

JANUARY 20-21, 2021

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

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

KANSAS BOARD OF REGENT MEMBERS:

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

Building a Future

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

1. Helping Kansas families
2. Supporting Kansas businesses
3. Advancing economic prosperity

BOARD GOALS 2020-2021

Approved by the Kansas Board of Regents



BOARD GOALS

Helping Kansas Families

1. Improve academic program transfer by creating a systemwide general education (GE) package to align programs under a common framework that guarantees seamless transfer and evaluate the pilot program that increased the number of credit hours eligible for transfer.
2. Review the 60 low-enrollment programs at the six state universities to assess program viability and strengthen the efficiency of degree program inventories.
3. Review university, community college and technical college plans and best practices to improve college-going rates, retention rates, and graduation rates of students from underrepresented populations.
4. Promote simplicity, transparency, and degree completion by exploring tuition rate strategies for resident and non-resident students attending the state universities.
5. Develop a comprehensive plan to finance deferred maintenance of public institutions of higher education facilities to be presented to the 2021 Legislature.

Advancing Economic Prosperity

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

Governance

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

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MEETING INFORMATION AND SCHEDULE

The Kansas Board of Regents will meet virtually on Wednesday, January 20, 2021 starting at 1:00 p.m. Any individual who wants to “attend” this Board meeting is encouraged to use the livestream link, which can be found on our website at https://www.kansasregents.org/board_meeting_live_stream. Committee meetings will also be livestreamed as noted below at the links provided. If you would like access to any meeting that is not being livestreamed, please contact Renee Burlingham at rburlingham@ksbor.org. If you are unable to access meetings via livestream, please call 785-430-4240.

Wednesday, January 20, 2021

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

Thursday, January 21, 2021

Time	Committee/Activity	Location
8:30 am	Board of Regents Meeting with the System Council of Government Relations Officers	Zoom

MEETING AGENDA

The Kansas Board of Regents will meet virtually on Wednesday, January 20, 2021.

Wednesday, January 20, 2021

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

- II. The Pledge of Allegiance**

- III. Approval of Minutes**
 - A. [December 16, 2020 meeting](#) *p. 4*

- IV. Presentation**
 - A. [Receive Presentation on Georgia State University’s Student Success Initiative that has Eliminated Achievement Gaps Based on Race, Ethnicity, and Income](#) Dr. Mark Becker, President
Georgia State University *p. 20*

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

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

- VII. Approval of Consent Agenda**
 - A. *Academic Affairs*
 - 1. [Act on Request to Seek Accreditation for Bachelor of Science in Interior Architecture – KU](#) Daniel Archer,
VP, Academic Affairs *p. 21*

- VIII. Consideration of Discussion Agenda**
 - A. *Presentation*
 - 1. [Receive an Update from the Kansas Independent College Association](#) Matt Lindsey,
President *p. 23*

- | | | |
|---|--|---|
| <p><i>B. Academic Affairs</i></p> <p>1. Review Low Enrollment Programs Under Strategic Program Alignment</p> <ul style="list-style-type: none">• Kansas State University – Provost Tabor• Wichita State University – Interim Provost Lefever <p>2. Act on Proposed Courses for Systemwide Transfer</p> <p>3. Receive Information on FAFSA Completion Initiatives</p> | <p>Regent Kiblinger
Daniel Archer,
VP, Academic Affairs</p> <p>Regent Rolph
Chad Bristow,
Director of Facilities</p> <p>Regent Schmidt</p> <p>Matt Casey,
Director, Government
Relations</p> | <p><i>p. 24</i></p> <p><i>p. 55</i></p> <p><i>p. 57</i></p> <p><i>p. 59</i></p> <p><i>p. 59</i></p> <p><i>p. 59</i></p> |
| <p><i>C. Fiscal Affairs & Audit</i></p> <p>1. Receive Report on State University Building Inventory, Space Utilization and Facilities Condition</p> | <p>Regent Rolph
Chad Bristow,
Director of Facilities</p> | <p><i>p. 59</i></p> |
| <p><i>D. Other Matters</i></p> <p>1. Act on Wichita State University Presidential Profile</p> <p>2. Receive Legislative Update</p> | <p>Regent Schmidt</p> <p>Matt Casey,
Director, Government
Relations</p> | <p><i>p. 59</i></p> <p><i>p. 59</i></p> |

IX. Adjournment

MINUTES OF PREVIOUS MEETING(S)

- I. Call To Order Regent Feuerborn, Chair
- II. The Pledge of Allegiance
- III. Approval of Minutes
 - A. Approve Minutes

KANSAS BOARD OF REGENTS
MINUTES
 December 16, 2020

The December 16, 2020, meeting of the Kansas Board of Regents was called to order by Chair Bill Feuerborn at 1:00 p.m. This was a virtual-only meeting, and proper notice was given according to law.

MEMBERS PRESENT:

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

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

APPROVAL OF MINUTES

Regent Rolph moved that the minutes of the November 18, 2020 meeting be approved. Following the second of Regent Kiblinger, the motion carried.

GENERAL REPORTS

REPORT FROM PRESIDENT AND CEO

President Flanders reported that at the September meeting, the Board inquired about minimum instructional standards. Board staff compiled a report, which was sent to the Board, that addresses how each university and other systems handle this issue. President Flanders stated in Kansas there are no system-level minimum instructional standards. Instead each university determines its own standards. Some institutions have a standard that applies campus-wide while others rely on individual departments to set these standards. President Flanders stated there are multiple state systems that have minimum instructional standards and many of their policies make a distinction between regional and research universities. President Flanders noted the Board may want to consider the information in the report as it begins reviewing the low-enrollment programs over the next few months and noted that the Board Academic Affairs Committee will review the information in the report.

REPORT FROM SYSTEM COUNCIL OF PRESIDENTS

The report for the System Council of Presidents meeting was presented by President Rittle. The Council received an update from the System Council of Chief Academic Officers. The Academic Officers reported that the Transfer

and Articulation Council approved six courses for systemwide transfer, which will be forwarded to the Board for final consideration in January. The Academic Officers also noted that four faculty members (two from the universities and two from the colleges) will be added to the General Education Working Group and that training will begin on how to use Open Educational Resources. The CEOs then received an update from President Flanders on Pillar II in the Board's strategic plan, *Building a Future*. Pillar II emphasizes the crucial role of Kansas colleges and universities in developing a talent pipeline that meets the demands of employers and the state's economy. Under this Pillar, each institution will identify three to five programs that meet the sustaining wage, high demand criteria set out in the strategic plan. The programs will then be measured by the number of enrollments and graduates in these programs. President Rittle noted that the institutions will need to submit their programs to the Board office in January 2021. The System Council of Presidents then discussed diversity and inclusion on the campuses, and it was noted that Georgia State University is widely recognized as the national leader in student success, which has resulted in dramatic increases in its graduation rates of minority students. President Rittle stated Georgia State University President, Dr. Mark Becker, will attend next month's Board meeting to share some of the strategies Georgia State has implemented to address equity gaps.

REPORT FROM THE COMMUNITY COLLEGES

President Rittle presented the report for the community colleges. This month he highlighted Allen County Community College, Barton County Community College, Butler County Community College, Coffeyville Community College, Colby Community College, and Cowley County Community College. The colleges noted the semester was challenging with all the uncertainty surrounding enrollments, budgets, and the federal relief funds associated with the COVID-19 pandemic. The colleges reported they are working on their processes and procedures for the spring semester and noted that the health and safety of their faculty, staff, and students are their top priority. President Rittle then highlighted partnerships that the colleges are involved with, including Colby Community College's partnership with its local hospital to reduce student clinical costs, Cowley County Community College's partnership with Ford Motor Company that allows students in their automotive program to work on Ford diesel engines, and Coffeyville Community College's partnership with its local community to provide COVID testing.

REPORT FROM COUNCIL OF PRESIDENTS

Interim President Muma presented the Council of Presidents report. The Council received reports from the Council of Chief Academic Officers, Council of Business Officers, Council of Student Affairs Officers, Council of Government Relations, and the Council of Chief Diversity Officers. The Academic Officers reviewed two programs: Emporia State University's request to offer a Bachelor of Arts in Interdisciplinary Entrepreneurship, and Pittsburg State University's request to offer an Associate of Applied Science in Career and Technical Education. The Business Officers continue to manage the federal COVID funding that the universities received. The Government Relations Officers are preparing for the upcoming legislative session, which is scheduled to begin in January. The Student Affairs Officers discussed the upcoming spring semester and how each campus will be handling COVID testing and commencement ceremonies. It was noted that each campus has its own testing procedures and guidelines. The Diversity Officers continue to work on their strategic plan and will be meeting with their university CEOs and student leaders to gather feedback.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Aleks Sternfeld-Dunn presented the Council of Faculty Senate Presidents report. Board staff met with the Council to discuss issues surrounding the transfer process, and it was noted that this conversation was beneficial. The Council then finalized its statement on freedom of expression, which was reviewed by each university's faculty senate. Dr. Sternfeld-Dunn read the following freedom of expression statement:

The historical purpose of universities is to engage students and the greater academic community to empower them to confront, challenge, evaluate, and think critically about new ideas and how they may be used to solve age-old questions. Mere exposure to ideas does not serve that mission. When institutions support and encourage full and open discourse and the robust, respectful exchange of

ideas and perspectives, students and the academic community at large feel more open about questioning assumptions, testing beliefs, and refining knowledge. This kind of atmosphere should be created in classrooms: Instructors have the power to determine the curriculum and pedagogical approach that advances their educational goals, as well as to determine what may hinder those goals. Academic freedom guarantees the right of faculty to teach, write, and publish without fear of censorship.

The Council of Faculty Senate Presidents reaffirms its commitment to the first amendment rights of faculty, staff, and students to express their diverse and often conflictual viewpoints. Our institutions' commitment to the First Amendment is essential for the protection of freedom of expression on our campuses. At the same time, the Council of Faculty Senate Presidents reaffirms its commitment to protect students from hostile educational environments that adversely affect students' educational opportunities. A hostile educational environment is incompatible with a university's educational mission. Thus, the protection of free expression on our campuses is coextensive and coterminous with the First Amendment. Our commitment to freedom of expression is paired with our obligation to uphold and protect the dignity of all members of our university communities in our classrooms

A commitment to freedom of expression is not incompatible with a commitment to diversity and to nurturing a positive and collaborative environment where everyone can thrive. On the contrary, the ability to express and debate our divergent beliefs and ideas is fundamental to the personal learning and growth needed for society to progress as a whole.

Members of the university community should be encouraged to bring a variety of voices onto campus to engage in rigorous debate in a variety of arenas. We are responsible, as educators, to provide an environment where civil discourse can take place, to protect human dignity, and to promote the core values and purpose of a university. Simultaneously, we desire a university to not be silent when hate speech occurs on campus. The university cannot attempt to limit constitutionally protected speech, but it is empowered to call hate speech out for what it is—divisive, dehumanizing, and deleterious—and to do so emphatically, forcefully, and immediately.

The Regents thanked the faculty for their work on their statement, and Dr. Sternfeld-Dunn stated that the Council will review the draft Board statement at its next meeting.

REPORT FROM STUDENTS' ADVISORY COMMITTEE

Rija Khan reported that the Students' Advisory Committee is working on their Higher Education Day at the Statehouse. She noted this year because of the restriction with COVID, the students are going to set up virtual meetings with legislators to discuss their legislative priorities. She noted their top priority is to advocate for increases in the student counseling services on all the university campuses. The Committee is also planning to work with the Board's Student Insurance Advisory Committee on ways to make student health insurance more accessible and affordable. Ms. Khan noted she appreciated the Insurance Advisory Committee's efforts to keep the students informed as it evaluated the rate options for next year's plan, and she is looking forward to working with the Committee in the coming months. Additionally, Ms. Khan reported that the Committee plans to review the Board's draft freedom of expression statement at their next meeting.

REPORT FROM THE TECHNICAL COLLEGES

The report for the technical colleges was presented by President Genandt. President Genandt highlighted activities at the colleges. Northwest Kansas Technical College received approximately \$500,000 from the Kansas Department of Commerce. This grant will be used for equipment and training in its Engineering Technology program. Northwest Tech also announced that its associate track coach, Derek White, will be a member on the U.S. Olympic Bobsled Team for the 2022 Winter Olympics. Washburn Tech announced a partnership with Stormont Vail Health and Unified School District 501 to allow students to use simulation laboratories. Flint Hills

Technical College has completed renovations to its welding and culinary arts facilities, and Manhattan Area Technical College continues to see increased graduation rates in its Adult Education Program. President Genandt also reported that President Utash will be the new chair for NC3 (National Coalition of Certification Centers).

ACADEMIC AFFAIRS

Regent Kiblinger presented the Board's Academic Affairs Standing Committee report. The Committee received an update from the General Education Workgroup, which is identifying the core knowledge and skills that will be emphasized in the statewide General Education package. It was reported that this group will expand its membership to include teaching faculty from the community college and university sectors. The Committee received an update on Wichita State University's efforts to create a career and technical education pathway for high school students who want to pursue a career as a Direct Support Professional. Regent Kiblinger also provided the Committee with an update on the Coordinating Council's activities and noted the Council finalized its recommendations to align the K-12 and higher education spring break schedule, which the Board will act on later in the agenda. Kansas State University then presented a request to change its spring 2021 academic calendar to make April 16, 2021 a wellness day for students.

Regent Kiblinger moved to add Kansas State University's request to change its spring 2021 academic calendar to the Board's consent agenda. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Regent Rolph requested that when the Academic Affairs Committee begins reviewing the minimum instructional standards, he would like to see metrics on faculty workload for each university and how the workloads compare to peer institutions. He also noted that there may be other metrics that the universities want to use.

REPORT FROM THE UNIVERSITY CEOS

President Garrett reported that Emporia State University held virtual commencement ceremonies for graduate and undergraduate students last weekend. She believes the students and their families appreciated having a ceremony even if it was not in person. President Garrett stated with the legislative session beginning soon, she is concerned about additional budget cuts. The system of higher education has already been cut \$24 million in the current fiscal year (FY 2021), and ESU's portion of that cut was a little over \$824,000, which was removed from its base funding. The full effect of the cut was not felt this year because the federal COVID relief funds filled the gap, but she is concerned about the lasting impact after the federal funds expire. President Garrett reported the state's Budget Office asked all the institutions to plan for an additional ten percent cut, which if that occurs, the University would sustain a 13 percent cut this year. To address the continued decline in state funding, ESU has cut nine programs over the last six years, and are reviewing additional programs for possible elimination. President Garrett noted she is communicating with legislators about the harmful impact of these cuts.

President Mason reported that Fort Hays State University held a virtual commencement ceremony on December 11, and she thanked Regent Rolph and Governor Kelly for their remarks shared during the ceremony. She also thanked Regent Schmidt for his comments during the University's Veterans Day celebration. President Mason noted she appreciated the Board's support during the pandemic, and allowing the universities to be flexible in their planning. She also stated that she appreciated all the collaboration between the university CEOs, and noted she is grateful for the continued support and guidance from her local community leaders. President Mason also thanked the students, faculty, and staff for their work this semester.

Chancellor Girod announced that Diane Goddard, KU's Chief Financial Officer, is retiring at the end of the year after 36 years of service and Jim Modig, KU's Architect, is retiring at the beginning of next year after 41 years of service. The Chancellor expressed his appreciation to both Diane and Jim for all their work over the years and congratulated them on their retirements. Chancellor Girod stated there are many individuals at KU who have been recognized for their work. Jack Cline, Associate Vice Chancellor for Federal Relations, has been named the

recipient of the Jennifer Poulakidas Outstanding Achievement Award by the APLU's Council on Government Affairs for outstanding contributions and achievements in university governmental relations. Three KU professors were named as fellows of the American Association for Advancement of Science: James Kindscher, professor of anesthesiology at KU Medical Center; Joan Sereno, professor of linguistics' and Joane Nagel, University Distinguished Professor of Sociology. The Chancellor also announced that Lilah Wilder, a 2019 KU graduate, earned a Charles B. Rangel Fellowship. Ms. Wilder is KU's third recipient of this Fellowship and she will receive up to \$100,000 in benefits to prepare herself for a career in the U.S. Foreign Service. Additionally, Chancellor Girod reported that the University of Kansas Medical Center has been chosen as a training center in Kansas for a nationwide interactive virtual initiative that will share best practices to improve COVID-19 infection control, safety and preparedness in skilled-nursing facilities.

President Myers thanked the faculty, staff, and students for all their hard work this semester, which allowed the University to continue operating as planned. He also noted that the success of the semester would not have been possible without the help of the Board, Governor Kelly, and the local community leaders. Kansas State University held a virtual commencement ceremony for its graduates because of the rise in COVID-19 infection rates but the hope for the spring is to hold commencement in person at an outdoor venue. President Myers reported that Kansas State University will resume classes in January and the teaching format will be the same as this semester: a mix of in person, hybrid, and online. President Myers stated that the University plans to use the Student Union as a COVID testing site next semester because it will be more convenient for students. He also noted that the University will be testing students who are in the Greek sorority and fraternity houses along with students who reside in the residence halls. This past semester, Greek houses had many COVID positive cases, and the University is hoping with additional testing, positive cases can be identified early to prevent spread. President Myers also announced that Peter Dorhout, KSU's Vice President for Research, will be leaving the University for a position at Iowa State and that Lori Goetsch, Dean of K-State Libraries, is retiring at the end of the spring semester.

President Scott thanked everyone at Pittsburg State University and in the local community for all their work this semester. Because of everyone's efforts, PSU students were able to attend classes in person, the PSU football team was able to compete in four games, and PSU graduates were able to attend their commencement ceremony. He noted the County Health Department reviewed all the procedures associated with the commencement ceremony, and he thanked them for their work. Pittsburg State University is scheduled to begin its spring semester on January 19 and the majority of classes will be in person. President Scott also reported that he held a Town Hall meeting to update the community on the upcoming legislative session. Additionally, President Scott highlighted that on today's consent agenda, the Board will consider PSU's request to expand the McPherson Hall projects. The scope of the expansion includes creating a simulation hospital that will enhance practical experiences and provide the opportunity for additional growth in the nursing program. This project will be funded with private gifts and will significantly improve the condition of the facility without using any of the university's EBF allocation.

Interim President Muma reported the WSU Foundation's Shock the World campaign raised over \$307 million, which surpasses its goal of \$250 million. Over 32,000 individuals donated to the campaign and the money is being used on student scholarships, faculty support, and capital improvements. Dr. Muma announced that WSU has created a scholarship to help individuals who live near the campus. The Shocker Neighborhood Commitment provides funding to make college more affordable for recent high school graduates living in the Shocker Neighborhood. Interim President Muma stated WSU's spring semester will start February 1, and he anticipates the same COVID procedures will remain in place.

STANDING COMMITTEE AND OTHER REPORTS**FISCAL AFFAIRS AND AUDIT**

Regent Rolph reported the Fiscal Affairs and Audit Standing Committee reviewed the fiscal items on the Board agenda. The Committee discussed how the universities are handling students with outstanding balances as it relates to the portion of the tuition policy that was suspended earlier this year. The Committee reviewed the universities' housing and food service rates for FY 2022. While the members were concerned about some occupancy rates and the general burn rate of auxiliary enterprise cash reserves, the Committee believes the proposals will serve to contain students' cost of attendance next year. Board staff then reviewed the FY 2020 EBF expenditures, the FY 2022 allocation for rehabilitation and repair, and the overall capital budgeting process. Regent Rolph noted that the Committee recommended approval on all the fiscal and facilities items that are on the Board's agenda. Regent Hutton then presented an update on the tuition work group, which held its first meeting and examined undergraduate tuition pricing structures. On Regent Hutton's motion, the Committee expanded the work group's charter to include a discussion of examining Board policy on how students are determined eligible for the resident tuition rate as opposed to non-resident tuition.

GOVERNANCE

Regent Feuerborn reported that the Governance Committee approved a research contract extension between the Board office and Dr. Donna Ginther of the University of Kansas and authorized President Flanders to execute the contract. The Committee reviewed a proposed policy on Athletic Conference Changes and discussed the Board's draft free speech statement. Both of these items will be discussed further at future Committee meetings.

APPROVAL OF CONSENT AGENDA

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

*Academic Affairs***BACHELOR OF ARTS IN APPLIED LINGUISTICS – WSU**

Wichita State University received approval to offer a Bachelor of Arts in Applied Linguistics. This program will total 120 semester credit hours. The estimated cost of the program for the first three years is as follows: year one - \$241,581, year two - \$245,190, and year three - \$323,843. Student tuition and fees will finance the program.

MASTER OF SCIENCE IN DATA SCIENCE IN ENGINEERING – WSU

Approval was given to Wichita State University to offer a Master of Science in Data Science in Engineering. This degree will total 30 semester credit hours. The estimated cost of the program for the first three years is as follows: year one - \$191,881, year two - \$417,331, and year three - \$611,072. Student tuition and fees will finance the program.

MASTER OF SCIENCE IN BUSINESS ANALYTICS – WSU

Wichita State University received authorization to offer a Master of Science in Business Analytics. This degree will total 30 semester credit hours. The estimated cost of the program for the first three years is as follows: year one - \$141,070, year two - \$330,750, and year three - \$330,750. Student tuition and fees will finance the program.

MASTER OF SCIENCE IN MATHEMATICAL FOUNDATIONS OF DATA ANALYSIS – WSU

Wichita State University received approval to offer a Master of Science in Mathematical Foundations of Data Analysis. This degree will total 30 semester credit hours. The estimated cost of the program for the first three years is as follows: year one - \$121,307, year two - \$257,100, and year three - \$283,049. Student tuition and fees will finance the program.

Fiscal Affairs and Audit

AMEND CAPITAL IMPROVEMENT PLAN AND APPROVE ARCHITECTURAL PROGRAM STATEMENT FOR MCPHERSON HALL EXPANSION AND TARGETED RENOVATIONS – PSU

Pittsburg State University received authorization to amend its Capital Improvement Plan to add the McPherson Hall Expansion and targeted renovations projects. The estimated cost of the project is \$6 million, which will be financed with private gifts and pledges. The facility will be operated and maintained by the University. The University's goal is to have the facility open for the fall semester of 2023.

EPSCOR PROPOSALS

The EPSCoR Program Review Committee's recommendations for the below Experimental Program to Stimulate Competitive Research (EPSCoR) proposals were approved:

- For Dr. Doug Wright at the Kansas IDeA Network of Biomedical Research Excellence (located at the University of Kansas Medical Center), the Committee recommended awarding \$125,000 to support four grant proposals to increase their competitiveness for National Institutes of Health funding. This award provides a 29.7:1 leverage for state funds (federal:state). This award is for FY 2021.
- For Dr. Kevin Leonard at the Center for Environmentally Beneficial Catalysis (located at the University of Kansas), the Committee recommended awarding \$115,286 to support a National Science Foundation funded project designed to apply data science and machine learning to the field of catalysis. This award provides a 5.4:1 leverage for state funds (federal:state). This award is for FY 2021.
- For Dr. P. Scott Hefty at the Chemical Biology of Infectious Disease Center at the University of Kansas, the Committee recommended awarding \$625,00 over five years to match the National Institutes of Health for a Center of Biomedical Research Excellence Phase II award. This award provides an 18.2:1 leverage for state funds (federal:state). This award is for FY 2022.
- For Dr. Belinda Sturm at the University of Kansas, the Committee recommended \$2,000,000 over five years to support a National Science Foundation Research Infrastructure Improvement Track-1 proposal. This award provides a 10:1 leverage for state funds (federal:state). This award is for FY 2023.

Technical Education Authority

DEGREE AND/OR CERTIFICATE PROGRAMS SUBMITTED BY GARDEN CITY COMMUNITY COLLEGE

Garden City Community College received approval to offer a Technical Certificate A (17 credit hours) in Early Childhood Education (19.0709). The estimated cost of the program is \$59,600, which will be financed by the College's funds.

EXCEL IN CAREER TECHNICAL EDUCATION (CTE) FEES FOR GARDEN CITY COMMUNITY COLLEGE’S PROGRAM

The below fees for Garden City Community College’s Early Childhood Education Certificate A were approved.

Institution Name:	Garden City Community College
Program Title:	Early Childhood Education
Program CIP Code:	19.0709

*Please list all fees associated with this **program**:
Only list costs the institution **is** charging students.*

<i>Fee</i>	<i>Short Description</i>	<i>Amount</i>
\$75	CDA Licensing Application	\$75
\$20	Foundations for Safe and Healthy Early Care Facilities Module	\$20

*Please list all courses within the program and any fees associated to those **courses** :
Only list costs the institution **is** charging students. Do not duplicate expenses.*

<i>Course ID</i>	<i>Short Description</i>	<i>Amount</i>
EDUC 1062	Observation I--Fingerprinting and background check	\$50
ECHD 109	Health and Safety--CPR and First Aid Certification	\$50

*Please list items the student will need to purchase on their own for this program:
Institution **is not** charging students these costs, rather students are expected to have these items for the program.*

<i>Item</i>	<i>Short Description</i>	<i>Estimated Amount</i>

Total Fees	\$195
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UPDATED A-OK APPROVED CREDENTIALS AND PATHWAYS LIST

The updated A-OK credentials and pathways list was approved. The new list contains two new pathways: Engineering Technology and Renewable Energy.

(Updated List filed with Official Minutes)

EXCEL IN CAREER TECHNICAL EDUCATION (CTE) FEES FOR THE COLLEGES

The 2022 Excel in Career Technical Education fees for the following colleges were approved: Allen County Community College, Barton Community College, Coffeyville Community College, Colby Community College, Cowley Community College, Dodge City Community College, Fort Scott Community College, Garden City Community College, Highland Community College, Johnson County Community College, Manhattan Area Technical College, Pratt Community College, Washburn Institute of Technology, and Wichita State University Campus of Applied Sciences and Technology. A complete list of fees for each career technical education course and program at each institution is maintained at the Board office and is available for public inspection.

Other Matters

APPOINTMENTS TO THE MIDWEST STEM CELL THERAPY CENTER ADVISORY BOARD

Dr. Frank Blecha representing Kansas State University and Dr. Weijing Sun representing the University of Kansas were appointed to the Midwest Stem Cell Therapy Center Advisory Board. Each will serve a three-year term, which will expire on June 30, 2023.

ACADEMIC CALENDAR CHANGE – KSU

Kansas State University received authorization to change it spring 2021 academic calendar schedule to add April 16, 2021 as a wellness day for students.

CONSIDERATION OF DISCUSSION AGENDA

Coordinating Council

SPRING BREAK ALIGNMENT

Daniel Archer, Vice President for Academic Affairs, stated one of the goals of the Coordinating Council was to align spring break schedules for the entire Kansas education system. The Council, which comprises Board of Regents, State Board of Education, and Kansas Chamber members, believes that aligning spring breaks will benefit students and their families. Dr. Archer noted the Council recommended the dates noted below be adopted and stated the rationale behind this scheduling is that many colleges and universities begin the Spring semester one day after Martin Luther King Day. These dates would allow colleges and universities that start on this day to complete eight weeks of classes before Spring Break. This would 1) establish a symmetrical sixteen-week semester and 2) create a schedule in which all first eight-week Spring courses are completed before Spring Break and all second eight-week Spring courses start after Spring Break. Dr. Archer noted at last week’s State Board of Education meeting, the Board members supported the proposed dates and highly encouraged each school district to adopt the schedule. He also stated because of the different governance structures in Kansas, the technical and community college boards of trustees will each need to adopt the dates. Regent Hutton wanted to know how likely it would be for the school districts to adopt these dates. Regent Kiblinger noted she has not heard any pushback on the idea of aligning spring breaks and stated with the State Board of Education support, she believes many districts will implement it. Following discussion, Regent Rolph moved to approve the spring break dates for the state universities. Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

- 2022 March 14-18;
- 2023 March 13-17;
- 2024 March 11-15; and
- 2025 March 17-21.

Fiscal Affairs and Audit

FY 2022 HOUSING AND FOOD SERVICE RATE ADJUSTMENT PROPOSALS SUBMITTED BY STATE UNIVERSITIES

Elaine Frisbie, Vice President for Finance and Administration, presented the FY 2022 housing and food service rate adjustment proposals for the state universities. It was noted the Board had a first read of these rates last month. Regent Rolph moved to approve the rates, and Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

(FY 2022 Housing and Food Rates filed with Official Minutes)

BREAK

At 3:30 p.m., Chair Feuerborn called for a ten-minute break and resumed the meeting at 3:40 p.m.

SUSPEND BOARD POLICY RELATED TO PAYMENT OF TUITION AND FEES

Vice President Frisbie stated at the April meeting, the Board approved suspending 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. The state universities would like the Board to extend the suspension for the Spring 2021 semester. Regent Rolph moved to temporarily suspend, for the Spring 2021 semester, 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 amend it. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

ALLOCATION OF FY 2021 CORONAVIRUS RELIEF FUND GRANTS TO PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Vice President Frisbie stated the Recovery Office has allocated an additional \$2.5 million from the state’s Coronavirus Relief Fund for the community colleges. The money for the institutions must be spent by December 30, 2020 and will be used to reimburse the institutions for eligible expenses already incurred. These costs will be necessary expenditures incurred due to the public health emergency and were not accounted for in the budget most recently approved as of March 27, 2020. Also, they are costs that will be incurred between March 1, 2020 and December 30, 2020. Vice President Frisbie noted that Johnson County Community College is not listed in the distribution because the College indicated it had no eligible COVID-19 related expenses left. She noted that three of the state universities and Washburn University are also seeking additional allocations from the Coronavirus Relief Fund, however, the Recovery Office has not finalized allocations in response to their requests. Regent Harrison-Lee moved to approve the allocation. Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried. The following distributions will be made:

College	Grant Award
Allen Community College	\$95,300
Barton Community College	\$50,000
Butler Community College	\$100,000
Cloud County Community College	\$50,000
Coffeyville Community College	\$50,000
Colby Community College	\$106,100
Cowley Community College	\$140,000
Dodge City Community College	\$50,000
Fort Scott Community College	\$50,000
Garden City Community College	\$100,000

Highland Community College	\$50,000
Hutchinson Community College	\$300,000
Independence Community College	\$50,000
Kansas City Kansas Community College	\$663,300
Labette Community College	\$120,000
Neosho County Community College	\$250,000
Pratt Community College	\$25,300
Seward County Community College	\$250,000
Total	\$2,500,000

REPORT OF FY 2020 EDUCATIONAL BUILDING FUND SPENDING – SYSTEM

Chad Bristow, Director of Facilities, stated a few years ago the Board implemented a new process that allows the universities to report annually to the Board on how Educational Building Funds (EBF) were used rather than the Board approving a specific project list in advance. In FY 2020, the Board allocated the amounts listed below to the universities and each university has submitted a report on how those funds were spent.

Allocation of Funds for Rehabilitation and Repair Projects FY 2020 - \$44,000,000 (EBF)

Adjusted gross square feet (EBF-Eligible Buildings Only):

	<u>Gross Sq. Feet</u>	<u>% of Total</u>	<u>Allocation</u>
The University of Kansas	5,488,301	26.87	\$11,822,800
The University of Kansas Medical Center	2,297,176	11.25	4,950,000
Kansas State University	6,105,374	29.90	13,156,000
Wichita State University	2,243,148	10.98	4,831,200
Emporia State University	1,232,601	6.04	2,657,600
Pittsburg State University	1,507,841	7.38	3,247,200
Fort Hays State University	<u>1,548,171</u>	<u>7.58</u>	<u>3,335,200</u>
Total	20,422,612	100.00	\$44,000,000

(FY 2020 University Project Reports filed with Official Minutes)

ALLOCATION OF FY 2022 EDUCATIONAL BUILDING FUND APPROPRIATION – SYSTEM

Director Bristow presented the proposed allocation of the FY 2022 Educational Building Fund appropriation. Regent Schmidt wanted to know if there is a possibility of the Legislature removing the EBF allocation. President Flanders stated some legislators are interested in eliminating the state’s property tax levy that goes to the EBF and forcing the System to rely on State General Fund appropriations, which is problematic. If this change occurs, the state funding would be subject to cuts and the allocations, most likely, would never increase to match the ongoing need for rehabilitation and repair projects. President Flanders noted Board and university staff are communicating with legislators on how this change will negatively impact the state universities. Regent Rolph moved to approve, and Regent Hutton seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangertter. The motion carried. The following allocations were approved:

**Allocation of Funds for Rehabilitation and Repair Projects for Institutions of Higher Education as Appropriated to the Kansas Board of Regents
FY 2022 - \$44,000,000 (EBF)**

Adjusted gross square feet (EBF-Eligible Buildings Only):

	<u>Gross Sq. Feet</u>	<u>% of Total</u>	<u>Allocation</u>
University of Kansas	5,488,301	26.87	\$11,822,800
University of Kansas Medical Center	2,297,176	11.25	4,950,000
Kansas State University	6,105,374	29.90	13,156,000
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Emporia State University	1,232,601	6.04	2,657,600
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Fort Hays State University	<u>1,548,171</u>	<u>7.58</u>	<u>3,335,200</u>
Total	20,422,612	100.00	\$44,000,000

ADDITIONAL INFORMATION ON DEFERRED MAINTENANCE INITIATIVE – SYSTEM

Director Bristow reported last month the Board received the findings of the 2020 Facility Condition Assessment Report and the Space Utilization Study. From that discussion, the Board wanted a better understanding of the restrictions placed on the Educational Building Fund (EBF) whether it is in statute, Board policy, or practice. Director Bristow indicated that the state universities own over 1,000 buildings on state property. Of those, 500 are considered mission critical and 330 are EBF-eligible. It was noted that mission critical is defined as facilities that support the academic missions of the universities.

In state statute, the EBF is the primary dedicated source of funding for capital projects and the law prohibits universities from requesting additional State General Fund (SGF) appropriations for operating expenses and maintenance on privately funded projects built after 2007. However, Director Bristow noted the law does not limit the EBF to specific buildings. It has been the practice of the Board to limit the use of EBF to mission critical facilities built before 2007. Board policy also requires the universities to have capital improvement plans for new spaces, and in those plans, the universities have to identify the funding sources for paying annual maintenance and operating costs. Additionally, Director Bristow stated there has been a proviso attached to the EBF appropriation that dictates how the EBF can be allocated using a square footage formula. Regent Van Etten wanted additional information on how many facilities were built with private funds after 2007. President Myers stated that Kansas State University has at least one building that was funded with both state and private funds and wanted to know if it would be eligible for state funding. Director Bristow stated that if a facility was built after 2007 and 51 percent of the cost was funded with private money, then the law would prohibit the university from requesting additional State General Fund (SGF) appropriations for maintenance. He also stated the Board would have required through its policy a maintenance and operational plan under this scenario. The Board discussed using the EBF for debt service on bonds. Vice President Frisbie reviewed the history of using EBF for bonding and stated one of the recommendations moving forward is to leverage a portion of the EBF with bond issuance and request new annual SGF appropriations in support of a bond issuance.

Director Bristow reviewed the proposed next steps for the Board’s deferred maintenance initiative. As noted last month, the Facility Condition Assessment Report included assessments on 500 mission critical buildings. An important next step for the system is to survey and log every university building on state property so there is a complete assessment on the deferred maintenance needs. To maintain and analyze the data that is being collected, it is recommended that a facilities condition committee and a space committee be established. The Board may also want to consider establishing parameters for using EBF that allow for new construction that offset deferred maintenance liability and setting targeted goals for facility condition index (FCI) and space utilization. Regarding funding and legislation, the Board could pursue leveraging a portion of the EBF for bonding, updating the statute on the State Educational Institution Long-Term Infrastructure Maintenance Program, and seeking a change to consolidate the two biennial legislative reports into a single report. It was noted this year the Board office requested that the proviso on the EBF regarding the square footage formula be removed, which would allow the

Board more flexibility. Regent Hutton stated part of the deferred maintenance process will require universities to consolidate spaces, which will also require funding, and there needs to be a plan to address these funding needs.

Governance

AMENDMENT TO POLICY ON BUILDING NAMING

General Counsel Julene Miller presented the proposed amendments to the Naming of Buildings policy. The amendments would prohibit a university from naming a building for any sitting federal, state or local elected official. General Counsel Miller noted the current policy already prohibits naming buildings for sitting university CEOs and sitting Board members. Regent Van Etten moved to approve, and Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried. The following amendments were adopted:

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

E FACILITIES

...

13. NAMING OF BUILDINGS

a. Authority for Naming

The naming of any state university building is the province of the Board of Regents. The authority to re-name or remove the name of any state university building also resides in the Board. Any documentation used by any state university or affiliate corporation of any state university for fund raising purposes shall clearly state that proposed names are subject to Board action, and shall reserve to the Board the right to remove any name bestowed upon a facility. Possible reasons for removal of a name include, but are not limited to, circumstances causing damage to the reputation of the university, change of law regarding naming authority, or if the building is razed or given over to a new use. For purposes of this policy, any time a proper noun name is to be displayed on the exterior of a building or facility, it will be treated as a building naming and shall be submitted to the Board for consideration in accordance with this policy.

b. Criteria

i. Generally, buildings are named for distinguished individuals who have made extraordinary contributions of a scholarly, professional, or public service nature related to the university’s mission, or for major donors to the construction of the building.

ii. Before forwarding a name to the Board for consideration, the state university shall undertake a thorough degree of due diligence to avoid commercial influence or conflict of interest.

iii. Buildings will not be newly named for sitting presidents, chancellors, ~~or~~ Board members or federal, state or local elected officials, however buildings named for ~~a president or chancellor~~ such individuals before appointment or election or between appointments or election to ~~the position~~ one or more of those positions ~~of president or chancellor~~ need not be re-named.

c. Process

The chief executive officer of the state university shall recommend an appropriate name to the Board for consideration. At the time the agenda item is submitted, the name shall not be included;

however, the state university shall send the proposed name and a brief narrative individually to Regents and the President and Chief Executive Officer of the Board at the same time the state university sends its agenda material requests to the Board office for the Board meeting at which the name is to be considered. No public communication of a proposed name shall be made until the name is presented for consideration at the open meeting of the Board.

Other Matters

NEXT STEPS ON THE FUTURE OF HIGHER EDUCATION COUNCIL RECOMMENDATIONS

President Flanders stated that last month the Board received the fourteen recommendations from the Future of Higher Education Council. He then reviewed the next steps for each of the recommendations.

Access and Success

- 1) Implement/incentivize systemwide corequisite remediation in math and English
 - Board staff will survey institutions in spring 2021 to obtain feedback about the timeline for implementation and plans to implement systemwide corequisite remediation by July 2022.
- 2) Develop a plan to address implementing math pathways
 - Board staff recommends beginning work on a plan next academic year.
- 3) Explore additional ways to connect Kansas businesses with colleges and universities to enhance the talent and innovation pipeline
 - Board staff recommends connecting with the Department of Commerce during the current academic year.
- 4) Explore an initiative that includes all public postsecondary institutions working in conjunction to promote the importance of higher education to students and families
 - Board staff recommends bringing the communication and marketing teams from all institutions in the system together in spring 2021.
- 5) Analyze mechanisms by which student debt relief can be used as an incentive to keep graduates of Kansas colleges and universities in the state after graduation
 - Board staff recommends gathering data on financing and developing a list of pilot careers.
- 6) Conduct a comprehensive review of teacher preparation programs to ensure that they are providing teachers with skills needed for success including math, computer science and literacy skills
 - Board staff recommends bringing this issue to the Coordinating Council at the next meeting to obtain the Kansas Department of Education's (KSDE) feedback and assistance with conducting such a review.

Equity and Social Mobility

- 7) Explore, develop and scale early college programs using a comprehensive, multifaceted approach to ensure equity and access
 - A foundational piece of this effort is already underway – the effort to pass legislation allowing school districts to fund concurrent and dual enrollment.
- 8) Advocate for universal completion of the Free Application for Federal Student Aid (FAFSA) at the high school level
 - Board staff recommends bringing this issue to the Coordinating Council at its next meeting. KSDE has offered to include FAFSA completion in its scorecard.
- 9) Advocate for enhanced need-based student financial aid to support equity and social mobility
 - While the Board did not request enhanced need-based student financial aid this year, there is a commitment to addressing equity gaps in its budget request. If the Governor or Legislature were

interested in need-based student financial aid, the Board has the Kansas Access Partnership grant framework identified.

Structure of the Higher Education System

- 10) Begin to implement administrative collaboration/efficiency in areas such as information technology, finance, and data
 - Board staff recommends connecting with states that have had success in this area to gather additional information during spring 2021.
- 11) Implement a plan to address deferred maintenance and align facilities with current and projected enrollments
 - The Board has already begun to develop a long-term facilities renewal plan.
- 12) Identify mechanisms (including tax credits) to support building needs at technical colleges and community colleges
 - Board staff recommends supporting legislation brought forward by two-year colleges.
- 13) Advocate for legislation allowing smoother pathways toward affiliations between universities and community colleges and technical colleges
 - This effort is part of the Board's current legislative agenda.
- 14) Work to improve program-to-program articulation to increase seamlessness across the public higher education system
 - The Board made this a goal this year, and the work to improve articulation is currently being undertaken by the Board Academic Affairs Standing Committee.

Regent Harrison-Lee thanked Board staff for all their work and requested that President Flanders keep the Board updated on the progress of each of these recommendations. Regent Hutton believes the system needs to analyze whether there are savings associated with administrative collaboration and efficiency items even if it means spending money upfront. Regent Schmidt stated the Kansas Rural Opportunity Zones program has a student loan repayment option and this program should be reviewed as one of the mechanisms to incentivize graduates to stay in Kansas. The Board also discussed the permissive legislation that would allow pathways for universities and community colleges and technical colleges to affiliate or merge. It was noted that community and technical colleges should be involved with drafting the legislative language.

NON-BUDGETARY LEGISLATIVE PROPOSALS

Matt Casey, Director of Government Relations, stated the 2021 Legislative Session will begin on January 11, 2021. He reviewed the members elected to leadership positions and noted guidance will be issued on how the Legislature will operate under COVID-19 restrictions. Director Casey then reviewed the proposed non-budgetary legislative items that the Board received last month. Regent Van Etten moved to approve the non-budgetary legislative items. Regent Rolph seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

ALLOCATION OF FY 2021 CORONAVIRUS RELIEF FUND GRANTS

President Flanders stated that four of the universities have requested additional Coronavirus Relief Fund Grants from the Recovery Office. He believes those additional funds will be approved by the Recovery Office within the next couple of days. Because these funds need to be spent by December 30, 2020, he requested authorization to allow the Board Chair and himself to approve the allocations to the universities. Regent Rolph moved to approve, and Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

APPOINTMENTS TO THE WICHITA STATE UNIVERSITY PRESIDENTIAL SEARCH COMMITTEE AND COMMITTEE CHARGE

President Flanders presented the proposed Wichita State University Presidential Search Committee charge and a list of committee members. Regent Harrison-Lee moved to approve the Committee charge and the Committee members. Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Regent Kiblinger requested that President Flanders work with the search consultant to determine when the Board will be interviewing candidates. She stated that she would like to add the dates to her calendar as soon as possible. The Board discussed the search process, and Regent Hutton requested that the Board be given additional time to review candidates.

(Committee Charge and Member Appointment list filed with Official Minutes)

ADJOURNMENT

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

Blake Flanders, President and CEO

Bill Feuerborn, Chair

PRESENTATION/REPORTS AND CONSENT AGENDA

IV. Presentation

- A. **Receive Presentation on Georgia State University’s Student Success Initiative that has Eliminated Achievement Gaps Based on Race, Ethnicity, and Income**

**Dr. Mark Becker, President
Georgia State University**

Summary

Georgia State University is nationally recognized for its student success initiative that has eliminated student achievement gaps. Dr. Mark Becker, President of Georgia State University, will discuss the University’s initiative.

Dr. Mark Beker’s Biography

Since beginning his tenure as Georgia State University’s seventh president in January 2009, President Mark P. Becker has pursued an ambitious vision for the future of the institution and has led it into an unparalleled period of growth and advancement.

Reflecting his vision of the modern public research university, Georgia State adopted a dynamic 10-year strategic plan that has fueled its emergence as one of the nation’s premier urban research universities. Dr. Becker was named one of America’s 10 most innovative university presidents by Washington Monthly in 2015, and the university was ranked the third most innovative university in the country by U.S. News & World Report magazine in 2020.

As a first-generation college student who began his educational career at a community college, Dr. Becker is personally and professionally committed to ensuring that students of all economic backgrounds succeed. In a 10-year period the university’s graduation rates have increased by 22 percentage points. The university has become a widely recognized national leader in the introduction of innovative programs and initiatives to foster student success. It leads the nation in eliminating disparities in graduation rates based on race, ethnicity or income, and as one of the most diverse universities in America, is first in the nation among nonprofit institutions in graduating African-American students.

The university has set records for enrollment, graduation rates and total graduates. Dr. Becker has placed a high priority on ensuring financial support for students, and need- and merit-based scholarship funds distributed by the university have tripled since his arrival.

Dr. Becker attended Harford (Md.) Community College, earned his bachelor’s degree in mathematics from Towson State University in 1980 and his doctor’s degree in statistics from the Pennsylvania State University in 1985. He grew up in Havre de Grace, Md., near Baltimore.

V. Introductions and Reports

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

VI. Standing Committee Reports

- A. *Academic Affairs* Regent Kiblinger
- B. *Fiscal Affairs & Audit* Regent Rolph
- C. *Governance* Regent Feuerborn

VII. Approval of Consent Agenda

- A. *Academic Affairs*
 - 1. **Act on Request to Seek Accreditation for Bachelor of Science in Interior Architecture – KU** **Daniel Archer,
VP, Academic Affairs**

Summary and Recommendation

The University of Kansas is seeking approval to pursue programmatic accreditation for its Bachelor of Science in Interior Architecture (IA) program from the Council for Interior Design Accreditation (CIDA). The total cost of initial accreditation ranges from \$4,400 to \$7,300, depending on the process. Board staff recommends approval.

Background

Board policy (II.7.1.i.) on accreditation requires state universities to seek approval prior to pursuing initial accreditation for an academic program.

Request: Bachelor of Science in Interior Architecture

The University of Kansas requests approval to seek accreditation for the Bachelor of Science in Interior Architecture program with the Council for Interior Design Accreditation (CIDA). CIDA is an accrediting agency recognized by the Council for Higher Education Accreditation that sets the standards for interior design education. CIDA accredits interior design and interior architecture programs that meet internationally-recognized standards through a peer-review process.

The following costs are associated with this accreditation:

Costs for Accreditation		
Fee	Amount	Explanation
Application Fee	\$400	One-time fee, due with the application for candidacy.
Site Visit Administrative Fee	\$3,300 - \$4,000	One-time fee for the site visit. \$3,300 is charged for an on-site visit; otherwise, \$4,000 is charged for a virtual visit. CIDA determines the format for the visit.
On-Site Visit Peer Reviewer Fee and Expenses	\$0 - \$3,600	No fee is charged if the site visit is virtual. Otherwise, a one-time fee for peer reviewers' stipend, lodging, and per diem is charged for an on-site visit.
Total for Initial Accreditation	\$4,400 - \$7,300	
Annual Accreditation Fee	\$2,200	Due January 1 each year.

Advantages of Accreditation Cited by the University of Kansas

- CIDA accreditation provides the most important professional and nationally recognized endorsement for the IA program.
- By following the comprehensive pedagogical approaches and professional standards for accreditation, reviewed periodically by CIDA, the IA program will elevate itself to a new level and provide a superior quality for the B.S. in Interior Architecture.
- IA becomes a competitive degree program in the states of Kansas and Missouri, in line with other CIDA accredited programs at Kansas State University, the University of Missouri, and the University of Central Missouri.

Recommendation

Total cost of initial accreditation is \$4,400 - \$7,300, with an annual renewal fee of \$2,200 thereafter. Board staff recommends approval of this request.

DISCUSSION AGENDA

VIII. Consideration of Discussion Agenda

A. Presentation

- 1. **Receive an Update from the Kansas Independent College Association** **Matt Lindsey, President**

Matt Lindsey is the President of the Kansas Independent College Association & Foundation, a role he has held since 2012. As president, Matt represents the interests of the twenty private, not-for-profit, accredited colleges and universities in the state of Kansas. The work includes coordinating state and federal government relations on behalf of the sector, directing consortia work around improving college affordability, access, and completion and enhancing the ability of the unique private colleges that dot the Kansas prairie to thrive in a challenging and ever-changing educational landscape. Before joining KICA, Matt was the Executive Director of Kansas Campus Compact, working to enhance civic and community engagement activities on college campuses throughout Kansas. He previously served as the senior associate for Freedman Consulting in Washington, DC, where he advised non-profit consortiums and large foundations on effective means to achieve policy change. Matt was selected as a 2001 Harry S. Truman Scholar while attending the University of Tulsa where he received degrees in economics and political science. He also received a Master of Public Policy from the Harvard Kennedy School.

Kansas Independent Colleges and Universities

- | | |
|----------------------------------|-------------------------------------|
| Baker University | Barclay College |
| Benedictine College | Bethany College |
| Bethel College | Central Christian College of Kansas |
| Cleveland University-Kansas City | Donnelly College |
| Friends University | Hesston College |
| Kansas Wesleyan University | Manhattan Christian College |
| McPherson College | MidAmerica Nazarene University |
| Newman University | Ottawa University |
| Southwestern College | Sterling College |
| Tabor College | University of Saint Mary |

B. Academic Affairs

Regent Kiblinger

1. Review Low Enrollment Programs Under Strategic Program Alignment

**Daniel Archer,
VP, Academic Affairs**

- **Kansas State University – Provost Tabor**
- **Wichita State University – Interim Provost Lefever**

Summary

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

Background

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

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

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

Board Goal

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

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

Scope of the Review

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

1. Faculty profile, which includes:
 - number of faculty dedicated solely to the program; and
 - number of department faculty teaching:
 - core courses in the program;
 - elective courses in the program; and

- general education courses.
2. A written narrative with supporting data to address:
 - the date in which the program was founded;
 - the degree to which the program supports the university’s mission, strategic plan, or goals;
 - program productivity beyond number of majors;
 - cost effectiveness;
 - employment demand (current and future); and
 - program strengths and weaknesses.
 3. A recommendation to:
 - continue the program;
 - discontinue the program;
 - additionally review the program; or
 - merge the program.
 4. A written narrative to justify the recommendation.

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

Direct Instructional Expenditures

Source	FY 2020
Salaries ¹	
Benefits ²	
Other Personnel Expenditures ³	
Total	

Sources that Support the Program

Source	FY 2020
Tuition ⁴	
Fees ⁵	
State Funds	
Other Sources	

¹ Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department’s/program’s instructional budget.

² Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

³ This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program’s cost of doing business.

⁴ Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

⁵ Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

If this applies, please specify each source and its amount. For example: \$50,000 from Private Gifts \$50,000 from a Federal Grant \$100,000 Total	
Total	

Review Process and Final Outcome

While the university will issue a recommendation, the Board will have the final decision on determining the outcome of each respective program reviewed. The findings and recommendations from K-State and WSU are detailed in the attachments.

KANSAS STATE UNIVERSITY

**Report on Strategic Program Alignment Review
Of Low Enrolled Programs AY 2020**

Charles S. Taber
Provost and Executive Vice President

&

Brian P. Nichoff
Associate Provost for Institutional Effectiveness

This report is in response to the Kansas Board of Regents' request for an assessment of Kansas State University's low enrolled programs from AY 2020 within the Strategic Program Alignment initiative. The format for our review follows the guidelines provided by the Board. In this review, we assess three core areas for each program: essentiality, productivity, and cost effectiveness.

For each program reviewed, we provide the following information:

1. Low enrollment data (5-year average number of majors and 5-year average number of graduates)
2. Faculty profile, which includes:
 - a. number of faculty dedicated solely to the program; and
 - b. number of department faculty teaching:
 - core courses in the program;
 - elective courses in the program; and
 - general education courses.
3. Written narrative with supporting data to address:
 - the date in which the program was founded;
 - the degree to which the program supports the university's mission, strategic plan, or goals;
 - program productivity beyond number of majors;
 - cost effectiveness (with financial data) if applicable;
 - employment demand (current and future); and
 - program strengths and weaknesses.
4. Recommendation to:
 - continue the program;
 - discontinue the program;
 - additional review of the program; or
 - merge the program.
5. Written narrative to justify the recommendation.

We have provided reviews for the following programs:

1. BA in Humanities
2. BS in Physical Sciences
3. BA/BS in Medical Laboratory Sciences
4. AS in Applied Business
5. BS in Statistics
6. BS in American Ethnic Studies
7. BS in Gender, Women, and Sexuality Studies

We believe that we have addressed all of the issues requested. We also included references in the review of each program for any support information on careers and employment opportunities for each discipline.

Program 1: BA in Humanities

Low Enrollment Data

1. Five-year average number of majors: 8
2. Five-year average number of graduates: 7

Faculty profile

3. Number of Faculty dedicated solely to the program
 - a. There are no faculty solely dedicated to this program. The program is a mix of courses across multiple departments in the College of Arts and Sciences.

- b. The humanities disciplines include American ethnic studies, anthropology, art, art history, communication studies, creative writing, dance, gender, women, and sexuality studies, history, literature, mass communications, modern languages, music, philosophy, and theater.
 - c. All courses that may be used for this degree are already taught for the majors in those departments.
4. Number of department faculty teaching:
- a. Core Classes: There are no specific core classes for this degree. Students work with the humanities advisor to develop a plan of study with a thematic emphasis.
 - b. Electives: All classes are electives and are taught by faculty in the respective humanities disciplines.
 - c. General Education: Nearly all classes offered for this major would qualify as a credit for one of the K-State 8 areas.

Narrative

The Humanities degree program was started in 1980. It is an interdisciplinary program involving 10+ departments in the College of Arts and Sciences. While each of the departments has its own major, there was a need to create a broader degree in humanities that would be attractive to students who were not interested in any single discipline. It offers the opportunity for students to expand their knowledge across disciplines. It also serves as a gateway for student success for those students who have tried a number of majors but are not satisfied with any specific one. The humanities degree program is a pathway to a degree for those students

Although the number of graduates and majors is generally low, the degree program costs literally nothing to administer. There are no faculty dedicated to the program, nor a department with overhead costs.

Humanities majors are qualified for many types of jobs in business, education, nonprofit, and other fields (Study.com, 2020). Their preparation includes communication classes, writing classes, public speaking and cultural competence. Humanities graduates enter the job market or are accepted into graduate studies or law school. The Kansas Board of Regents’ DegreeStats website shows annual salaries average \$28,200. Payscale.com (2020) lists the average salary for a BA in Humanities to be over \$64,000. Pay will depend on whether the graduate goes into nonprofit or for-profit fields, or graduate school.

The primary strength of the program is that it offers a pathway to graduation for students who are undecided on a major or not interested in specializing in one discipline. Also, the program is offered at basically no cost to the university since all courses in the program are offered by the multiple departments for their own degrees.

The only real weakness may be that a general humanities degree is not linked to any specific job or career, and thus has trouble drawing students. Better marketing of the opportunities of a humanities degree would help with that.

Recommendation and Justification

We recommend continuing the BA in Humanities. There is no real cost for offering this degree program, and even though it has very few majors, it offers those students a pathway to graduation that might not be there for them otherwise.

References

Payscale.com (2020), [https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_\(BA\)%2C_Humanities/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Humanities/Salary)
 Study.com (2020), https://study.com/articles/25_Great_Jobs_for_Humanities_Majors.html

Program 2: BS/BA in Physical Sciences**Low Enrollment Data**

1. Five-year average number of majors: 12
2. Five-year average number of graduates: 3

Faculty profile

3. Number of Faculty dedicated solely to the program
 - a. There are no faculty solely dedicated to this program. The program is a mix of courses across multiple departments in the College of Arts and Sciences and the College of Engineering.
 - b. The physical science disciplines include biology, biochemistry, chemistry, geography, geology, mathematics, physics, statistics, and computer science.
 - c. All courses that may be used for this degree are already taught for the majors in those departments.
4. Number of department faculty teaching:
 - a. Core Classes: There are no specific core classes for this degree, although there are limited options for courses that can be taken for the major which cut across all areas within the science disciplines. Students work with the physical sciences advisor to develop a plan of study that best fits their needs.
 - b. Electives: There a limited set of elective courses from across science disciplines. These courses are taught by faculty in the respective science disciplines.
 - c. General Education: Nearly all classes offered for this major would qualify as a credit for one of the K-State 8 areas.

Narrative

The Physical Sciences degree program was started in 1980. It is an interdisciplinary program involving eight departments in the College of Arts and Sciences and computer science in the College of Engineering. While each of the departments has its own major, there was a need to create a broader degree in physical sciences that would be attractive to students who were not interested in any single science discipline. It offers the opportunity for students to expand their knowledge across disciplines. It also serves as a gateway for student success for those students who may have tried a number of majors but are not satisfied with any specific one. The general sciences degree program is a pathway to a degree for those students

Although the number of graduates and majors is generally low, the degree program costs literally nothing to administer. There are no faculty dedicated to the program, nor a department with overhead costs.

Graduates with a physical sciences major are qualified for many types of technical and engineering positions across many industries. Recent graduates have taken positions as project managers, associate engineers and other related jobs. Their plan of study prepares them for a broad array of industry positions, as well as graduate studies in the sciences. Kansas Board of Regents' DegreeStats lists average pay under \$20,000. Payscale.com (2020) lists the average salary for a general science degree to be \$73,000. The low pay for DegreeStats is explainable, as our own data show a few recent graduates employed in internship positions upon graduation.

The primary strength of the program is that it offers a pathway to graduation for students who are undecided on a major or not interested in specializing in one discipline. Also, the program is offered at basically no cost to the university since all courses in the program are offered by the multiple departments for their own degrees.

The only real weakness may be that a general science degree is not linked to any specific discipline, thus it may not be as attractive to many students.

Recommendation and Justification

We recommend continuing the BS/BA in Physical Sciences. There is no real cost for offering this degree program, and even though it has very few majors, it offers those students a pathway to graduation that might not be there for them otherwise.

References

Payscale.com (2020), [https://www.payscale.com/research/US/Degree=Bachelor_of_Science_\(BS_%2F_BSc\)%2C_General_Science/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Science_(BS_%2F_BSc)%2C_General_Science/Salary)

Program 3: BS/BA in Medical Laboratory Sciences (Clinical Lab Science/Med Technology)

Low Enrollment Data

- 1. Five-year average number of majors: 12
- 2. Five-year average number of graduates: 1

Faculty profile

- 3. Number of Faculty dedicated solely to the program
 - a. There are no faculty solely dedicated to this program. The program is a mix of courses across multiple departments in the College of Arts and Sciences.
 - b. There are two clinical directors of the MLS program listed as adjunct faculty (unpaid) who work at the two hospitals with whom we have agreements.
 - c. The science and health disciplines include biology, biochemistry, chemistry, mathematics, physics, and statistics.
 - d. All courses that may be used for this degree are already taught for the majors in those departments.
- 4. Number of department faculty teaching:
 - a. Core Classes: The required classes for this major are specific, given its purpose. The required courses are from six departments and would be taught whether the major would be offered or not.
 - b. Electives: There are a few limited electives taught from three different disciplines.
 - c. General Education: Nearly all classes offered for this major would qualify as a credit for one of the K-State 8 areas.
 - d. Clinical experience: The program requires 30 hours of clinical training. Clinical directors at the hospitals are listed as adjunct faculty but not paid by K-State.

Narrative

The Medical Laboratory Science degree program dates back to 1980. It was originally called Medical Technology, then changed to Clinical Laboratory Sciences in 2004. The name was changed to Medical Laboratory Science in 2017. It is an interdisciplinary program involving six departments in the College of Arts and Sciences. Completion of the program, including the clinical hours, prepares students to sit for the American Society for Clinical Pathology Board of Certification exam.

Although the number of graduates and majors has been low, the numbers have increased in the past few years. One limiting factor is that there are only a limited number of spaces available for students at the clinical sites. Since it is taught across multiple departments using courses that are already offered, the degree program costs very little to teach. There are no faculty dedicated to the program, nor a department with overhead costs. There is an advisor in the Dean’s office who assists students with their plan of study and the clinical placement. K-State has affiliation agreements with two Kansas City hospitals for the clinical sites, but students are encouraged to seek other placement sites as well. We are working on more affiliation agreements with additional hospitals in the KC area.

Graduates with the Medical Laboratory Science (MLS) degree are qualified to sit for the ASCP Board of Certification exam. We have a 100% pass rate for those students who complete the program. Graduates are hired upon graduation into the medical lab field. There is growing demand for graduates who pass the exam which opens up opportunities in the health care field in high paying positions (\$60,000). The Board of Regents' DegreeStats website shows pay levels across three institutions (KU Med, Washburn, and K-State), with K-State showing a salary of \$18,800 and KU Med showing \$67,000. It is not clear why the salary for K-State is low. Payscale.com (2020) quotes an average salary of \$26 - \$27/hour (~\$52,000) for the BS degree in MLS.

The primary strength of the program is that it offers a strong program that prepares students for an in-demand career in the health care industry. Jobs are plentiful. The university has affiliation agreements with hospitals for clinical placements in place and will soon be adding more sites. Also, the program is offered at little additional cost to the university since all courses in the program are offered by the multiple departments for their own degrees.

The only weakness may be that the program is very specialized, and marketing needs to be improved. The recent enrollments show an increase in interest in the field of medical lab science.

Recommendation and Justification

We recommend continuing the BS/BA in Medical Laboratory Science. It is a good quality program that has had success in preparing students for solid careers in the health care industry. It is a low-cost program for the university.

References

Payscale.com (2020), [https://www.payscale.com/research/US/Degree=Bachelor_of_Science_\(BS_%2F_BSc\)%2C_Medical_Laboratory_Science/Hourly_Rate](https://www.payscale.com/research/US/Degree=Bachelor_of_Science_(BS_%2F_BSc)%2C_Medical_Laboratory_Science/Hourly_Rate)

Program 4: AS in Applied Business

Low Enrollment Data

1. Five-year average number of majors: 16
2. Five-year average number of graduates: 6

Faculty profile

3. Number of Faculty dedicated solely to the program
 - a. The associate degree in applied business consists of 18 credits of business courses and 43 general education courses. There are five faculty who teach the business courses for the program. They also teach courses for the BS in Applied Business and Technology program.
 - b. The AS degree is offered on the Polytechnic campus. They also offer a BS in Applied Business and Technology degree. This degree was a BS in Technology Management, and the name change was approved in 2019.
 - c. The same courses offered for the AS degree are also taught for the BS degree.
4. Number of department faculty teaching:
 - a. Core Classes: There are four required classes in Business for the AS degree, and two economics courses. The five faculty in the Applied Business area teach all six classes. The BS in Applied Business and Technology contains these four, plus six others among their required courses, and the faculty in Applied Business teach all of these courses.
 - b. Electives: There are two elective courses in the program, both taught by the faculty in Applied Business. Both of these electives are required in the BS in ABT degree. There are five elective

- courses in the BS degree program, which are also the responsibility of the five Applied Business faculty.
- c. General Education: The business courses in the degree program all count for credit in various areas of the K-State 8 program. In addition, there are 43 credits of general education in the AS program.

Narrative

The AS degree program in Applied Business has been taught on the Polytechnic campus since 2001. In 2012, the university put less emphasis on associate degree programs to focus more on bachelor programs. The AS program was re-emphasized in the past two years, then in 2019, the BS program in Technology Management was renamed Applied Business and Technology. The AS program now offers a pathway to a credential, in addition to the BS in ABT. The programs are more complementary than they are competitive. Students may begin taking courses in the AS program. Once they meet the 61 credit hours, they may opt for the AS credential, or continue to take courses for the BS in ABT. Since these programs have only had one year together, it is difficult to predict how many students will remain in or complete the AS degree.

With the renaming of the BS degree, the courses in the AS degree program will be taught whether the program exists or not. Thus, the program bears little to no cost for the Polytechnic campus.

Nearly all graduates with the AS degree in applied business are employed upon completion of the degree program. Many students who earn this degree are already employed and are using the credential to obtain a promotion. Our own data show graduates in positions in business and the aerospace industry. Some students who complete the AS degree also obtain a degree in another field, such as engineering technology or aviation. The DegreeStats webpage shows no salary data for graduates from this program. Payscale.com (2020) lists the average salary for an associate degree in General Business to be \$16 - 17/hour (~\$32,000 - \$34,000 per year at 2000 hours).

The primary strength of the program is that it offers a pathway to a credential for students who complete the coursework for the AS degree. While some students may opt to remain in the program to obtain the BS in ABT, the AS degree offers a shorter pathway for students who seek basic knowledge in business. The course work for the program will remain whether the program is offered or not, considering that the same course work applies to the BS in ABT degree.

There are really no weaknesses for the program. The low enrollments may be due to a lack of marketing of the program, which the Polytechnic campus is seeking to enhance in the years to come.

Recommendation and Justification

We recommend continuing the AS in Applied Business. There is no real cost for offering this degree program, and it offers a credential to students who are seeking basic business knowledge. The Polytechnic campus will be enhancing the marketing of the program.

References

Payscale.com (2020),
[https://www.payscale.com/research/US/Degree=Associate_of_Applied_Science_\(AAS\)%2C_Business_Administration/Hourly_Rate](https://www.payscale.com/research/US/Degree=Associate_of_Applied_Science_(AAS)%2C_Business_Administration/Hourly_Rate)

Program 5: BS/BA in Statistics

Low Enrollment Data

1. Five-year average number of majors: 21
2. Five-year average number of graduates: 6

Faculty profile

3. Number of Faculty dedicated solely to the program
 - a. There are 15 core faculty members in the department: the department head, three professors, three associate professors, six assistant professors, and two nontenure track faculty.
 - b. Statistics faculty also support master and doctoral degrees in statistics, and a graduate certificate in applied statistics. The undergraduate degree also added a data science track, which has increased enrollments.
4. Number of department faculty teaching:
 - a. Core Classes: All faculty contribute to the teaching of courses in the major at some time, with the two nontenure track and graduate teaching assistants in the larger courses that attract majors from across campus. Masters-level and doctoral classes must be staffed by the tenured and tenure-track faculty. There are eight statistics courses in the core, six of which are at the 600-level and above, and thus must be taught by doctoral-qualified faculty.
 - b. Electives: There are six statistics courses listed as electives in the degree program. Of these, three are entry level, which are staffed by a mix of nontenure track faculty, tenure-track faculty, and GTAs.
 - c. General Education: Statistics classes are required by many programs around the university. In fact, the statistics classes produced a five-year average of nearly 12,000 student credit hours per year. This is one of the highest producing departments in the university. These classes all count for the Empirical and Quantitative Reasoning area in the K-State 8 program.

Cost Effectiveness of Program

- The financial contribution of the program, relative to its costs are displayed in the following table:

Program	Student Credit Hours Generated (undergrad only)	Revenues from Tuition and Fees (undergrad only)	Costs (salaries, benefits, and operating expenses)	Gross Margin (revenues less costs)
Statistics	11,112	\$5,144,675	\$1,422,436	\$3,722,239

(All figures from KSU budget and actual FY2020)

- The program makes a significant contribution to the financial status of the university.

Narrative

The Statistics undergraduate degree program was started in 1980. The department also supports an MS degree, as well as a doctoral degree. The bachelor degree was changed in 2017 to add data science, which has had a positive impact on enrollments, as the field of data science and data analytics has expanded rapidly in the past decade.

Although the number of graduates and majors have been low, both are on an upward trend. The department makes good use of graduate teaching assistants to staff the courses that require numerous sections. The department, as noted above, is highly productive in terms of student credit hours.

Our data show that over 90% of the students who complete the undergraduate degree are employed or admitted to graduate school upon graduation. Graduates have earned mean salaries of \$65,000 in recent years. The

DegreeStats website shows the average salary for K-State graduates in Statistics and Data Science to be \$29,000. Payscale.com (2020) listed average salaries for statistics degrees to be in around \$70,000. The DegreeStats average is for Kansas and Missouri residents. Our data show that seven of 11 graduates who reported salaries were employed in states outside of KS and MO. Also, two of the four recent graduates employed in KS and MO took positions in higher education as an instructor and lab assistant, respectively. We believe that there is high demand for statistics majors, and the addition of the data science option is very attractive to employers.

The primary strength of the program is that it offers a strong program that prepares students for placement into excellent high-paying jobs and career paths. In addition, the statistics program offers classes that are required by nearly all programs around the university. The department produces nearly 12,000 credit hours per year. There will always be a need for statistics majors.

The only weakness is that the average number of majors is currently under the KBOR minima. Expanding the program to include data science has clearly created a positive trend in recent enrollments:

- Fall 2019: 29 majors, 9 degrees completed
- Fall 2020: 29 majors, 9 degrees completed
- Fall 2021: 48 majors, degrees TBD

Recommendation and Justification

We recommend continuing the BS/BA in Statistics. It is a high-quality degree program that has had success in preparing students for excellent jobs. The addition of the data science option is already increasing its attractiveness to students. Through its credit hour production, the program supports itself and other programs in the college.

References

Payscale.com (2020), [https://www.payscale.com/research/US/Degree=Bachelor_of_Science_\(BS_%2F_BSc\)%2C_Statistics/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Science_(BS_%2F_BSc)%2C_Statistics/Salary)

Program 6: BS in American Ethnic Studies

Low Enrollment Data

1. Five-year average number of majors: 10
2. Five-year average number of graduates: 4

Faculty profile

3. Number of Faculty dedicated solely to the program
 - a. There are six core faculty members in the department: One professor, two associate professors, one assistant professor, and two instructors.
 - b. The Department of American Ethnic Studies (AES) partners with 26 “affiliated” faculty from 14 other departments at K-State. These 26 affiliated faculty members teach courses in their own disciplines that count as elective courses in the AES major.
4. Number of department faculty teaching:
 - a. Core Classes: There are eight core courses in the program. The six core faculty members teach all of these courses, with an occasional adjunct assisting.
 - i. The Introduction to American Ethnic Studies usually offers 10 sections each semester and has average enrollments of 750 per year over the past 5 years. The class is listed as one of the top 10 foundational classes in the College of Arts and Sciences. This course is also a required class in other programs.
 - b. Electives: There are four elective courses in the BS degree program taught by the AMETH department, all of which are generally taught by core faculty members. One of the electives is a

Topics in American Ethnic Studies class, which has drawn average enrollments of over 120 students per year over the past 5 years.

- i. As noted above, there are 20+ courses in other departments across K-State that are considered electives for the American Ethnic Studies major. These courses are taught by affiliated faculty in those departments. Courses from these departments all cover topics related to ethnic cultures, including ethnic literature (English), global human rights (Political Science), indigenous people of North America (Anthropology), and the history of jazz (Music, Theater, and Dance).
- c. General Education: All classes offered in the American Ethnic Studies department satisfy the Human Diversity in the US area of the K-State 8 (K-State’s general education program). All students at K-State must take one course in each of the K-State 8 areas. In addition, the College of Arts & Sciences requires a US multicultural overlay for all programs in the College, and the AES courses are a primary source by which students satisfy this requirement.

Cost Effectiveness of Program

- The financial contribution of the program, relative to its costs are displayed in the following table:

Program	Student Credit Hours Generated (undergrad only)	Revenues from Tuition and Fees (undergrad only)	Costs (salaries, benefits, and operating expenses)	Gross Margin (revenues less costs)
AES	3,612	\$1,591,094	\$468,593	\$1,122,501

(All figures from KSU budget and actual FY2020)

- The program makes a significant contribution to the financial status of the university.

Narrative

The American Ethnic Studies degree program was started in 1996, and for years was offered as a degree program within the Dean’s Office of Arts and Sciences. American Ethnic Studies became a department in 2013. All current faculty were hired in the past seven years. Since that time, AES serves as the most prominent source of undergraduate education pertaining to ethnic cultures, diversity and inclusion at K-State. We consider the AES program and its courses to be an important part of our educational mission as a university. Our general education program – the K-State 8 – requires that all undergraduates take courses in eight key areas. Human Diversity in the US is one of these key areas. All courses offered in the AES program are tagged as K-State 8 courses for Human Diversity in the US. In addition, the AES courses serve to satisfy the multicultural overlay requirement in the College of Arts and Sciences. K-State is currently planning to expand that multicultural overlay to all majors, which would increase the importance of AES courses. The program also supports a minor and certificate in American Ethnic Studies. An average of 14 students per year have completed the AES minor over the past 5 years.

The program is very productive beyond its number of majors or graduates. AES classes accounted for an average of 3,131 student credit hours per year from AY 2016-2020, and the trend shows an increase from 2,511 SCH in AY 2016 to 3,612 in AY 2020. It should be noted that this average only includes courses labeled as AES classes, thus does not include the many elective courses taught by affiliated faculty from other departments.

The department delivers the major and all of its courses despite being one of the smallest departments in the university. Its interdisciplinary partnerships with other departments are an advantage that allows for much flexibility for students in the major. All faculty in the department teach in the major, and the tenure track and tenured faculty carry additional research expectations in their appointments. They are productive, publishing books in national presses and journal articles in top journals. The core faculty also perform an enormous amount

of service at the university and in the community. The AES program serves to attract students of color to the university and assists in the retention of those students. Faculty serve as academic and personal advisors to many students of color. For some, the department is considered a home away from home.

The strengths of the department are its ability to support the K-State 8 area of Human Diversity in the US, producing over 3,100 credit hours per year, which is growing each year (3,600 in the most recent year). The focus on American ethnic cultures is central to the diversity and inclusion educational mission at K-State. It is interdisciplinary, which increases its efficiency and creates flexibility to deliver a broader set of courses for students in the major.

Its strengths can also be weaknesses. Interdisciplinary programs are often more difficult to market, as high school students lack familiarity with AES programs. The ability to recruit new students is limited by the few faculty members in the department.

Regarding employment demand, AES majors are uniquely prepared for the real-world opportunities emerging within the rapidly changing demographics in the US. The knowledge, skills and abilities gained in an AES major prepares students to understand the context of America’s multiple cultures, as well as communicate with and about such cultures. These skills apply to all contexts – business management and marketing, education, nonprofit, and health care, to name a few. As the U.S. has become more diverse, AES topics have grown in importance. Business publications have noted the importance of multicultural competence and diversity training (Business.com, 2018; Harvard Business Review, 2019; Inc.com, 2018).

Earning for graduates will depend on their chosen field. Recent K-State graduates in AES have taken jobs in for profit and nonprofit opportunities, including urban planning, advertising, banking, human services, and community work. The major is an excellent preparation for law school, graduate study, social work, and many other fields. About 30% of recent graduates of the program have been accepted into law school. KBOR DegreeStats shows an average salary for our graduates of around \$28,000. Payscale.com (2020) lists the average salary for a BA in Ethnic Studies to be nearly \$61,000. Salary levels will be lower if the graduate opts into nonprofit opportunities.

Recommendation and Justification

We are currently considering a proposal that would combine American Ethnic Studies with Gender, Women, and Sexuality Studies. There is more on this proposal at the end of this report. We believe that both areas are critical areas of study for students. Both are central to our university mission for diversity and inclusion. The AES program is run as efficiently as possible and their cost effectiveness is evident from the financial figures above. The low number of majors and graduates are a factor in our consideration of the proposal to combine the two programs.

References:

Business.com (2018), <https://www.business.com/articles/business-cultural-competence/>
Harvard Business Review (2019), <https://hbr.org/2019/04/3-ways-to-improve-your-cultural-fluency>
Inc.com (2018), <https://www.inc.com/melissa-lamson/cultural-competence-your-most-valuable-business-asset.html>
Payscale.com (2020), [https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_\(BA\)%2C_Ethnic_Studies/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Ethnic_Studies/Salary)

Program 7: BS in Gender, Women, and Sexuality Studies

Low Enrollment Data

1. Five-year average number of majors: 15
2. Five-year average number of graduates: 7

Faculty profile

3. Number of Faculty dedicated solely to the program
 - a. There are five core faculty members in the department: One full professor, three associate professors and one assistant professors
 - b. Gender, Women, and Sexuality Studies (GWSS) also lists nearly 50 faculty as affiliated faculty who are in departments outside of GWSS. These faculty offer classes in their own disciplines which count as electives in the GWSS program. Departments represented among the affiliated faculty include American ethnic studies, English, anthropology, history, philosophy, sociology, social work, modern languages, political science, communication studies, and psychology.

4. Number of department faculty teaching:
 - a. Core Classes: There are four core courses in the program, all of which are taught by the five full-time faculty in the department.
 - b. Electives: There are five clusters of classes that students can take for their elective courses in the BS GWSS degree program. The GWSS department offers 20+ electives, and the 50 affiliated faculty from other disciplines offer over 80 courses that may also count as electives for the GWSS degree.
 - c. General Education: Core and elective courses in the GWSS major satisfy six of the eight areas in the K-State 8 general education program:
 - i. Human Diversity in the US area (15 courses)
 - ii. Social Sciences (8)
 - iii. Ethical Reasoning and Responsibility (7)
 - iv. Aesthetic Interpretation (3)
 - v. Historical Perspectives (3)
 - vi. Global Issues and Responsibilities (2)
 - d. In addition, six courses fulfill the U.S. Multicultural Overlay requirement of the College of Arts and Sciences.

Cost Effectiveness of Program

- The financial contribution of the program, relative to its costs are displayed in the following table:

Program	Student Credit Hours Generated (undergrad only)	Revenues from Tuition and Fees (undergrad only)	Costs (salaries, benefits, and operating expenses)	Gross Margin (revenues less costs)
GWSS	1,848	\$834,214	\$421,556	\$412,658

(All figures from KSU budget and actual FY2020)

- The program contributes positively to the financial status of the university.

Narrative

The GWSS degree program was started in 1996 as Women’s Studies. Its name was changed in 2016 to GWSS to account for the broadening of its focus to include all aspects of gender, gender identity and sexual orientation. The Women’s Studies program only became a separate department in 2013. Prior to that, the degree was

administered through the Dean's Office in the College of Arts and Sciences. With its focus on diversity and inclusion, the GWSS program and its courses play a prominent role in our undergraduate educational mission.

Our general education program – the K-State 8 – requires that all undergraduates take courses in eight key areas. All courses offered in the GWSS program are tagged as K-State 8 courses for six of the eight areas, with most (15) satisfying the requirement for Human Diversity in the US. Through this role in general education, the GWSS program is quite productive. GWSS classes accounted for an average of nearly 2,200 student credit hours per year from AY 2016-2020. It should be noted that this average of student credit hours only counts the courses specifically labeled for the GWSS courses. The interdisciplinary nature of the major includes a wide selection of courses from other departments, and those are not counted in the total student credit hours for GWSS.

In addition to the K-State 8, all majors within the College of Arts and Sciences require three hours of courses focused on multicultural topics. Six courses in the GWSS major are included as courses satisfying this multicultural overlay.

The department delivers the major and all of its courses despite being one of the smallest departments at the university. It does this through the efficient use of its affiliate faculty, and its interdisciplinary partnerships with other departments in the university. The department core faculty deliver all of the GWSS courses, and affiliated faculty in other departments provide important course work that explores different contexts and applications. The tenure track and tenured faculty not only support the teaching mission of the department, but also carry research expectations in their appointments. Three of the five faculty in the department have new books being published in 2020 or 2021. One faculty member has another book under contract and is also preparing a new edition of an introductory-level GWSS textbook that is widely used across the country.

The strengths of the department are its ability to support the K-State 8, especially the area of Human Diversity in the US, producing nearly 2,200 credit hours per year. The focus on American gender, women, and sexuality issues is central to our diversity and inclusion academic mission at K-State. Faculty members in the department also contribute to the diversity and inclusion mission of the university in their work outside the classroom, in their capacity as faculty advisors to students. The department both teaches *about* diversity and inclusion but also serves a large number of diverse students, including men and women of color, LGBTQ students, and low income, first generation students. Faculty members in GWSS provide support, mentoring, and advising to these students, and in so doing, support the university's efforts to recruit, retain, and graduate students from underrepresented groups. GWSS is also an interdisciplinary program, which adds flexibility to its ability to deliver courses for students interested in the major.

Its strengths can also be weaknesses. Interdisciplinarity means that students are allowed to take multiple courses offered by other departments as electives for the major; as such, the department channels student credit hours to other departments in the college. This is both a strength, in that the department is a team player within the college, but also a weakness, because there is not a mechanism in place to accurately reflect the SCH generated by its majors. Also, interdisciplinary programs are often more difficult to market, as high school students lack familiarity with GWSS programs and the opportunities that stem from a GWSS degree. Student recruitment to the major is challenging with so few faculty members.

Regarding employment demand, the GWSS degree has only had four years of programming at this point. The prior degree in Women's Studies was quite successful in producing graduates who went on to careers in law, violence prevention and advocacy, human services, business, education, and many others (KSU Gender, Women, and Sexuality Studies, 2020). The KBOR DegreeStats site does not show any salary data for the current GWSS program, but does show the KU degree in Women, Gender, and Sexuality Studies with an average salary of \$25,000. In general, the employment opportunities for GWSS degrees are broad and potentially high-paying (DegreeQuery.com, 2020; Trade-schools.net, 2020). Payscale.com (2020) lists the average salary for graduate

with a BA in Gender Studies to be over \$50,000. The pay level will depend on whether the graduate enters a nonprofit or for profit opportunity.

Recommendation and Justification

We are currently considering a proposal that would combine American Ethnic Studies with Gender, Women, and Sexuality Studies. There is more on this proposal at the end of this report. We believe that both areas are critical areas of study for students. Both are central to our university mission for diversity and inclusion. The GWSS program is run as efficiently as possible and their cost effectiveness is evident from the financial figures above. The low number of majors and graduates are a factor in our consideration of the proposal to combine the two programs.

References:

DegreeQuery.com (2020), <https://www.degreequery.com/gender-studies-degrees/>
KSU Gender, Women, and Sexuality Studies website (2020), <https://www.k-state.edu/gwss/alumni/careers.html>
Payscale.com (2020), [https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_\(BA\)%2C_Gender_Studies/Salary](https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Gender_Studies/Salary)
Trade-schools.net (2020), <https://www.trade-schools.net/articles/gender-studies-jobs>

Addendum

Proposal to Merge American Ethnic Studies and Gender, Women, and Sexuality Studies

The departments of American Ethnic Studies and Gender, Women, and Sexuality Studies are currently creating a proposal to merge the two departments and degree programs into one department and one degree program with multiple options. These two areas are institutionalized together at many universities. This proposal is in its early stages, but faculty in both departments see benefits for such a change.

Benefits

This merger will provide:

- a much stronger faculty base
- a stronger academic hub for both students and faculty.
- ability to continue strong student credit hour generation
- an increase in the number of majors beyond the sum total
- opportunities to build on the existing connections between the two fields and innovate pedagogically
- greater visibility for students
- structure to pool efforts to recruit students

Timing

Planning for this merger will continue through the spring 2021 semester. We would not expect this merger to be completed and new program ready for delivery until the Fall 2022 semester. University policies and procedures pertaining to program discontinuance and new program creation would require time to go through the necessary steps for approval.

Additional Considerations

Students engaged in the current two majors would be allowed to complete their degrees in those areas while the programs are being phased out.

**Wichita State University
Strategic Program Alignment
A Monitoring Report for the Kansas Board of Regents**

**Dr. Shirley Lefever
Interim Provost and Executive Vice President**

OVERVIEW

The table below shows that seven (7) programs at Wichita State University are below the minimum enrollment threshold. Of the seven (7) programs:

- Four (4) programs are merging, being phased out/will be phased out, or new
 - One (1) is folding into an interdisciplinary program (per strategic program alignment);
 - One (1) is being phased out (plan to discontinue per strategic program alignment);
 - One (1) will be phased out based on a programmatic accreditation requirement; and
 - One (1) is new.
 - Three (3) programs are active and at least 5-years old.

This report will focus on Manufacturing Engineering, recently renamed Product Design and Manufacturing Engineering; Multi/Interdisciplinary Studies, or the Honors Baccalaureate; and Philosophy.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors	Average Number of Graduates	Notes
WOMEN'S STUDIES.	17	5	Folding into an interdisciplinary program per strategic program alignment
MANUFACTURING ENGINEERING.	16	4	Specified it will place this program under additional review
LIBERAL ARTS AND SCIENCES/LIBERAL STUDIES	23	7	Moving to phase-out status (plan to discontinue per strategic program alignment)
MULTI-/INTERDISCIPLINARY STUDIES, OTHER.	2	1	Interdisciplinary
PHILOSOPHY.	20	7	Supports General Education
HOMELAND SECURITY.	7	N/A	New
ATHLETIC TRAINING/TRAINER.	23	5	Will be phased out due to accreditation requirements

¹ Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018.

**PRODUCT DESIGN AND MANUFACTURING ENGINEERING
(Formerly Manufacturing Engineering)**

ABSTRACT: The Product Design and Manufacturing Engineering (PDME) Bachelor of Science (BS) program is currently being evaluated as part of the KBOR strategic program review process. Given the importance of manufacturing to the economy of South-Central Kansas, we have spent the last several years completely revamping the program to better align it to the needs of manufacturing industries within our region. These efforts include hiring faculty with state-of-the-art manufacturing expertise and updating the curriculum to align to the full digital thread used in modern manufacturing. While this work is still ongoing, our efforts have already led to significant gains in enrollment, graduates, and impact. We hope that the program evaluators see that we are on an

exciting and positive trajectory and will agree that our efforts are leading to a vibrant and robust manufacturing engineering program.

1. FACULTY PROFILE: The PDME program currently has 3 dedicated faculty, plus another 8 faculty from its home Industrial, Systems, and Manufacturing Engineering department that teach elective courses in the program. As detailed below, the current plan is to add 2 additional PDME faculty members to support the continued revamp of the program.

2. PROGRAM NARRATIVE: Originally called Manufacturing Engineering, the PDME program was created in 1994 given the importance of manufacturing to the economy of South-Central Kansas. In fact, Wichita has the highest percentage of jobs in manufacturing of any of the 100 largest metro areas in the nation. Historically, this has been a blessing and a curse, given the ebbs and flows of manufacturing. However, manufacturing is making an important rebound in this country, and in Kansas. Manufacturing processes are evolving at a lightning fast pace as new technologies in automation, sensors, connectivity, etc. revolutionize the industry. The impact of Industry 4.0 concepts and digital manufacturing is causing nearly every manufacturer to create “advanced manufacturing” groups, including many here in Wichita that are part of our Industry Advisory Council. As such, it has never been more important for Kansas to have a well-trained and modern manufacturing engineering workforce.

Because of this smart manufacturing revolution, we began the process of revamping our Product Design and Manufacturing Engineering (PDME) bachelor’s program at WSU about five years ago. Specifically, we have updated our program to ensure that our graduates are trained in the full digital thread (see Figure 1). These changes are detailed below and align with other efforts at WSU. For example, the National Institute of Aviation Research (NIAR) has world-renowned expertise in advanced manufacturing and is a critical partner with producers of both commercial and defense aircraft. Building on this, the university is in the process of creating the National Institute of Digital Transformation, which will be another critical partner helping companies navigate the digital disruption occurring in their industries. We are a critical partner in this area with respect to manufacturing. For example, faculty from this program are already working with the two largest manufacturers in Wichita (Spirit AeroSystems and Textron Aviation) on digital transformation. Finally, based on these efforts, Deloitte recently announced that they are building the Deloitte Smart Factory @ Wichita, which will be a one-on-a-continent example of what a truly interconnected digital factory is. As part of this smart manufacturing ecosystem that we are building, several other high-tech companies are moving into manufacturing and will soon be announcing their move to Wichita as well. In fact, Deloitte asked the dean of our college to be part of a panel discussion related to the future of manufacturing at this year’s Consumer Electronics Show (an annual trade show organized by the Consumer Technology Association) in Las Vegas, along with others from Amazon Web Services (AWS) and Siemens. Clearly, Wichita is on the verge of reclaiming its rightful place back at the top of the manufacturing world, and our PDME program is a key part of that.

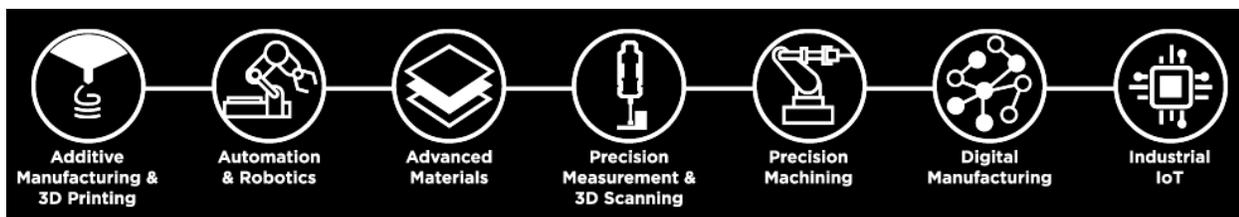


FIGURE 1: Manufacturing becoming an inherently digital discipline that starts from conception with the engineering design process and concludes with product delivery, all elements of which are taught in our updated PDME program.

Smart manufacturing and Industry 4.0 extend beyond the traditional concepts of manufacturing. The new skills required to excel in manufacturing include robotics and automation, sensorization and Internet of Things (IoT),

advanced materials, additive manufacturing, cybersecurity, and data science. These areas are included in the PDME program and represent the College of Engineering’s priority areas. Specifically, the dean has identified three growth priorities: (i) advanced materials; (ii) Industry 4.0 and smart manufacturing; and (iii) computing, data science, and cybersecurity. When coupled with our traditional strengths in aerospace engineering and power systems, these are the five areas needed to support the revitalization of our region’s economy.

Program History: The PDME program has had low enrollment and few graduates over the last 12+ years. Much of this is due to the fact that the program, unfortunately, has never been staffed at a sufficient level (see Table 1). For this reason, the program has rarely been updated, and the curriculum has remained largely the same as our Industrial Engineering (IE) Bachelor of Science (BS) curriculum. With improvements in faculty support, we performed a major revamp of the curriculum in 2017, along with a change to the current program name. The impacts of increasing the size of the faculty and revamping the curriculum were profound and nearly immediate. For example, our overall enrollment nearly doubled in only three years, and this past year **we had 13 graduates**, exceeding the KBOR threshold for being triggered. We have also added a significant amount of technology to the program, including the DELMIA 3DX platform, allowing for a vertical integration of CATIA, the aerospace industry standard, throughout the curriculum.

Future plans include adding even more faculty to the program and development of an undergraduate (UG) certificate for Industry 4.0 and Automation that will further enhance our visibility and demand. In fact, the dean has agreed to provide a fourth manufacturing engineering faculty position for the program this year. That search was started this past spring but was delayed due to COVID. In addition, the ISME department will provide a fifth manufacturing engineering position upon the next faculty retirement.

TABLE 1: Historical Summary of Program

Fall Semester	No. Declared Majors*	No. of Graduates	Explanation
2008	25		1 manufacturing engineering faculty; curriculum nearly identical to IE with only manufacturing-specific courses
2009	28		Same
2010	28		Same
2011	23		Same
2012	23		0 faculty
2013	14		1 faculty
2014	14		1 faculty
2015	20		1.5 faculty; Dr. Madhavan returned from leave at half time
2016	26	5	1.5 faculty
2017	32	1	2 faculty; major overhaul of curriculum, including courses in robotics and design
2018	38	3	3 faculty; Dr. Boldsai Khan hired and robotics lab added
2019	40	2	Enrollment continues to increase
2020	44	13	Enrollment and number of graduates continue to increase
2021			UG certificate in Industry 4.0 and Automation to be created

*This is based on freshmen, sophomores, juniors, and seniors. The KBOR program review is based on juniors and seniors majoring in the program.

The revamped curriculum involves an exciting vertical integration of courses using concepts of data analytics, IoT, and 3D modeling. There are also plans to add an undergraduate certificate in Industry 4.0 and Automation

next year, which will be a required part of the PDME curriculum and is expected to attract students from many other majors. The implemented program changes are summarized in Table 2.

TABLE 2: Revamped PDME Curriculum

Category	Credit Hours	Comments
General Ed	7	No change
Math/Science	2	Dropped: Calculus III
		Added: Matlab Programming and Physics 1 and II labs
PDME Program Required	8	Dropped: Thermo, ME Design I, Numerical Methods, Descriptive Analytics, Engineering Management, Selection of Materials for Design and Manufacturing, and Application of Finite Element Methods
		Added <u>new</u> courses: Kinematic and Dynamic Design, Robust Product Design, Industrial Controls and Instrumentation, and Robotics
Tech. Elective	12	

Future Plans: In addition to the planned undergraduate certificate in *Industry 4.0 and Automation*, we have planned a number of important additional changes to the PDME program.

Data Analytics: We will continue modernizing both our IE and PDME curricula through improved vertical integration of data analytics across both programs. The base course of this integration will be a new course in *Data Acquisition* that will be taught by Dr. Boldsai Khan (PDME Faculty). This course will cover the fundamentals of sensors, data collection, and the proper formatting of data to make it available for decision making in other classes. A laboratory for the development of internet-based data collection is currently being set up, and this course will have a network of machines to produce a digital twin of a real factory. The same lab facility will be used in many other ISME courses, but the data analytics integration **cannot be completed without the PDME courses in data acquisition and control**. In other words, industrial and manufacturing engineering are inextricably linked given the amount of data generated on the factory floor, and PDME faculty and courses are also needed to support our industrial engineering program.

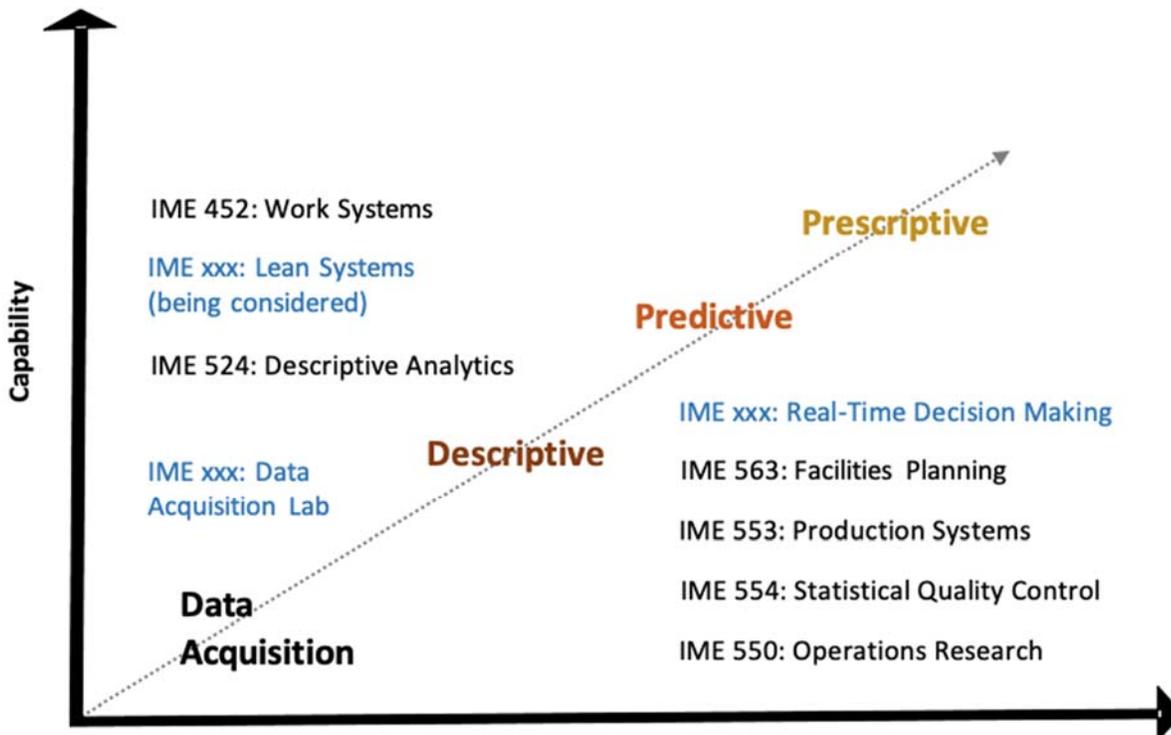


FIGURE 2: Data analytics in IE and PDME courses. Courses above the dashed line are data acquisition- related courses, whereas courses below the dashed line represent the application of data analytics to decision-making domains. Courses with no numbers represent new courses that are planned to be developed, and courses with numbers represent existing courses that will be modified.

Digital Engineering: The department has acquired industry standard software to incorporate engineering design and manufacturing concepts as well. All manufacturing faculty have been trained on the software, which will be vertically integrated across the curriculum in a manner similar to data analytics. Table 3 lists courses that will be modified, with **new courses highlighted in blue**. The new software tool, DELMIA bundled into CATIA and being offered as part of the 3DX platform, naturally appeals to the younger generation and will drive the enrollment even higher. The software skills and automation skills that are targeted will help the local industry as well. Vertical integration means taking the concepts, tools, and artifacts from one class to another. An example of how this vertical integration will be achieved through case studies is given in Table 4.

TABLE 3: Vertical Integration of 3D Digital Engineering Software

Course No.	Course Name
IME 222	Product and assembly design
IME 258	Process and assembly routings
IME 425	Kinematics and dynamics in design
IME 561	Applied Control Systems
IME 558	Process design and optimization
IME 625	Virtual product testing and optimization
IME 676	Aircraft tooling and assembly
IME 761	Robot Programming and Applications

TABLE 4: Example Artifact: Design and Production of New Pylon for New Engine for CRJ-700

Course	Example Topic – Primary 3DX Tool
IME 222	Completion of own design with given parameters – 3DX Part/Assembly
IME 258	Routing for pylon – 3DX Process Planning/MSD
IME 561	Control of fire protection systems – 3DX Dymola
IME 761	Robotic riveting/FSW of pylon parts – 3DX Robotics Programmer
IME 425	Calculation of dynamic loads on pylon – 3DX Mechanism Design Exp
IME 558	Programming for fore and aft beams – 3DX Mill-Tum Programming
IME 625	Design for thermal and fatigue loads – 3DX Simulia Tools
IME 676	Creation of assembly tooling for pylon – 3DX GD&T/CMM/Ergo

These changes will attract even more students by teaching new technologies, and developing and maintaining up-to-date labs, with a significantly increased number of well-qualified technicians to support them. The software labs will teach systems-level concepts and other concepts that are too expensive to maintain within hardware labs. The curriculum will also provide a hands-on experiential curriculum, with labs in every course. In fact, this new curriculum takes it a step further in making it more exploratory in that it will actually be a “course in every lab.” All of the above courses provide a target to orient and motivate the explorations, and the **LEARN BY DOING** aspect will be ensured by having a term project in every course.

Other Topics to be Added: At our Industry Advisory Board meeting last November, members suggested adding more content in IoT, cyber-physical systems, supervisory control and data acquisition, digital twinning, digital process twinning, robotics, product-life cycle management, and additive manufacturing. We have identified courses where we can add this additional content in some cases (namely cyber-physical systems, robotics and IoT). Looking to the future, we are starting to explore the following topics that are critically important to smart manufacturing:

- Additive Manufacturing
- Collaborative Robotics
- Industrial IoT and Big Data
- Metrology (RE&I)
- Operational Analytics—Real-Time Simulation and Control of Factories

3. RECOMMENDATION: Wichita State University, the College of Engineering, and the Department of Industrial, Systems, and Manufacturing Engineering all **strongly recommend to continue the PDME program.**

4. JUSTIFICATION: Given the importance of manufacturing to Wichita’s economy – and the state’s for that matter – we believe that is best for us to continue on the course of action that we have already started. As described above, we have invested heavily to completely revamp the PDME degree, which has already led to significant increases in both enrollment and impact. In fact, given the disruption that is occurring in manufacturing now, this program is more important than ever and is viewed as a critical element of the College of Engineering’s efforts to support local industry. The described future improvements to the program will further strengthen its impact and vitality.

HONORS BACCALAUREATE (Multi/Interdisciplinary Studies)

ABSTRACT: The Honors Baccalaureate (HB) program is currently being evaluated as part of the KBOR strategic program review process. The Honors Baccalaureate (H.B.) is a rigorous interdisciplinary degree that incorporates two to three disciplines across at least two academic colleges and culminates in a thesis or final project. Students work closely with the Honors College dean and a faculty member in each of their chosen concentrations to select courses and complete experience-based learning requirements. For example, one HB student is pursuing concentrations in management and communication and a thesis project about how leadership pedagogy can better incorporate cultural competency. Graduates have gone on to graduate programs in biological sciences and linguistics as well as nonprofit work and management careers.

- 1. FACULTY PROFILE:** There are no full-time faculty positions associated with this degree. Faculty in departments across campus mentor and teach Honors Baccalaureate students.
- 2. PROGRAM NARRATIVE:** The Honors Baccalaureate is higher education for the 21st century. It requires integrative and independent learning with the goal of preparing students for success in a rapidly changing workforce. Wichita State is the only university in this region to offer this degree.

The HB program has had low enrollment and few graduates over its first five years. Because HB students are actively involved in the design of their education including selecting courses and developing their thesis with faculty mentorship, the HB is an intensive degree. It was created to serve a small number of majors, but it has grown in the five years since it was first created in 2014. We have seen greatest success in recruiting and serving students who combine the arts and social science or research science and public health. This interdisciplinary study affords them the opportunity to learn intensively in a hands-on studio art or research environment and bring social questions to bear on their experience.

Total Cohen Honors College enrollment has grown in that time to approximately 750 students. These students are inclusive of both those enrolled in courses offered by the college and those who have declared an Honors Baccalaureate major. The college infrastructure supports multiple honors academic programs, high-impact practices such as undergraduate research, and advising in addition to the HB majors.

TABLE 1: Program Summary

Academic Year	Enrollment (majors)	No. of Graduates
2016-2017	2	1
2017-2018	2	0
2018-2019	5	1
2019-2020	6	4
2020-2021	9	TBD

- 3. RECOMMENDATION:** Wichita State University and the Dorothy and Bill Cohen Honors College recommend continuing the Honor Baccalaureate.
- 4. FUTURE:** To support future HB enrollment and graduation, we plan to work cooperatively with academic colleges to create more department Honors courses and experiences and with college advisors to promote greater awareness of Honors and the Honors Baccalaureate degree. The recent creation of an honors track in the Department of Public Health contributed to an increased number of Honors Baccalaureate students. New pathway programs such as the first-year research experience program also have increased student awareness of this degree and interest in research. We plan to continue to expand the FYRE program to serve additional disciplines.

Recent initiatives intended to increase enrollment and diversity in the Honors College also will support increased enrollment in the Honors Baccalaureate degree. We changed Honors College admissions criteria and are undertaking more holistic application review based on evaluation of an essay, resume, and academic record. We aim to invite and serve more first-generation, underrepresented minority, and transfer students.

Much of our Honors recruitment effort has targeted incoming first-year students. We've recruited students who are beyond their first year through relatively passive actions such as sending emails to Honors-eligible students or visiting fraternities or other social organizations. This year, our marketing team has increased messaging to current students through social media campaigns. In addition, we plan recruitment in community colleges emphasizing pathway programs such as the Summer Research Institute. Finally, we plan to invite faculty to nominate current students to Honors. This initiative is more about culture change and cultivating a growth mindset than about increasing enrollment. Even if a student does not decide to join Honors, they benefit from knowing it exists, that they are welcome there, and, more importantly, that a faculty member has seen their potential and ambition.

It is important to note, again, that there are no faculty appointed solely in the Honors College and no resources dedicated only to this interdisciplinary academic program. However, the intensive student mentorship requires additional time from faculty who are appointed in other departments and colleges. We will work with college deans to increase faculty recognition and use limited funds strategically to support faculty development or other incentives for HB and Honors-affiliated faculty.

Action Plan Summary work cooperatively with academic colleges to create more department Honors courses and experiences work with other academic college advisors to promote greater awareness of Honors and the Honors Baccalaureate degree increase recruitment marketing to current students increase faculty recognition and use limited funds strategically to support faculty development or other incentives for HB and Honors-affiliated faculty

PHILOSOPHY BACHELOR OF ARTS

The Philosophy Bachelor of Arts is currently being evaluated as part of the KBOR strategic review process. Based on the considerations provided below, Wichita State University, the Fairmount College of Liberal Arts and Sciences, and the Department of Philosophy all strongly recommend that the Philosophy Bachelor of Arts **continue**.

1. FACULTY PROFILE: The Department of Philosophy currently has 9 faculty dedicated solely to its BA program, down from 2016, when 13 faculty were dedicated solely to the program. All department faculty are teaching faculty, and the standard teaching load for tenure-track faculty is 3-3 per academic year. The department also has 1 additional, tenured faculty member who has recently been moved to .5 FTE to serve as director of the new Legal Education Advanced Degree (LEAD, "3+3") program between WSU and the KU School of Law.

The department offers a traditional philosophy BA emphasizing ethics, political philosophy, the history of philosophy, epistemology, and metaphysics. The program serves three kinds of majors: (1) students desiring to pursue graduate-level education in philosophy; (2) students planning to attend law school; and (3) students seeking a broad, well-rounded, liberal arts education in the humanities. We do not have formal tracks for these three groups. Instead, each student's curriculum is individually designed to meet his or her educational goals. For this reason, we place a great deal of emphasis on intensive, student-centered, high-quality advising. The philosophy major consists of a minimum of 27 credit hours of philosophy courses (a standard course being 3 credit hours), at least 15 of which must be from upper division courses. The Philosophy Department recommends various courses of study on its website and in its one-on-one advising with students, for instance a philosophy major with a pre-law focus, with a broad, humanities aim, with a history emphasis, etc.

The department also teaches a wide variety of general education courses. In fact, the vast majority of philosophy courses regularly taught at WSU, upwards of 80%, provide general education humanities credit and educational benefits to students across the university.

2. PROGRAM NARRATIVE: The Philosophy Department plays a central role in WSU's mission, strategic plan, and goals. A foundational discipline in the liberal arts and sciences, philosophy promotes intellectual curiosity, fosters the examination of human experience, encourages an understanding of the natural and social world, and develops tools for life-long learning. The Philosophy Department at Wichita State University endorses these disciplinary ideals and has developed courses to meet them. The department emphasizes high quality teaching and learning. All courses in the department emphasize the development of critical reading, writing, and reasoning skills, which can be applied to all fields of inquiry and future career endeavors. The transferability of these skills is a common theme in departmental offerings.

The philosophy program was founded in 1895 by Fairmount College, the forerunner of Wichita State University. The department provides a rigorous major in philosophy, one of the core disciplines in a liberal arts education. Through its courses in Business Ethics, Engineering Ethics, Computer Ethics, Bioethics, Moral Issues, Political Philosophy, and Ethical Theory, the department assists students in developing personal, civic, and professional responsibility. The department's several courses in Logic and Critical Reasoning provide students with intrinsically valuable basic skills which have very wide application across academic disciplines and any future career path. Most of these courses also provide required curricular components in, and contribute to the professional accreditation of, several degree programs outside of LAS: in the Barton School of Business, the College of Engineering, and the College of Health Professions.

In addition to those core courses and its regular course offerings in the Honors College, the department offers a variety of courses in Philosophy of Science, which complement courses offered in the physical and social sciences. It also offers a variety of courses that reflect and promote the evolving diversity of society, for instance Asian Philosophy, Philosophy of Feminism, Philosophy of Race, and Latin American Philosophy. The department is greatly expanding its offerings in these areas which reach out to our rapidly diversifying student body.

The Philosophy Department is extremely productive beyond the number of majors, especially in the areas of original research and student credit hour production. In addition to being extremely active in university governance, the Philosophy Department promotes the university's mission of making original contributions to knowledge. All of the department faculty are extremely active scholars dedicated to creating, expanding, applying, and preserving knowledge through their scholarly activities. Several members of the department are nationally and internationally recognized as authorities in their respective fields, one of whom holds a distinguished endowed chair. The department faculty are the recipients of internal and external grants, a national research prize from the American Philosophical Association, and have published books, chapters, and journal articles with some of the most prestigious publishers in the world, for instance Oxford University Press, Princeton University Press, and Cambridge University Press, drawing positive attention at the international level to the high-quality academic scholarship at WSU.

In addition to excellent research, the Philosophy Department produces a very large number of student credit hours (SCH), especially relative to other university programs. The department's credit hour production has shown sustained growth over a 10-year period. This growth has been sustained over the past five years, in particular, through strategic rearrangement of teaching assignments for individual full-time faculty and the use of adjunct instructors to help teach our service courses. The credit hour production (see Table 2 below), shows sustained 10-year success, as reflected here:

TABLE 1: 10-Year Philosophy Program SCH

Year	Spring	Fall	Summer	Total
2011	2,313	2,643	423	5,379
2012	2,641	2,814	495	5,950
2013	2,976	2,895	459	6,330
2014	2,883	2,712	444	6,039
2015	3,561	3,594	465	7,620
2016	2,927	3,678	420	7,025
2017	3,519	3,528	525	7,572
2018	3,289	3,333	708	7,330
2019	3,356	3,397	888	7,641
2020	2,991	3,417	717	7,125

10-Year Total	30,456	32,011	5,544	68,011
10-Year Average	3,046	3,201	554	6,801

In spite of the 3-3 teaching load without the assistance of graduate teaching assistants, the Philosophy Department produces credit hours at a rate per faculty (FTE) that is roughly **twice** the university average, based on the median SCH per faculty in the most recent data available from AY 2019-2020. The relative rankings are as follows:

Philosophy: 429 SCH
 All Humanities: 243 SCH
 All LAS: 190 SCH
 All WSU: 189 SCH

(For details, see p. 2 of the APS reports attached as Appendices 1-4 at the end of this document.)

These data illustrate that the philosophy program is one of the most cost-effective programs in the university in terms of credit hour production per faculty, generating credit hours in required courses for multiple colleges with high international enrollment, as mentioned above. This conclusion – that the philosophy program is one of the most cost-effective programs at WSU in terms of credit hour production per faculty – could be made even more pronounced by comparing the average faculty salaries across LAS divisions and across the various colleges at WSU.

Recruitment and retention efforts were further impacted by the department’s 2.5-year displacement (from June 2016 to December 2018) from its traditional departmental home in Fiske Hall for retrofitting improvements that were estimated to take at most one year. As the oldest building on campus, Fiske Hall is a building whose collegial environment and inviting department lounge has traditionally provided a hub for student recruitment, through faculty discussions with students outside of class. However, the 10-year average is 22.7 majors and 6.2 graduates per year.

Overall, the quality of the philosophy program is excellent. A clear indication of the high quality of the philosophy major is that the program is attracting and retaining some of the best academically prepared students on campus. This is demonstrated by the fact that **every** philosophy major who has applied to law school or a graduate program over the past 20 years, at least, has been admitted to at least one program of their choosing. Not only has the department sustained this 100% placement rate for post-graduate placement, but our students have gone on to some of the finest post-graduate programs in the world: Harvard, Cornell, MIT, Claremont, UC Berkeley, and St.

Andrews, to name just a few. One simply does not get admitted to such programs unless one has had an excellent undergraduate education.

The excellent quality of the philosophy program at WSU has also been independently indicated by a national publication devoted to university rankings. The publication *Great Value Colleges* describes the WSU philosophy program as follows:

Wichita State University is one of the nation's best colleges for philosophy study at the undergraduate level. The university's Department of Philosophy offers both a major and minor in philosophy as well as a pre-law focus. Courses offered through the department include Science and the Modern World, Meaning of Philosophy, Ancient Greek Philosophy, and Introductory Logic, for instance. An active Philosophy Society has also been established to promote interest in the academic discipline and is open to all students. Wichita State has been accredited by the Higher Learning Commission to award the bachelor's in philosophy degree. It has also been ranked among the country's top national universities by U.S. News & World Report.

(For details, see: <https://www.greatvaluecolleges.net/rankings/philosophy/>.)

Since all of the Philosophy Department's courses emphasize the development of critical reading, writing, and reasoning skills, which can be applied to every field of inquiry and any future career endeavor, current and future employment demands for WSU philosophy graduates are many and various. Roughly 50% of WSU's philosophy graduates attend post-graduate programs, philosophy law schools or philosophy graduate programs. These students eventually pursue careers in law or academia. Other philosophy graduates who completed their undergraduate education with a philosophy major are employed in various professional capacities, wherever there is a demand for a broad, liberal arts education and strong critical reading, writing, and reasoning skills: business, marketing, consulting, publishing, and the tech industry, to name just a few successful career paths.

The department's goal of steadily increasing its majors and graduates in coming years while maintaining a high-quality major, will need to be carefully balanced against future staffing needs and the needs of our rapidly diversifying students.

3. RECOMMENDATION: Wichita State University, the Fairmount College of Liberal Arts and Sciences, and the Department of Philosophy all strongly recommend that the Philosophy Bachelor of Arts program **continue**.

4. JUSTIFICATION: The overall quality of the Philosophy Bachelor of Arts program is excellent. The department displays a unified educational mission in its sustained track record of successful graduates and its phenomenally high rate of credit hour production per faculty, a rate that is twice the university average. The department's course offerings in Business Ethics, Engineering Ethics, Computer Ethics, Bioethics, Logic, and Critical Reasoning provide required curricular components in, and contribute to the professional accreditation of, several degree programs outside of LAS: in the Barton School of Business, the College of Engineering, and the College of Health Professions.

The department's goal is to steadily increase the number of majors and graduates while maintaining a top-quality academic major. It has a well-conceived plan for recruitment and retention of students to achieve this goal, one that includes (but is not limited to): (1) the recent appointment of a full-time Undergraduate Coordinator who will implement a data-driven recruitment and retention strategy; (2) making significant course contributions to WSU's newly-implemented First Year Seminar, which provides a prime recruitment opportunity for the philosophy program; (3) working more closely with LAS advisors to communicate the philosophy major to incoming students, most of whom are unfamiliar with the academic discipline of philosophy as they enter college; (4) working closely with the Legal Education Advanced Degree (LEAD) program between WSU and the KU School of Law; and (5) offering a variety of courses that reflect and promote the evolving diversity of society, something that serves the goals of university and will help to recruit majors from our rapidly diversifying student body. The Department of

Philosophy will continue to assist students in developing personal, civic, and professional responsibility, to prepare them for a wide variety of successful careers paths, and to serve as an essential element in several degree programs in multiple colleges across the university.

5. DIRECT INSTRUCTIONAL EXPENDITURES AND SOURCES OF REVENUE

SEE ON THE FOLLOWING PAGE

Direct Instructional Expenditures

Source	Honors (no dept.)		Philosophy			PDME			Women's Studies		
	2019	2020	2019	2020	% Chg	2019	2020	% Chg	2019	2020	% Chg
Salaries ⁶	0	0	\$821,553	\$805,591	-1.9%	\$1,344,535	\$1,396,461	3.9%	\$259,728	\$195,271	-24.8%
Benefits ⁷	0	0	\$204,686	\$213,564	4.3%	\$302,708	\$318,868	5.3%	\$59,582	\$50,546	-15.2%
Other Personnel Expenditures ⁸	0	0	\$7,599	\$7,599	-64.2%	\$212,116	\$72,199	-66.0%	\$10,018	\$6,040	-39.7%
Total	0	0	\$1,047,452	\$1,026,754	-2.0%	\$1,859,359	\$1,787,528	-3.9%	\$329,329	\$251,857	-23.5%

Sources that Support the Program

Source	Honors		Philosophy			PDME			Women's Studies		
	2019	2020	2019	2020	% Chg	2019	2020	% Chg	2019	2020	% Chg
Tuition ⁹	\$0	\$0	\$2,134,534	\$2,023,753	-5.2%	\$3,465,524	\$3,493,640	0.8%	\$990,736	\$809,815	-18.3%
Fees ¹⁰	\$0	\$0	\$858,296	\$830,284	-3.3%	\$942,050	\$942,050	0.8%	\$363,775	\$296,117	-18.6%
State Funds			\$0	\$0	\$0	\$0	\$0	0	\$0	\$0	0
Other Sources *			\$0	\$0	\$0	\$0	\$0	0	\$0	\$0	0
Total			\$2,992,830	\$2,854,037	-4.6%	\$4,400,373	\$4,435,690	0.8%	\$1,354,511	\$1,105,932	-18.4%

*If this applies, please specify each source and its amount. For example: \$50,000 from Private Gifts \$50,000 from a Federal Grant \$100,000 Total

⁶ Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

⁷ Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

⁸ This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

⁹ Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

¹⁰ Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

2. Act on Proposed Courses for Systemwide Transfer

Summary and Staff Recommendation

The Transfer and Articulation Council (TAAC) reviewed reports from the October 16, 2020 Kansas Core Outcomes Groups (KCOG) Conference and approved outcomes for eight additional courses to be recognized for transfer across the Kansas Board of Regent System. TAAC, the Board Academic Affairs Standing Committee, and staff recommend approving the eight new courses for inclusion in systemwide transfer, effective summer 2021.

Background

To facilitate the ongoing process of seamless transfer among public post-secondary institutions, the Kansas Board of Regents (KBOR) established the Transfer and Articulation Council (TAAC) to provide oversight and implementation of the Board's transfer and articulation policy. TAAC has representation from each university and two additional university faculty serving at large on the Council. The two-year colleges have the same number of representatives with at least two members representing technical colleges.

TAAC hosts an annual conference for faculty representatives to meet within discipline-based Kansas Core Outcomes Groups (KCOG) and articulate core outcomes for specified courses recommended for systemwide transfer. Since 2012, faculty have articulated outcomes to 100 specified courses that transfer seamlessly among any public university or college in Kansas offering an equivalent course.

Board policy states:

b. Systemwide Transfer and Articulation

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.*

At the October 16, 2020 KCOG Conference, faculty established learning outcomes for eight new systemwide transfer courses and reviewed outcomes for 13 previously approved systemwide transfer courses. TAAC reviewed reports submitted by the KCOG Chairs and approved outcomes for eight new transfer courses, which are recommended for Board approval for systemwide articulation.

Courses Presented for Approval

TAAC presents the following courses to the Board as recommended for systemwide transfer effective summer 2021:

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

Staff Recommendation

Staff recommends approval of Principles of Marketing, Criminal Law, Children’s Literature, Intermediate Algebra, Meteorology Lecture and Lab, Meteorology Lecture, Meteorology Lab, and Old Testament courses for systemwide transfer. If approved, the number of courses that transfer seamlessly among any university or college in the Kansas Board of Regents System offering an equivalent course would increase from 100 to 108.

TAAC Membership 2020-21:

- | | |
|----------------------------|--|
| Peter Chung, Co-Chair, PSU | Tricia Paramore, Co-Chair, Hutchinson CC |
| Melinda Roelfs, PSU | Jane Holwerda, Dodge City CC |
| Anne Phillips, K-State | Sarah Robb, Neosho County CC |
| Scott Tanona, K-State | Eric Ketchum, Highland CC |
| Casey Fraites-Chapes, KU | Jon Marshall, Allen CC |
| Jon Brumberg, KU | Phil Speary, Butler CC |
| Linnea GlenMaye, WSU | Ryan Ruda, Garden City CC |
| Marcus Porter, FHSU | Tiffany Bohm, Kansas City Kansas CC |
| Shelly Gehrke, ESU | Tricia Parks, FHTC |
| Jennifer Ball, Washburn | Jennifer Seymour, WSU Tech |

3. Receive Information on FAFSA Completion Initiatives

Summary

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

Background

The FAFSA is the official form that families must use to apply for federal financial aid to pay for college. In Kansas, less than half of 2020 high school graduates (49.5%) completed the FAFSA.¹¹ This percentage placed Kansas at 36th in the country in FAFSA completion. As a point of comparison, the state with the highest completion rate, Tennessee, yielded a 74.9% FAFSA completion rate.

The FAFSA completion rate is an important indicator for states to focus on because it is linked to higher high-school-to-college-going rates. Most notably, FAFSA completers are 63% more likely to enroll in college immediately after high school than non-completers.¹²

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

FAFSA Recognition Program

A competition will be established to help motivate high schools to increase the number of their students who complete the FAFSA. Starting in the fall of 2021, two high schools from each of the six Kansas State High School Activities Association divisions will be recognized.

1. High school with the highest FAFSA completion percentage (state champion)
2. High school with the most significant increase in FAFSA completion from the last year (most improved)

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

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

¹¹ National FAFSA Tracker. (n.d.). *Current FAFSA completion rates by state*. Retrieved from <https://national.fafsatracker.com/currentRates#>

¹² Helios Education Foundation. (2019). *Increasing FAFSA completion in Arizona*. Retrieved from <https://www.helios.org/news-media/publications/increasing-fafsa-completion-in-arizona>

FAFSA Completion Event

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

1. Schedule a time (October-December) when parents and students can meet together for a FAFSA completion event (this might be held outside of school hours). Some communities might prefer to have a FAFSA event in January or February.
2. Contact a financial aid representative from a local community college, technical college, or university to help present information and answer parents' questions during the event. The Kansas Association of Student Financial Aid Administrators, a professional development organization for college/university financial aid representatives, may also be a useful resource.
3. Prepare students for the event
 - Provide a lesson for seniors about the FAFSA and types of financial aid
 - [FAFSA Introduction Video](#)
 - [Financial Aid/FAFSA resource document](#)
 - Take students through creating their Federal Student Aid (FSA) ID before the event
 - [FSA ID Instructional video](#)
 - Send the [FAFSA on the Web Worksheet](#) home to complete before the event. (This will help families know what information is needed and develop questions in advance of the FAFSA completion day).
4. Promote the FAFSA completion day with students and parents.
5. Celebrate the event and build up excitement for good participation.

C. *Fiscal Affairs & Audit*

1. **Receive Report on State University Building Inventory, Space Utilization and Facilities Condition**

Regent Rolph
Chad Bristow,
Director of Facilities

K.S.A. 76-7,103 requires the Board of Regents to submit biennial reports to the Legislature that include an inventory of buildings and space utilization information, as well as a report on deferred and annual maintenance of the buildings and infrastructure at each state university. In accordance with the statute, the reports are due by January 14 and have previously been presented in two separate documents. This year, they will be merged into a single report and published on the Board of Regents' website at <https://kansasregents.org/data/legislative-reports>.

D. *Other Matters*

1. **Act on Wichita State University Presidential Profile** **Regent Schmidt**

2. **Receive Legislative Update**

Matt Casey,
Director, Government Relations

Summary

The 2021 Legislative Session began on Monday, January 11. During this report, the Board will receive information on the first two weeks of the Session, which will include an overview of the Governor's budget and an update on the Board's non-budgetary items.

IX. Adjournment

AGENDA

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
Wednesday, January 20, 2021
10:15 a.m.**

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

- I. Call to Order** Regent Kiblinger
 - A. Roll Call
 - B. Approve minutes from December 16, 2020 video conference

- II. Consent Agenda** Barbara Bichelmeyer
 - A. Request approval to seek accreditation for BS in Interior Architecture – KU

- III. Other Matters**
 - A. Qualified Admissions Report Sam Christy-
Dangermond
 - B. Low Enrollment Program Reviews Daniel Archer
Barbara Bichelmeyer
Jill Arensdorf
 - 1. KU
 - 2. FHSU
 - C. Discuss Review Process for Universities Requesting to Offer Associate Degrees Daniel Archer
 - D. Direct Support Professionals (DSP) Update Regent Schmidt
 - E. Coordinating Council Update Regent Kiblinger

- IV. Suggested Agenda Items for February 2nd Conference Call**
 - A. New Program Approvals
 - B. AY2019 Performance Reports (continued)

- V. Adjournment**

MINUTES

**Kansas Board of Regents
Board Academic Affairs Standing Committee
MINUTES
Wednesday, December 16, 2020**

The December 16, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:17 a.m. The meeting was held by Zoom.

In Attendance:

Members:	Regent Kiblinger, Chair Regent Brandau-Murguia	Regent Schmidt	Regent Van Etten
Staff:	Daniel Archer Amy Robinson Steve Funk	Karla Wiscombe Sam Christy-Dangermond Judd McCormack	Tara Lebar Marti Leisinger
Others:	Adam Borth, Fort Scott CC Barbara Bichelmeyer, KU Elaine Simmons, Barton CC Howard Smith, PSU Jason Sharp, Labette CC Jacob Rooker, KUMC Mickey McCloud, JCCC Marisa-Nicole Zayat, KUMC	Aron Potter, Coffeyville CC Brian Niehoff, K-State Erin Shaw, Highland CC Jean Redeker, KU Kim Morse, Washburn Linnea GlenMaye, WSU Monette DePew, Pratt CC Michelle Schoon, Cowley CC Robert Klein, KUMC	Charles Taber, K-State Cindy Hoss, Hutchinson CC David Cordle, ESU Jane Holwerda, Dodge City CC Jill Arensdorf, FHSU Kim Zant, Cloud County CC Luke Dowell, Seward County CC Lori Winningham, Butler CC Sarah Robb, Neosho County CC

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

Approval of Minutes

Regent Schmidt moved to approve the December 1, 2020 meeting minutes, and Regent Brandau-Murguia seconded the motion. With no corrections, the motion passed.

Consent Items

Regent Kiblinger introduced a last-minute request, "Request for a Spring 2021 Schedule Change - K-State". The Committee presented this time-sensitive request for discussion and voted whether it could go to the Board under Consent later in the day. Daniel provided a summary of the request. Daniel stated K-State does not have a spring break this year, and this request adds April 16, 2021, as a “wellness day” in which students will have no classes. Earlier in the year, the Board approved a temporary measure to allow Blake Flanders and the Board Chair the authority to approve changes to academic calendars that arise from the pandemic and COVID-19 case increases. Most universities at that time canceled spring break. This change does not fall under that process as it is not a direct result of the pandemic. This request will be voted on by BAASC and then approved by the Board per policy.

Regent Van Etten moved to approve April 16, 2021, as a “wellness day” for K-State, and Regent Schmidt seconded the motion. With no further questions or discussion, the motion passed unanimously through a roll call vote.

Additional Updates

Daniel Archer provided an update from the General Education (GE) Working Group. Daniel stated through surveying they identified common threads in knowledge and skills they want students to exhibit upon completion. Common ground was found in written communication, oral communication, quantitative literacy, and critical thinking skills, and was emphasized throughout our system in both universities and colleges. Each institution is also submitting general education outcome statements, in which institutions articulate the knowledge and skills they want students to demonstrate as a result of general education. The surveys and documents collected will establish the knowledge and skills to emphasize when creating a general education package in Kansas. Daniel noted the working group is also adding additional faculty members who will start attending at the next meeting. Daniel thanked Co-Chairs Barbara Bichelmeyer and Jon Marshall for their valuable time and leadership on this project.

Regent Schmidt provided an update from the Direct Support Professional (DSP) Working Group. He stated they recently had a conference call with around 20 different stakeholders involved in DSP initiatives. This call was centered around work being done by the Sedgwick County Developmental Disability Organization, putting together a curriculum for high school students to be worked into CTE pathways. The DSP Working Group will hold their next meeting in February.

Regent Kiblinger provided an update from the Coordinating Council. The Council last met on December 7, where they worked on aligning spring break dates across Kansas and were provided updates from the IPS Coordinating Work Group and Coordinating Advisory Committee. Regent Kiblinger stated the Kansas State Department of Education (KSDE) has sent out communication to K-12 Superintendents that they strongly encourage schools to align their spring breaks. Regent Kiblinger noted she is hopeful that by 2023 almost 100% of schools will have alignment. She also stated several webinars and resources were created and shared on the KSDE website on topics such as college admissions during COVID-19, financial aid, and a "Kansas Post-Secondary Exploration Guide," to name a few. Regent Kiblinger stated headway is being made on Individual Plans of Study (IPS) by creating lessons that will become a standardized IPS piece at the K-12 level. The Coordinating Council plans to meet next on February 1, 2021.

Adjournment

The next BAASC conference call scheduled for January 5 at 11 a.m. has been canceled. The next meeting will be on January 20, 2021, at 10:15 a.m.

Regent Van Etten moved to adjourn the meeting, and Regent Brandau-Murguia seconded the motion. With no further discussion, the meeting adjourned at 10:36 a.m.

AGENDA

FISCAL AFFAIRS AND AUDIT STANDING COMMITTEE
Wednesday, January 20, 2021
10:15am – 12:00pm

I. OLD BUSINESS

- A. Approve minutes of December 16, 2020 committee meeting
- B. Follow up on issues raised during the January 5 teleconference regarding FAA items on the Board’s agenda and any other questions/clarifications about Board agenda items

II. NEW BUSINESS

- A. Receive Annual Update on State’s Investment in Research Programs
 - 1. Kansas State University Veterinary Medical Center
 - 2. Wichita State University Aviation Research
 - 3. University of Kansas Medical Center Cancer Center
 - 4. Kansas State University Global Food Systems
- B. **FAA 21-03** Receive Internal Audit Plans and Meet with State University Internal Auditors
 - 1. Wichita State University
 - 2. Emporia State University
 - 3. University of Kansas
 - 4. Fort Hays State University
 - 5. Pittsburg State University
 - 6. Kansas State University
- C. Board Agenda Items under Fiscal Affairs
- D. **FAA 21-08** Review Progress on State University Deferred Maintenance Initiative (standing item)
- E. Audits for committee review and discussion (standing item)
- F. Other Committee Business

OTHER COMMITTEE ITEMS

Next meeting dates:
February 2, 11:00 am, Agenda Planning conference call
February 17, 10:15 am, Committee Meeting

March 2, 11:00 am, Agenda Planning conference call
March 17, 10:15 am, Committee Meeting

AGENDA

**Board Governance Committee
Wednesday, January 20, 2021
8:45-10:00
Zoom Meeting**

- I. APPROVE MINUTES FROM DECEMBER 16, 2020**
- II. CONSIDER 2020-2021 GOVERNANCE COMMITTEE TOPICS**
 - A. GOV 21-07, Review Proposed Revisions to Board Policy**
 - a. Athletic Conference Changes
 - b. Any Other Policies Not Being Worked by Another Board Committee
 - B. GOV 21-05, Review CEO Assessment Process -- Discuss CEO Self-Assessment Expectations for *Building a Future* Component**
 - C. GOV 21-04, Receive Annual Campus Safety & Security Reports –**
 - a. PSU
 - b. KU/KUMC
- III. ACT ON REQUEST FOR APPROVAL OF ADEQUATE SECURITY MEASURES – KU**
- IV. NEXT MEETING DATES**
 - A.** February 17
 - B.** March 17

MINUTES

GOVERNANCE COMMITTEE December 16, 2020 Minutes

The Kansas Board of Regents Governance Committee met on Wednesday, December 16, 2020. Regent Feuerborn called the meeting to order at 8:47 a.m. Proper notice was given according to law.

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

ANNOUNCEMENT

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

MINUTES

Regent Rolph moved to approve the minutes of November 18, 2020. Regent Kiblinger seconded, and the motion carried.

BOARD OFFICE CONTRACT

Associate General Counsel Natalie Yoza stated that in November 2016, the Board entered into a data sharing agreement with the University of Kansas (KU) and the University of Kansas Center for Research Inc. (KUCR). The Agreement entitled “The Demand for Community College Credits and Labor Market Outcomes” designated KU/KUCR as authorized representatives of the Board for the purpose of performing an evaluation of educational programs. The Agreement with KU/KUCR specified an initial one-year term, and the Board agreed to pay an amount not to exceed \$35,000 for the evaluation. The evaluation was funded by the U.S. Department of Labor’s Employment and Training Administration through a Workforce Data Quality Initiative grant. The Agreement provides for amendments upon mutual written agreement of the parties. Associate General Counsel Yoza stated KU/KUCR is requesting an additional two-year contract extension at no additional cost. Regent Rolph moved to approve the execution of the contract by the Board President and CEO. Regent Harrison-Lee seconded. On a roll call vote, the following Committee members voted affirmatively to adopt the motion: Regent Feuerborn, Regent Rolph, Regent Kiblinger, and Regent Harrison-Lee. The motion carried.

President Flanders stated that Board staff will be reviewing and possibly proposing amendments to the Contract policy that requires the Governance Committee to authorize the Board President and CEO to execute office contracts involving expenditures greater than \$250,000 or for a term of greater than three years. He noted that some of the contracts being brought to the Committee are routine and the Committee may want to consider if it still wants to review these under the policy.

ATHLETIC CONFERENCE POLICY

General Counsel Julene Miller reported that at last month's meeting the Committee approved a new Athletic Conference policy requiring the university CEO to obtain Board approval before the university begins negotiations related to changing conferences. Since then, the proposed policy was reviewed by the Council of Presidents and many of the CEOs expressed concerns about timing issues. To address the timing concerns, Board staff drafted language that would authorize the Board Chairman and Board President and CEO to approve the entering of negotiations. Chancellor Girod stated if a university is changing athletic conference it is either because the institution is deciding to seek a new conference, or it is because there are changes happening in its current conference, which usually involves contract negotiations. He noted these negotiations happen quickly and convening a Board meeting could be challenging. He also noted that there are confidentiality concerns. However, the Chancellor does support the idea of informing the Board Chair and President and CEO. Regent Feuerborn stated his biggest concern is that these negotiations happen quickly, which is why the policy was drafted to inform the Board. He then requested information on what the Missouri system does because he believes their governing body approves conference changes. General Counsel Miller stated she would gather information on Missouri and also reminded the Committee that the proposed policy was modeled after a Nevada policy that requires Board approval. However, she did note that the Nevada policy does not contain a timeline for when the institutions must seek Board approval. Regent Rolph stated he is in favor of informing the Board Chair and President and CEO because he believes they will have a good understanding of the Board's sentiment. Regent Kiblinger concurred that informing the Board Chair and President and CEO would be enough oversight and it should not cause any timing issues. Regent Harrison-Lee stated it is important for the CEO to communicate the total financial impact of any conference changes. President Flanders noted that the Committee seems to be leaning to incorporate the language regarding informing the Board Chair and President and CEO. He asked the Committee to keep the proposed policy in Governance for an additional month so he can work with the CEOs on the language. Regent Harrison-Lee asked President Flanders to provide the Committee information on the cost associated with changing conferences. Chair Feuerborn stated this item will be on next month's agenda for further consideration.

PROPOSED FREE EXPRESSION STATEMENT AND COMPANION POLICIES

General Counsel Miller stated that at the August retreat the Board discussed national and local issues surrounding First Amendment free speech rights and how state universities handle free speech and assembly issues. The Board then adopted a goal to develop guidance on free speech and civil debate at state universities. Based on the feedback from the September Governance Committee meeting, a draft Board statement was written to include language from the State University System of Florida Statement on Free Expression, the Chicago Principles on Freedom of Expression, Kansas State University's Freedom of Expression Statement, and the Arizona Board of Regents policies. General Counsel Miller stated the university attorneys and the university CEOs have reviewed the draft statement.

General Counsel Miller then reviewed the below draft statement, which focuses on student speech in non-classroom settings. Regent Rolph asked about the differences between speech inside the classroom versus outside. General Counsel Miller stated inside a classroom faculty have authority to focus conversations on their subject matter, and Interim President Muma, President Garrett and Chancellor Girod noted that instructors are also responsible for managing their classrooms and limiting disruptions. It was also noted the Council of Faculty Senate Presidents is working on a free speech statement that may address speech in the classroom. Regent Rolph stated he believes the Board should discuss whether to include guidance on speech inside the classroom in its statement. President Flanders stated that it could be included in the statement. Regent Kiblinger then commented that the last paragraph, which directs the universities to review their policies related to this topic, should be removed from the statement because it is not part of the Board's guidance. She believes the Board should take separate action on the directive to the universities. General Counsel Miller concurred and will remove the last paragraph.

General Counsel Miller stated accompanying the Board's statement are proposed amendments to the Use of Campus Facilities and Interference with Conduct of Institution policies, which are listed below. These

amendments provide more clarification and guidance to the universities. The Committee had no edits to the proposed amendments.

General Counsel Miller reported that the Board's draft statements and proposed policy amendments were provided to the Students' Advisory Committee and the Council of Faculty Senate Presidents for feedback. She plans to bring the statement along with any additional comments she receives back to the Committee in February.

Kansas Board of Regents Statement on Free Expression

The Kansas Board of Regents adopts this Statement on Free Expression to reaffirm the System's long-held commitment to full and open inquiry and discourse, and the robust exchange of ideas and perspectives by students enrolled in our State Universities and present on our State University campuses. The principles of freedom of speech and freedom of expression in the United States and Kansas Constitutions, in addition to being legal rights, are essential to achieving the three-part university mission to deliver a high quality academic experience for our students, engage in meaningful and productive research, and provide other valuable public services for the benefit of our local communities, the State of Kansas, the nation, and the world. The purpose of this Statement is to express our continuing dedication to these principles and to maintaining our campuses as environments where the open exchange of knowledge and expression of ideas furthers our mission. This Statement generally concerns student expression in non-academic situations; it does not attempt to address the rights of non-students or students' academic work within the classroom setting.

A fundamental purpose of an institution of higher education is to provide an environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, students are generally free to express their ideas and opinions, even if others may disagree with them or find those ideas and opinions to be unwelcome, disagreeable or even offensive. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to think critically and respectfully argue through civil discourse. Development of these important skills leads to personal and scholarly growth and is an essential component of the academic and research missions of each of our institutions.

It is equally important, as governmental entities, to not stifle the lawful dissemination of students' ideas, even if we or members of our communities find those ideas abhorrent. Students wishing to express ideas with which others may disagree must generally be free to do so without fear of being disciplined by the University. This does not mean that such ideas are necessarily endorsed or tolerated, nor should they go unchallenged by members of the University community openly and vigorously contesting their merit; but the Board and the Universities are prohibited from pursuing disciplinary or punitive actions that unlawfully inhibit or penalize protected expression. And though we value civil behavior and believe all members of our campus communities have a responsibility to promote and maintain a climate of civility and mutual respect, the Board, and by extension the Universities they govern, cannot use a desire for civility and respect as the basis to silence expression. The Board and the Universities should empower, enable and encourage students to speak and listen, and to do so respectfully, rather than interfere with or silence their protected expression of ideas.

We also recognize, however, that some speech is not protected, such as true threats, incitement to imminent violence, and unlawful, targeted harassment. The Board and its Universities can restrict speech that is not protected by the First Amendment, though it is important to note that these exceptions are narrowly interpreted. Additionally, reasonable restrictions on when, where and how expression is disseminated are allowable and appropriate. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each University for there to be reasonable limitations on the time, place, and manner in

which First Amendment rights are exercised. By law these time, place and manner limitations must be narrowly drawn and content-neutral and must serve to ensure that our students have the opportunity to express their ideas and opinions.

To that end, we direct each University to review its time, place and manner policies and protocols to ensure they are in alignment with Board policy, Kansas statutes, applicable federal laws, and with the United States and Kansas Constitutions and the legal opinions interpreting those provisions. In addition to reviewing time, place and manner policies and protocols, each University shall review discrimination, harassment and other campus policies and codes that may impact free speech to ensure that they are consistent with the principles expressed in this Statement, appropriately address unlawful conduct, and do not unlawfully restrict or ban protected speech. These reviews shall be completed by December 31, 2021.

The undersigned Regents do hereby adopt this Statement on Free Expression:

Board Policy Amendments

16. USE OF CAMPUS GROUNDS AND FACILITIES

a. State university facilities and grounds shall not be made available for fund raising events for any candidate, party committee or political committee, or for filming or otherwise producing partisan political advertisements.

b. Except as prohibited in subsection a., state university facilities may be made available for the purpose of holding political meetings, or public forums, provided there is no interference with regularly scheduled functions, the person requesting the space can clearly demonstrate that there is not otherwise available a reasonably suitable facility in the community, students are permitted to hear the speakers without charge, and payment of the regular fees for use of the facilities is made in advance of such use. University policies regulating availability and use of campus facilities shall be content-neutral and limited to narrowly drawn time, place and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States.

c. The outdoor areas of each state university campus are public forums, open on the same terms to any member of the campus community subject to reasonable time, place, and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States. Members of the campus community may engage in non-commercial expressive activity in any outdoor area of campus in accordance with published university policies establishing time, place and manner restrictions. University policies regulating availability and use of campus outdoor areas shall be content-neutral and limited to narrowly drawn time, place and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States.

d. Members of the campus community shall be permitted to engage in non-commercial chalking in the outdoor areas of campus, subject to the following restrictions. Universities may prohibit chalking in designated portions of the outdoor areas of campus provided members of the campus community are afforded ample alternative areas to engage in non-commercial chalking. University policies regulating chalking in outdoor areas of campus shall be content-neutral and limited to narrowly drawn time, place and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States.

e. The state universities shall not discourage students, faculty and staff from hearing diverse points of view from speakers and programs sponsored by the university or recognized student, faculty, and employee organizations. University policies or rules on the advance reservation of rooms, the posting of notices, the payment of rental charges when applicable, and such other rules as the university prescribes for the use of its facilities to avoid interference with the regular program of the institution shall be content-neutral and limited to narrowly drawn time, place and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States.

f. Nothing in this policy shall be interpreted as prohibiting a state university from regulating or restricting expressive activity that is not protected by the First Amendment.

g. Other than the Governor, elected officials and candidates for elected office shall not be introduced or recognized on campus unless they are in attendance at a campus event in an official capacity and at the request of the university.

~~d.~~ **h.** The distribution of handbills shall be prohibited in those areas devoted primarily to instruction and study [or at the immediate sites and times of enclosed public events].

~~e.~~ **i.** State universities shall have the authority to develop additional policies and guidelines that are not in conflict with this policy and that are consistent with First Amendment precedent. Such policies and guidelines shall be reviewed by the Governance Committee and filed with the President and Chief Executive Officer of the Board.

~~f.~~ **j.** For purposes of this policy, the terms ‘candidate,’ ‘party committee,’ and ‘political committee’ shall have the meanings specified in K.S.A. 25-4143, as amended. ‘Campus community’ means students, administrators, faculty and staff at the relevant state university and guests invited to the university by the university’s students, administrators, faculty, or staff. ‘Outdoor areas of campus’ means the generally accessible outside areas of campus where a majority of students, administrators, faculty, and staff at the university are commonly allowed without ticketed entrance. Section II.E.16.

2. INTERFERENCE WITH CONDUCT OF INSTITUTION

Actions by faculty, staff, students or visitors that unnecessarily or unreasonably obstruct or interfere with the teaching, research or learning functions or other normal and necessary activities of a state university, or that create an imminent threat of danger to persons or property, may constitute grounds for restitution, suspension, dismissal or termination, ~~for~~ or temporary or permanent exclusion from the campus or any part thereof.

Interference with the conduct of the institution shall include, but not be limited to, actions by faculty, staff, students or visitors that violate any statutory, administrative, or regulatory provision that could subject the university to any sanction under any federal or state law, regulation, or policy, or to any potential or actual loss of accreditation. Interference with the conduct of the institution shall not include any constitutionally protected expression, though such expression may be limited by reasonable, narrowly drawn and content neutral time, place or manner restrictions.” Section II.F.2.

ADJOURNMENT

The Regent Feuerborn adjourned the meeting at 9:32 a.m.

AGENDA

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

1. Approve minutes of December 16, 2020 meeting
2. Report from System Council of Chief Academic Officers: Erin Shaw
3. Receive overview of Dr. Becker's presentation on Georgia State University's Student Success Initiative

Informational websites:

<https://president.gsu.edu/meet-the-president/>

<https://news.gsu.edu/2018/08/23/georgia-state-ranks-first-for-sixth-straight-year-in-degrees-awarded-to-african-americans/>

<https://eab.com/insights/daily-briefing/student-success/georgia-states-7-strategies-for-raising-graduation-rates/>

4. Receive update on *Building a Future* Pillar II: President Flanders
5. Receive update on the spring break alignment initiative: President Rittle & President Genandt
6. Other matters

MINUTES

**System Council of Presidents
Kansas Board of Regents
December 16, 2020 10:15 a.m.
Zoom**

Members present:

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

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

1. Minutes from the November 18, 2020 meeting, moved by President Farley and seconded by President Scott, were approved.
2. Report from System Council of Chief Academic Officers: Erin Shaw
 - The Transfer and Articulation Council is looking for a host institution for the KCOG meeting in 2022 and Seward County Community College volunteered.
 - The Core Outcomes group discussed and agreed to add faculty to the General Education (GE) Working Group.
 - i. President Flanders asked CEOs if there is resistance as we move forward with program articulation and common general education?
 1. CEOs pointed out the Chair of the Faculty Senate Committee outlined faculty concerns at the November meeting. Agreement that there will be some resistance as we move forward, but putting faculty members on the working group is an important step in preventing misinformation and getting faculty feedback earlier on in the process.
3. Discuss the Board’s strategic plan, Building a Future, Pillar II: President Flanders
 - Reminder that in January the Board will be asking institutions to identify programs they have developed which meet workforce needs (from Pillar II).
4. Discuss Diversity and Inclusion Next Steps: Interim President Muma
 - President Mark Becker from Georgia State University has agreed to address the Board at the January meeting. In preparation, there is a pre-meeting with President Becker on January 4th to discuss our context in Kansas. It was agreed that the Chair of the Council of Chief Diversity Officers, Dr. Fleming-Randle, will join the pre-meeting.
5. There being no further business, the meeting adjourned at 10:36 am.

AGENDA

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

1. Approve minutes of December 16, 2020 meetings
2. Report from Council of Chief Academic Officers: Shirley Lefever
3. Report from Council of Chief Business Officers: Werner Golling
4. Report from Council of Government Relations Officers: Zach Gearhart
5. Report from Council of Chief Student Affairs Officers: Teri Hall
6. Report from Council of Diversity Officers: Marche Fleming-Randle
7. Other matters

MINUTES

**Council of Presidents
Kansas Board of Regents
December 16, 2020 10:45 a.m. or adjournment of SCOPs
Zoom**

Members present:

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

1. Minutes from the November 18, 2020 meeting, moved by President Allison and seconded by President Scott, were approved.
2. Report from Council of Chief Academic Officers: Shirley Lefever
 - Received the first reading of the BA in Interdisciplinary Entrepreneurship at ESU and the AAS in Career & Technical Education at PSU.
3. Report from Council of Chief Business Officers: Werner Golling
 - Remain challenged by the CRF SPARK funding deadline in addition to the fluidity and ambiguity in the system. Some institutions could receive SPARK aid for housing refunds.
 - Discussed space utilization and facility studies. Hopeful to receive additional resources to address infrastructure needs.
 - Discussed the request to suspend Board Policy related to payment of tuition and fees. Requesting this to be continued into the Spring of 2021.
4. Report from Council of Government Relations Officers: Zach Gearhart
 - Reviewed the leadership election outcomes of both the Kansas House and Senate along with the chairmanship and committee appointments to date.
 - The Educational Building Fund (EBF) was discussed and will be closely watched during this session. In particular there was concern we would need an appropriation process which KBOR opposes.
 - Keeping an eye on potential federal stimulus bill and support for Higher Education. Not anticipated that state aid will be in this bill, but might in future rounds.
5. Report from Council of Chief Student Affairs Officers: Teri Hall
 - Institutions will have different Covid-19 testing requirements for students returning in the spring.
 - Conversations about what institutions are planning on for spring commencement.
 - Discussion about mental health days in the spring to give students some breaks since most institutions omitted spring break in 2021 due to Covid-19.
6. Report from Council of Diversity Officers: Marche Fleming-Randle
 - Focus on communication and transparency for 2021. Will be working on the Tilford Conference, meeting with CEOs and SGAs on diversity issues and developing a strategic plan.
7. Being no further business meeting adjourned at 10:55 a.m.

AGENDA

**KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
Wednesday, January 20, 2021
8:30 – 9:00 am**

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

I. Call to Order

Erin Shaw, Co-Chair

- A. Introductions
- B. Approval of Minutes from December 16, 2020

II. Transfer and Articulation Council (TAAC) Update

Linnea GlenMaye

III. Other Matters

- A. Ad Astra Micro-Internship Program
- B. College Board CLEP Report
- C. Concurrent Enrollment Partnership (CEP) Report and Policy Information

Tim Peterson
Tara Lebar
Karla Wiscombe and Tara Lebar

IV. Next SCOCAO Meeting – February 17th, 2021

V. Adjournment

MINUTES

**System Council of Chief Academic Officers
MINUTES
Wednesday, December 16, 2020**

The December 16, 2020 meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Erin Shaw at 8:30 a.m. The meeting was initially scheduled to be held in Topeka. Due to the COVID-19 pandemic, it was held through Zoom.

In Attendance:

<p>Members:</p> <p>Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU Jill Arensdorf, FHSU</p>	<p>Erin Shaw, Highland CC David Cordle, ESU Howard Smith, PSU Jerry Pope, KCKCC</p>	<p>Corey Isbell, NCK Tech Lori Winningham, Butler CC Sarah Robb, Neosho County CC JuliAnn Mazachek, Washburn</p>
<p>Staff:</p> <p>Daniel Archer Karla Wiscombe</p>	<p>Amy Robinson Tara Lebar</p>	<p>Sam Christy-Dangermond Marti Leisinger</p>
<p>Others:</p> <p>Adam Borth, Fort Scott CC Aleks Sternfeld-Dunn, WSU Elaine Simmons, Barton CC Heather Morgan, KACCT Jason Sharp, Labette CC Jennifer Ball, Washburn Melinda Roelfs, PSU Mickey McCloud, JCCC</p>	<p>Aron Potter, Coffeyville CC Brian Niehoff, K-State Jon Marshall, Allen CC Jean Redeker, KU Linnea GlenMaye, WSU Kim Morse, Washburn Monette Depew, Pratt CC Michelle Schoon, Cowley CC</p>	<p>Cindy Hoss, Hutchinson CC Brad Bennett, Seward County CC Jane Holwerda, Dodge City CC Luke Dowell, Seward County CC Kim Zant, Cloud County CC Mark Allen, Independence CC Robert Klein, KUMC</p>

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

Approval of Minutes

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

Transfer and Articulation Council (TAAC) Update

Linnea GlenMaye provided an update from the Council. WSU will host the 2021 Kansas Core Outcomes Group (KCOG) Conference. Linnea stated the Council is looking for volunteers from either a 2-year or 4-year institution to host in 2022 and 2023.

Linnea provided an update from the TAAC Core Outcomes subcommittee. The Core Outcomes subcommittee is charged with reviewing the submitted reports from discipline groups who review courses at the KCOG Conference, and last met on December 9, 2020. The subcommittee recommended having two representatives from universities and two from community colleges join the General Education (GE) Working Group. All four of these faculty representatives should have familiarity with general education requirements and how they impact transfer students. The subcommittee discussed a request from the Council of Faculty Senate Presidents to meet with a TAAC representative to respond to questions and concerns on systemwide transfer processes. Linnea and Karla Wiscombe will attend their meeting at noon today. The Council will examine outcomes for the 13 review courses from the 2020 KCOG Conference. Linnea reported the six new SWT courses will be recommended to the Board in January.

Karla Wiscombe stated that January is the time when KBOR receives institutions' requests to offer SWT courses not previously offered by their institution. She asked that if anyone previously sent a request, they send a reminder to her at kwiscombe@ksbor.org. These will be reviewed from January-March. The request form "*Application to Offer a NEW Systemwide Transfer (SWT) Course*" can be found on the KBOR website under https://www.kansasregents.org/academic_affairs/transfer-articulation/transfer_articulation_council. Karla also clarified that because Meteorology will be offered as 3 separate courses, we have 8 new courses.

Other Matters

Tara Lebar provided an update from the Open Educational Resource (OER) Steering Committee. Tara stated they are putting in place training for up to 75 members of the KBOR system by the Open Education Network (OEN). These members will learn how to facilitate workshops across our system and become trainers to be utilized within the KBOR system. Tara stated they currently have nine members signed up for the training at this time, but hope to have one representative from each institution attend the February training session. The next training opportunity is on February 10, 2021, and is a 3-hour virtual meeting with OEN. Prior to this 3-hour virtual training, participants will be required to do 2-3 hours of independent learning as preparation, making the total time to become a trainer around 6 hours. Once trained, this team will be ready to implement faculty workshops, which are scheduled to begin in March. By rolling out workshops and having systemwide trainers, the committee hopes this will be a great way to put OER resources in the hands of faculty and keep the momentum for adopting OER resources. Tara will be emailing a request for trainers to all institutions later today and stressed that we will prioritize representation from each institution. Tara noted any faculty member could participate in this training, but the majority come from Library staff. Tara clarified that institutions do not have to join OEN to utilize their resources. Access to the Open Textbook Library can also be obtained from one of the OER subcommittee representatives through Tara. In January, Tara will also email a request for data on institutions OER adoption and use to obtain baseline data to measure the impact of these KBOR OER initiatives.

Next Meeting and Adjournment

The next meeting is scheduled for January 20, 2021, at 8:30 a.m. Barbara Bichelmeyer moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 8:45 a.m.

AGENDA

**KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS
VIDEO CONFERENCE AGENDA
January 20, 2021
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO**

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

- | | |
|---|---------------------------|
| I. Call to Order | Shirley Lefever, Chair |
| A. Roll Call & Introduction | |
| B. Approve Minutes from December 16, 2020 | |
| II. Requests | |
| A. First Readings | |
| 1. MA in Applied Sociology – ESU | David Cordle |
| B. Second Readings | |
| 1. BA in Interdisciplinary Entrepreneurship – ESU | David Cordle |
| 2. AAS in Career & Technical Education – PSU | Howard Smith |
| C. Other Requests (All from PSU) | Howard Smith |
| 1. Act on request for approval to consolidate the BSE with a major in Biology and the BS in Biology | |
| 2. Act on request for approval to consolidate the BSE with a major in Communication and the BS in Communication | |
| 3. Act on request for approval to consolidate the BSE with a major in Family & Consumer Science and the BS in Family & Consumer Science | |
| 4. Act on request for approval to consolidate the BME and the BM | |
| 5. Act on request for approval to consolidate the BA with a major in Music and the BM | |
| 6. Act on request for approval to consolidate the BSE with a major in History/Government and the BA in History
<i>(resulting in a BS in History)</i> | |
| III. Council of Faculty Senate Presidents Update | Aleks Sternfeld-Dunn, WSU |
| IV. Other Matters | |
| A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members |
| V. Next COCAO Meeting – February 17, 2021 | |
| VI. Adjournment | |
| A. UPK Board of Trustees meets upon adjournment of BAASC | |

MINUTES

**Council of Chief Academic Officers
MINUTES
Wednesday, December 16, 2020**

The December 16, 2020 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 8:46 a.m.

In Attendance:

Members:	Shirley Lefever, WSU Charles Taber, K-State Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU David Cordle, ESU Howard Smith, PSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond Karla Wiscombe	Amy Robinson Tara Lebar	Marti Leisinger
Others:	Erin Shaw, Highland CC Corey Isbell, NCK Tech Adam Borth, Fort Scott CC Aleks Sternfeld-Dunn, WSU Elaine Simmons, Barton CC Kaye Monk-Morgan, WSU Jason Sharp, Labette CC Jennifer Ball, Washburn Melinda Roelfs, PSU Mickey McCloud, JCCC Andy Klenke, PSU Ed Bashaw, ESU	Jerry Pope, KCKCC Aron Potter, Coffeyville CC Brian Niehoff, K-State Heather Morgan, KACCT Jon Marshall, Allen CC Jean Redeker, KU Kim Morse, Washburn Linnea GlenMaye, WSU Monette Depew, Pratt CC Michelle Schoon, Cowley CC Greg Belcher, PSU	Sarah Robb, Neosho County CC Lori Winningham, Butler CC Cindy Hoss, Hutchinson CC Brad Bennett, Seward County CC Jane Holwerda, Dodge City CC Luke Dowell, Seward County CC Kim Zant, Cloud County CC Mark Allen, Independence CC Robert Klein, KUMC Kim Krull, Butler CC Carol Lucy, ESU

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

Approval of Minutes

Howard Smith moved to approve the minutes of the October 7, 2020 meeting, and Jill Arensdorf seconded the motion. With no corrections, the motion passed.

1st Readings

- David Cordle presented the first reading for a Bachelor of Arts in Interdisciplinary Entrepreneurship. Ed Bashaw, Dean, School of Business, and Carol Lucy, Assistant Professor, Business Administration, presented a brief overview and stood for questions. Dean Bashaw noted they were able to make this BA a part of their Association to Advance Collegiate Schools of Business's (AACSB) accounting accreditation process, and it will extend to potential majors in the discipline. Professor Lucy stated this program will allow more students in the Midwest to have opportunities at cutting-edge entrepreneurship education. David stated the program could serve as a second major for students, particularly in arts and humanities when they look at creating a business venture that focuses on their specific areas of interest.

No questions were presented from the Council. This program will be up for a second reading at the next COCAO meeting.

- Howard Smith presented the first reading for an Associate of Applied Science in Career & Technical

Education. Howard stated it comes from the Kansas Center for Career and Technical Education, established at the PSU Kansas Technology Center a few years ago. This program is a direct result of workforce demand for academic credentials and/or specific skill sets. Howard stated this program fits within their academic structure and they do not need additional resources. Andy Klenke, Department Chair of Teaching and Workforce Development, and Greg Belcher, Director of the Kansas Center for Career and Technical Education, were available for questions. Director Belcher noted other universities have noticed when they created similar associate degree programs it helped their career and technical education bachelor degree completion rate.

No questions were presented from the Council. This program will be up for a second reading at the next COCAO meeting.

Council of Faculty Senate Presidents Update

Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update. Aleks stated the Council is working on two items; 1) discussions with TAAC regarding transfer equivalencies and clarification on upper division transfer courses, and 2) finalizing a Council of Faculty Senate Presidents Freedom of Expression Statement to be read to the Board later in the day.

Adjournment

Shirley reminded everyone updated admission policies are due to KBOR Academic Affairs by December 11, 2020.

The next COCAO meeting will be on January 20, 2021. Barbara Bichelmeyer moved to adjourn the meeting, and Howard Smith seconded the motion. With no further discussion, the meeting adjourned at 8:58 a.m.

CURRENT FISCAL YEAR MEETING DATES

Fiscal Year 2021

Meeting Dates

Agenda Material Due to Board Office

August 4-6, 2020

August 19, 2020 at noon

September 9-10, 2020

October 28, 2020 at noon

November 18, 2020 (ESU)

November 24, 2020 at noon

December 16-17, 2020

December 30, 2020 at noon

January 20-21, 2021

January 27, 2021 at noon

February 17-18, 2021

February 24, 2021 at noon

March 17-18, 2021

March 24, 2021 at noon

April 14, 2021 (FHSU)

April 28, 2021 at noon

May 19-20, 2021

May 26, 2021 at noon

June 16-17, 2021

August 4-6, 2020

MEETING DATES FOR FY 2022

Fiscal Year 2022

Meeting Dates

July 27-29, 2021 – Budget Workshop/Retreat

September 15-16, 2021

October 20-21, 2021

November 17-18, 2021

December 15-16, 2021

January 19-20, 2022

February 16-17, 2022

March 16-17, 2022

April 20-21, 2022

May 18-19, 2022

June 15-16, 2022

COMMITTEES (2020-2021)

Bill Feuerborn, Chair
Cheryl Harrison-Lee, Vice Chair

Standing Committees

Academic Affairs
 Shelly Kiblinger – Chair
 Ann Brandau-Murguia
 Allen Schmidt
 Helen Van Etten

Fiscal Affairs and Audit
 Jon Rolph – Chair
 Shane Bangerter
 Cheryl Harrison-Lee
 Mark Hutton

Governance
 Bill Feuerborn – Chair
 Cheryl Harrison-Lee
 Shelly Kiblinger
 Jon Rolph

Regents Retirement Plan
 Shane Bangerter – Chair

Board Representatives and Liaisons

Education Commission of the States	Ann Brandau-Murguia
Postsecondary Technical Education Authority	Mark Hess Mike Johnson Rita Johnson
Midwest Higher Education Compact (MHEC)	Helen Van Etten Blake Flanders
Washburn University Board of Regents	Helen Van Etten
Transfer and Articulation Advisory Council	Shane Bangerter
Governor’s Education Council	Allen Schmidt Helen Van Etten
Coordinating Council	Shelly Kiblinger Helen Van Etten