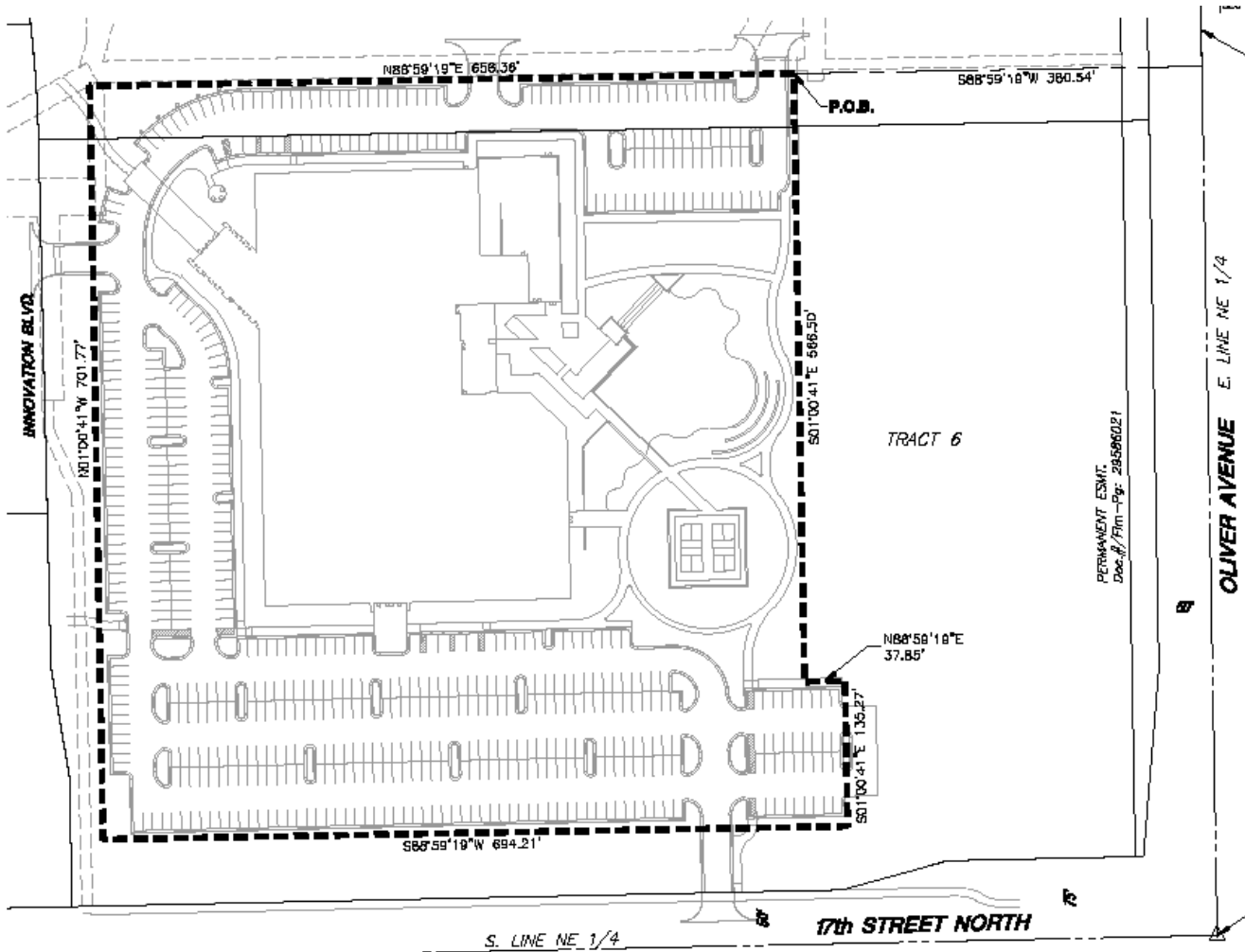
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<sup>3</sup> The building and design specifications are still being finalized.

**ATTACHMENT 1: ORIGINAL LEASE BUILDING SITE**



**ATTACHMENT 2: REVISED BUILDING SITE TO INCLUDE ADDITIONAL S/F FOR AMENITY AREA**



C. Technical Education Authority

1. Adopt A-OK to Work Regulations

Natalie Yoza,  
Associate General Counsel

**Summary and Staff Recommendation**

*The 2019 Legislature enacted K.S.A. 74-32,267 establishing Accelerating Opportunity: Kansas (AO-K) to Work, a Kansas pathway to career program providing an alternative path to a high school equivalency credential for Kansas adults. To implement the statute, the Board must enact new regulations: (1) approving the career pathways and industry-recognized credentials; (2) establishing the qualifying career readiness assessments and certificates; (3) establishing any additional criteria; and (4) setting a fee for the students to receive the credential. The proposed new regulations, K.A.R. 88-25-1 et seq., meet those requirements and Board staff recommend that the Board adopt these proposed new regulations by roll call vote.*

**Background**

K.S.A. 74-32,267 establishes Accelerating Opportunity: Kansas (AO-K) to Work, an alternative path to earning a high school equivalency credential. The Kansas Board of Regents already administers the General Education Development (GED) program, which utilizes the GED Math, Language Arts, Social Studies, and Science exams for students to earn a high school equivalency credential. In contrast, the AO-K to Work program allows students to earn a high school equivalency credential primarily by completing an approved AO-K career pathway and receiving an industry-recognized credential from a postsecondary institution.

To qualify for the AO-K to Work program, the student must be at least 21 years of age, not been awarded a high school diploma, been accepted into an adult education program, demonstrate high school equivalency by meeting criteria established by the Board of Regents in these regulations, and have declared an AO-K career pathway interest.

To earn the credential, the statute requires that qualified students successfully complete an approved AO-K career pathway and receive an industry-recognized credential, and it requires that the Board approve the list of career pathways and industry-recognized credentials. Proposed regulation K.A.R. 88-25-2 adopts by reference a list of career pathways and industry-recognized credentials that would qualify.

The statute also requires that students take a career readiness assessment and earn a career readiness certificate. Proposed regulation K.A.R. 88-25-3 identifies two certificates that would satisfy this requirement.

The statute also permits the Board to establish additional criteria required to obtain the credential. In proposed regulation K.A.R. 88-25-4, the additional criteria are that each applicant also demonstrates high school equivalency in math, English language arts, and civics through either an approved test or coursework.

Finally, the statute permits the Board to charge a fee of no more than \$25 for issuance or duplication of a Kansas high school equivalency credential. K.A.R. 88-25-5 would set a \$25 fee to cover expenses related to the administration of the AO-K to Work program.

In May 2019, the Technical Education Authority (TEA) approved the proposed criteria that Board staff used to draft the proposed regulations. In June 2019, the proposed criteria were presented to the Board’s Governance Committee, and the Committee authorized Board staff to begin the process of promulgating new regulations.

State law establishes the procedures an agency must follow to promulgate administrative regulations, including Director of the Budget approval of the Economic Impact Statement accompanying the regulations, Kansas Department of Administration approval of language and format, approval by the Attorney General’s office of the legal authority and compliance with applicable laws, review by the Legislative Joint Committee on Administrative

Rules and Regulations, and a public hearing.<sup>4</sup> Board staff completed all those steps, and a roll call vote of the Board is now required to adopt the AO-K to Work regulations.

### Staff Recommendation

Board staff recommend the Board adopt upon a roll call vote K.A.R. 88-25-1, K.A.R. 88-25-2 (and the chart adopted by reference), K.A.R. 88-25-3, K.A.R. 88-25-4, and K.A.R. 88-25-5. The proposed regulations are set forth below:

#### Article 25. AO-K to Work Program

**88-25-1. Program title.** The AO-K to work program, which is also called the Kansas pathway to career, shall provide a way to earn a Kansas high school equivalency credential to each qualified student. (Authorized by and implementing K.S.A. 2019 Supp. 74-32,267; effective P-\_\_\_\_\_.)

**88-25-2. AO-K career pathways; industry-recognized credentials.** The AO-K career pathways and industry-recognized credentials shall be the approved pathways and the five categories of credentials listed in the Kansas board of regents' document titled "AO-K career pathways: approved credentials and pathways list," dated August 30, 2019, which is hereby adopted by reference. (Authorized by and implementing K.S.A. 2019 Supp. 74-32,267; effective P-\_\_\_\_\_.)

**88-25-3. Career readiness certificate.** The career readiness certificates shall be the following:

- (a) The Kansas WorkReady! earned after July 1, 2008, at the silver, gold, or platinum level; and
- (b) the ACT<sup>®</sup> WorkKeys<sup>®</sup> national career readiness certificate<sup>®</sup> earned after April 1, 2019, at the silver, gold, or platinum level. (Authorized by and implementing K.S.A. 2019 Supp. 74-32,267; effective P-\_\_\_\_\_.)

**88-25-4. High school equivalency requirements.** In addition to the requirements specified in K.S.A. 2019 Supp. 74-32,267(c)(1)(A)-(C) and amendments thereto, each applicant shall be required to demonstrate high school equivalency in math, English language arts, and civics to earn a high school equivalency credential as specified in this regulation.

(a) High school equivalency in math shall be demonstrated by any of the following:

- (1) Scoring a 145 or above on the general educational development (GED) math test;
- (2) scoring an 18 or above on the ACT<sup>®</sup> math test;
- (3) scoring a 596 or above on the TABE<sup>®</sup> 11&12 math test;
- (4) scoring a 250 or above on the Accuplacer quantitative reasoning, algebra, and statistics test;
- (5) passing college algebra with a grade of C or above from an accredited postsecondary institution;
- (6) passing Kansas regents shared number (KRSN) Mat1040, contemporary and essential math, with a C or above from an accredited postsecondary institution; or
- (7) scoring a 5 (level score) or above on the ACT<sup>®</sup> WorkKeys<sup>®</sup> applied math test.

(b) High school equivalency in English language arts shall be demonstrated by any of the following:

- (1) Scoring a 145 or above on the GED English language arts test;
- (2) scoring an 18 or above on the ACT<sup>®</sup> reading test;
- (3) scoring a 576 or above on the TABE<sup>®</sup> 11&12 reading test;
- (4) scoring a 255 or above on the Accuplacer reading test;
- (5) passing KRSN Eng1010, English composition 101, with a grade of C or above from an accredited postsecondary institution; or
- (6) scoring a 5 (level score) or above on the ACT<sup>®</sup> WorkKeys<sup>®</sup> workplace documents

<sup>4</sup> See the Rules and Regulations Filing Act, K.S.A. 77-415 *et seq.*

test.

(c) High school equivalency in civics shall be demonstrated by scoring at least 70 percent on the Kansas pathway to career civics assessment. (Authorized by and implementing K.S.A. 2019 Supp. 74-32,267; effective P-\_\_\_\_\_.)

**88-25-5. Fee.** The fee for each application for the issuance or duplication of a Kansas high school equivalency credential shall be \$25. (Authorized by and implementing K.S.A. 2019 Supp. 74-32,267; effective P-\_\_\_\_\_.)



D. Other Matters

1. Act on Request to Adopt Resolution to Transfer Authority to Exercise Management Control Over NIAR Related Classified Information to Executive Security Committee – WSU

Julene Miller,  
General Counsel

**Summary**

*Wichita State University requests that the Board consider adopting a Resolution to preclude the Regents from exercising management control over classified information that will become accessible to the University if it moves forward with U.S. government-funded projects subject to national security controls at the Secret level and involving the National Institute of Aviation Research (NIAR) and other similar entities. The Resolution would transfer such management control to a University Security Executive Committee. At its March 2009 meeting, the Board adopted a similar Resolution in support of Kansas State University’s pursuit of the Biosecurity Research Institute project and at its January 2013 meeting the Board adopted such a resolution for KU’s secure research projects. Adoption of such a Resolution (and updating it as new Regents take office or individuals on the Security Committee change) is necessary in order to exclude the Regents from a federal law requirement that they each individually obtain the Personnel Security Clearance necessary to access Secret Information. If the Board supports Wichita State’s pursuit of these projects, staff recommends adoption of this resolution, and that the Board require annual feedback from the Security Executive Committee regarding its activities.*

**Background**

Established in 1985, Wichita State University’s National Institute of Aviation Research (NIAR) is recognized as one of the nation’s premier university research facilities, providing research, design, testing, certification and training to both the aviation manufacturing industry and government agencies. Home to 19 labs covering nearly every aspect of the aerospace industry, NIAR occupies more than 1 million square feet in six locations in Wichita, Kansas. In 2019, its 650 employees conducted more than \$96 million in research and development work, a substantial portion of which was awarded by the Department of Defense (DoD).

In 2020, NIAR expects to be awarded a contract to support the US Army for advanced materials for missile applications, which will require classification at the Secret level for national security. This project presents WSU with a unique and rare opportunity to obtain Facility Security Clearance (“FCL”), a necessary status for handling certain classified materials. Obtaining this FCL will (1) allow WSU to expand its research portfolio and establish additional streams of R&D funding; (2) be instrumental in attracting and retaining key University personnel in areas of aerospace engineering where cutting edge research requires security controls; (3) broaden career and applied learning opportunities for students; (4) enhance potential to grow the aerospace industry in Kansas; and (5) strengthen the State of Kansas’ contributions to national security.

One of the DoD requirements for FCL is that all officials with management authority over WSU, or over policies regarding documents housed at or accessible to the University, either obtain Personnel Security Clearance or be excluded by the DoD from this requirement. Because Kansas law gives the Board of Regents governing authority over the state universities and the universities’ contracts, the DoD has determined that members of the Board of Regents are officials who either must obtain a clearance or delegate their management authority.

Personnel Security Clearance for this particular project and type of classified information (Secret) requires a background investigation that is very involved. This type of investigation usually takes several weeks to complete and requires responding to a 127-page security questionnaire, which federal agents then use to conduct a comprehensive review of criminal, civil, credit, local agency checks, education verification, employment verification, social security identity verification, and other reviews to determine any dependencies or involvement with persons or entities deemed to be a potential threat to U.S. intelligence. This type of clearance must be renewed every ten years.

To be excluded from the Personnel Security Clearance requirement, the DoD requires adoption of a Resolution that transfers authority to exercise management control and supervision over security of certain classified information to a University Security Executive Committee. In this case, the DoD has determined that the Security Executive Committee must include the Wichita State University's President, Senior Vice President of Industry and Defense Programs, and Facility Security Officer, and their successors, each of whom will be required to undergo Personnel Security Clearance requirements. The Resolution must be updated each time new Regents take office as well as each time there is a change in the individuals on the Security Committee. Even if the Board adopts the Resolution to exclude Regents from the more extensive background investigation requirement, a few checks are still required due to the Board's authority to set policy for the University. These checks are much more limited, however, requiring only a record check through the National Crime Information Center and the Terrorist Watch List, and social security numbers will be compared to names to be sure there is a match (identity verification).

When faced with similar DoD requirements, the Board approved similar Resolutions of this nature for the University of Kansas (first adopted in January 2013 and most recently updated in September 2019) and Kansas State University (first adopted in March 2009 and most recently updated in September 2019). Those Resolutions excluded all Regents from clearance requirements rather than appointing one or more to be on the University Security Executive Committee. The Board President and Chief Executive Officer was added as a member to those Committees in February 2019.

#### **Summary and Staff Recommendation**

If the Board desires Wichita State University's continuance of the project and to be excluded from Personnel Clearance requirements that accompany the Facility Clearance process, the Board must adopt a Resolution that transfers its management control over the Secret classified information that may become available to individuals at the University. The Resolution is set forth below and provides that such authority would then reside in a Security Executive Committee comprised of the President, Senior Vice President of Industry and Defense Programs, and Facility Security Officer for Wichita State University, as well as the Board President and Chief Executive Officer.

Alternatively, the Board could decide to exclude some of its members and place others on the Security Executive Committee.

Staff recommends that the Board adopt the Resolution set forth below, thereby continuing the transfer of Board authority to exercise management control and supervision over classified information that is, or may become, accessible to Wichita State University researchers. Staff bases this recommendation on the following: 1) The Board has already, pursuant to K.S.A. 76-712 and Board Policy, delegated responsibility for administration of the affairs of the University, including management of records and other information, to the President of the University; 2) the President of the University and the Board President and Chief Executive Officer are to be members of the Security Executive Committee; 3) the remaining members of the Security Executive Committee are employees of the University; 4) a Regent participating on the Security Executive Committee would not necessarily have access to classified information directly, but rather have only such information as is necessary to make management decisions regarding the security of the information; 5) a Regent participating on the Security Executive Committee could not report any specific knowledge of classified information to other members of the Board; and 6) the Resolution is not irrevocable – if at any time the Board decides the arrangement is unworkable, it may reconsider, amend the Resolution, and place one or more Regents or a Board staff member on the Security Executive Committee. The selected Regent or staff member would then be subject to the Personnel Clearance requirements.

It is also recommended that the Board continue to require annual feedback from the Security Executive Committee regarding its activities.

**Proposed Resolution**

**A RESOLUTION OF THE KANSAS BOARD OF REGENTS TO TRANSFER AUTHORITY TO EXERCISE MANAGEMENT, CONTROL, AND SUPERVISION OVER SECURITY OF CLASSIFIED INFORMATION PROTECTED PURSUANT TO EXECUTIVE ORDER 13526, AS AMENDED, ITS SUCCESSOR OR PREDECESSOR ORDERS, AND THE ATOMIC ENERGY ACT OF 1954, AS AMENDED, AND IN THE POSSESSION OF WICHITA STATE UNIVERSITY; SUCH AUTHORITY TO BE TRANSFERRED TO A LEGALLY CONSTITUTED SECURITY EXECUTIVE COMMITTEE COMPOSED OF THE WICHITA STATE UNIVERSITY PRESIDENT, THE WICHITA STATE UNIVERSITY SENIOR VICE PRESIDENT OF INUSTRY AND DEFENSE PROGRAMS, THE WICHITA STATE UNIVERSITY FACILITY SECURITY OFFICER AND THE BOARD PRESIDENT AND CEO.**

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**WHEREAS**, the Kansas Board of Regents (the “Board”) is vested under the constitution and laws of the State of Kansas with supervision and control over Wichita State University (the “University”) and is authorized under such laws to adopt this Resolution and perform, execute and carry out, or cause to be performed, executed and carried out, the powers, duties and obligations of the Board under this Resolution in connection with the University’s operation as a Contractor pursuant to Department of Defense Directive No. 5220.22-M, “National Industrial Security Program Operating Manual,” dated February 28, 2006, and Incorporating Conforming Change 1 dated March 28, 2013, and Conforming Change 2 dated May 18, 2016; and

**WHEREAS**, the Board has, pursuant to K.S.A. 76-712, delegated responsibility for administration of the affairs of the University to the chief executive officer (President) of the University; and

**WHEREAS**, the Defense Security Service and the Board have heretofore determined that, in order for the University to obtain Facility Security Clearance pursuant to Department of Defense Directive No. 5220.22-M, *supra*, it is advisable to specifically, by Board Resolution, transfer authority to exercise management, control, and supervision over the security of classified information protected pursuant to Executive Order 13526, as amended, its successor or predecessor orders, and the Atomic Energy Act of 1954, as amended, and disclosed to the University, to a Security Executive Committee composed of the University President, the University Senior Vice President for Industry and Defense Programs, and the University Facility Security Officer and the Board President and CEO; and

**WHEREAS**, the University President, the University Senior Vice President for Industry and Defense Programs, and the University Facility Security Officer will be (and the Board President and Chief Executive Officer has been) processed for personal security clearances for access to classified information to the level of the facility security clearance to be granted to the University as provided by the National Industrial Security Program established by Executive Order 13526.

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

**SECTION 1.** The Board hereby transfers authority to exercise management, control, and supervision over security of classified information protected pursuant to Executive Order 13526, as amended, its successor or predecessor orders, and the Atomic Energy Act of 1954, as amended, and disclosed to the University, to the University Security Executive Committee. This transfer includes responsibility over all matters involving the security of such classified information in the possession of the University.

**SECTION 2.** The University Security Executive Committee to which the Board transfers authority under Section 1 shall consist of four members, each of whom will be processed for a personal security clearance for access to classified information to the level of the facility clearance granted to the University. The four members shall be the following individuals, or their successors once cleared:

- President, Jay S. Golden
- Senior Vice President for Industry and Defense Programs, John S. Tomblin
- Facility Security Officer, Thomas Vaughan
- Board President and CEO, Blake Flanders

**SECTION 3.** The following members of the Kansas Board of Regents agree that they shall not require, shall not have, and can be effectively excluded from, access to all classified information protected pursuant to Executive Order 13526, as amended, its successor or predecessor orders, and the Atomic Energy Act of 1954, as amended, that is disclosed to the University and will not knowingly take action to adversely affect the policies and practices of the University in the performance of classified contracts of the Department of Defense, or associated User Agencies with the National Industrial Security Program, awarded to the University.

- Daniel Shane Bangerter
- Ann M. Brandau-Murguia
- William Charles Feuerborn
- Cheryl Harrison-Lee
- Mark Edward Hutton
- Shellaine Lynn Kiblinger
- Jonathan David Rolph
- Allen C. Schmidt
- Helen H. Van Etten

**CERTIFICATE**

We, the undersigned Chair and President and CEO of the Kansas Board of Regents (the “Board”), hereby certify that the foregoing Resolution was lawfully adopted by the Board at its meeting held on May 20, 2020.

KANSAS BOARD OF REGENTS

(SEAL)

By \_\_\_\_\_  
D. Shane Bangerter, Chair

ATTEST:

By \_\_\_\_\_  
Blake Flanders, President and CEO

**2. Act on Proposed Temporary Amendment to Policy on Academic Calendar Changes**

**Summary**

*To allow the state universities the flexibility necessary to respond to rapidly changing circumstances engendered by the COVID-19 coronavirus, staff recommends a temporary amendment to Board policy to allow the Board Chairman and Board President and Chief Executive Officer to approve revisions to a university’s academic calendar when those revisions need to be made effective prior to the time it would take for the Board to act on them.*

**Background**

Currently the Board Policy on academic calendars provides that non-substantive revisions to a state university’s Board approved calendar may be approved by the Board President and Chief Executive Officer. Requests for substantive changes to any state university’s academic calendar must be acted on by the Board.

Responding to the rapidly changing circumstances brought about by the COVID-19 coronavirus pandemic will require universities to be more nimble than ever. Accordingly, university leadership are requesting a temporary change to the Board’s academic calendar policy that would allow the Board Chairman and Board President and Chief Executive Officer to approve substantive revisions to a state university’s current year academic calendar when those revisions need to be made effective prior to the time it would take for the Board to act on them.

**Staff Recommendation**

Staff recommends the following temporary amendments to the Board’s academic affairs calendar policy.

**CHAPTER II: GOVERNANCE<sup>5</sup> – STATE UNIVERSITIES**

**A ACADEMIC AFFAIRS** (see Chapter III., Section A. for additional academic affairs policies applicable to state universities)

**1 ACADEMIC CALENDAR**

- a The Academic Calendar of each state university shall provide for an academic year minimally consisting of two sixteen-week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.
- b Each state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.
- c The President and Chief Executive Officer of the Board shall have the authority to approve or deny non-substantive revisions to Board-approved three-year calendars and shall periodically report these changes to the Board.
- d Beginning May 21, 2020 and through December 31, 2021, the Board Chairman and the Board President and Chief Executive Officer, acting together, shall have the authority to approve or deny substantive revisions to any current academic year Board-approved calendar when such revisions need to be made effective during the period between Board meetings.

<sup>5</sup> See Chapter I., Section A.3. for definition of Governance.

**3. Consider Temporary Suspension of Board Policy on Auxiliary Enterprises (First Read)** **Elaine Frisbie**  
**VP, Finance & Administration**

**Summary**

*Board staff recommend the Board consider a temporary suspension of the section of the policy manual related to finances of the universities' Auxiliary Enterprises.*

**Background**

Board policy prohibits the use of state funds for the operation of non-controlled affiliated corporations of the state universities. It is suggested that this particular provision of Chapter II of the policy manual be suspended from July 1, 2020 until June 30, 2021 to grant the universities greater flexibility as they respond to the impact of the coronavirus pandemic on campus operations.

**D FISCAL MANAGEMENT AND BUSINESS ADMINISTRATION** (see Chapter III., Section B. for additional fiscal management policies applicable to state universities)

...

**8. AFFILIATED CORPORATIONS**

...

- b State universities shall not utilize state funds for the operation of non-controlled affiliated corporations. This provision shall not be interpreted to include reasonable fee-for-services arrangements.

**4. Consider Amendments to Board Policy on External Management Reviews (First Read)**

**Summary**

*Staff recommends that the Board consider a change to the state universities' financial reporting requirements in the policy manual.*

**Background**

Current Board policy requires each state university to submit reports on the non-public, unrestricted funds under the direction of the CEO or under the direction of the CEO's direct subordinates. Each state university must also review on an annual basis the roles of direct subordinates in or with the affiliated corporations to identify potential conflicts of interest. This section also provides that the Board may initiate external reviews, which have been performed by an accounting firm on contract with the Board Office.

Originally enacted in 2010, the reviews were placed into policy to perform an analysis of transactions and review of the inter-relationships between a university's affiliated corporations (both controlled and non-controlled). The first reviews were conducted by audit firms under contract with the universities themselves. In 2014, the Office of the Board of Regents issued a request for proposals and a contract was signed with BKD, LLC. Under that contract and in accordance with Board policy, the reviews are scheduled either every five years or upon the departure of a university CEO, and they are paid for by the universities themselves. In FY 2020, there were two reviews conducted: a five-year review on Pittsburg State University and on Wichita State University with the passing of President Bardo. In FY 2021, there would be a five-year review of Emporia State University, under current Board policy.

For the reviews conducted by BKD under the Board's contract since FY 2015, the universities have spent a total of \$472,569. Although the BKD auditors have made some recommendations on processes, documentation of transactions and strengthening controls, there have been no material findings identified. In order to reduce the cost to the universities for these reviews, staff recommend that the Board consider changing the Chapter II of the policy manual as follows

**D FISCAL MANAGEMENT AND BUSINESS ADMINISTRATION** (see Chapter III., Section B. for additional fiscal management policies applicable to state universities)

...

**6. FINANCIAL REPORTING**

...

**c Non-Public Funds Management Review**

- i Each state university chief executive officer shall maintain on file at the university a current list and description of the non-public, unrestricted funds under his or her direction or that of direct subordinates.
- ii Each state university chief executive officer shall maintain and provide to the Board annually a list of all affiliated corporations (controlled and non-controlled) and a description of their respective governing boards and management structure.
- iii Each state university shall annually review the roles of direct subordinates in or with such affiliated corporations for the purpose of identifying potential conflicts of interest. If appropriate and to the extent it is within the chief executive officer's control, the university chief executive officer shall initiate a plan to either eliminate or manage any identified actual or potential conflicts of interest and shall file the plan with the President and Chief Executive Officer of the Board of Regents.

- iv The President and Chief Executive Officer of the Board shall annually review the roles of the state university chief executive officers in or with all affiliated corporations for the purpose of identifying potential conflicts of interest. If appropriate, the President and Chief Executive Officer of the Board shall initiate a plan to either eliminate or manage any actual or potential conflicts of interest and shall submit such plans to the Board Chair and Vice-chair for approval.
  
- v The Board may initiate external management reviews of the use and expenditure of non-public, unrestricted funds held by the university or an affiliated corporation of the university and under the direction of each state university chief executive officer and each state university chief executive officer's direct subordinates at any time, but such reviews shall be conducted no less than once every ~~5~~ 8 years beginning fiscal year ~~2013~~ 2021. For the once every ~~five-eight~~ year audit, the period under review may be limited to the immediately preceding fiscal year, as determined by the Fiscal Affairs and Audit Standing Committee. Additionally, such reviews shall be conducted when there is a change in the chief executive officer. All such reviews shall be contracted by the Board and financed by ~~a transfer of funds to the Board from~~ the state university under review. The university shall request its university non-controlled affiliated corporations having non-public, unrestricted funds that are under the direction of the university chief executive officer or the chief executive officer's direct subordinates to cooperate in the conduct of such reviews.



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|---|---|
| <b>5. Act on Request to Name a Building – KU</b>                    | <b>Chancellor Girod</b>                               |
| <b>6. Receive Legislative Update</b>                                | <b>Matt Casey,<br/>Director, Government Relations</b> |
| <b>7. Appoint Members to the Future of Higher Education Council</b> | <b>Blake Flanders,<br/>President and CEO</b>          |

**Summary and Staff Recommendation**

*The 2020 Legislature has directed the Board of Regents to create a comprehensive three-year, five-year and ten-year plan for higher education for the 2021 Legislature to consider. Last month to address this request, the Board approved the creation of the Future of Higher Education Council and appointed Regent Harrison-Lee to sever as chair. Below are additional individuals who have been identified to serve on the Council and staff recommends approval.*

**Future of Higher Education Council Membership:**

- **Regent Cheryl Harrison-Lee** – Council Chair
- **Senator Molly Baumgardner** – Chair of Senate Education Committee
- **Representative Steve Huebert** – Chair of House Education Committee
- **Representative Ken Rahjes** – Chair of House Higher Education Budget Committee
- **Representative Brandon Woodard** – Ranking Minority Member of House Higher Education Budget Committee
- **Senator Ed Berger** – Chair of Senate Ways & Means Higher Education Subcommittee
- **Senator Tom Hawk** – Ranking Minority Member of Senate Ways & Means Higher Education Subcommittee
- **Cynthia Lane** – Representative of the Governor
- **Terry Beck** – Chairman-Elect, Washburn University Board of Regents
- **Jim Lewis** (Dodge City Community College Trustee) – Community College Representative from Western Kansas
- **Nancy Ingram** (Johnson County Community College Trustee) – Community College Trustee Representative from Eastern Kansas
- **Ken Roemer** – Technical College Board Member
- **Blake Flanders** – President and CEO of the Kansas Board of Regents

- |  |                         |
|--|-------------------------|
| <b>8. Elect FY 2021 Board Chair and Vice Chair</b> | <b>Regent Bangerter</b> |
|--|-------------------------|

**VI. Executive Session**

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

# DISCUSSION AGENDA

## VII. Consideration of Discussion Agenda

### A. Other Matters

#### 1. Receive Enrollment Report

**Elaine Frisbie**  
**VP, Finance & Administration**

#### Summary

*Highlights of the annual report will be presented, examining historical trends as well as projections for Kansas public higher education enrollment. The full report will be available for viewing on the Board website at [https://www.kansasregents.org/data/system\\_data/enrollment\\_reports](https://www.kansasregents.org/data/system_data/enrollment_reports).*

#### Background

Many data points presented in the enrollment report are also available in the agency’s portal, Kansas Higher Education Statistics (“KHEStats”). For interactive views of enrollments, credential production, the student success index, institutions’ finances, and wage earnings of graduates, navigate from the main webpage at [www.kansasregents.org](http://www.kansasregents.org) to “Data” and to “KHEStats.” Data are available for all four public sectors: state universities, community colleges, technical colleges, and Washburn University. Data can also be filtered by institution, academic year, and semester.

The Board office also publishes comprehensive data books for the four public sectors. The data books are an important source for financial information and faculty/staff data in addition to typical enrollment data. Enrollment data in the data books has been aligned with the data in KHEStats. Data books are available at: [http://www.kansasregents.org/data/system\\_data/higher\\_education\\_data\\_books](http://www.kansasregents.org/data/system_data/higher_education_data_books).

#### Background of the Kansas Board of Regents Uniform Data System

In 1999, the Kansas Higher Education Coordination Act charged the Board with collecting and analyzing data and maintaining a uniform postsecondary education database. Today the data system houses comprehensive data for 32 public institutions and limited data for the private independent institutions and Haskell Indian Nations University. Collectively, the data is called the Kansas Higher Education Data System (KHEDS). The Board Office also maintains data on students enrolled in adult education programs.

KHEDS data are frequently used to support the Board’s strategic agenda, calculate state and federal performance indicators, respond to legislative requests, report enrollment and outcome data, and perform strategic evaluation and research relevant to the improvement of educational instruction and the effective administration of educational and financial aid programs. Major system enhancements have been made in support of the state’s postsecondary funding formula for career and technical education and to provide data for research purposes.

#### 2. Act on University CEO and Board President Salaries for FY 2020 and FY 2021

**Regent Bangerter**

## VIII. Executive Session

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

## IX. Adjournment

# AGENDA

**Kansas Board of Regents  
ACADEMIC AFFAIRS STANDING COMMITTEE  
VIDEO CONFERENCE  
Wednesday, May 20th, 2020  
10:15 am  
[Livestream Link](#)**

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference and the meeting will be live streamed for the public. Meeting information will be sent to participants via email, or you may contact [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- |   |                                      |
|---|--------------------------------------|
| <b>I. Call to Order</b>   | Regent Schmidt                       |
| 1. Roll Call  |                                      |
| 2. Approve minutes from May 4th conference call                           |                                      |
| <br><b>II. Other Matters</b>  |                                      |
| 1. KU Edwards Campus Transfer Agreement Update                            | Shannon Portillo &<br>Mickey McCloud |
| 2. Discuss Associate-to-Baccalaureate Proposed Transfer Plan              | Daniel Archer                        |
| 3. Discuss Strategic Program Alignment (Low-Enrollment Programs)          | Daniel Archer                        |
| 4. Direct Support Professionals (DSP) Update                              | Regent Schmidt                       |
| 5. Coordinating Council Update  | Regent Kiblinger                     |
| <br><b>III. Suggested Agenda Items for BAASC June 1st Conference Call</b> |                                      |
| • Approve minutes from May 4th conference call                            |                                      |
| • Performance Agreements: Funding Guidelines                              |                                      |
| • Academic Programs   |                                      |
| <br><b>IV. Adjournment</b>  |                                      |

# MINUTES

**Kansas Board of Regents  
Board Academic Affairs Standing Committee  
MINUTES  
Monday, May 4th, 2020**

The May 4, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 11:02 a.m. The meeting was held by Zoom and live streamed for the public.

**In Attendance:**

Members:	Regent Schmidt, Chair Regent Kiblinger	Regent Harrison-Lee	Regent Van Etten
Staff:	Daniel Archer Amy Robinson Travis White	Karla Wiscombe Erin Wolfram	Samantha Christy-Dangermond Steve Funk
Others:	Elaine Simmons, Barton CC Michael McCloud, JCCC Brian Niehoff, K-State Linnea GlenMaye, WSU Matt Schuette, KUMC Mark Allen, Independence CC	Lori Winningham, Butler CC Joe McCann, Seward County CC Jean Redeker, KU Robert Klein, KUMC Mike Werle, KUMC Jerry Johnson, K-State Monette DePew, Pratt CC	Michelle Schoon, Cowley CC Jill Arensdorf, FHSU Howard Smith, PSU Jerry Pope, NCKTC JuliAnn Mazachek, Washburn Rick Muma, WSU

**Approval of Minutes**

Regent Harrison-Lee moved to approve the March 30, 2020 meeting minutes, and Regent Van Etten seconded the motion. With no further discussion, the motion passed.

**Consent Agenda**

- PSU is requesting approval of a BSE in Early Childhood Unified: Birth through Kindergarten. Howard Smith stated they are modifying a former degree that was within both Family and Consumer Science and Elementary Education. They no longer have a need for the full scope of that program, so Family and Consumer Science is remaking the program to concentrate on birth through kindergarten. The Elementary Education degree was redesigned a few years ago.

Regent Kiblinger moved to approve the PSU request for a BSE in Early Childhood Unified: Birth through Kindergarten. Regent Harrison-Lee seconded the motion. With no further discussion the motion passed.

- K-State is requesting approval of an EdD in Community College Leadership. Brian Niehoff stated this will be a new program at K-State but noted similar community college leadership programs have been offered at the University of Texas and National American University. Many community college presidents, officers, and provosts have completed these programs. Jerry Johnson discussed the estimated enrollment. He stated they will migrate a few cohorts, and at full capacity they expect to serve 100 students at a time. Regent Kiblinger noted she is familiar with the education leadership cohort model used in K-12 and it is very successful and popular.

Regent Kiblinger moved to approve the K-State request for an EdD in Community College Leadership. Regent Van Etten seconded the motion. With no further discussion the motion passed.

### **Apply Kansas Update**

Erin Wolfram provided an update on the Apply Kansas Initiative. A few highlights from the update include:

- The initiative occurs in October each year as part of the American College Application Campaign.
- The initiative's purpose is to increase the post-secondary college-going rate across Kansas.
- The initiative provides a designated date for students, staff, and volunteers to complete applications together during the regular school day.
- In 2019, 83 schools participated. Kansas now has 115 schools that signed up to participate next October.
- Erin discussed how Regents and higher education administration and staff can encourage high school registration, sign-up to volunteer at events, follow social media, and use #ApplyKS in relevant social media posts.

Regent Kiblinger stated this is a good program, and she believes they can do more in SE Kansas to be involved. Regent Schmidt asked if Erin has connected with the Dane G. Hansen Foundation. Erin has a list of foundations and non-profit groups that she plans on connecting with shortly. Regent Schmidt asked if Erin could provide the Committee information that they can use to help connect her with the foundations.

The Committee discussed if the timing of October is right. Erin responded the month of October is designated by the nationwide program. Site coordinators have found this is a good time frame for students that may need assistance or are not sure if they are going to apply. Erin stated the site coordinators are typically high school counselors but can be principals or assistant principals. Regent Harrison-Lee believes October works well but noted the FAFSA application starts prior to that date. Regent Schmidt and Regent Kiblinger noted they will work on gaining more participation in their areas of Kansas.

Erin noted data, the map of participating schools, and the school application can be found on the Apply Kansas website at <https://www.kansasregents.org/students/apply-kansas>.

### **Academic Advising Presentation and Potential Collaboration with KSDE**

Daniel Archer provided a background on the request to look at academic advising at institutions. The 6 public universities, 1 community college, and 1 technical college provided presentations from January to March, on their academic advising practices and strategies. Their responses are detailed in the issue paper Daniel provided. The presentations centered around four core themes:

1. First Year Advising Experience
2. Online Tools and Resources
3. Advising Assessments
4. How Data is Used

Daniel noted around March the KSDE reached out to KBOR about collaborating on Individual Plans of Study (IPS). He reminded the Committee that they were previously provided a presentation on IPS. This is a career and educational planning resource that every student in Kansas from 8th grade to their senior year of high school completes. Students take interest inventories, they explore how their interests and skills align with majors and careers, and they do this in conjunction with writing narratives about what they want to do after high school. At the end of high school this means they have an academic and career portfolio of qualitative and quantitative data compiled over several years. Daniel believes this could be a valuable resource for higher education advisors. Having this type of information allows a deeper dive into a student's background which can provide an opportunity for meaningful conversation on majors and careers.

Daniel stated if there is potential here, he would propose a working group comprised of K-12 and higher education professionals. He believes it would be beneficial to have high school counselors, college advisors, college career counselors, KSDE staff, KBOR staff, and both 2 year and 4-year representation. Daniel said we could get two things from the group:

1. How to maximize the use of this resource at the secondary level.
2. How we can expand the use of the IPS to post-secondary education, specifically in first-year advising.

Daniel noted that this aligns with the Kansas Coordinating Council which identifies projects that are mutually beneficial for K-12 and higher education. The working group could create a vehicle to address gaps and identify opportunities and challenges that can be worked on together, as well as creating an opportunity to build a stronger bridge between the two. KBOR and KSDE staff have a meeting at the end of the month to start moving forward.

Regent Schmidt asked for details from the PSU academic advising presentation about their Roadmap. Howard Smith stated the Roadmap was designed specifically for PSU as they were rebuilding their degree audit. Howard stated the Roadmap outlines a program for each student in each major from day one, which allows students to see the impact of any adjustments. Howard stated the first piece was the degree audit, and they are hoping to start the next piece when they get closer to normal functions. Regent Schmidt asked Daniel to connect with PSU to gain insight into how this might be expanded.

### **Direct Support Professional (DSP) Update**

Regent Schmidt stated the DSP group met recently online. Developments from the meeting include:

- The Centers for Medicaid and Medicare 12 core areas for a DSP curriculum were shared.
- WSU expressed interest in developing the curriculum and a meeting was scheduled to discuss the possibility of this next step.

Regent Schmidt clarified that they are not looking at a degree or certificate. However, there are opportunities for courses which can improve quality and lead into other areas or professions. Regent Schmidt stated he would share the notes from their last meeting with the Committee.

### **Coordinating Council Update**

While the council has not had their second meeting yet, they have been continuing their work. KSDE has created Senior Leader Conversations where 60+ high school seniors were brought together virtually to discuss how their post-secondary plans have been impacted by COVID-19. KSDE plans to also send a follow up survey to this group of students and provide a summary of student responses. Regent Kiblinger believes this information could be useful to universities in getting formal numbers around a survey. She believes the Coordinating Council will still meet on May 19th virtually. The Committee thanked her for her efforts and agreed this information could be useful. Regent Kiblinger hopes the data includes a breakdown of demographics that will give insight and will help understand why students may choose their post-secondary path and how they can reach underrepresented segments of our population.

### **Adjournment**

Regent Schmidt discussed the next tentative agenda. The next meeting will likely be held via video conference on May 20, 2020 and livestreamed for the public.

Regent Harrison-Lee moved to adjourn the meeting, and Regent Van Etten seconded the motion. With no further discussion, the meeting adjourned at 11:48 a.m.

# AGENDA

## Fiscal Affairs and Audit Standing Committee

Wednesday, May 5, 2020

10:15 AM - 11:30 AM

Virtual Meeting on Zoom and Broadcast on YouTube at [Livestream Link](#)

### I. OLD BUSINESS

- A. Approve minutes of April 15, 2020 committee meeting
- B. Follow up on issues raised during the May 5 teleconference regarding FAA items on the Board's agenda and any other questions/clarifications about Board agenda items

### II. NEW BUSINESS

- A. Board Agenda Items under Fiscal Affairs
- B. Audits for committee review and discussion (standing item)
- C. Other Committee Business

### OTHER COMMITTEE ITEMS

Next meeting dates:

June 2, 11:00 am, Agenda Planning Conference Call

June 17, 10:15 am, Committee Meeting

# AGENDA

**System Council of Presidents  
Kansas Board of Regents  
May 20, 2020  
10:15 a.m. – 10:45 a.m.  
Virtual  
[Livestream Link](#)**

1. Approve minutes of April 15, 2020 meeting
2. Report from System Council of Chief Academic Officers
3. Discuss the Board's new strategic plan
4. Discuss COVID-19 testing issues
5. Other matters



# MINUTES

**System Council of Presidents  
Kansas Board of Regents  
April 15, 2020  
10:00 a.m.  
Virtually via Zoom**

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

The meeting was convened at 10:00 a.m. by President Ken Trzaska – Co-Chair. Because the meeting was conducted virtually, roll call was taken and rules for participation were shared prior to beginning the meeting.

1. Minutes from the March 18, 2020 meeting, moved by President Myers and seconded by Chancellor Girod, were approved.
2. Dr. Brad Bennett, System Council of Chief Academic Officers, Colby Community College, reported on the following items:
  - SCOCAO heard an update from the Transfer and Articulation Council.
  - Groundwork is beginning to establish a working group on general education. Dr. Daniel Archer will reach out to Provosts and Vice Presidents in Academic Affairs.
  - The Council heard updates regarding Performance Agreements and will reconvene the group to ensure adjustments are made relative to the COVID-19 crisis.
3. Matt Casey, Government Relations Liaison, Kansas Board of Regents, gave a report from the Council of Government Relations Officers on the following items:
  - The legislature adjourned on March 19.
  - SCOGRO meets weekly to stay updated on progress.
  - SCOGRO is tracking federal stimulus dollars available for higher education and funds from the appropriation for emergency relief.
  - The official end of the session is May 21, but a special session can be called if necessary.
  - The Governor is expected to extend the stay at home order.
4. President Blake Flanders led a discussion on delivery systems, space utilization, and enrollment.
5. Other matters  
No other matters were discussed.

There being no further business, the meeting adjourned at 10:32 a.m.

# AGENDA

**Council of Presidents  
Kansas Board of Regents  
May 20, 2020  
10:45 a.m. – adjournment  
Virtual  
[Livestream Link](#)**

1. Approve minutes of April 15, 2020 meeting
2. Report from Council of Chief Academic Officers: David Cordle
3. Report from Council of Chief Business Officers: Diana Kuhlmann
4. Report from Council of Government Relations Officers: Don Hill
5. Report from Council of Chief Student Affairs Officers: Jim Williams
6. Report from Council of Chief Diversity Officers: Aswad Allen
7. Other matters

# MINUTES

**Council of Presidents  
Kansas Board of Regents  
April 15, 2020  
10:40 a.m. – adjournment of SCOPS  
Virtually via Zoom**

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

The meeting was convened at 10:40 a.m. by President Garrett.

6. Minutes from the March 18, 2020 meeting, moved by President Golden, and seconded by President Myers, were approved.

7. Provost David Cordle, Emporia State University, gave a report from the Council of Chief Academic Officers on the following items:

- The COCAO heard the first reading of KSU’s Bachelor of Science in Geographic Information Science and Technology.
- The COCAO heard the first reading of KSU’s Bachelor of Science in Sports Nutrition.
- The COCAO heard the first reading of KUMC’s Masters in Genetic Counseling.

President Scott moved to approve the following programs. The motion was seconded by President Golden. The following programs were approved:

- The COCAO heard the second reading of PSU’s Bachelor of Science in Education in Early Childhood Unified: Birth through Kindergarten.
- The COCAO heard the second reading of KSU’s EdD in Community College Leadership.

Provost Cordle reported on COCAO’s approval of the following changes:

- KU’s request to approve the name change of the Department of Slavic Languages and Literature to the Department of Slavic and Eurasian Languages and Literature.
- KSU’s request to approve the name change of the School of Family Studies and Human Services to the Department of Applied Human Sciences.
- KUMC’s request to approve the name change of the Master of Science in Applied Statistics and Analytics to Master of Science in Applied Statistics, Analytics, and Data Science.
- KSU’s request to approve the name change of the Bachelor of Science in Apparel and Textiles to the Bachelor of Science in Fashion Studies.
- KSU’s request to approve the Minor in Middle East Studies.

8. Diana Kuhlmann, Vice President for Administration and Finance, Emporia State University, gave a report from the Council of Chief Business Officers on the following items:

- Gould Evans was selected as the firm to conduct the space utilization study. Discussion has started with key personnel and campus visits are planned for late June.

- Initial data gathering has started for the building condition assessment. There is a request for appropriations from the EBF on the board agenda to cover both of these studies.
  - There is a projection of a 20% rate increase on property insurance premiums for next year.
  - COBO is working with a law firm to explore our business interruption insurance coverage as a possible mechanism for financial relief during the COVID event.
  - There have been coding changes on how to report payroll and other expenses to the state due to COVID-19.
9. Vice President Jim Williams, Emporia State University, gave a report from the Vice Presidents of Student Affairs on the following items:
- Services provided and keeping each other up to date.
  - Discussions on our seniors and how to celebrate their academic successes;
  - What the fall semester will look like in our residence halls; and
  - Concerns about fall enrollment and how to engage students if we are forced to continue in a remote setting.
10. Other matters
- No other matters for discussion.

There being no other business, the meeting was adjourned at 10:58 a.m.

# AGENDA

**SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS  
VIDEO CONFERENCE  
MAY 20, 2020  
8:30 AM – 9:00 AM  
[Livestream Link](#)**

The System Council of Chief Academic Officers (SCOCAO) will meet by video conference (this was originally scheduled as a face-to-face meeting in Topeka) and live streamed for the public. Meeting information will be sent to participants via email, or you may contact [arobinson@ksbor.org](mailto:arobinson@ksbor.org). SCOCAO is co-chaired by Brad Bennett, Colby CC and David Cordle, ESU.

- I. Call to Order** Brad Bennett, Co-Chair
- A. Roll Call
  - B. Welcome new member Corey Isbell from NCK Tech
  - B. Approve Meeting Minutes from April 15, 2020

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

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

- IV. Other Matters**
- A. Revision to Performance Agreements: Funding Guidelines Sam Christy-Dangermond
  - B. Accuplacer Contract Requirement Reminder Sam Christy-Dangermond
  - C. KU Edwards Campus Transfer Agreement Update Jean Redeker
  - D. New Business

- V. Next SCOCAO Meeting – June 17<sup>th</sup> in Topeka**
- Approve minutes from May 20, 2020 meeting
  - Accuplacer Requirements Review

- VI. Adjournment**

# MINUTES

**System Council of Chief Academic Officers  
MINUTES  
Wednesday, April 15, 2020**

The April 15, 2020, meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Brad Bennett at 8:30 a.m. The meeting was originally scheduled to be held at K-State. Due to the COVID-19 pandemic, it was held through Zoom and live streamed for the public.

**In Attendance:**

<p><b>Members:</b></p> <p>David Cordle, ESU Howard Smith, PSU Barbara Bichelmeyer, KU Erin Shaw, Highland CC</p>	<p>Jill Arensdorf, FHSU Rick Muma, WSU Robert Klein, KUMC Jerry Pope, KCKCC</p>	<p>Charles Taber, K-State JuliAnn Mazachek, Washburn Matt Pounds, NWK Tech Lori Winningham, Butler CC</p>
<p><b>Staff:</b></p> <p>Daniel Archer Karla Wiscombe April Henry</p>	<p>Sam Christy-Dangermond Erin Wolfram</p>	<p>Amy Robinson Steve Funk</p>
<p><b>Others:</b></p> <p>Adam Borth, Fort Scott CC Duane Whitbeck, PSU Cindy Hoss, Hutchinson CC Brian Niehoff, K-State John Buckwalter, K-State Sonya Lutter, K-State Michael Calvert, Pratt CC Monette DePew, Pratt CC Jon Marshall, Allen CC</p>	<p>Chuck Martin, K-State Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jean Redeker, KU Kaye Monk-Morgan, WSU Mark Haub, K-State Michelle Schoon, Cowley CC Pedro Leite, Cloud County CC</p>	<p>Aron Potter, Coffeyville CC Eric Elsingerhorst, K-State Jason Sharp, Labette CC Jeff Radel, KUMC Linnea GlenMaye, WSU Marlon Thornburg, Coffeyville CC Michael McCloud, JCCC Marc Malone, Garden City CC</p>

Co-Chair Brad Bennett welcomed everyone, and attendance was taken by roll call.

**Approval of Minutes**

Jerry Pope moved to approve the minutes of the February 19, 2020 meeting, and Chuck Taber seconded the motion. With no corrections or discussion, the motion passed by roll call vote.

**Transfer and Articulation Council (TAAC) Update**

Jon Marshall stated TAAC did not meet the previous week due to the health crisis; however, TAAC plans to meet on May 13<sup>th</sup>, 2020, through teleconference technology. He noted the transfer portal is now live and includes the nine new courses approved by the Board that become effective summer of 2020.

**Associate Degree Transfer Discussion**

Daniel stated he had previous discussions on transfer practices with KCIA, 2-year academic officers, the Board, and TAAC, and he has done research outside of Kansas. Daniel found that there are three central areas critical in creating an associate-to-baccalaureate transfer initiative. He provided details of the three areas as outlined in his presentation;

1. Developing a common general education (GE) package for transferable associate degrees;
2. Creating a framework in which program courses transfer as a block without the loss of credit;
3. Examining associate and/or baccalaureate degree credit limits.

Developing a common general education package for transferable associate degrees was discussed first. Jon Marshall believes this is a good next step and noted a general education core would be progressive. With the 100 courses now in our systemwide transfer (SWT) framework, he perceives this could be a process for a taskforce who can provide recommendations. Jon is supportive of this idea.

David Cordle discussed how his thoughts on a common general education core have evolved over the years. He noted stakes are high for students, and he is more concerned now with facilitation of a student's movement to successful completion.

Rick Muma stated WSU has allowed students who complete an associate degree from a two-year institution to automatically satisfy general education requirements, with the exception of requiring students to take two additional upper-division courses at WSU. He noted many times these two additional courses fit into the student's degree program. Rick stated they have just gone through a general education revision and have decreased their required hours from 42 to 36. WSU plans to rearticulate and have conversations with the two-year institutions about their changes. Rick stated WSU is the top transfer university in Kansas and noted there isn't much downside to their practices. WSU is working to make a better process for transfer students, and Rick stated a working group on this would be helpful for discussions on general education.

Daniel asked the Committee to determine the next steps for a common general education core:

- Barbara Bichelmeyer responded she would be happy to serve on a committee or taskforce, as she has been involved in creating a statewide transfer general education core through her work at UMKC and Indiana University.
- Jill Arensdorf stated FHSU would be happy to serve on such a group and noted her recommendation would be to create a group with a variety of members from institutions across Kansas and TAAC.
- Erin Shaw, Highland Community College, stated she was part of a Missouri transfer and articulation committee and would be happy to serve on such a committee for Kansas.
- Rick Muma, WSU, noted it would be beneficial for them to be involved due to their experience, and he would like Linnea GlenMaye to participate if possible.
- Lori Winningham, Butler Community College, noted Butler works with WSU often on transfer students and would be happy to be part of the group.
- Chuck Taber, K-State, agreed with Jill that a mix of leadership and expertise would be useful and noted K-State would like to be part of the group. Chuck stated he has been through this process in New York, and in his experience, a common core can be identified which works for students while still having differences across institutions. Chuck would like Brian Niehoff to be involved in the group.
- Howard Smith, PSU, stated they just revised their general education package. He agrees with a broad representation in the group and would like PSU to be part of this.
- Jon Marshall, Allen Community College, supports having TAAC members on the group who have been working on SWT courses in Kansas. Jon stated he would like to be a part of the group.
- Mickey McCloud, JCCC, used the chat box to state his desire to have the JCCC Transfer Coordinator in the group.
- JuliAnn Mazachek, Washburn University, used the chat box to state she would like Jennifer Ball to participate in the group.
- Michelle Schoon, Cowley Community College, used the chat box to state she would like to serve on this group. She has worked with advising program majors for 20 years and is familiar with the previous transfer and articulation agreements.

Daniel continued with discussing the creation of a framework in which program courses transfer as a block without the loss of credit and then discussed examining associate and baccalaureate degree credit limits.

Chuck Taber asked if there needs to be separate work groups for each of the three areas. The Committee agreed a general education work group would be the first step.

Daniel discussed the current KBOR baccalaureate degree policy. He noted there was a pilot program approved last year for KU Edwards that allows students to take more than 60 hours from JCCC. Being a new transfer agreement, there is no long-term data. KU Edwards will provide an update with preliminary information at the May 20<sup>th</sup> BAASC meeting. Daniel noted it may be important to have the long-term data before making recommendations.

JuliAnn Mazachek discussed the history of the baccalaureate degree policy. She noted that prior to the 1990's, universities accepted more than 60 hours from a community college. In the 1990's this policy was created, and data should exist from this timeframe. Rick noted he would also like to see the data from the KU Edwards articulation agreement. Jill commented out of the three areas, she believes the first two should be more of a priority than examining associate or baccalaureate degree credit limits.

#### **Effects of Pandemic on Performance Agreements**

Daniel discussed institutional effects of the pandemic, such as reducing or eliminating face-to-face delivery of courses and issues with on-site testing, student services, and recruitment. Daniel stated these items will impact performance agreements after the AY 2019 reports. He outlined a few metrics that may be impacted in his issue paper. Daniel stated that KBOR would rather be proactive and not reactive. Daniel recommends reconvening the existing performance agreement working group to discuss how performance agreements will be addressed due to Covid-19 effects. The Committee posed no questions on this recommendation. Daniel noted if this group makes a recommendation, it will go through SCOCAO for discussion.

#### **Adjournment**

Brad clarified KBOR will communicate the direction of a working group for general education requirements. Daniel stated he would send an email soon and noted this item should also go through BAASC in May.

Jill Arensdorf moved to adjourn the meeting, and Chuck Taber seconded the motion. With no corrections or discussion, the motion passed by roll call vote. The meeting adjourned at 9:07 a.m.



# AGENDA

**KANSAS BOARD OF REGENTS  
COUNCIL OF CHIEF ACADEMIC OFFICERS  
VIDEO CONFERENCE**

**May 20, 2020  
9:00 am – 9:50 am  
[Livestream Link](#)**

The Council of Chief Academic Officers (COCAO) will meet by video conference (this was originally scheduled as a face-to-face meeting in Topeka) and live streamed for the public. Meeting information will be sent to participants via email, or you may contact [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- I. Call to Order** David Cordle, Chair
  - A. Roll Call
  - B. Approve Minutes from the April 15, 2020 Meeting
  - C. Approve Minutes from the April 24, 2020 Special Meeting

- II. Requests**
  - A. Second Readings
    - 1. BS in Geographic Information Science and Technology – K-State Chuck Taber
    - 2. BS in Sports Nutrition – K-State Chuck Taber
    - 3. MS in Genetic Counseling – KUMC Robert Klein
  - B. Other Requests
    - 1. Act on Request to Consolidate Master of Science in Psychology (general option) with Master of Science in School Psychology – ESU David Cordle
    - 2. Act on Request for a Minor in Design Entrepreneurship – KU Barbara Bichelmeyer
    - 3. Act on Request for a Minor in Nutrition- KU Barbara Bichelmeyer
    - 4. Act on Request for a Minor in Public and Population Health- KU Barbara Bichelmeyer

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

- IV. Other Matters**
  - A. Update on Board Goal: Positive Pathways for Students Who Do Not Meet Qualified Admissions Criteria Daniel Archer
  - B. Tilford Conference Report - KU Jennifer Ng
  - C. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future

- V. Next COCAO Meeting – June 17<sup>th</sup> in Topeka**
  - Approve minutes from May 14<sup>th</sup> and May 20<sup>th</sup>

- VI. Adjournment**
  - The University Press of Kansas Board of Trustees will meet upon adjournment

# MINUTES

**Council of Chief Academic Officers  
MINUTES  
Wednesday, April 15, 2020**

The April 15, 2020, meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:08 a.m. The meeting was originally scheduled to be held at K-State. Due to the COVID-19 Pandemic, this meeting was held through Zoom and live streamed for the public.

**In Attendance:**

<p>Members:</p> <p>David Cordle, ESU Howard Smith, PSU Barbara Bichelmeyer, KU</p>	<p>Jill Arensdorf, FHSU Rick Muma, WSU Robert Klein, KUMC</p>	<p>Charles Taber, K-State JuliAnn Mazachek, Washburn</p>
<p>Staff:</p> <p>Daniel Archer Karla Wiscombe</p>	<p>Sam Christy-Dangermond Erin Wolfram</p>	<p>Amy Robinson Steve Funk</p>
<p>Others:</p> <p>Adam Borth, Fort Scott CC Duane Whitbeck, PSU Cindy Hoss, Hutchinson CC Brian Niehoff, K-State John Buckwalter, K-State Sonya Lutter, K-State Michael Calvert, Pratt CC Monette DePew, Pratt CC Erin Shaw, Highland CC Matt Pounds, NWK Tech</p>	<p>Chuck Martin, K-State Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jean Redeker, KU Kaye Monk-Morgan, WSU Mark Haub, K-State Michelle Schoon, Cowley CC Pedro Leite, Cloud County CC Jerry Pope, KCKCC</p>	<p>Aron Potter, Coffeyville CC Eric Elsinghorst, KUMC Jason Sharp, Labette CC Jeff Radel, KUMC Linnea GlenMaye, WSU Marlon Thornburg, Coffeyville CC Michael McCloud, JCCC Marc Malone, Garden City CC Lori Winningham, Butler CC</p>

Chair David Cordle welcomed everyone, and attendance was taken by roll call.

**Approval of Minutes**

Howard Smith moved to approve the minutes of the February 19, 2020 meeting, and Chuck Taber seconded the motion. With no corrections or discussion, the motion passed by roll call vote.

**1<sup>st</sup> Readings**

- K-State is requesting approval for a BS in Geographic Information Science and Technology. Chuck Taber discussed their interdisciplinary proposal designed to prepare students for careers in geospatial technology methods, geographic information systems, analysis for geospatial data, designing digital maps and relational databases with geographic information, and web-based geographic services to name a few. Shawn Hutchinson and Chuck Martin were available for questions. No questions were presented from the Committee.
- K-State is requesting approval for a BS in Sports Nutrition. This would be offered in the Department of Food Nutrition, Dietetics and Health. Chuck Taber discussed the rising importance of this degree and noted there is not currently any such degree program in Kansas at the bachelor level. Chuck noted there has been demand from their student base for this degree at the bachelor level, instead of at the master's level. K-State currently has a dual degree option that allows students to get a Nutrition degree and a Kinesiology degree; however, this requires students to complete 130 credit hours. Chuck noted this new degree would replace that option. Mark Haub and John Buckwalter were available on the call for

questions. No questions were presented from the Committee.

- KUMC is requesting approval for an MS in Genetic Counseling. Robert Klein introduced Eric Elsinghorst, Chair of the Department of Clinical Laboratory Sciences, and Jeff Radel, Department of Occupational Therapy Education. Jeff discussed the program details. He noted KUMC has the resources to provide a deep experience for genetic counseling students, as well as a multi-disciplinary and interprofessional working environment. Jeff stated there is a growing need in this area because of advances in genetic research and technology and the concern that the medical community lags in the ability to discuss genetics advancement with the average person through counseling. No questions were presented from the Committee.

### 2<sup>nd</sup> Readings

- PSU is requesting approval for a BSE in Early Childhood Unified: Birth through Kindergarten. The Committee heard this proposal at their February meeting. Duane Whitbeck was available for questions, but there were none. Rick Muma moved to approve the new degree, and Jill Arensdorf seconded the motion. With no corrections or discussion, the motion passed unanimously by roll call vote. David noted this proposal will be forwarded to COPS for approval later in the morning.
- K-State is requesting approval for an EdD in Community College Leadership. The Committee heard this proposal at their February meeting. Howard Smith moved to approve the new degree, and Barbara Bichelmeyer seconded the motion. With no corrections or discussion, the motion passed unanimously by roll call vote. David noted this proposal will be forwarded to COPS for approval later in the morning.

### Other Requests

- KU is requesting approval of a name change of the Department of Slavic Languages and Literatures to the Department of Slavic and Eurasian Languages and Literatures. Chuck Taber moved to approve the name change, and Jill Arensdorf seconded the motion. With no corrections or discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.
- K-State is requesting approval of a name change of the School of Family Studies and Human Services to the Department of Applied Human Sciences. Chuck Taber clarified that schools are usually groups of coherent programs defined for accreditation reasons, and that isn't the case with this group of programs. He believes changing from a school to a department makes more sense for K-State. The new department will still be housed in the College of Health and Human Sciences. Rick Muma moved to approve the name change, and Howard Smith seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.
- KUMC is requesting approval of a name change of the Master of Science in Applied Statistics and Analytics to Master of Science in Applied Statistics, Analytics, and Data Science. Robert Klein discussed the success of the original program and noted the new proposal adds data science. Data science students make up around 1/3 of the current students in the original program. Jill Arensdorf moved to approve the new degree, and Barbara Bichelmeyer seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.
- K-State is requesting approval of a name change of the Bachelor of Science in Apparel and Textiles to the Bachelor of Science in Fashion Studies. Chuck noted this change better aligns with career opportunities and similar program names in this field. Howard Smith moved to approve the new degree, and Jill Arensdorf seconded the motion. With no further discussion, the motion passed unanimously by

roll call vote. The request will go to Dr. Flanders for final approval.

- K-State is requesting approval of a Minor in Middle East Studies. Chuck stated this will be housed in the Department of Political Science, and there is already a long list of courses in this area. Chuck also noted students have expressed interest in having this as a minor option. Jill Arensdorf moved to approve the new degree, and Rick Muma seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.

**Council of Faculty Senate Presidents Update**

Greg Schneider was unable to be present. David Cordle presented a brief update in his place. The COFSP is considering a statement for the Regents which requests postponing aspects of program review until next year.

**Other Business and Discussion**

- Rick Muma stated WSU is working on three different data science degrees, each with a different focus. In this process, they will bring forward a proposal for a new computing school which would house these degrees in the College of Engineering. They are also working on a BA in Linguistics.
- Howard Smith stated PSU is investigating a support area for online learning, such as a type of academic virtual unit. They are accelerating their work in this area due to the current health crisis.
- Barbara Bichelmeyer noted KU has a few programs going through the vetting process. She listed these programs as: An Undergraduate Minor in Nutrition at KU Edwards campus, an Undergraduate Minor in Public and Population Health at KU Edwards campus, a Bachelor in Health Sciences at KU Edwards campus, and an Undergraduate Minor in Design Entrepreneurship at the Lawrence campus.
- Jill Arensdorf noted FHSU has a few programs going through the vetting process. They are working on an MS in a computer science area and a BS in the data analytics area.

**Adjournment**

David noted a decision will soon be made whether the next meeting will be held in Topeka or virtually. He also noted the University Press of Kansas Board of Trustees will meet after next month's meeting.

Howard moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the motion passed by roll call vote. The meeting adjourned at 9:50 a.m.

**Council of Chief Academic Officers  
MINUTES**

**Thursday, April 24, 2020**

The April 24, 2020 special meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:00 a.m. Due to the COVID-19 Pandemic, this meeting was held through Zoom and live streamed for the public.

**In Attendance:**

Members:	David Cordle, ESU	Jill Arensdorf, FHSU	Charles Taber, K-State
	Howard Smith, PSU	Rick Muma, WSU	JuliAnn Mazachek, Washburn
	Barbara Bichelmeyer, KU	Mike Werle, KUMC	
Staff:	Daniel Archer	Sam Christy-Dangermond	Amy Robinson
	Karla Wiscombe	Erin Wolfram	Steve Funk

Others:	Adam Borth, Fort Scott CC	Chuck Martin, K-State	Aron Potter, Coffeyville CC
	Duane Whitbeck, PSU	Elaine Simmons, Barton CC	Eric Elsinghorst, KUMC
	Cindy Hoss, Hutchinson CC	Jane Holwerda, Dodge City CC	Jason Sharp, Labette CC
	Brian Niehoff, K-State	Jean Redeker, KU	Jeff Radel, KUMC
	John Buckwalter, K-State	Kaye Monk-Morgan, WSU	Linnea GlenMaye, WSU
	Sonya Lutter, K-State	Mark Haub, K-State	Marlon Thornburg, Coffeyville CC
	Michael Calvert, Pratt CC	Michelle Schoon, Cowley CC	Michael McCloud, JCCC
	Monette DePew, Pratt CC	Pedro Leite, Cloud County CC	Marc Malone, Garden City CC
	Erin Shaw, Highland CC	Jerry Pope, KCKCC	Lori Winningham, Butler CC
	Matt Pounds, NWK Tech		

Chair David Cordle welcomed everyone, and attendance was taken by roll call. This special meeting was called for Kansas public universities to share information and to openly discuss what instruction may look like in the fall. Universities have provided weblinks to their respective institutions for COVID-19 information, as well as resources to help navigate in the current climate. A list of institutional COVID-19 informational links can also be found through the home page of the KBOR website.

University Resource Links Related to COVID-19:

- <https://www.kansasregents.org/about/covid-19-information>
- <https://www.emporia.edu/covid-19-information/>
- <https://fhsu.edu/student-health/health-alerts>
- <https://fhsu.edu/learningtechnologies/>
- <https://www.k-state.edu/covid-19/>
- <https://www.k-state.edu/keepeteaching/>
- <https://www.pittstate.edu/office/health-services/coronavirus/index.html>
- <https://coronavirus.ku.edu/>
- <https://remote.ku.edu/>
- [https://www.wichita.edu/about/public\\_information/wsu\\_topics/topicscovid-19/index.php](https://www.wichita.edu/about/public_information/wsu_topics/topicscovid-19/index.php)
- <https://www.washburn.edu/student-life/health-safety/index.html>
- <https://www.insidehighered.com/digital-learning/blogs/learning-innovation/15-fall-scenarios>

**Fall Enrollment Discussion**

David Cordle asked the Committee what they were thinking about in terms of a timeline for decision making for the fall.

Howard Smith, PSU, stated they are listening to local health officials in their counties, as well as state officials. He noted the incident level across the state varies. PSU is also looking at trends in Missouri, Oklahoma, and Arkansas. They have a large population of students who travel from these states.

Chuck Taber, K-State, stated they are also looking at local information. Due to the fluid nature of the situation, they are currently delaying making a final decision but are working on a June 1<sup>st</sup> date for a provisional decision on what the fall semester will look like. Chuck noted while they are hopeful of returning to campus for fall, they are also planning for other scenarios.

Rick Muma, WSU, echoed the others’ thoughts on the differences between locations. Rick stated they want to work on coexisting with the virus, so this week they launched an effort with seven different working groups tasked with moving the university forward. Groups will look at health and safety, classroom activity, physical distancing policies, and faculty curricular design. Rick stated they want faculty to take ownership and come up with different modalities for teaching their classes. He referenced an *Inside Higher Education* article on 15 different options for fall and discussed the many scenarios institutions are considering. Rick stated they will start opening up their campus on May 26<sup>th</sup> in stages.

Jill Arensdorf, FHSU, stated they have been working with different modality groups across campus to brainstorm how to co-exist with the virus and to be mindful of health and safety concerns of faculty and students. Jill stated they do not have a target date yet but would like to have that sooner than later. They will rely on the Governor's discussion to drive many of their remote working and operation decisions in the coming months. Like other universities, Jill stated it was critical to get input from faculty and students to develop future plans. Jill noted they have similar strategic working groups, as well as an additional China modality group that will look at how they will continue to teach courses there.

JuliAnn Mazachek, Washburn University, stated they are in the process of using strategic working groups as well. They will also consider the Governor's recommendations when determining the reopening of campus. She noted they would like to announce something sooner than later, even if it's provisional. They have a target date of the third week of May to determine what fall courses will look like.

The Committee summarized several common themes:

- including faculty in the conversation so decisions about fall operations can be decided collaboratively;
- even though there may not be a rigid timeline, there is interest in disseminating provisional information in the near future;
- different areas will be affected differently, so local conditions and student populations will be important factors.

KUMC, WSU, and Washburn discussed issues for their health programs:

- Rick Muma, WSU, stated that for their health programs, they are coordinating with the KU School of Medicine in Wichita to make sure they are in sync with them. He noted the lack of PPE has been an issue, and they currently have a group working on how to provide PPE for students to return. He noted they have space for creating masks and face shields that will enable them to provide some PPE in-house. Rick also noted another issue to overcome will be the required clinical hours a student must complete to graduate.
- Mike Werle, KUMC, stated they will have particular challenges in clinical experiences such as with medical, nursing, physical therapy, and occupational therapy students. Mike noted the shortage of PPE and testing are critical factors in their discussion on moving forward. He noted there would not be an overall start date, as it will vary from program to program. Mike reminded the committee that varying responses from accrediting boards for different health systems and areas may create institutionally specific issues. He noted, as an example, that students in their geographic area are not able to get fingerprints for a license to practice right now.
- JuliAnn Mazachek, Washburn University, noted they have the same issues with PPE and graduation requirements, and it will most likely delay graduation for some students. She stated if there is anything they can do to help coordinate to figure out how to address the issues better in the state, they would be happy to do so. She noted they have a working group and wondered if that could be helpful.

David Cordle stated his natural impulse is to create a common approach among the universities, but at the same time he is hearing this morning that campuses vary in terms of population, geographic location, and physical layout, which could make a common approach difficult. Chuck Taber stated he believes one way to coordinate while still being flexible, is for the universities to operate under similar principles while still maintaining some differences. Chuck stated that K-State has articulated their principles as:

1. Protection of university and host communities
2. Protection of the university mission
3. Respecting the institutional culture and people
4. Preserving ability to maintain university operations
5. Preserving fiduciary capacity of the university

David discussed faculty members being thrust into online teaching, regardless if they had experience in this area. He asked if the universities were thinking of ways to assist faculty members in being more prepared.

- Jill Arensdorf, FHSU, stated they are thinking about how their Teaching Innovation and Technology Team can provide professional development and create opportunities for learning during the summer. She believes taking advantage of these technologies and innovations is beneficial, even if the fall semester looks normal. Jill stated these are opportunities and are not required at this time. She stated they are thinking about how they can use training/professional development opportunities. FHSU is trying to help faculty understand the immediate need to go online was not normal, and now faculty have more time and can plan for future online instruction to create more robust online classes.
- Rick Muma, WSU, stated their Instructional Design and Access group put together quick guides on how to move online in an emergency. They have a series of professional development workshops in the summer that will be moved online. Rick stated all summer activities will be moved to an online environment, and that hopefully, they will be moving toward face-to-face instruction before the fall semester starts. Rick believes that over the next few years, instruction may look different, and he is trying to help faculty get to a “new normal.” Rick stated they ordered notebooks, laptops, and hot spots for faculty and students at the beginning of the health crisis. He has been surprised that the need was not as great as they had previously believed for their urban population.
- Howard Smith, PSU, stated they are designing a parallel system between traditional and alternate delivery. He believes a learning lesson for them has been to understand what type of access students have. They may have redesigned courses for online delivery, but it is only successful if the student has access. He noted they have checked out equipment to students to help with this.
- Barbara Bichelmeyer, KU, stated they have the same approach, and they call it “flexible course design.” This allows faculty to pivot at different times of the semester, depending on their course. Barbara noted they also had the same access issues as PSU. It was a much greater need than they had anticipated, and it included faculty. Barbara noted Kansas has a broadband issue, and this is something that is critical for online learning. Barbara discussed how they plan to lean on faculty who are strong online instructors. While these faculty do not get paid extra as it is part of their position as instructors, they will be leaders to help other faculty members move to remote learning more successfully. Barbara noted they had issues obtaining Wi-Fi connections, and they have not met the demand as of yet.

Barbara asked the Committee if anyone is getting pressure relating to economic development, getting people back to work, getting students back to school, or any discussion on how to help our communities get moving again.

- JuliAnn stated the Topeka community is looking to open slowly after May 3<sup>rd</sup>. Washburn is one of the largest employers in the area, so they anticipate them going back will help the local economy.
- Jill responded discussions are happening in Hays; however, she has not been part of them so she can't speak specifically to this movement. She noted they are looking at ways to work together in reopening, and their president has been directly involved.
- Chuck stated they have membership in Manhattan on boards and organizations, and these relationships have remained strong during the health crisis. Information is being shared both ways. While he doesn't view it as pressure, he knows there is a strong desire for students to come back. This will be done in accordance with the five principles listed previously.
- Rick discussed previous efforts to collaborate within their community of Wichita. They would like the community to see them as an anchor providing support in economic development and opportunities for workers that have been laid off.
- Barbara noted many of their conversations have related to workforce development, retraining, and education opportunities during this time of transition.

David stated if they think ahead to a fall scenario where campuses are open, it is likely that business will not resume as normal. He noted possible restrictions will continue to be in place, depending on individual areas, and asked how universities will handle situations such as limits on gatherings.

- Rick stated they are taking inventory of all the space on their campus that can be utilized, and he believes they have the space to do physical distancing. In cases where they cannot do this, the thinking is that it will be possible to structure classes in a different way, such as rotating class times for students. They have staff working on recommendations for space utilization.
- Barbara stated they have vulnerable populations of students and staff. While classrooms are critical, they also provide resources for the vulnerable in their community. KU is looking at how they can phase services, bring research enterprise back, and prepare for future classes. Everyone has been working on efficient use of campus space and the relative price differential on having the needed space. For example, she discussed if students in campus housing need individual rooms, how will this increase costs. She also noted while looking at classroom space, they will need to look at how to run more labs and classrooms and what the additional associated costs will be.

### **Adjournment**

Jill noted that they have also had issues obtaining sanitary supplies, and this will be something to consider in the future. Barbara would like another conversation to discuss what the next few years will look like.

The Committee discussed having another special meeting on fall enrollment after the Kansas Governor announces the next direction with our stay at home order. It was agreed to have a second meeting after the new information on limitations has been disseminated.

Jill Arensdorf moved to adjourn the meeting, and Mike Werle seconded the motion. With no further discussion, the motion passed by roll call vote. The meeting adjourned at 9:50 a.m.



# CURRENT FISCAL YEAR MEETING DATES

## Fiscal Year 2020

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

# TENTATIVE MEETING DATES

## Fiscal Year 2021

### Meeting Dates

- TBD – Budget Workshop/Retreat
- September 9-10, 2020
- October 14-15, 2020
- November 18-19, 2020
- December 16-17, 2020
- January 20-21, 2021
- February 17-18, 2021
- March 17-18, 2021
- April 14-15, 2021
- May 19-20, 2021
- June 16-17, 2021

# COMMITTEES (2019-2020)

**Shane Bangerter, Chair**  
**Bill Feuerborn, Vice Chair**

## Standing Committees

Academic Affairs

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

Fiscal Affairs and Audit

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

Governance

Shane Bangerter – Chair  
 Mark Hutton  
 Allen Schmidt  
 Bill Feuerborn

Regents Retirement Plan

Shane Bangerter – Chair

## Board Representatives and Liaisons

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