

# COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA

**May 16, 2018**  
**9:15 am – 10:00 am**  
**or upon adjournment of SCOCOA**  
**reconvene at noon**

The Council of Chief Academic Officers will meet in Room 2110 in the Health Education Building on the University of Kansas Medical Center campus, located at 3901 Rainbow Boulevard, Kansas City, Kansas.

## I. Call To Order

A. *Approve March 14, 2018 and April 18, 2018 meeting minutes* April Mason, Chair p. 2

## II. Program Requests

A. *Master of Science in Data Analytics (Second Reading)* KSU p. 7

B. *Bachelor of Applied Science in Workforce Leadership and Applied Learning (First Reading)* WSU p. 13

## III. Other Requests

A. *Move M.S. in Informatics to Department of Interdisciplinary Studies in College of Liberal Arts and Sciences* ESU p. 20

B. *Reorganization of Kelce College of Business* PSU p. 21

C. *Name Change for Institute of Interdisciplinary Creativity* WSU p. 29

D. *Creation of:* WSU p. 30  
     *a. College of Applied Studies*  
     *b. School of Education*

## IV. Council of Faculty Senate Presidents Update

Brian Lindshield, KSU

## V. Other Matters

A. *Tilford Conference* Kate McGonigal, FHSU p. 31  
     • *Host site rotation*  
     • *Post 2017 Tilford Conference Summary Report*

B. *Informational Items* COCAO Members

C. *Update on Board Goal on Qualified Admissions* Jean Redeker, KBOR

## VI. Adjournment

### Council of Chief Academic Officers Meeting Schedule

MEETING	Location	Lunch	New Program/Degree Requests	Agenda Materials
May 16, 2018	KUMC	KUMC	April 4, 2018	April 30, 2018
June 20, 2018	Topeka	Washburn	May 9, 2018	June 4, 2018

## Council of Chief Academic Officers

### MINUTES Wednesday March 14, 2018

The March 14, 2018, meeting of the Council of Chief Academic Officers was called to order by Chair April Mason at 9:18 a.m. The meeting was held in the Overman Student Center at Pittsburg State University.

#### **In Attendance:**

Members:	April Mason, KSU Lynette Olson, PSU Rick Muma, WSU	David Cordle, ESU Stuart Day, KU	Jeff Briggs, FHSU Robert Klein, KUMC
Staff:	Jean Redeker	Karla Wiscombe	Max Fridell
Others:	Ed Kremer, KCKCC Kim Krull, Butler CC Amy Hite, PSU Rob Catlett, ESU Cliff Morris, PSU Ed Bashaw, ESU	Linnea GlenMaye, WSU Adam Borth, Fort Scott CC Erin Shaw, Highland CC Brenda Chatfield, NWKTC Aron Potter, Coffeyville CC Rick Moehring, JCCC	Steve Loewen, FHTC Lori Winningham, Butler CC Todd Carter, Seward County CC Michael McCloud, JCCC Tony Gabel, FHSU

Chair April Mason welcomed everyone.

#### **APPROVAL OF MINUTES**

Rick Muma moved that the minutes of the February 14, 2018, meeting be approved. Following the second of Lynette Olson, the motion carried.

#### **PROGRAM REQUESTS**

- *WSU – Master of Arts in Arts Leadership and Management (second reading).* Rick Muma described the degree program and stated there have been no further questions or discussions.

Lynette Olson moved, with the second of David Cordle, that the Master of Arts in Arts Leadership and Management be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS and BAASC.

- *WSU – Master in Health Administration (first reading).*  
Rick Muma discussed Wichita State University's Master in Health Administration. If there are further comments or questions, please contact Rick Muma prior to the April 18, 2018, conference call. This is a first reading and no action is required.
- *KUMC – Master of Science in Athletic Training (second reading).*  
Robert Klein described the program and stated there was a small change to clarify other programs being offered.

Jeff Briggs moved, with the second of Rick Muma, that the Master of Science in Athletic Training be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS and BAASC.

- *ESU – Master of Science in Information Technology (first reading).*
  - *ESU – Bachelor of Science in Business Data Analytics (first reading).*
- David Cordle introduced Ed Bashaw to discuss Emporia State University's Master of Science in Information Technology and Bachelor of Science in Business Data Analytics. If there are further comments or questions, please contact David Cordle prior to the April 18, 2018, conference call. This is a first reading and no action is required.

### **Degree or program name changes**

- *B.S.E. in Health and Physical Education to B.S.E. in Physical Education Plus - KU*  
Discussion was held for the above listed degree title change at KU.

David Cordle moved, with the second of Rick Muma, that the degree title change for B.S.E. in Health and Physical Education at KU be approved. The motion carried with one opposing vote.

- *M.S. in Horticulture to M.S. in Horticulture and Natural Resources – KSU*
- *Ph.D. in Horticulture to Ph.D. in Horticulture and Natural Resources – KSU*  
Discussion was held for the above listed degree title changes at KSU.

Lynette Olson moved, with the second of David Cordle, that the degree title changes for the M.S. & Ph.D. at KSU be approved. The motion carried.

### **Department creation or name changes**

- *Department of Sport Management creation and change the name of the Sport Administration program to Sport Management program at WSU*  
Rick Muma discussed the history behind the change of the program and department change.

David Cordle moved, with the second of April Mason, that the creation of the Department of Sport Management and the program name change at WSU be approved. The motion carried.

- *Respiratory Care Department to Department of Respiratory Care and Diagnostic Science at KUMC.*  
Robert Klein discussed the reasoning for the change of name.

Rick Muma moved, with the second of Lynette Olson, that the Respiratory Care Department name change to Department of Respiratory Care and Diagnostic Science at KUMC be approved. The motion carried.

- *KUMC – requests to add two clinical departments within the School of Medicine.*
  - The Department of Cardiovascular Medicine
  - The Department of Cardiovascular and Thoracic Surgery

Rick Muma moved, with the second of Jeff Briggs, that the creation of the two departments listed above for KUMC be approved. The motion carried.

### **Council of Faculty Senate Update**

Amy Hite, PSU, informed COCAO that the Council of Faculty Senate Presidents (COFSP) will discuss the process for cut scores and implementation review, 120 credit hour degree programs, and Senate Bill 340 at the COFSP's meeting today.

### **OTHER MATTERS**

- *Update on Board Goal on Qualified Admissions was presented by Howard Smith, PSU.*  
Discussion was held and COCAO will review the proposal with the appropriate individuals at their university.
- *Proposed amendments to the Policy on Expedited Program Approval Process were presented by Jean Redeker.*
  - The policy allows the flexibility to respond quickly to distinct opportunities to meet workforce, economic or other special needs.
  - Staff is proposing adding additional criteria for justification to tailor criteria to those programs that:
    - need expedited approval due to unforeseen, immediate circumstances;
    - were directly requested by a corporate, industrial or public entity; and
    - were expedited for approval at the campus level.

- In addition, a statement has been included indicating this process is not to be used to circumvent the customary approval process.

Discussion was held and Jean Redeker will provide a revised proposal at the May COCAO meeting.

The Chair recessed the meeting at 10:27 am.

COCOA reconvened at 12:23 pm.

- *Jean Redeker presented an update from the Governance committee meeting.* A revision to the Accreditation reporting was recommended. In the event of an adverse accreditation, the Vice President for Academic Affairs will report the information to the Board.
- *Tilford Conference was discussed by COCAO.*
- *Max Fridell requested feedback on the New Program Proposal form.* Discussion followed and COCAO members appreciate the work to streamline the form.

Rick Muma moved to accept the New Program Proposal form with the changes discussed. Following the second of Lynette Olson, the motion carried. The new form will be effective July 1, 2018, presuming it is approved by the Board.

- *The request to Offer Courses in the Kansas City Metropolitan Area was presented by Rick Muma.* WSU requested approval to offer courses included in the Project Lead The Way Engineering Pathway to high schools in the KC Metro area (Johnson and Wyandotte counties). Discussion was held.

#### **Informational Items**

- Stuart Day informed COCAO of the University Press of Kansas (UPK) Board meeting in June.
- Please RSVP to Ronda by April 18<sup>th</sup> regarding lunch for COCAO's May meeting.

#### **ADJOURNMENT**

Rick Muma moved, with the second of Jeff Briggs to adjourn the meeting. The motion carried and the meeting adjourned at 1:35 pm.

## Council of Chief Academic Officers

### MINUTES Wednesday April 18, 2018

The Council of Chief Academic Officers met by conference call at 11:02 a.m. on Wednesday April 18, 2018.

#### **In Attendance:**

Members:	April Mason, KSU Lynette Olson, PSU Rick Muma, WSU	David Cordle, ESU Stuart Day, KU	Jeff Briggs, FHSU Robert Klein, KUMC
Staff:	Karla Wiscombe	Max Fridell	Sam Christy-Dangermond
Others:	Cloud County CC	KCKCC	

Chair April Mason welcomed everyone.

#### **PROGRAM REQUESTS**

- *WSU – Master in Health Administration (second reading).*

Rick Muma stated there have been no further comments or questions.

Lynette Olson moved, with the second of David Cordle, that the Master in Health Administration for WSU be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPs and BAASC.

- *ESU – Master of Science in Information Technology (second reading).*

David Cordle stated there have been no further comments or questions.

Rick Muma moved, with the second of Lynette Olson, that the Master of Science in Information Technology for ESU be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPs and BAASC.

- *ESU – Bachelor of Science in Business Data Analytics (second reading).*

David Cordle stated there have been no further comments or questions.

Jeff Briggs moved, with the second of Rick Muma, that the Bachelor of Science in Business Data Analytics for ESU be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPs and BAASC.

- *KUMC – Doctorate in Clinical Laboratory Science (second reading).*

Robert Klein discussed the external reviewers' report. Discussion was held.

David Cordle moved, with the second of Lynette Olson, that the Doctorate in Clinical Laboratory Science for KUMC be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPs and BAASC.

- *KSU – Master of Science in Data Analytics (first reading).*

April Mason discussed Kansas State University's Master of Science in Data Analytics. If there are further comments or questions, please contact April Mason or Brian Niehoff prior to the May 16<sup>th</sup> meeting. This is a first reading and no action is required.

**Degree or program name changes**

- *M.S. in Global Supply Chain Management to MS in Management Science and Supply Chain Management - WSU*
- *B.S. in Health Promotion to B.S. in Health and Human Performance - ESU*

Discussion was held for the above listed degree title changes.

Lynette Olson moved, with the second of Rick Muma, that the degree title changes listed above for WSU and ESU be approved. The motion carried.

**Other Matters**

- The May 18<sup>th</sup> COCAO lunch meeting was discussed.
- Discussion was held regarding communication to the Tilford Planning Committee. A post conference summary report for the 2017 Tilford Conference will be presented to COCAO at the May 18<sup>th</sup> meeting.

**ADJOURNMENT**

The chair adjourned the meeting at 11:47 am.

**New Program Proposal: Program Summary**  
**Kansas State University**  
**Master of Science in Data Analytics**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Degree: Master of Science in Data Analytics (MS-DA) Implementation date: Fall Semester 2018 Total Semester Credit Hours: 30 CIP code: 52.1301
2. Academic Unit	College of Business Administration
3. Program Description	<p>The College of Business Administration is proposing a new Master of Science in Data Analytics (MS-DA) degree in order to address the increasing need for data scientists. This graduate program will be offered in collaboration with the Departments of Computer Science, Economics, Mathematics, Industrial Management and Systems Engineering, Statistics, and Geography; it will focus on using advanced technologies to manipulate big data,<sup>1</sup> utilizing rigorous methods to interpret the data, and obtaining the business skills necessary to translate understanding into actionable organizational strategies.</p> <p>This collaborative curriculum will provide students with the necessary skills and knowledge to find secure, professional jobs, provide companies scientific and systematic methods of decision-making, and provide involved faculty members opportunities to improve their professional and research skills by applying techniques to real business issues.</p>
4. Student Demand	<p>Advisors have repeatedly indicated a need and a desire for this program stemming from consultations with students representing various fields, including computer science, statistics, mathematics, economics, engineering, and, especially, business.</p> <p>Accordingly, we can project a conservative demand for this proposed degree program to be 20 full-time and 5 part-time three years after implementation.</p> <p>The proposed program targets recent undergraduate and graduate students from different disciplines (engineering, computer science, mathematics, and science), K-State staff, and young professionals with the need to develop skills of data analytics at work. The impact on current MBA program enrollment should be minimal, as the two programs target very different groups of students, with very different curricula. Furthermore, the experience from other, similar, graduate programs suggests there will be international students applying for this degree program, as well.</p>
5. Employment Demand	<p>“Data analytics is a hot new career field that includes a wide range of jobs involving some combination of statistics and computing, as well as other skills” (§ 1).<sup>2</sup> Forbes indicated that data analytics and statistics seem “to be making their way onto every avenue in the workforce” (§ 1).<sup>3</sup> A sampling of data analytics job titles includes Business Intelligence Developer, Business Intelligence Analyst, Data Scientist, Intelligence Analyst, Software Development Engineer, Data Engineer, Data Analyst, and Business Analyst.</p> <p>Firms’ demands for professionals with data analytics skills and knowledge are increasing (e.g., employment in all computer occupations is expected to increase by 22%</p>

<sup>1</sup> Rouse, M. (2017). *Big data analytics*. Tech Target Retrieved from: <http://searchbusinessanalytics.techtarget.com/definition/big-data-analytics>

<sup>2</sup> Rutgers. (2018). *Master of business and science degree: Data analytics jobs & skills in demand 2016*. Retrieved from <https://mbs.rutgers.edu/articles/data-analytics-jobs-skills-demand-2016>

<sup>3</sup> Kauflin, J. (July 20, 2017). Forbes. *The five most in-demand skills for data analysis jobs*. Retrieved from <https://www.forbes.com/sites/jeffkauflin/2017/07/20/the-five-most-in-demand-skills-for-data-analysis-jobs/#610b8e922c7c>

by 2020, according to the U.S. Bureau of Labor Statistics)<sup>4</sup> and academia is responding to the demands by developing new techniques and providing data analytics courses at undergraduate and graduate levels. According to McKinsey & Company's *Big Data Report*, by 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills. The study also projects that the U.S. needs 1.5 million data-savvy managers and analysts who can manage and analyze large datasets, and utilize the findings in their decision making.<sup>5</sup>

In 2016, there were 295,755 master's level jobs nationally in the most common target occupations for data analytics graduates. These jobs are expected to grow by 8.6% over the next five years. Over 1.2M jobs requesting these skills have been posted during the last three years. The national job market is quite strong for master's level graduates in data analytics. The median salary is \$103,320.<sup>6</sup>

Education Advisory Board (EAB) recently published a webinar with additional findings on Data Analytics.<sup>7</sup> They did an extensive search on jobs that were not specific to data analysis or data science, but that were requesting some level of expertise in these areas for other positions. EAB reports that there were an additional 400,000 job listings that could fit this description in 2016, and that jobs requesting some level of data analytics skills, in non-data analytics professions, grew by 24% in the last three years. When considered regionally within Kansas and surrounding states, there were 591 completions and to 1723 openings in 2016; the average salary for all-experience levels slightly trails the rest of the United States at \$96,820.<sup>8</sup> The national entry-level salary for a data analyst, depending on location, ranges from \$40,475 to 78,217.<sup>9</sup> The median entry-level salary without bonuses or fringe benefits is \$56,062.<sup>10</sup>

6. Comparative/  
Locational  
Advantage

Currently, there are no other universities in the Kansas Board of Regents System offering graduate, cross-discipline degrees in data analytics. (University of Kansas offers a Graduate Business Analytics Certificate.) A comparison of master's degree analytics programs from institutions in bordering states is provided below.

University	Program	Total Hours	Remark
Rockhurst University	MS in Bus Intelligence & Analytics	30	No data science courses
U of Missouri - Columbia	MS in Data & Analytics	34	No data science courses
Iowa State University	MS of Business Analytics	30	No data science courses
Oklahoma State University	MS in Business Analytics	33-37	No data science courses
U of Colorado – Boulder	MS in Business Analytics	33	No data science courses

<sup>4</sup> Sieben, K. (2016 February). *Monthly Labor Review. Labor markets in 2040: big data could be a big deal for jobseekers*. U.S. Bureau of Labor Statistics. Retrieved from: <https://www.bls.gov/opub/mlr/2016/article/labor-markets-in-2040-big-data-could-be-a-big-deal-for-jobseekers.htm>

<sup>5</sup> Manyika J., et al. (May 2011). *Big data: The next frontier for innovation, competition, and productivity*, McKinsey Global Institute. Retrieved from: <http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/big-data-the-next-frontier-for-innovation>

<sup>6</sup> Sieben. Ibid.

<sup>7</sup> Educational Advisory Board (EAB). (2018). *Creative disruption: Data analytics capitalizing on the rise of data analytics*. Retrieved from: <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/events/webconferences/2018/creative-disruption-data-analytics>

<sup>8</sup> Educational Advisory Board (EAB). (2018). *Creative disruption: Data analytics capitalizing on the rise of data analytics*. Retrieved from: <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/events/webconferences/2018/creative-disruption-data-analytics>

<sup>9</sup> PayScale (2018). Retrieved from: [https://www.payscale.com/research/US/Job=Data\\_Analyst/Salary/6d51ed9b/Entry-Level-Data-Analysis](https://www.payscale.com/research/US/Job=Data_Analyst/Salary/6d51ed9b/Entry-Level-Data-Analysis)

<sup>10</sup> Ibid.

	<p>This MS-DA proposed degree program is unique, combining courses from various disciplines that cover both data science and applied analytics. Such an integrated curriculum, that offers the students flexibility in choosing a course that fit their interests and background, should be attractive to students interested in data analytics. Kansas State University is well-positioned to offer a graduate-level major in data analytics. Companies interested in cost reduction, faster and better decision-making, and gauging customer needs for new products and services are eager for skilled personnel, and K-State’s proposed graduate level major will provide companies with a much needed resource, resulting in excellent, high-paying careers for our students, within the State of Kansas, nationwide, and internationally.</p>																												
7. Curriculum	<p>The Master of Science in Data Analytics degree program requires 30 hours of coursework. This includes:</p> <ul style="list-style-type: none"> <li>• 21 hours of required courses and</li> <li>• 9 hours of specified electives.</li> </ul> <p>Opportunities for student interaction and research are embedded throughout the program.</p>																												
8. Faculty Profile	<p>Faculty in existing departments and colleges across the university will teach and coordinate the curriculum. There are a total of 19 tenured/tenure-track faculty members (6 for required/core courses and 13 for electives) involved in teaching this program. Because all program courses (both cores and electives) are currently offered, there are no additional course or faculty resources required.</p> <p>Core courses come from five different departments: Computer Science (CS), Economics (ECON), Industrial and Manufacturing Systems Engineering (IMSE), Management (MANGT), and Marketing (MKTG). Core faculty include:</p> <table border="1" data-bbox="440 1052 1456 1499"> <thead> <tr> <th>Name/Degree</th> <th>Tenure Status/Title</th> <th>Dept</th> <th>Academic Specialization</th> </tr> </thead> <tbody> <tr> <td>William Hsu, Ph.D.</td> <td>Tenured, Professor</td> <td>CS</td> <td>CIS 730, CIS 798/731, CIS 732</td> </tr> <tr> <td>Yoon-Jin Lee, Ph.D.</td> <td>Non-tenured, Assistant Professor</td> <td>ECON</td> <td>ECON 630</td> </tr> <tr> <td>Shing I Chang, Ph.D.</td> <td>Tenured, Professor</td> <td>IMSE</td> <td>IMSE 785</td> </tr> <tr> <td>Roger McHaney, Ph.D.</td> <td>Tenured, Professor</td> <td>MANGT</td> <td>MANGT 830</td> </tr> <tr> <td>Bongsug Chae, Ph.D.</td> <td>Tenured, Professor</td> <td>MANGT</td> <td>MANGT 665, MANGT 670</td> </tr> <tr> <td>Jaebeom Suh, Ph.D.</td> <td>Tenured, Associate Professor</td> <td>MKTG</td> <td>MKTG 880</td> </tr> </tbody> </table> <p>Non-core faculty come from the following departments: Marketing, Accounting, Finance, Management, Geography, Economics, Computer Information Systems, Mathematics, and Statistics.</p>	Name/Degree	Tenure Status/Title	Dept	Academic Specialization	William Hsu, Ph.D.	Tenured, Professor	CS	CIS 730, CIS 798/731, CIS 732	Yoon-Jin Lee, Ph.D.	Non-tenured, Assistant Professor	ECON	ECON 630	Shing I Chang, Ph.D.	Tenured, Professor	IMSE	IMSE 785	Roger McHaney, Ph.D.	Tenured, Professor	MANGT	MANGT 830	Bongsug Chae, Ph.D.	Tenured, Professor	MANGT	MANGT 665, MANGT 670	Jaebeom Suh, Ph.D.	Tenured, Associate Professor	MKTG	MKTG 880
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9. Student Profile	<p>The proposed program targets recent undergraduate and graduate students from different disciplines, K-State staff seeking professional development, and young professionals with the need to develop skills of data analytics at work. The experience from other, similar graduate programs in the region also suggests there will be international students applying for this degree program.</p> <p>Students interested in this major typically exhibit the following characteristics<sup>11</sup>: strong</p>																												

<sup>11</sup> Piyanka, Jain. (May 28, 2016) *5 characteristics of the analytics hero*. Forbes Retrieved from <https://www.forbes.com/sites/piyankajain/2015/05/18/5-characteristics-of-the-analytics-hero/#6ae574ea176f>

	<p>analytics aptitude, curiosity, hypothesis-driven, motivated, and structured problem-solver. Other sources reference similar traits, and one thing they all have in common is that the student must have a passion for business and data.</p>
10. Academic Support	<p>Academic services at KSU, including advising, library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. All academic support available at Kansas State University and in the College of Business will be available for students and faculty in the Master of Science – Data Analytics program.</p> <p>Library material, including electronic subscriptions to the most relevant journals and databases, are sufficient for the proposed program. Current support staff in the College of Business (technology support consultants, instructional support specialists, development officers) is sufficient for the proposed program.</p>
11. Facilities/ Equipment	<p>The School of Business anticipates that the facilities are adequate to support the proposed program; no new facilities or equipment will be needed to implement this new major.</p>
12. Program Review, Assessment, Accreditation	<p>The MS-DA will be subject to continuous review by graduate faculty in the Graduate Innovative Curriculum Committee of the College of Business Administration. Faculty will be invited to raise issues and help solve problems. Students will be asked to complete surveys at the mid-point and conclusion of their program to help faculty address student concerns and make changes or improvements. Data from the surveys and student assessments will be aggregated, reported, and used for program refinement and improvement.</p> <p>The program will also be subject to accreditation review by the Association to Advance Collegiate Schools of Business (AACSB); AACSB, considered the gold-standard of business school accreditation,<sup>12</sup> is a non-governmental accrediting agency that oversees the standardization of collegiate schools of business and accounting nationwide.</p> <p>The Graduate Curriculum Committee will review assessment results annually within two weeks of the conclusion of the Spring semester. Additionally, the Graduate Curriculum Committee will review the exit survey results and assessment results during its annual meeting and provide suggestions to improve the program.</p>
13. Costs/ Financing	<p>Implementation year reallocated salaries for six faculty members amounts to \$19,589. This cost will be covered by reallocating salary expenses from other departments. There are no new costs in salaries; there are no other operating expenses costs in the implementation year; there are no additional money requests for years two and three.</p>

<sup>12</sup> Get Educated (2017). AACSB accredited MBA: Pros and cons. GetEducated.com. Retrieved from: <https://www.geteducated.com/online-mbas/94-do-i-need-an-aacsb-accredited-online-mba>

**New Program Proposal: Curriculum Outline**  
**Kansas State University**  
**Master of Science in Data Analytics**

**Basic Program Information**

1. Title of proposed program:	Master of Science in Data Analytics
2. Degree to be offered:	Master of Science in Data Analytics (MS-DA)
3. Anticipated date of implementation:	Fall Semester 2018
4. Responsible department or unit:	College of Business
5. Total Number of Semester Credit Hours:	30
6. CIP code:	52.1301

**I. Required Core Courses:**

<b>Course Name &amp; Number</b>	<b>Semester Credit Hours</b>
CIS 798/731: Programming Techniques for Data Science & Analytics	3
ECON 630 Intro to Econometrics	3
IMSE 785: Big Data Analytics	3
MANGT 830: Information Technology Strategy and Application	3
MIS 665: Business Analytics and Data Mining	3
MIS 670: Social Media Analytics and Web Mining	3
MKTG 880: Applied Marketing Analytics	<u>3</u>

**Total Semester Credit Hours of Core Courses:** **21**

**II. Specified Elective Courses:** *(Students are to select three courses from the electives listed below):*

<b>Course Name &amp; Number</b>	<b>Semester Credit Hours</b>
CIS 730: Principles of Artificial Intelligence	3
CIS 732: Machine Learning and Pattern Recognition	3
CIS 751: Computer and Information Security	3
CIS 833: Information Retrieval and Text Mining	3
MATH 725: The Mathematics of Data and Network I	3
MATH 726: The Mathematics of Data and Network II	3
STAT 717: Categorical Data Analytics	3
STAT 730: Multivariate Statistical Methods	3
ACCTG 856: Accounting Analytics	3
ECON 686: Economic Forecasting	3
FINAN 623: Financial Modeling	3
GEOG 608: Geographic Information Systems II	3
GEOG 712: Internet GIS and Distributed Geographic Information Services	3
GEOG 728: Topics in Programming for Geographic Analysis	3
GEOG 808: Geocomputation	3
MANGT 662: Procurement, Logistics and Supply Chain Design	3
MKTG 881: Advanced Marketing Analytics	<u>3</u>

**Total Semester Credit Hours of Elective Courses:** **9**

**Total Semester Credit Hours for Program** ..... **30**

**New Program Proposal: Fiscal Summary**  
**Kansas State University**  
**Master of Science in Data Analytics**

**Basic Program Information**

- |   |   |
|---|---|
| 1. Title of proposed program:             | Master of Science in Data Analytics         |
| 2. Degree to be offered:                  | Master of Science in Data Analytics (MS-DA) |
| 3. Anticipated date of implementation:    | Fall Semester 2018                          |
| 4. Responsible department(s) or unit(s):  | College of Business                         |
| 5. Total Number of Semester Credit Hours: | 30  |
| 6. CIP code:                              | 52.1301                                     |

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	3	2	10	5	20	5
B. Total SCH taken by all students in program	75 (=3*21 + 2*6)		240 (=10*21 + 5*6)		450 (=20*21 + 5*6)	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>	\$19,589.00 *					
Salaries	<i>(reallocated; no new cost)</i>		0		0	
OOE	0		0		0	
Total	\$19,589.00 *		0		0	
	<i>(reallocated; no new cost)</i>					

Notes:

- \* Costs for salaries for six faculty members will be reallocated from other programs/departments.
- No new courses are offered; no new faculty lines are required. There are no new costs in salaries; there are no other operating expenses costs in the implementation year; there are no additional money requests for years two and three.

**New Program Proposal: Program Summary  
Wichita State University**

**Bachelor of Applied Sciences in Workforce Leadership and Applied Learning**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Program Title: Workforce Leadership and Applied Learning Degree: Bachelor of Applied Sciences Implementation: Fall 2018 Total SCH: 120 CIP code: 30.9999
2. Academic Unit	College of Education
3. Program Description	<p>The Bachelor of Applied Sciences-Workforce Leadership and Applied Learning (BAS-WLAL) degree program is a flexible degree focused on applied learning and workforce education integration. The BAS-WLAL degree is a 120 semester credit hour, undergraduate degree with the capacity to support different concentrations in the future, beyond the current, proposed Education and Innovation concentration.</p> <p>Each student will have the opportunity to customize an individualized plan of study in consultation with his/her program advisor. A cornerstone of this degree will be the requirement for students to complete a minimum of 21 semester credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies.</p>
4. Demand/Need for the Program	<p>A recent survey of students in the College of Education and WSU-Tech indicated a strong interest in the program with over 90% of the 500 respondents indicating an interest in the degree program. Of those, 48% said they would be interested in beginning such a program in 2018-19 and another 36% indicated they would be interested in beginning such a program in 2019-2020.</p> <p>The goal of this program is to prepare students to seek employment in either private or public sectors as innovation specialists or as other similar dynamic, flexible positions within corporate innovation centers where the nature of work requires creativity, interpersonal skills, and flexibility. According to the <i>World Economic Forum</i>, the need for graduates with skills in leadership, interpersonal communication, global awareness, and design thinking will be more important than technical skills by 2020 (Pasha, 2018).<sup>13</sup></p>

<sup>13</sup> Pasha, F. (2018). The most in-demand employee talent: Soft skills. Retrieved from <https://www.monster.ca/career-advice/article/soft-skills-in-demand>

<p>5. Comparative / Locational Advantage</p>	<p>Because of its metropolitan setting as the largest city in Kansas, WSU is uniquely qualified to provide students access to industry partners through applied learning experiences. WSU lists the following potential partnerships for this degree program: YMCA, The Boys and Girls Club, Sporting KC, Wesley Hospital, The Opportunity Project, The Cosmosphere, private schools (Wonder, Collegiate, etc.), Exploration Place, and public school districts.</p> <p>The BAS-Workforce Leadership and Applied Learning degree at WSU will be an interdisciplinary, freestanding degree that takes advantage of existing curricula and faculty expertise. While there are similar Kansas programs, there are also distinct differences between these programs and the proposed degree program presented here.</p> <ul style="list-style-type: none"> <li>• <i>Emporia State University</i>: offers a Bachelor of Interdisciplinary Studies focusing on core areas such as communication, information literacy, community leadership, and decision-making/problem solving.</li> <li>• <i>University of Kansas</i>: offers a Bachelor of Applied Sciences in Biotechnology that focuses on biology, biochemistry and clinical lab sciences.</li> <li>• <i>Fort Hays State University</i>: offers a Bachelor of Science through the Department of Applied Technology that serves as a degree completion program for the Associate of Applied Science (2-year) degree.</li> <li>• <i>Pittsburg State University</i>: offers a Bachelor of Applied Science with a major in Technology; there are two areas of emphasis within this degree listed: Construction, and Environment &amp; Safety.</li> <li>• <i>Washburn University</i>: offers a Bachelor of Applied Studies with multiple emphasis areas, such as Human Services and Technology Administration. This BAS also serves as a degree completion option for those graduating from Washburn Tech with Associate of Applied Science degrees.</li> </ul> <p>The WSU BAS-WLAL will focus on core competencies and will be more flexible and broadly applied through 21 semester credit hours of applied learning experiences. Within the states bordering Kansas, no university offers a degree program structured exactly as the proposed BAS-WLAL program.</p>
<p>6. Curriculum</p>	<p>The BAS-WLAL consists of 120 semester credit hours. Students are required to take 42 credits of General Education, 21 credits in Core Competency courses, 36 credit hours in the Concentration, and the remaining 21 hours in Applied Learning and/or Apprenticeships.</p> <p>Core Competency courses include courses in human wellness, civic literacy, diversity, social justice and global engagement, innovative mindsets, learning and development, and leadership communication.</p> <p>Practica I, II, and III are all required, and students are expected to take these courses as a cohort.</p>
<p>7. Faculty Profile</p>	<p>The BAS-WLAL degree will be housed in the College of Education and will be supported by the administrative support staff currently available in the Sport Management Department including Dr. Mark Vermillion, the Sport Management Department Chair, and the Administrative Assistant who will coordinate the overall program.</p>

7. Faculty Profile

However, faculty from across existing departments in the College of Education will teach, coordinate the curriculum, and advise students. Additional faculty members from the College of Education, and perhaps other WSU colleges, will teach in the program as necessary to accommodate individualized tracks.

All identified faculty members currently teach one to three courses per semester and advise students. Because the courses for the proposed BAS-WLAL program largely consist of existing courses, the initial additional advising and teaching are anticipated to be minimal.

Core faculty include:

Name	Highest Degree	Rank	Program Courses and Expertise	Time to Program
Mark Vermillion *	Ph.D.	Prof	SMGT 465 Psychology of Sport and Physical Activity, SMGT 300 Technology in Sport Management; <b>Expertise:</b> Sport Management, Criminal Justice, Sociology	20%
Ryan Amick	Ph.D.	Asst Prof	CI 505 Science Technology & Society; <b>Expertise:</b> Exercise Science, Adaptive Technology, Workplace Safety and Design, Human Factors, Human Performance	5%
Bobby Berry	M.Ed.	Clinical Educator	EDUC 500 Human Wellness, EDUC 400 Applied Studies Pract., EDUC 450 Applied Studies Internship, EDUC 600 Applied Studies Apprenticeship, EDUC 700 Apprenticeship, EDUC XXX Service Learning and Com Engagement; <b>Expertise:</b> Exercise Science, Health and Human Fitness, Sport Management	20%
Kim McDowell	Ph.D.	Assoc Prof	CI 326 Engaging and Motivating the Learner, CI 415 Differentiated Instruction for Diverse Learners, CI 602. Social Emotional Learning in the School Community, CI 710B. Differentiated Instruction for Active Engagement, CI 751AF. The Highly Engaged Classroom, EDUC XXX Principles of Learning Environments; <b>Expertise:</b> Learning and Assessment, Diverse Learners, Differentiated Instruction	20%
Jody Fiorini	Ph.D.	Assoc Prof	CI 794 Diversity and Culture in a Global Society, EDUC XXX Empathy Interview techniques; <b>Expertise:</b> Diversity training, Counseling;	5%

\* indicates Program Director

Additional faculty from the college and will teach program-specific curriculum as needed.

8. Student Profile	<p>This program will appeal to:</p> <ol style="list-style-type: none"> <li>1. Students who desire flexibility in designing their own college career path driven by their professional goals and applied learning experiences.</li> <li>2. Individuals who have an established knowledge base in a particular field and who want to develop those skills further. This includes graduates of various Associates in Applied Sciences degree programs as well as transfer students from a community college</li> <li>3. Returning adults who have earned some college credit but who have not completed a bachelor's degree.</li> </ol>
9. Academic Support	<p>This BAS-WLAL degree will have a Program Director (Dr. Mark Vermillion), an Applied Learning Coordinator (to be determined), and a program advisor (to be determined) within the College of Education. The academic support model at WSU includes student support from the Counseling and Testing Center, Disability Support Services, One-Stop Student Services, University Libraries, Career Services, and the Office of Cooperative Education and Work-Based Learning.</p>
10. Facilities and Equipment	<p>Facilities and equipment within the College of Education (including the Technology Center, Human Performance Lab) will be sufficient for delivering this program. No additional space or equipment will be needed.</p>
11. Program Review, Assessment, Accreditation	<p>As with all programs at WSU, the BAS-WLAL degree program will be reviewed regularly through annual program evaluations, course evaluations, learning objective assessments, graduate exit surveys, employer evaluations, and applied learning evaluations. Furthermore, this program will be reviewed per the Kansas Board of Regents' program review requirements. Specialized accreditation is not available for this degree.</p>
12. Costs, Financing	<p>The total cost for the implementation year is \$42,000 (\$37,000 for salaries and \$5,000 for other operating expenses); additional money budgeted for year two equals \$112,500, all for salaries (part-time administrator, full-time learning coordinator and academic advisor). Funding will come from program fees and restricted use funds. No additional costs are projected for year three.</p>

**New Program Proposal: Curriculum Outline  
Wichita State University**

**Bachelor of Applied Sciences in Workforce Leadership and Applied Learning**

**Basic Program Information**

1. Title of proposed program:	Workforce Leadership and Applied Learning
2. Degree to be offered:	Bachelor of Applied Sciences
3. Anticipated date of implementation:	Fall 2018
4. Responsible department(s) or unit(s):	College of Education
5. Total Number of Semester Credit Hours:	120
7. CIP code:	30.9999

**Required Courses:**

**Core Courses**

**Sub-Total Semester Credit Hours**

**General Education**

**42**

<i>Course Name and Number</i>	<i>Course Credit Hours</i>
ENG 101 College English I	3
ENG 102 College English II	3
MATH 111 College Algebra	3
COMM 111 Public Speaking	3
PSY 111 General Psychology	3
SOC 111 Intro to Sociology	3
ART 100	3
Gen Ed Humanities courses	6
Gen Ed Natural Sciences/Mathematics course	6
Gen Ed Further Studies course	6
Gen Ed Advanced Issues and Perspectives course	3

**Core Competency Courses**

**21**

- |                                     |   |
|-------------------------------------|---|
| 1. Human Wellness:                  |   |
| EDUC 500: Human Wellness (required) | 3 |

Choose 18 credit hours from three areas below with a minimum of at least 3 credit hours from each area:

- |  |   |
|--|---|
| 2. Diversity/Social Justice and Global Engagement  |   |
| CI 321 Introduction to Diversity: Cultural Issues  | 3 |
| CI 427 Philosophy, History and Ethics of Education | 3 |
| SMGT 465 Psychology of Sport and Physical Activity | 3 |
| SMGT 475 Sport and Physical Act in Amer Culture    | 3 |
| SMGT 552 Study Abroad in Global Sport Industry     | 3 |
| SOC 306 Introduction to Gender Studies             | 3 |
| SOC 320 Contemporary Social Problems               | 3 |
| SOC 326 Sociology of Race and Ethnicity            | 3 |
| SOC 330 Social Inequality                          | 3 |
| SOC 346 Sociology of Globalization                 | 3 |
| SOC 405 Sociology of Aging                         | 3 |
| POLS 305 Environmental Politics                    | 3 |
| POLS 310 Latin American Politics                   | 3 |
| POLS 320 Developing World                          | 3 |
| POLS 336 International Organizations               | 3 |
| POLS 340 Global Challenges                         | 3 |
| POLS 385 Global Democracy                          | 3 |

POLS 399 Travel Seminar	1-4	
3. Innovative Mindsets, Learning and Development		
CI 326 Engaging and Motivating the Learner		3
CI 415 Differentiated Instruction for Diverse Learners		3
CI 602 Social Emotional Lrning in School Community		2
CI 710B Differentiated Instr for Active Engagement		3
CI 711 Multicultural Education		3
CI 751AF The Highly Engaged Classroom		3
ID 500 Design Thinking and Innovation		3
SMGT 300 Technology in Sport Management		3
4. Civic Literacy and Leadership Communication		
EDUC ### Collaboration, Empathy and Leadership		3
COMM 130H Communication and Society		3
COMM 302 Interpersonal Communication		3
COMM 313 Argumentation and Advocacy		3
COMM 335 International and Intercultural Com		3
PSY 413 Leadership in Self and Society		3

**Applied Learning (Practica)**

**21**

EDUC 400 Applied Studies Practicum	3
EDUC 450 Applied Studies Internship	6
EDUC 600 Applied Studies Apprenticeship	6
EDUC 700 Applied Studies Apprenticeship	6

**Individualized Concentration Courses**

**36**

*Education and Innovation* (Choose from below)

CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 505 Science Technology and Society	3
CI 794 Diversity and Culture in a Global Society	3
CI 795 Change, Creativity and Innovation	3
EDUC ### Developing Innovative Mindsets	3
EDUC ### Principles of Learning Environments	3
EDUC ### Service Learning and Com Engag	2
EDUC ### Global Engagement and Social Innovation	3
EDUC ### Empathy Interview Techniques	3
EDUC ### Ideation in Teaching and Lrning Studio	3
ID 500 Design Thinking Process	1
ID 501 Design Thinking Facilitation	1
ID 503 Intro to Branding	1
ID 504 Building a Brand Strategy	1

**Total Semester Credit Hours ..... 120**

**New Program Proposal: Fiscal Summary  
Wichita State University**

**Bachelor of Applied Sciences in Workforce Leadership and Applied Learning**

**Basic Program Information**

- |  |   |
|--|---|
| 1. Title of proposed program:            | Workforce Leadership and Applied Learning |
| 2. Degree to be offered:                 | Bachelor of Applied Sciences              |
| 3. Anticipated date of implementation:   | Fall 2018                                 |
| 4. Responsible department(s) or unit(s): | College of Education                      |

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25	10	45	20	60	30
B. Total SCH taken by all students in program	720		1,320		1,800	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Equipment</u>						
<u>Base Budget</u>						
Salaries	\$37,000 <sup>1</sup>		\$112,500 <sup>2</sup>			
OOE	\$5,000 <sup>3</sup>					
Total <sup>5</sup>	\$42,000		\$112,500		No new costs	

**Explanations:**

<sup>1</sup> Salaries include: \$32,000 for a .5FTE applied learning coordinator, and \$5,000 for work-study/hourly student staff.

<sup>2</sup> Salaries include: \$25,000 for part-time administrator; \$31,250 for a full-time applied learning coordinator; and \$56,250 for an academic advisor.

<sup>3</sup> OOE includes: instructional materials, miscellaneous supplies, office supplies, software, and advertising.

An internal reallocation of resources within the College of Education will provide necessary support for the program. In addition, funding for year one will occur through program fees of \$500 per semester generating approximately \$35,000.00 based on an enrollment of 35 students each semester (fall and spring). The remaining \$7,000 will be funded from available Restricted Use funds. Year two funding will occur through program fees of \$500 per semester generating approximately \$65,000 based on an enrollment of 65 students. The remaining \$47,500 will be funded from available Restricted Use funds. Year three funding will occur through program fees of \$500 per semester generating approximately \$90,000 based on an enrollment of 90 students. The remaining \$22,500 will be funded from available Restricted Use funds.

# EMPORIA STATE UNIVERSITY

■ Office of THE PROVOST

Campus Box 4045  
1 Kellogg Circle  
Emporia, Kansas 66801-5415  
620-341-5171  
www.emporia.edu

May 1, 2018

TO: Max Fridell  
Director, Academic Affairs

FROM: David Cordle   
Provost and Vice President for Academic Affairs

RE: MS in Informatics

Emporia State University wishes to move the Master of Science in Informatics from the School of Library and Information Management to the College of Liberal Arts and Sciences, Department of Interdisciplinary Studies.

The MS in Informatics has evolved since its initial implementation. Originally the program emphasized health care informatics, with practicing nurses as its target audience. More recently the program's curriculum has become more interdisciplinary, and its potential for addressing varied career applications has increased as new faculty members have come on board. A new concentration in Geoinformatics is already available, one in Quantitative Economics has been approved, and others are being developed.

The College of Liberal Arts and Sciences and the Department of Interdisciplinary Studies offer the best structural home for the program, given its present and future direction.

I would appreciate your adding this to the COCAO agenda for consideration.

I'M A HORNET.

An Equal Opportunity Employer



# Pittsburg State University

OFFICE OF THE PROVOST

April 27, 2018

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

Dear Dr. Redeker:

Pittsburg State University's Kelce of Business submitted for approval to President's Council, a reorganization of their college and the forming of a new center. No new resources are required for this reorganization or the new center. President's Council approved these at their April 16, 2018.

With this reorganization the current three academic departments (Accounting and Computing Information Systems; Economics, Finance and Banking; and Management and Marketing) will be reconfigured into two schools – Undergraduate School of Business and the Graduate School of Business. Enclosed please find information outlining this reorganization and the reallocation of all resources along with an organization chart.

Also with this restructuring, the Kelce College of Business wishes to establish a Business and Economic Research Center (BERC). This center will provide a formal organizational structure to house public service and outreach work that is currently being performed by the college faculty. Also enclosed is a memo from the Dean of the Kelce College of Business fully detailing the services this center will provide to local and regional economic development.

It is our intent to have these two items placed on the May 2018 COCAO agenda. If any additional information is needed, please contact us at your convenience.

Sincerely,

A handwritten signature in cursive script that reads "Lynette J. Olson".

Lynette J. Olson, PhD, CLFE  
Provost and Vice President for Academic Affairs

tp

Enclosures



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To: Lynette J. Olson, Provost and Vice President of Academic Affairs  
President Steven A. Scott, President  
The Kansas Board of Regents

From: Paul W. Grimes, Dean, Gladys A. Kelce College of Business

Re: Reorganization of the Kelce College of Business

Date: April 11, 2018

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As Dean, I hereby respectfully request permission to reorganize the administrative structure of the Kelce College of Business (KCOB). This request is motivated by a number of factors and is designed to create greater efficiencies and lead to long-term cost savings. Below I briefly describe our current structure, present the reasons and justifications for this request, and provide an outline for the proposed new structure. Supporting documents, including a new organizational chart, are attached.

### **The Current Structure**

Over the past five years, the KCOB has enrolled an average of approximately 1,000 business majors annually. Of these students, about 900 are undergraduates pursuing BBA degrees across our seven distinct disciplinary majors, and, about 100 are enrolled in our interdisciplinary MBA graduate program. Overall enrollment has been remarkably consistent despite fluctuations across the college's majors and falling enrollments across the university. (Fall 2013 KCOB enrollment was 1,009 while Fall 2018 enrollment was 1,014.) The KCOB graduates approximately 250 students each year.

Currently, the KCOB is organized following the traditional academic model. The college is overseen by an academic dean assisted by one associate dean who also serves as the MBA program director. Both of these administrators are signed to 12-month contracts. The faculty are divided into three departments, each being "blended" across disciplines and responsible for more than one BBA major. These departments are, Accounting and Computer Information Systems (ACIS), Economics, Finance and Banking (EF&B), and Management and Marketing (M&M). There are 32 full-time faculty members spread unevenly across the three departments; 27 are tenured or tenure-earning faculty members and five are full-time non-tenure earning faculty members. Each of these faculty members is on a nine-month appointment. The three departments hire a number of adjunct instructors each semester who each teach one or two introductory or specialized courses per year. Historically, each of the departments have been overseen by a departmental chair holding a 12-month contract, and serving at the pleasure of the president.

The KCOB has limited support staff. Each department currently has one full-time administrative assistant (two holding 12-month contracts and one with a 10-month appointment). The dean and associate dean share one full-time 12-month administrative assistant. The college also has one 12-month professional staff member serving as the coordinator for our Academic Advising Center Page which advises freshman, sophomore, and new transfer students. The KCOB currently shares two technicians (one instructional and one equipment) with the College of Education. All other support services are provided by university offices outside the KCOB (e.g., Office of Development, Career Services, and the Center for Teaching, Learning and Technology, etc.) The KCOB hires approximately 14 graduate student assistants each

year and a similar number of student workers spread across the departments, computer labs, and support offices.

### **The Need to Reorganize**

The decision to reorganize the KCOB's administrative structure has not been made in haste. Following our last AACSB reaccreditation in academic year 2013-2014, the college developed a new strategic plan which included a primary goal of long-term growth. To position the college for future growth, the plan sets an objective to deliver our academic programs within our current and future constraints. Action Item 3.1.3 states, "Conduct a feasibility analysis of reorganizing departments to capture economies of scale and scope, and to better equalize administrative oversight." Numerous discussions about reorganization have occurred within and between the college administration and the college faculty since the adoption of the strategic plan.

Prior to the current academic year, the Kelce Leadership Team (KLT) planned to work on reorganization following our next AACSB reaccreditation visit in the fall of 2018. However, given the severity of this year's requested budget reductions, the KLT decided the college needed to move sooner. A mini-retreat was held by the KLT prior to the start of this semester and a general outline of a reorganized structure was developed. The plan significantly reduces administrative expenditures by eliminating the traditional departmental structure and combining all college faculty into a "school." Instead of three traditional department chairs (with 12-month contracts), the faculty will be overseen by one associate dean (with a 10-month contract) with student and curriculum responsibilities delegated to faculty Program Coordinators for each of the seven BBA majors. The reorganization also eliminates the perceived inequities of three departments with significantly different numbers of faculty and students. ACIS has 11 full-time faculty serving about 250 majors, EF&B has eight full-time faculty serving about 150 majors, while M&M has 13 faculty serving more than 500 majors. (Note, however, that the General Education and service course production of the smaller departments place their credit hour generation per faculty member much closer to par with that in the larger department.)

As described below, the creation of Program Coordinators for each undergraduate major pushes curriculum and student services closer to the student level and places faculty members closer to issues that arise within their respective majors. Because each of the KCOB's current departments are blended, half of the college's faculty and students are served by a Chair in a different discipline. Under the proposed arrangement, each faculty member and all students will have a Program Coordinator in their own discipline to handle teaching related services and oversee curriculum.

The plan also calls for the expansion of the current associate dean's position to reflect the recent addition of the Master of Professional Accountancy (MPAcc) degree and the upcoming rollout of the online Professional MBA. Furthermore, the plan restructures and expands the current roles of the Coordinator of Academic Advising and Director of Research and Business Engagement. The expanded job scope of these position will enhance student services and create greater efficiencies. Lastly, the proposal incorporates the creation of a Business and Economic Research Center (BERC) to formalize and expand the regional economic development work already taking place in the college. This center will produce the quarterly *Pittsburg Micropolitan Area Economic Report* and annual *Economic Profile* for our community with financial support from the City of Pittsburg. The BERC will also seek out funded projects and support events to further economic growth in our region.

### **The Proposed Structure**

The proposed reorganization results in an administrative structure that is diagrammatically outlined on the attached chart. The key feature is the elimination of departments and the creation of two schools (one to oversee undergraduate programs and the faculty and one to oversee the graduate programs) and the Program Directors. Each box on the chart is explained below:

- The College Dean position (12-month administrative) will oversee two associate deans and three directors (Advising, Outreach, and BERC).

- The current "Associate Dean and MBA Director" becomes the "Associate Dean for the Graduate School of Business" (12-month administrative) with additional responsibilities for the new MPAcc degree and the new online Professional MBA program. This position will only manage and oversee adjunct faculty members hired to teach graduate courses. (See job description for details.)
- Three Department Chairs (12-month administrative) are eliminated and replaced with the new "Associate Dean for the Undergraduate School of Business" (10-month administrative). This position oversees all faculty members including the BBA Program Coordinators. (See job description for details.)
- The current "Director for Research and Business Engagement" position (10-month faculty) becomes the new "Director of Outreach and Business Engagement" (10-month faculty) with expanded responsibilities including student recruitment and retention. (See job description for details.)
- The current "Coordinator of Academic Advising" (12-month professional staff) becomes the new "Director of Academic Advising and Career Readiness" (12-month professional staff) with expanded responsibilities to coordinate with the Office of Career Services in the provision of services for KCOB graduating students. This position will continue to serve as Enactus advisor. (See job description for details.)
- Pending approval for the establishment of the Business and Economic Research Center, one faculty member (9-month faculty) will have half-time service responsibilities as "Director" of the center. (See job description for details.)
- Creation of seven Program Coordinator service roles for full-time faculty members (9-month faculty). Annual stipends for this extra service (\$2,500) will be paid during the summer following each academic year from the Youngman Endowment. Program Coordinators will serve fixed and staggered terms. (See job description for details.)
- Faculty: The direct line supervisor for all full time 9-month faculty will be the new Associate Dean for the Undergraduate school of Business. Faculty will be organized according the seven disciplines that offer BBA majors; Accounting, Business Economics, Computer Information Systems, Finance, International Business, Management, and Marketing. Each disciplinary group will choose a Program Coordinator.
- Administrative Assistants: The administrative assistant in the dean's office (12-month University Support Staff) will continue to serve the KCOB Dean and the new Associate Dean for the Graduate School of Business; Two current departmental administrative assistants (one 12-month and one 10- month University Support Staff) will now support the Associate Dean for the Undergraduate School of Business and 32 full-time faculty members; One administrative assistant (12-month University Support Staff) will serve the three director positions (Advising, Outreach, and BERC).
- Kelce Leadership Team: The KLT will initially consist of the Dean, the Associate Dean for the Graduate School of Business, the Associate Dean for the Undergraduate School of Business, the Director of Outreach and Business Engagement, and the Director of Academic Advising and Career Readiness. One of the first tasks of the KLT will be to rewrite the College Bylaws and other governance documents that establish the KCOB's committee structure and policy rules. That process may lead to modifications as to which positions are represented in the makeup of the KLT.

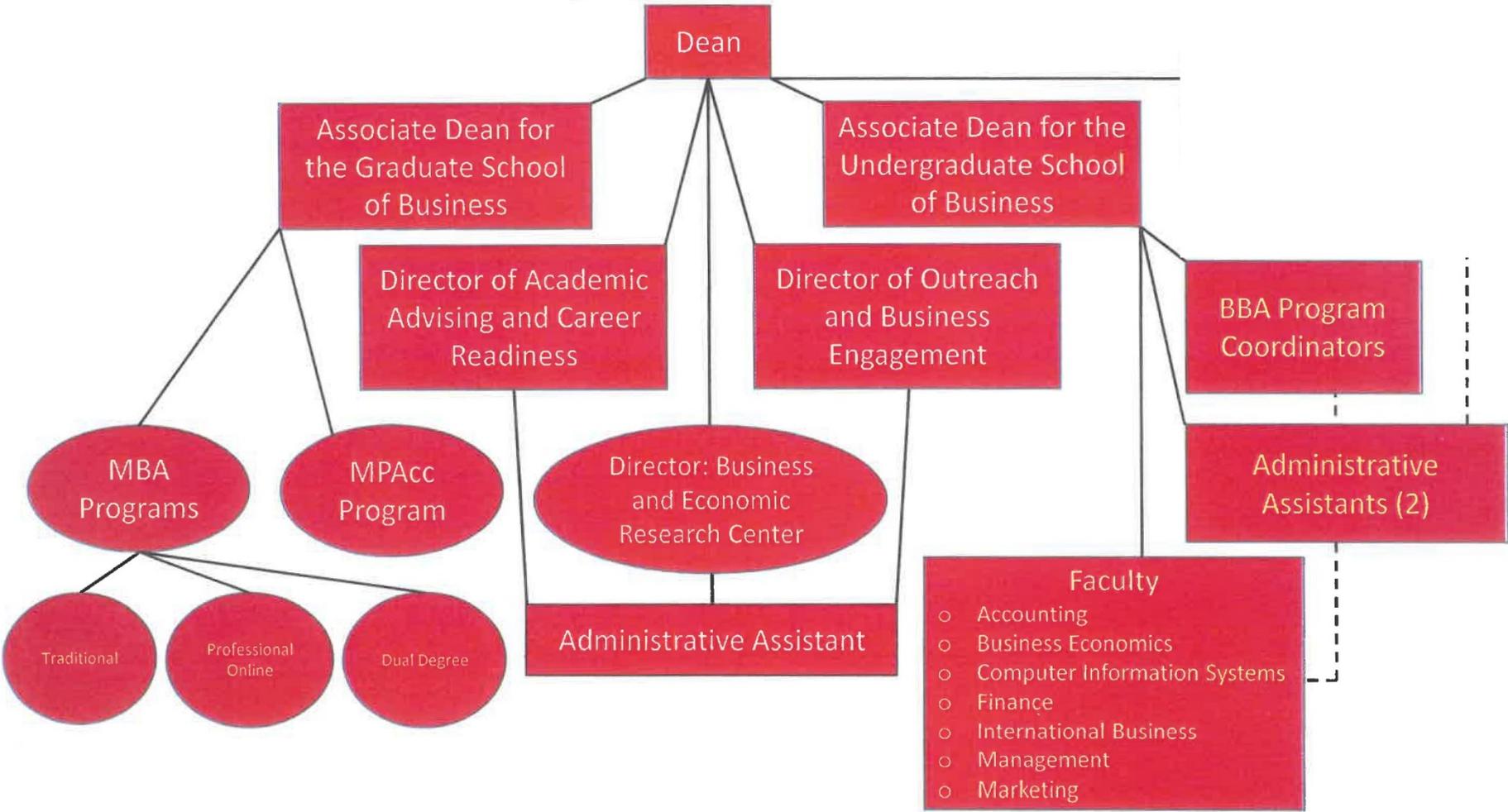
Numerous steps will need to be taken to merge departmental accounts into school accounts and to realign assignment of faculty to the proper discipline with the new Undergraduate School of Business. Initial steps have been taken to identify these tasks. Once final approval is given for the college reorganization, the necessary systematic modifications will begin. The desire is to have the new administrative structure in place by the start of FY19.

The KCOB leadership and faculty recognize that the reorganization will create new challenges with respect to University committee memberships and faculty governance representation through Faculty Senate.

However, we believe workable solutions can be found for these and other currently unforeseen consequences of reorganization.

Lastly, the plans for renovation and expansion of our physical facilities incorporates architectural design elements that are conducive to the proposed new organizational structure. (Form will follow function!)

Thank you for your consideration.





**KELCE**  
**COLLEGE OF BUSINESS**  
Pittsburg State University

**MEMORANDUM**

---

To: Lynette J. Olson, Provost and Vice President for Academic Affairs  
Steven A. Scott, President

From: Paul W. Grimes, Dean, Gladys A. Kelce College of Business  
Re: Establishment of a Business and Economic Research Center  
Date: April 12, 2018

---

On behalf of the Kelce College of Business (KCOB), I respectfully request permission to formally establish a Business and Economic Research Center (BERC). This center will provide a formal organizational structure to house public service and outreach work that is already being performed by KCOB faculty. The BERC will serve as a central focal point to promote this work and to solicit funded research contracts and grants for the college and university. The primary goal of all BERC research and service initiatives will be the promotion of local and regional economic development.

The BERC will produce and provide the following non-inclusive list of services:

- Quarterly production of the *Pittsburg Micropolitan Area Economic Report (PMAER)* featuring reports and critical analyses of local, state, and regional economic statistics valuable to business and organizational decision-makers. More than 800 local businesses and organizations currently receive hardcopies of this publication.
- Annual production of the *Economic Profile (EP)* which provides an analysis of the previous calendar year's local economic activities and results. The *EP* also provides an economic forecast for the upcoming year and insights into how the future economy will effect local businesses.
- On-going maintenance and updates to the *Pittsburg Micropolitan Area Economic Data* webpages. This website provides current and historical time-series of important economic variables which are
  - available for download to prospective business owners and developers considering locations in the Pittsburg area. The site is housed at Pitt State and linked through the City of Pittsburg and the Pittsburg Area Chamber of Commerce websites.
- Economic Impact Analysis: The center maintains access to IMPLAN software and data that are used to estimate the local economic impact of new business locations and the effect of local events and activities on the local and regional economy. The BERC will offer specific impact analysis reports as a fee-based service.
- Consulting Services: Additional economic development research and data analytic work, such as economic forecasting, will be provided as fee-based services to local businesses, municipalities, and other organizations needing to make data driven decisions.
-

- Grants and Contracts: The BEREC will work with faculty and staff within the KCOB and University in undertaking work to secure research and service grants that further economic development and the University's service mission to our community and region. None of the activities of the BEREC will duplicate the work of other University units, such as the University Strategic Initiatives (USI) office. To the contrary, BEREC activities will complement and enhance the activities of USI and other offices. The Economics faculty in the KCOB have strong working relationships with USI and have already engaged in collaborative projects.

Along with the establishment of the BEREC, I request that Michael Davidsson, Assistant Professor of Economics, (soon to be a tenured Associate Professor of Economics) be appointed as the founding Director of the center. Michael is the driving force behind the KCOB's current ongoing economic development work including the production and distribution of the *PMAER* and *EP*. Michael has been instrumental in securing funding for the past three years from the City of Pittsburg to produce these publications. To date, \$75,000 has been received from the City for this work. Michael also regularly secures advertising funds from local businesses and organizations that are highlighted in each issue. His research agenda includes regional economic analysis applied to micropolitan areas such as Pittsburg. Michael is active professionally in economic organizations devoted to regional economic development and the production of economic research supporting regional growth.

The responsibilities as Director of the BEREC are proposed to be half-time of Michael's faculty obligations. He will continue to teach, research and provide internal service to the university. A new job description has been developed to specifically address the duties and responsibilities of this new position. It is included in the packet of materials submitted as part of the proposed reorganization of the KCOB.

Thank you for consideration of this proposal.



WICHITA STATE  
UNIVERSITY  
*Academic Affairs*

March 5, 2018

TO: Jean Redeker  
Vice President for Academic Affairs  
Kansas Board of Regents

FROM: Richard Muma  
Interim Provost and Professor

REQUEST: Institute Name Change

Request

Wichita State is seeking approval to change the name of its Institute for Interdisciplinary Creativity.

Current

Institute Name: Institute for Interdisciplinary Creativity

Proposed

Institute Name: Institute for Interdisciplinary Innovation

The Institute for Interdisciplinary Creativity (IIC) provides a structure for interdisciplinary degrees, certificates, and other credentials (e.g., badges), to be implemented, awarded, and administered. The IIC fits within the framework of WSU's innovation university by providing opportunities for faculty across campus to come together in a collaborative environment to develop academic programs and related research and creative projects in support of this effort.

WSU is requesting a change the name of the institute. The proposed new name is the *Institute for Interdisciplinary Innovation* continues to build on the initiative of becoming an innovation-focused campus and is consistent with universities across the country that are establishing College's of Innovation. The name change strengthens the link to academic disciplines to the developing Innovation Campus and reinforces the message that the 'Innovation Campus has come to mean a mindset as well as a physical place'.

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

Thank you.



WICHITA STATE  
UNIVERSITY  
*Academic Affairs*

April 2, 2018

TO: Jean Redeker  
Vice President for Academic Affairs  
Kansas Board of Regents

FROM: Rick Muma  
Interim Provost and Professor

REQUEST: College Name Change and Department Reorganization

Wichita State is seeking approval to change the name of its College of Education and reorganize its departments.

Current:

- College of Education
  - Departments of:
    - Counseling, Educational Leadership, Educational & School Psychology
    - Curriculum and Instruction
    - Human Performance Studies
    - Sport Management

Proposed:

- College of Applied Studies
  - School of Education
  - Departments of:
    - Counseling, Educational Leadership, Educational & School Psychology
    - Human Performance Studies
    - Sport Management

The current name of the College has for some time created barriers for some of our existing programs including Sport Management, Athletic Training and Exercise Science to establish community partnerships. Many community constituents are not familiar with the location of these degree programs being housed in the College of Education and fail to see a connection between these programs and a College that is known for teacher preparation. With the creation of a newly proposed

Bachelor of Applied Sciences, this tension between the College name and the programs it houses is growing. To ease this, we propose changing the name of the College to better reflect the range of programs and to highlight an essential facet of all of the College's programs, that of applied learning.

At the same time, the College proposes changing the name of the Department of Curriculum and Instruction to the School of Education. Again, the faculty feel the new name communicates more clearly the programs offered in the department. The remaining three departments in the College will not change. Additional resources necessary to make the change, e.g., marketing, signage, stationary, etc., will be provided by the College.



## Report of the 2018 Michael Tilford Conference Survey

Prepared By:  
Ananda Jayawardhana, PhD Pittsburg State University  
and Sheryl Lidzy, PhD Emporia State University  
(Members of the Statewide Planning Committee since 2007)

Prepared For: Council of Chief Academic Officers of the Kansas Board of Regents  
April 24, 2018

# Table of Contents

History of the Conference.....	Page 1
Summary.....	Page 2
Conclusion.....	Page 4
Survey Objectives.....	Page 5
Participants.....	Page 5
Methodology.....	Page 5
Results:	
Question 1.....	Page 6
Question 2.....	Page 7
Question 3.....	Page 8
Question 4.....	Page 8
Question 5.....	Page 9
Open Comments.....	Page 9
Appendix A	
Attendance 2008-2016.....	Page 10

# History of the Conference

Kansas Board of Regents (KBOR) was interested in recruitment and retention of under-represented students as far back as 1988. KBOR wanted to bring diversity in to the curriculum and through the Council of Chief Academic Officers (COCAO), the board created “The Kansas Regents Conference on Diversity and Multiculturalism” in 1994. COCAO also created a Statewide Planning Committee and gave the charge to “Involve Diversity into Curriculum” through the conference. In 1994 and 1995 the conference was held at Kansas State University (KSU) and in 1996 it was held at University of Kansas (KU). Dr. Michael Tilford was a member of the Statewide Planning Committee from the beginning and even prior to 1994 he served on KBOR committees on Diversity. Dr. Tilford died a few weeks after the third conference and the next year the conference was renamed as the “Michael Tilford Conference on Diversity and Multiculturalism” (referred to as Tilford Conference hereafter) in honor of the legacy of Dr. Tilford. In 1997 the newly named conference was held at Dr. Tilford’s home institution, Wichita State University (WSU). Washburn University hosted the conference in 1998. In 1999 each university organized their own conference but the keynote addresses were broadcast over I-TV. In 2000, the conference was hosted by the University of Kansas Medical Center (KUMC), however, the conference was suspended in 2001. About this time there was an effort to increase student involvement but after a few years COCAO abandoned the idea. In 2002 and 2003, the conference took a different route and it was open only to chairs of academic departments and focused on increasing and maintaining the diversity of faculty on campuses. It was held as a joint conference between Tilford Conference and Kansas Regents Academic Chairs Committee (KRACC). During 2003 and 2004, a major theme was to increase the number of minority faculty, creating an environment for minority faculty to succeed, and improve the minority graduate student pipeline from regional universities to PhD granting universities in Kansas. KU hosted the conference in 2004 and there are no records of the conference in 2005.

In 2006, COCAO revived the conference and WSU hosted the conference. In late 2006, a Statewide Planning Committee was created and WSU hosted the conference in 2007, and 2008. In December 2008 COCAO decided to rotate the conference among the Regent universities and Washburn University, so that one institution will host the conference for two years. For the first time, Community Colleges were invited in 2009. KU hosted the conference in 2009 and 2010, followed by KSU, Emporia State University (ESU), and Pittsburg State University (PSU). In 2015, COCAO directed the Statewide Planning Committee to focus on best practices of recruitment and retention of under-represented students, faculty, and staff and to have focused sessions on professional degrees. In 2016, COCAO approved graduate teaching assistants to attend the conference and requested the Statewide Planning Committee to explore the possibility of live streaming the keynote addresses if the speaker contracts allow. Most recently, Fort Hays State University hosted the 2017 conference and preparation work is being done for the 2018 conference.

# Summary

The Statewide Planning Committee of the Michael Tilford Conference on Diversity and Multiculturalism consists of two members of each of the KBOR universities, two members from Washburn University, and a few members from Community Colleges. The committee, under the guidance of COCAO, inquired as to how attending the conference has influenced each participant.

The purpose of the data collection was to determine how attendees were influenced by the conference. The construction of the survey took into consideration how respondents utilized the knowledge acquired through participation at the conference. Every year, the Statewide Planning Committee has allowed an opportunity for providing feedback through the Statewide Planning Committee Representatives or to including individual comments on the post conference survey. Such comments within the scope of the charge of the Statewide Planning Committee have always been addressed when appropriate and/or possible. This survey asked more specific questions on acquired knowledge and how that knowledge was utilized.

The survey was distributed to conference participants from those who attended the conference during the years 2013 to 2016 (about 475 surveys were distributed electronically). This was an online survey and a link to the survey was sent to all the attendees. The following are a few responses from the data submitted:

- When reporting *acquired knowledge*, conference participants have created a diversity committee and an inclusive committee, assessed accessibility on campus, converted 2 restrooms to unisex restrooms, enhanced their courses in multiple ways, and in general have started being mindful and sensitive about diversity issues.
- In reviewing the negative responses, those given were few and were focused about the effect of the conference and reported that the conference does not focus on issues facing local campuses.
- Respondents identified that they have utilized the knowledge from keynote addresses and/or workshops on race relations, privilege, disabilities, reading development, online teaching, micro-aggression, and accessibility issues.
- One respondent indicated that “diversity is not all about racial issues.”
- Respondents have reported several student-oriented success stories and a few failures. Some of those have not had time or opportunity to utilize the knowledge they acquired during the conference yet.
- In open comments and other responses, survey participants reported that the conference is in general a good activity to network with people who are interested in diversity issues,

that they get energized after attending the conference, and sometimes they already have the knowledge about the matters of discussion.

- There were few comments about the conference not being promoted among the Community Colleges enough and issues related to Community Colleges were not focused. Other comments were about the conference not being focused and it does not meet the needs of the campuses.

Of the respondents, 83% are faculty members.

## Conclusion

*During the history of the conference, COCAO has revisited the focus and format of the conference several times. This conference has been suspended in some years, opened only to chairs of the department for a brief period, opened to students for a brief period, and running in the current format since 2007. Some universities have met their quota of attendance while others have not, though they have overused their quota when the conference was held in their own institutions. The funding formula in practice now collects more money than needed when the conference is held in a regional university. Twice over the last 5 years, the Statewide Planning Committee recommended not to collect funds for the conference. For a few years, starting in 2007, almost all the provosts attended the conference, the number has dwindled though some provosts send a representative.*

*There is a core group of about 40 individuals who attend the conference at least every other year if not every year. About five years ago we looked at the data and realized that most of the people only attend the conference once or twice. So, the conference serves over 100 first time attendees every year. This one exposure may change their view or may not change their view on diversity issues, but KBOR has to keep on trying in some form or the other. From our experience we know that the progress is made through the leadership regardless whether the conference or the individuals who attend the conference support or initiate activities. We think that there are lot of challenges for all of our institutions for many years to come. Some of our institutions are ahead of the curve while some other institutions are lagging behind. A statewide dialogue is always valuable to meet these challenges together. Even though cost is always an issue, some cost savings can be made using modern technology.*

*Community Colleges were invited as a practice of inclusiveness but their participation has not been in large numbers. Usually, surrounding Community Colleges send a few members when the conference is held in a university closer to their institution. The Statewide Planning Committee has several members from Community Colleges, but rarely even have a contact person from other Community Colleges. In general, if the leadership of the Community Colleges are not excited about the conference it is likely the attendance will be low.*

*Our recommendation is to revisit the focus and format of the conference and find an innovative way to meet the related challenges of the future.*

## Survey Objectives

COCAO was interested in finding out the positive influence of the conference on attendees and what positive changes they have made on their home institutions as a result of attending the conference.

The purpose of this survey is to better understand how conference attendees have utilized the information they acquired as a result of attending the conference over four years (2013-16). The Survey specifically asked the changes attendees have made at their home institutions and what specific facts they learned during the conference helped them to do so.

## Participants

Participants of this survey were the people who attended the conference during the years 2013 to 2016. Total of 584 people attended the conference. Among them, 17 were from outside of the KBOR system, including the keynote speakers. This survey was not sent to those 17 and the 3 members or the representatives of the KBOR who attended. Twenty Statewide Planning Committee members attended all 4 conferences and at least 50 other people attended the conference at least twice. A reasonable estimate of different individuals who attended the conference over the 4-year period is about 475. This online survey was sent to all the participants who attended the conference and 35 people, about 7.5% responded. See Appendix A for the conference attendance summary table from 2008 to 2016.

## Methodology

The target population of this study was all the attendees of the Tilford Conference during 2013 to 2016. This was an online survey and a link to the survey in an email was sent to all the attendees. There was no sampling design or frame at all but only about 7.5% responded, which will be treated as a sample. It is likely to be a bias sample due to the fact that those who care about the conference and those who has a negative opinion about the conference are likely to take time to answer the survey. This online survey was planned to be a one-time data collection.

# Results

## Question 1

What have you done to improve the diversity and multiculturalism on your campus within the past 4 years as a result of what you have learned from the Michael Tilford Conference on Diversity and Multiculturalism?

Answers
<b>Positive</b>
<ul style="list-style-type: none"> <li>-Created a diversity committee</li> <li>-Created an inclusive council</li> <li>-Trained student leaders to be more open. Made webpages more accessible</li> <li>-Enhanced sociology courses</li> <li>-More mindful of the need to address diversity issues</li> <li>-As a department chair, I am more sensitive in distributing workload</li> <li>-Assessed accessibility</li> <li>-Volunteered to be advisor of a minority student organization</li> <li>-Actively advocated for diversity and tried to recruit diverse faculty</li> <li>-Enthusiastically advocate for the hiring of faculty of color</li> <li>-Actively participated in a community based social action group</li> <li>-Facilitate speakers on issues of cultural humility and dual narratives</li> <li>-keep students abreast of opportunities to participate in diversity and inclusion events</li> <li>-Promotion of diversity, inclusion, equity and awareness events to students and colleagues</li> <li>-I do seemingly small thing to advance access to higher education</li> <li>-Improved diversity and multiculturalism discussion on campus</li> <li>-Included lectures on diversity issues</li> <li>-Converted two restrooms to unisex restrooms</li> <li>-Applied Reading development to classroom</li> <li>-I redesigned my social inequalities course after listening to Betsy Crawford's workshop</li> <li>-I started using jigsaw method (students depend on each other in this method)</li> <li>-Helped to simplify university jargon</li> </ul>
<b>Neutral</b>
<ul style="list-style-type: none"> <li>-I have learned nothing new</li> <li>-The information presented does not go deep enough to foster change</li> <li>-I have not done anything major directly but...</li> </ul>
<b>Negative</b>
<ul style="list-style-type: none"> <li>-Not much, the conference doesn't focus on the issues facing our campus</li> <li>-Our diversity efforts did not happen as a result of this conference</li> <li>-I have not done anything that I wasn't already doing</li> <li>-All significant improvement has come from outside of this conference</li> </ul>

## Question 2

What specific information did you acquire (identify the workshop/keynote address) that you were able to utilize (identify specific outcomes of application)?

Answers
<b>Positive</b>
<ul style="list-style-type: none"><li>-Race and privilege</li><li>-Workshop on people with disabilities</li><li>-FHSU President's talk in regard to recruitment</li><li>-Reading development workshop</li><li>-Online teaching</li><li>-Microaggression</li><li>-Need for historical truths to inform therapeutic intervention(s)</li><li>-Importance of students of color having the opportunity to engage with faculty of color</li><li>-Importance of dominant culture students to have the opportunity to learn from faculty of color</li><li>-Upcoming changes required (by law) of online courses (re accessibility)</li><li>-Qualified admission and the exception window</li><li>-I learned the best process to communicate with younger generation</li><li>-Helped me become more sensitive and aware of issues when I teach literature</li><li>-Heard the message that we need to live what we believe</li><li>-Difference Matters by Brenda. J. Allen, Multicultural Curriculum by Bill Howe, Intercultural Communication by Hsin-Yen hang, and Blane Harding</li><li>-Incorporating diversity topics into the classroom</li></ul>
<b>Neutral</b>
<ul style="list-style-type: none"><li>-This event allows us to improve relationships and build networks</li><li>-I can't identify any</li><li>-For me it was less about specific information,.. and more about the broader understanding of the shared struggle</li></ul>
<b>Negative</b>
<ul style="list-style-type: none"><li>-None</li><li>-Nothing specific</li><li>-It did not add much to diversity is not only about racial issues</li></ul>

### Question 3

Identify the results / outcomes of the application of the workshop or keynote address? Share your successes and failures.

Answers
<b>Positive</b>
<ul style="list-style-type: none"> <li>-Student activities during welcome back event</li> <li>-Increased access to resources for students</li> <li>-Helped students to win awards</li> <li>-Institutional moves to meet accessibility laws</li> <li>-Tried to do better communication to campus and high school counselors</li> <li>-In the writing center we are composing a diversity statement</li> <li>-Raising awareness of LGBTQ community</li> <li>-Space for gender student organizations in the library</li> <li>-I have flexible office hours now</li> </ul>
<b>Neutral</b>
<ul style="list-style-type: none"> <li>-None</li> <li>-Don't remember</li> <li>-It is an important recharge</li> </ul>
<b>Negative</b>
<ul style="list-style-type: none"> <li>-Our race card project was a failure.</li> <li>-The conference has not resulted in any significant change</li> <li>-Failed to do a climate survey but currently working on one</li> </ul>

### Question 4

What information did you acquire but have not had an opportunity to utilize?

Answers
<b>Positive</b>
<ul style="list-style-type: none"> <li>-Notion of white privilege</li> <li>-To update the course content to meet new legal requirements for accessibility</li> <li>-Formative feedback for student retention</li> <li>-Online feedback (I have not assigned an online course)</li> <li>-Cultural competency presentation</li> <li>-Privilege bead exercise</li> </ul>
<b>Neutral</b>
-None
<b>Negative</b>
-None

## Question 5

Describe the area or department to which you are assigned.

Department	Number of Respondents
Admissions	1
Art	1
College of Education	5
Diversity Development	1
English and Modern Languages	6
Faculty and Academic Support	1
Family Medicine	1
Library	2
Nursing	2
Social Sciences	6
Sciences	2
Special Programs	2
Student Services/Affairs	1
Technology	1

## Open Comments

Positive
<ul style="list-style-type: none"> <li>-Great opportunity to learn and share ideas</li> <li>- The Tilford Conferences have been excellent opportunities to listen to national speakers and learn what colleagues around the Regents system are doing to change their campus. Might "Multiculturalism" in conference title need updating?</li> <li>-Tilford conference should continue!</li> </ul>
Neutral
<ul style="list-style-type: none"> <li>-I find the conference beneficial</li> <li>-Hope to attend again</li> <li>-I am new to the conference and hesitate to make judgements!</li> <li>-Those who attend have already bought into to these concepts. Encourage others to attend.</li> </ul>
Negative
<ul style="list-style-type: none"> <li>-Need more promotion among the Community Colleges</li> <li>-Tilford Conference does not adequately invite Community Colleges</li> <li>-Conference focus is unclear</li> <li>-Presentations are marginal</li> <li>-Outcomes associated with a Regents system do not match the associated program every third year</li> <li>-A charge to the speakers to consider how his/her/their perspectives/experiences would inform the mission of Tilford is essential</li> <li>- This conference is a nice chance for folks to gather. As a minority however, I have to admit that this conference does not meet the needs of campus change. While nothing personal, I myself do not invest in the conference yearly.</li> <li>-I hope the next conference will cast a wider net regarding diversity</li> </ul>

## Appendix A

Attendance of the Michael Tilford Conference 2008-2016										
Host →		WSU	KU	KU	KSU	KSU	ESU	ESU	PSU	PSU
Quota ↓	Institution ↓	2008	2009	2010	2011	2012	2013	2014	2015	2016
15	ESU	17	16	13	15	23	33	47	14	15
15	FHSU	22	15	20	21	19	13	16	13	8
30	KSU	40	38	32	142	142	18	24	9	13
30	KU	21	86	131	15	10	10	10	3	6
15	KUMC	2	10	12	9	6	2	12	2	7
15	PSU	15	25	22	15	13	15	13	50	47
15	Washburn	8	16	12	9	8	10	7	5	3
30	WSU	87	13	13	19	17	14	11	9	16
	Haskell			1						
	Ottawa									1
	Community Colleges		19	30	17	17	17	14	25	32
	Keynote speakers & others		2	5	2	3	6	5	3	3
	KBOR	1	1	1	1	4	1	1	1	0
	Total	213	241	292	265	262	139	160	134	151