JUNE 14-15, 2023

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

2022-2023
Jon Rolph, Chair
Carl Ice, Vice Chair

KANSAS BOARD OF REGENT MEMBERS:

Blake Benson	John Dicus	Cheryl Harrison-Lee
Carl Ice	Shelly Kiblinger	Cynthia Lane
Diana Mendoza	Jon Rolph	Wint Winter

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 2022-2023

Approved by the Kansas Board of Regents

BUILDING A FUTURE – HELPING KANSAS FAMILIES

Access – College Going Rate
1. Initiate a model with our K-12 partners that scales early college programs.

Affordability – On Time Graduation
2. Formulate systemwide math general education courses and meta majors for the purposes of math pathways and define the systemwide general education math course that is required for each respective systemwide meta major.

3. Develop a statewide transfer associate degree in pre-education. The system will identify at least 60 credit hours (using the systemwide general education, pre-major, and early major courses) that: a) complete the requirements for the transfer associate degree at community colleges; and b) transfer and apply toward satisfying baccalaureate degree course requirements at the six state universities (without loss of credit).

Success – Degree and Certificate Earned
4. Each state university will implement the National Institute for Student Success (NISS) best practice recommendations regarding academic advising services, training, and technology resources.

BUILDING A FUTURE – HELPING KANSAS BUSINESSES

Talent Pipeline – Graduates in High Demand, Sustaining Wage Fields
5. Work with industry partners to develop initiatives addressing teacher and healthcare workforce shortages.

GOVERNANCE

Bedrock Goals
6. A Task Force will review current practices to ensure adequate oversight of health care administered to student athletes at the six state universities' athletics departments, with the assistance of a third-party consultant. At the June 2023 Board meeting, the Task Force will present a report that will contain its findings and recommendations.

7. Utilize rpk GROUP's report and recommendations to a) increase the efficiency of the system's academic program inventory and strengthen the academic program review process; and b) develop systemwide instructional workload standards for research and regional universities.

8. Develop a dashboard to track progress on Building a Future, the Board's strategic plan. The Regents will review the plan's current metrics and determine what metrics should be added to assist the Board in monitoring the implementation of system approaches.

★ LEADING HIGHER EDUCATION ★

TABLE OF CONTENTS

MEETING INFORMATION AND SCHEDULE

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-430-4240.

Wednesday, June 14, 2023

Time			Committee/Activity	Location
8:30 am	-	9:00 am	System Council of Chief Academic Officers	Suite 530/Zoom
9:00 am	or	Adjournment	Council of Chief Academic Officers	Suite 530/Zoom
9:30 am	-	10:00 am	Governance Committee	Kathy Rupp Room Livestream
10:15 am	-	11:45 am	Fiscal Affairs & Audit Standing Committee	Board Room Livestream
10:30 am	-	11:00 am	System Council of Presidents	Suite 530
11:00 am	or	Adjournment	Council of Presidents	Suite 530
10:30 am	-	Noon	Academic Affairs Standing Committee	Kathy Rupp Room Livestream
12:30 pm	-	1:00 pm	Council of Faculty Senate Presidents	Conference Room A
Noon	-	1:00 pm	Board of Regents Meeting/Lunch	Conference Room B
1:00 pm	-	1:30 pm	Reception	Board Office Lobby
1:30 pm			Board of Regents Meeting	Board Room
6:00 pm			Dinner *Board of Regents, President Flanders and State University CEOs*	Topeka Country Club *2700 SW Buchanan, Topeka*

Thursday, June 15, 2023

Time	Committee/Activity	Location
8:30 am	Board of Regents Meeting	Board Room
11:30 am	Lunch *Board of Regents & President Flanders*	Kathy Rupp Room

MEETING AGENDA

The Kansas Board of Regents will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

<u>Wednesday, June 14, 2023</u>

I. **Call To Order**   Regent Rolph, Chair

II. **Approval of Minutes**
May 17-18, 2023   *p. 7*

III. **Introductions and Reports**
    A.   *Introductions*
    B.   *Report from the Chair*   Regent Rolph, Chair
    C.   *Report from the President & CEO*   Blake Flanders, President & CEO

IV. **Standing Committee Reports**
    A.   *Academic Affairs*   Regent Kiblinger
    B.   *Fiscal Affairs & Audit*   Regent Ice
    C.   *Governance*   Regent Rolph

V. **Approval of Consent Agenda**
    A.   *Fiscal Affairs & Audit*
        1. Act on Request to Amend FY 2024 Capital   Chad Bristow, Director of   *p. 23*
            Improvement Plan and Approve Revised Program   Facilities
            Statement for Forsyth Library Renovation—FHSU

        2. Act on Request to Amend FY 2024 Capital   *p. 24*
            Improvement Plan and Approve Program Statement
            for Biomanufacturing Training Lab—KSU

        3. Act on Request to Approve Program Statement for   *p. 24*
            Equipment Storage Shed—KSU

        4. Act on Request to Raze Portions of Weber Hall and   *p. 25*
            Approve Allocation of Building Demolition Fund—
            KSU

        5. Act on Request to Raze Various Structures—KSU   *p. 26*

        6. Act on Request to Approve Lease—KSU   *p. 27*

        7. Act on Request to Amend FY 2024 Capital   *p. 27*
            Improvement Plan and Approve Program Statement
            for the University Stadium Project—WSU

VII.   Executive Session
Board of Regents – Personnel Matters Relating to Non-Elected   Kathy Rupp Room
Officials

Thursday, June 18, 2023

VIII.   Executive Session
Board of Regents—Personnel Matters Relating to Non-Elected   Board Room
Personnel

IX.   Consideration of Discussion Agenda

A.   *Technical Education Authority*
Receive a Technical Education Authority Update   Ray Frederick, TEA Chair

B.   *Other Matters*

    1.   Receive Healthcare Workforce Recommendations   Scott Smathers, VP,   *p. 176*
Workforce Development

    2.   Receive the Apply KS "ALL STAR" Award Winners   Tara Lebar, Associate   *p. 179*
Director, Academic Affairs

    3.   Act on FY 2024 CEO Compensation   Regent Rolph   *p. 182*

X.   **Executive Session**

Board of Regents—Personnel Matters Relating to Non-Elected   Kathy Rupp Room
Personnel

XI.   **Adjournment**

MINUTES OF PREVIOUS MEETING(S)

I.   **Call To Order**   Regent Rolph, Chair

II.   **Approval of Minutes**

<div align="center">

Kansas Board of Regents
Minutes
May 17-18, 2023

</div>

The May 17, 2023, meeting of the Kansas Board of Regents was called to order by Chair Jon Rolph at 12:25 p.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

MEMBERS PRESENT: Jon Rolph, Chair
                               Carl Ice, Vice Chair
                               Blake Benson
                               John Dicus
                               Cheryl Harrison-Lee
                               Shelly Kiblinger
                               Cynthia Lane
                               Diana Mendoza
                               Wint Winter

EXECUTIVE SESSION
At 12:25 p.m., Regent Lane moved, followed by the second of Regent Kiblinger, to recess into executive session for 60 minutes in Conference Room B to discuss personnel matters of non-elected personnel. The subject of this executive session was a regular annual university CEO evaluation, and the purpose was to protect the privacy of the individual employee involved. Participating in the executive session were members of the Board, President and CEO Blake Flanders and Chancellor Girod. The motion carried. At 1:25 p.m., the meeting returned to open session and moved to the Board Room. Chair Rolph called the meeting to order at 1:45 p.m.

APPROVAL OF MINUTES
Regent Ice moved to approve the minutes of the April 19, 2023, meeting. Following the second of Regent Harrison-Lee, the motion carried.

INTRODUCTIONS
Chair Rolph recognized President Mason, who introduced Ella Burrows, Fort Hays State University's 2023-24 Student Government Association President. President Mason stated Ella is a fourth generation Tiger. She is a Junior majoring in political science. Ella is an honors student, VIP Ambassador, Newman Civic Fellow and a member of Delta Zeta Sorority. President Mason said Ella is a person of high integrity whose friendly manner inspires trust and collaboration. President Mason thanked Ryan Stanley for his service as Fort Hays State University's Student Government Association President this past year. She stated Ryan always perpetuates high standards, invites collaboration, and inspires greatness from all with whom he works. Ryan will begin an HR Business internship at the end of the month with WellSky Corporation in Overland Park. She noted that Ryan was last year's NCAA Division II pole vault champion and that he has continued to further his skills. He recently won the MIAA outdoor championship in pole vault this year, and he heads to his last NCAA national championship on the May 25. His season best is 17 feet and 7 inches. President Mason wished Ryan good luck.

Chair Rolph recognized President Muma, who acknowledged Wichita State University's incoming Faculty Senate President, Jolynn Dowling, who is a professor of nursing. President Muma stated WSU is thankful for her service. President Muma also thanked WSU's outgoing Faculty Senate President, Susan Castro, who is a philosophy professor. President Muma acknowledged WSU's incoming SGA President, Isis Okere, who is a marketing major, and WSU's incoming Vice President, Sophie Martins, who is a political science and pre-law major. President Muma thanked John Kirk, WSU's outgoing Student Body President, for his service.

Chair Rolph recognized President Linton, who thanked Kansas State University's outgoing Student Body President, Parker Vulgamore, who just graduated with a degree in Agricultural Economics and will continue at KSU to pursue a graduate degree. President Linton introduced KSU's new incoming Student Body President, Caleb Stout, who is also an Agricultural Economics major. President Linton introduced KSU's new Faculty Senate President, Don Von Bergen, from the K-State Salina campus.

GENERAL REPORTS

REPORT FROM CHAIR
Chair Rolph thanked President Carter File and the team at Hutchinson Community College for hosting him for a visit to the college on May 7. Along with Vice Chair Ice and President Flanders, Chair Rolph met with the leadership of the State Board of Education on May 15. Chair Rolph stated he had the opportunity to spend Mother's Day with Chancellor Girod, whose daughter was graduating from law school. He congratulated all the graduates. Chair Rolph presented certificates of appreciation to Dr. Nate Brunsell, Chair of the Council of Faculty Senate Presidents, who attended the meeting virtually, and to Sadie Williams, President of the Students' Advisory Committee. Chair Rolph thanked them for their service.

REPORT FROM PRESIDENT AND CEO
President Flanders thanked Fort Hays State University President Mason for welcoming him to commencement exercises at FHSU. President Flanders stated he also had an opportunity to continue to monitor and think more broadly about how the system helps its industry partners such as Panasonic. He and Regent Harrison-Lee visited with Kansas City Kansas Community College President Greg Mosier, who wants to help in that effort. President Flanders stated they have been working with a company called EAB that helps with student success and have come to general agreement. Each university is now looking at how to best utilize the general agreement to enter contracts that will 1) help to enhance the student success platform that the Governor and Legislature have partnered on by providing funding support, and 2) generate data that will assist in providing a comprehensive dashboard where system progress in student academic success can be monitored. President Flanders stated that Board staff continues to collaborate with the Kansas Department of Commerce to look at ways to best respond to the CHIPS and Science Act and to get a designation for a tech hub in our state. All the system institutions are participating in that activity because there is a research component and a workforce component, and President Flanders hopes for it to be a big win for our state.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS
Chair Rolph welcomed Dr. Nate Brunsell who introduced Dr. Victor Gonzalez as the incoming Faculty Senate President at KU. Dr. Brunsell encouraged the Board to continue working with the faculty senate presidents next year and all faculty at the institutions as a resource. Chair Rolph again thanked Dr. Brunsell for his service, which has been appreciated.

REPORT FROM STUDENTS' ADVISORY COMMITTEE
Students' Advisory Committee President Sadie Williams recognized the outgoing student body presidents and shared a little about what each is doing. Kansas State University's Parker Vulgamore graduated with a Bachelor of Science in Agricultural Economics and his plan next year is to return to Kansas State for his Masters in Agricultural Economics. Pittsburg State University's Tarynn Brenner is majoring in Business Management and Marketing and is pursuing a certificate in Professional Selling and Sales Management. She has an internship with

President Shipp, will be finishing her last year of school, and hopes to move on the graduate school thereafter. Emporia State University's Bella Price graduated with a Bachelor of Science in History and a minor in Communication. She is going to work at Emporia State University for a year and then go to law school. John Kirk has represented Wichita State University for past year. He has a bachelor's degree in Vocal Music and Psychology with a minor in Organizational Leadership. He has been accepted into graduate school at WSU for Higher Education and Student Affairs and will be working in President Muma's office to continue his public service. Fort Hays State University's Ryan Stanley graduated with an M.B.A. with a specialization in Human Resources. He has an internship with WellSky in Overland Park this summer. Washburn University's Shayden Hanes graduated with a double major in International Business and Marketing and a double minor in Leadership and Political Science. She will be moving to New Jersey for a job in the Pfizer Sales Academy Program. Sadie Williams graduated from the University of Kansas with a Bachelor of Arts in Economics and English and a minor in Spanish. She will be moving to Washington, D.C., in September. President Williams expressed her gratitude for a great year and thanked the Board. Chair Rolph noted the Committee's involvement this year made the Board members better Regents and thanked and congratulated the Committee members.

STANDING COMMITTEE AND OTHER REPORTS

ACADEMIC AFFAIRS
Regent Kiblinger reported that in the Board Academic Affairs Standing Committee (BAASC) meeting held that morning Karla Wiscombe presented a concurrent enrollment report that will be presented at the Board meeting later in the day. Dr. Daniel Archer presented on the math reform and performance funding work, which will also be part of the Board's discussion today. Regent Kiblinger reported BAASC discussed the possibility of having a free application week in which the undergraduate admission application fee would be waived during a week in October. That item was referred to the Council of Chief Academic Officers to further consider the idea and determine its feasibility and implications. BAASC discussed creating a new program review process. The provosts will provide feedback by next Friday. Regent Lane discussed concurrent and dual enrollment task force draft recommendations. Dr. Daniel Archer provided an update on the systemwide general education work and noted that a general education council has been formed to work on implementation this summer. Regent Lane also gave an update on the educator workforce task force and noted community college leaders will review and approve the statewide transfer associate degree in elementary education this summer. Chair Rolph thanked BAASC for its work.

FISCAL AFFAIRS AND AUDIT
Regent Ice reported the Fiscal Affairs and Audit (FAA) Committee approved minutes of the previous meeting, and thoroughly discussed the items on the Board's consent agenda during its meeting and its May 2 agenda call. Those include several projects, the JCERT budget, the Comprehensive Grant sector allocations, and the nursing initiative grants. FAA discussed the schedule for receiving the university financial plans through the rest of the year but did not engage in the five-year capital plan because the Board will do that in this meeting. FAA spent most of its time on the universities' tuition and fee proposals. The Committee heard from students and CFOs. The reports were comprehensive, thoughtful, and well-done. The Board will go through those again in its meeting because all the Regents perspectives are incredibly important. Regent Ice noted that for anyone who wants to look at the proposals they are all posted on the Board's website. Chair Rolph stated he sat in on a portion of the FAA meeting that morning and appreciated the depth of the Committee's review and the work that everyone put into the presentations.

GOVERNANCE
Chair Rolph reported the Board's Governance Committee met that morning and had a somewhat abbreviated meeting to accommodate other meetings that Committee members needed to attend. After approving its April meeting minutes, the Committee again discussed the 2024 CEO assessment form and process and the feedback received from the Chancellor and Presidents on the proposed changes to the form. The Committee finalized its recommendations for updates and improvements and those will be on the June agenda for full Board consideration.

The most substantive change the Committee will be asking the Board to consider is adding a new section to the form to evaluate the University CEOs' progress on implementing the Board's goals. Finally, the Committee had an executive session to discuss CEO compensation for Fiscal Year 2024.

CHAIR REPORT SUPPLEMENT AND AGENDA AMENDMENT
Chair Rolph recognized President Shipp for riding his bike to the Board meeting and asked President Shipp to share how many miles he's ridden, how many he has to go, and provide an update on fundraising for scholarships. President Shipp reported they are close to 120 miles biked, they are meeting a lot of people along the way, and they have had alumni receptions in three locations. He stated their goal is to go 800 miles and raise $8 million to build an endowment for future students. Chair Rolph congratulated Regent Wint Winter for being inducted into the Lawrence Business Hall of Fame.

Chair Rolph stated he would be departing the meeting early to attend his daughter's 8th grade graduation. Chair Rolph moved to relocate discussion of the tuition and fee proposals to the top of the discussion agenda. Regent Ice seconded the motion. The motion passed.

ELECTION OF FY24 BOARD CHAIR AND VICE CHAIR
Regent Harrison-Lee led this part of the meeting at Chair Rolph's request. She called for a motion for the Board Chair. Regent Lane moved to reappoint Chair Rolph for the upcoming year. Regent Benson seconded the motion. The motion carried. Regent Harrison-Lee called for a motion for the Board Vice Chair. Chair Rolph moved that Regent Ice be reappointed as Vice Chair. Regent Winter seconded the motion. The motion carried.

APPROVAL OF CONSENT AGENDA
Chair Rolph asked for a motion to approve the consent agenda. Regent Harrison-Lee so moved, and Regent Dicus seconded the motion. The motion carried.

Fiscal Affairs and Audit

AMEND WICHITA STATE UNIVERSITY FY 2023 CAPITAL IMPROVEMENT PLAN TO INCREASE THE TOTAL PROJECT COST FOR THE WOODMAN CENTER INTERIOR REMODEL PROJECT

Wichita State University received authorization to amend the FY 2023 capital improvement plan to increase the total project cost for the Woodman Center (formerly Woodman Alumni Center) interior remodel project. The project was initially approved at the September 2022 Board meeting. Since then, the project scope expanded to include additional deferred maintenance items including a fire alarm system upgrade, electrical switchgear replacement, and an upgrade of the temperature control system. This additional scope, combined with higher-than-estimated construction costs for the remodel project, result in an overall project cost of $2.5 million ($800,000 higher than the initial project approvals). The remodel portion of the project ($2.1 million) will be funded by the WSU Foundation. The deferred maintenance portion ($400,000) will be paid for with university general use funds. Construction is anticipated to begin in May 2023 and to be complete in Spring 2024.

AMEND WICHITA STATE UNIVERSITY FY 2023 CAPITAL IMPROVEMENT PLAN AND APPROVE REVISED PROGRAM STATEMENT FOR NIAR TECHNOLOGY AND INNOVATION BUILDING

Wichita State University received authorization to modify the capital improvement plan to expand the scope and budget for the NIAR Technology & Innovation Building (TIB) on the Innovation Campus at Wichita State University. The Board initially approved the project in September 2022 as a $36.5 million, single-story, 85,000-square-foot building. The project has been revised to a 150,000-gross-square-foot building split over two floors (including 17,000 square feet of shelled growth spaces on the second floor). The revised total project cost is $60.62 million. The building project has been developed as part of a larger federal EDA grant received by WSU.

The project will be with financed with EDA Grant funds supplemented with additional funds from the WSU National Institute for Aviation Research (NIAR), revenue bonds, and additional grant funds.

ACT ON JOHNSON COUNTY RESEARCH TRIANGLE (JCERT) FY 2024 BUDGETS – KU, KUMC AND KSU

The Board approved FY 2024 JCERT budgets for the operation of the Business, Education, Science and Technology (BEST) Building and degree programs at KU's Edwards Campus in Overland Park; the Clinical Research Center at the KU Medical Center in Fairway; and the International Animal Health and Food Safety Institute at K-State's Innovation Campus in Olathe.

INITIAL DISCUSSION OF THE BOARD'S UNIFIED FY 2025 BUDGET REQUEST PREPARATIONS

The Kansas Higher Education Coordination Act directs the Board to present a unified budget request for postsecondary education. The statutory deadline for submission is October 1. Capital improvement requests, as embodied in the five-year plans, are submitted July 1 and are also included in the fall budget submission. Staff recommended that the Board begin to develop its budget proposals for FY 2025 with the typical schedule to allow for input and discussion. The Postsecondary Technical Education Authority's priorities will be included. The Board's official approval of the unified request will occur at its September meeting.

Unified Appropriation Request Schedule

April 2023 Board Meeting	Board's first read of five-year capital improvement plans
May 2023 Board Meeting	Board acts on five-year capital improvement plans
June 2023 Board Meeting	Board receives institutions' budget requests (Proposals are to be submitted to the Board Office by **Friday, June 2**.)
Summer 2023 Board Retreat	Board conducts budget workshop to discuss requests from across the System and indicates preference for inclusion in the FY 2025 Budget Request.
September 2023 Board Meeting	Board approves FY 2025 unified budget request
October 1, 2023	Board staff submit FY 2025 unified budget request

ACT ON KANSAS COMPREHENSIVE GRANT PROGRAM DISTRIBUTIONS

The Board approved allocating Kansas Comprehensive Grant state aid to participating institutions for FY 2024 and FY 2025 using the same methodology for the three segments of KCG funding as was used for FY 2023. Using the same methodology for distribution will avoid major, unexpected shifts in institutions' allocations.

ACT ON KANSAS NURSING INITIATIVE GRANT

The Board approved the following grant awards. Remaining funds will be devoted to the statewide Nurse Educator conference for all programs.

Institution	Project Summary	Award
Accreditation Support		
North Central Kansas Technical College – Beloit	Faculty professional development Accreditation and site visit fees Stipends for faculty to assist with accreditation activities	$13,628
WSU Tech	Faculty professional development Accreditation consultant Support for the accreditation visit Stipends for faculty to assist with accreditation activities	$29,500
NCLEX score improvement		
Fort Scott Community College	NCLEX preparation software	$15,000
Highland Community College	Faculty professional development Development of new faculty training Test preparation resources for students Teaching resources for faculty	$14,600
North Central Kansas Technical College – Hays	Faculty professional development Test preparation resources for students Subscription to NurseTim webinars for faculty	$6,498
Seward County Community College	Curriculum revision and development Faculty professional development Test preparation resources for students	$39,435
Institution	**Project Summary**	**Award**
Full Application		
Baker University	Teaching resources for faculty Consumable laboratory supplies Curriculum development support Multipurpose adult simulator Glucometers, injection trainers, blood pressure cuffs, etc.	$70,737
Barton Community College	Professional development for faculty Curriculum revision and development Consumable laboratory supplies Maternal simulator	$71,175
Benedictine College	Curriculum development Faculty professional development Test preparation resources for students Medication dispensing system	$71,585
Bethel College	Consumable laboratory supplies SimMom nursing simulator	$33,091
Butler Community College	Faculty professional development Consumable laboratory supplies	$12,000
Cloud County Community College	Professional development for faculty Curriculum revision and development Test preparation resources for students Consumable laboratory supplies	$74,687

	Pediatric patient simulator and headwall	
Colby Community College	Curriculum revision and development Faculty professional development Test preparation resources for students	$50,790
Dodge City Community College	Test review and preparation services for students Consumable laboratory supplies	$10,000
Emporia State University	Faculty professional development Test review and preparation services for students Consumable laboratory supplies Pediatric simulator	$40,144
Fort Hays State University	Test review and preparation services for students Consumable laboratory supplies Obstetric simulator	$88,747
Hesston College	Curriculum development Consumable laboratory supplies Male patient simulator Meta Oculus VR units with UbiSim program	$44,703
Hutchinson Community College	Test preparation resources Modular nursing skills trainers	$32,149
Johnson County Community College	Professional development for faculty Gaumard HAL simulator	$65,543
Kansas City Kansas Community College	Professional development Tutoring and support for at-risk students Consumable laboratory supplies Laerdal Ann simulator	$54,711
University of Kansas	Faculty salary support Professional development Consumable laboratory supplies Catheterization tools, birthing simulator and supplies	$128,717
Kansas Wesleyan University	Salary support for nursing faculty Faculty professional development NCLEX review resources Consumable laboratory supplies Realistic pregnancy simulation supplies Catheterization trainers, obstetrics models, injection simulator, IV trainer, chest tube trainer, etc.	$56,512
Labette Community College	Faculty professional development Test preparation resources for students Consumable laboratory supplies Automated medication dispensing system	$41,345
Manhattan Area Technical College	Professional development for faculty Curriculum development support Teaching resources for faculty Test review and preparation resources for students Consumable laboratory supplies IV trainers and simulators, venipuncture, and injection arms Oculus units with UbiSim program	$66,464

Neosho County Community College	Faculty professional development Test review and preparation resources for students Consumable laboratory supplies Medication administration systems	$91,905
Ottawa University	Professional development for faculty Test review and preparation resources for students Curriculum revision	$73,700
Pittsburg State University	Salary support for new faculty Professional development for faculty Live review for pre-licensure students Consumable laboratory supplies Medication cabinet, hospital bed, Alaris pumps	$143,699
University of St. Mary	Professional development for faculty Subscriptions to teaching resources Test review and preparation resources for students Consumable laboratory supplies Simulation medication cart and cabinet	$147,683
Washburn University	Faculty professional development Simulation scenarios development Faculty-led individual and group support for students Consumable laboratory and simulation supplies	$83,000
Wichita State University	Faculty salary support Faculty professional development Consumable laboratory supplies	$ 76,150
	Total	**$1,747,898**

Workforce Development

ACT ON REQUESTS FOR DEGREE AND CERTIFICATE PROGRAMS SUBMITTED BY NORTH CENTRAL KANSAS TECHNICAL COLLEGE AND NEOSHO COUNTY COMMUNITY COLLEGE

North Central Kansas Technical College received approval to offer an Associate of Applied Science, 70 credit hours, in Respiratory Care (51.0908). The College plans to begin the proposed program in the Fall of 2024 (Academic Year/FY2025) and estimates the total initial cost at $566,500. Funding will be provided from the institution general fund and donations.

Neosho County Community College received approval to offer a Technical Certificate A (19 credit hours), a Technical Certificate B (39 credit hours), and an Associate of Applied Science (64 credit hours) in Automotive Technology (47.0604). The College plans to begin the proposed program in the fall of 2024 (for Academic Year/FY 2025) and estimates the total initial cost at $530,700. Funding will be provided from the Kansas Higher Education Challenge grant.

ACT ON PROMISE ACT PROGRAM SUBMITTED BY NORTH CENTRAL KANSAS TECHNICAL COLLEGE

North Central Kansas Technical College received approval for its Respiratory Care Therapy (51.0908) program to be a Kansas Promise Scholarship-eligible program in the Mental and Physical Healthcare field of study.

ACT ON EXCEL IN CTE FEES FOR PROGRAMS SUBMITTED BY NEOSHO COUNTY COMMUNITY COLLEGE AND INDEPENDENCE COMMUNITY COLLEGE

The following Excel in CTE fees were approved:
- Neosho County Community College: Automotive Technology total $333. Fees include $13 for safety equipment, $8 for OSHA exam, $220 for test prep manual, and $92 for ASE Certification testing.
- Independence Community College: Welding Technology total $555. Fees include a $35 graduation fee, and $520 for personal protective equipment.

Other

ACT ON APPPOINTMENTS TO THE RETIREMENT PLAN COMMITTEE

The Board re-appointed Doug Ball and Dr. Dipak Ghosh to the Retirement Plan Committee to serve three-year terms ending June 30, 2026.

ACT ON REQUEST TO APPROVE CONTRACT FOR RETIREMENT PLAN INVESTMENT CONSULTANT

The Board approved awarding a 5-year, $66,000-per-year contract to Advanced Capital Group, Inc., beginning on July 2, 2023, to serve as its retirement plan investment consultant.

DISCUSSION AGENDA

Fiscal Affairs

PRESENTATIONS AND DISCUSSION OF UNIVERSITY TUITION AND FEE PROPOSALS FOR FY 2024 (FIRST READ)

Elaine Frisbie, Vice President for Finance and Administration, referred the Board to page 75 of the agenda materials for context regarding university general fund budgets. She noted a table on page 76 of the materials provides a history of tuition rate changes since FY2019. She stated that the universities are asked to present their proposals using a standard structure, which is provided on pages 77-78 of the materials. She noted the Board received a separate book that contains the universities' proposals and was posted on the Board's website for public viewing. Table 1 on page 3 of the separate book shows proposed rates of standard tuition for various categories for each of the campuses. Table 2 reflects proposed required fees. Table 3 shows the revenue that would result from the tuition proposals.

The university CEOs presented their FY 2024 tuition and fee proposals. Many of the universities plan to invest the funds for the institutions to address increased costs, maintain programs and initiatives, and increase salaries to retain and attract quality faculty and staff. The CEOs discussed the impact of inflationary costs over time for items like insurance premiums and utility costs and thanked their respective staffs for their work involved in preparing the proposals. Regarding the fee proposals, the CEOs reviewed their campus mandatory, program, course, and student fee requests. Regent Ice stated the Fiscal Affairs and Audit Committee reviewed the proposals closely and discussed increased costs, enrollment assumptions, and the involvement of students in preparation of the proposals and he thanked them for their work. Regent Winter discussed keeping the perspective of the students, Governor, Legislature, and donors in mind when considering the proposals. Regent Harrison-Lee commended the CEOs and students for the presentations' thoroughness. Chair Rolph thanked Fiscal Affairs and the universities for their communication throughout the year on this topic. The Board will act on the proposals at the June meeting.

(University FY 2024 Proposals filed with Official Minutes)

Chair Rolph recessed the meeting for a break until 3:15 p.m. Regent Ice reconvened the meeting at 3:20 p.m.

Academic Affairs

Concurrent/Dual Enrollment Report

Karla Wiscombe, Director of Academic Affairs, presented the Concurrent and Dual Enrollment Report. She noted all the information is available on the Board's Kansas Higher Education Statistics reporting tool. Director Wiscombe explained that the distinction between concurrent and dual enrollment comes from who is teaching the class. With concurrent enrollment courses, it is the high school teacher. With dual courses, it is postsecondary institutional faculty teaching, whether it is online, at a campus, or at a high school. The data is from all 32 of the public postsecondary institutions. Director Wiscombe thanked the Data, Research and Planning team for their work in creating the reports and putting the information on the website. In AY 2013, 22,720 high school students were taking courses. This year, 33,520 high school students took a concurrent course, a dual course, or CTE at our institutions. Community colleges provided 66% of these courses, universities provided around 8%, and technical colleges provided 26%. Credit hours earned broken down by race and ethnicity were reported, as were retention and completion rates. Approximately 30% of Kansas high school students are taking college courses. Regent Lane asked what stands out to Director Wiscombe that the Board should focus on. Director Wiscombe replied that focusing on access and which high schools offer which courses could increase the numbers. President Flanders discussed the Board's agreement with the State Board of Education to encourage courses taken by high school students at institutions to count toward graduation for the course taken as opposed to counting as an elective credit.

(Presentation filed with Official Minutes)

PERFORMANCE FUNDING AND MATH REFORM
Daniel Archer, Vice President of Academic Affairs, presented on performance funding and math reform, including a proposed timeline and policy changes. He noted the vast majority of students in our system are taking college algebra—it is the third highest enrolled course in our system. College algebra was created to prepare students for calculus. However, only about 20% of majors require calculus. The goal at the heart of math pathways is to restructure this, refine it, and concentrate it down to those majors that require calculus. Research and feedback from our institution shows that other courses, including quantitative reasoning and statistics, provide far more relevant math skills for most majors. Surveys were conducted in March and April in which participants were asked to identify the math skills critical in their respective disciplines. For the social science discipline, college algebra skills were ranked very low while nine statistics skills were ranked very highly. Social science discipline representatives consulted a few weeks ago unanimously agreed a statistics course should be the general education option for social science majors. Other disciplines' representatives will be consulted soon—for example, arts and humanities and health sciences—to identify the math skills that are needed and identify courses relevant to those fields.

Vice President Archer then discussed corequisite remediation. Traditional remediation often involves students taking two or three remedial classes before they can qualify for the credit bearing course. That traditional prerequisite model has been largely ineffective in Kansas and nationally. A foundation course model in which a student takes one semester of remediation followed by the credit bearing course the next semester has been a little bit better. But corequisite remediation has produced significantly better results. This model is based on integrating remedial content into the credit bearing course. The corequisite remediation strategy will be scaled for our system going forward. Georgia did this and achieved significant success. This is the policy lever that achieves equity in action.

Vice President Archer next discussed course placement measures. He stated the data shows that using a high school performance standard is a far better predictor of success than the ACT, SAT, or a standardized test. One goal is to work more collaboratively with K-12 on college readiness standards to simplify them and create more common ones.

The last project Vice President Archer highlighted was academic degree maps which are term-by-term schedules detailing milestones, courses, and special requirements. They are good advising tools to promote on-time graduation.

Vice President Archer discussed the timelines for the various projects. Regent Kiblinger commented that she likes what is being done with the performance funding model. Regent Ice noted that adjustments can be made if necessary. Regent Benson asked about corequisite remediation models and whether students will get to choose, or if that will be selected by the institution. Vice President Archer replied that it would be up to the institution. President Flanders said the corequisite remediation model will work. He noted it is already in our system, pointing out that that Regents had seen it in use when they toured the KU athletics center. Regent Harrison-Lee thanked Vice President Archer for the impressive work and noted each year that adoption of the changes Vice President Archer presented is delayed has a significant impact on affordability and access. She asked the university CEOs whether this can be accomplished sooner to meet student needs. President Muma stated Wichita State supports this. Chancellor Girod thanked the Board and noted it will take time to complete the work to change prerequisites, create courses and get alignment with degrees. Regent Lane said she appreciates building capacity but emphasized the need to measure along the way. Vice President Archer noted existing performance agreements impact the timeline. Vice Chair Ice asked for a motion on the performance funding and math reform policy changes. Regent Lane moved to approve and Regent Kiblinger seconded. The motion carried unanimously.

(Presentation filed with Official Minutes)

RECEIVE UPDATE ON THE IMPLEMENTATION OF THE NATIONAL INSTITUTE OF STUDENT SUCCESS RECOMMENDATIONS – WSU, FHSU & ESU

ESU
Dr. Shelly Gehrke, Vice President for Enrollment Management and Student Success at Emporia State University presented the University's update. She noted ESU had been working on a strategic enrollment management plan which was rolled out a month before NISS presented its recommendations to ESU. Since then, ESU has been making sure its plan and the NISS recommendations complement and overlap. NISS' recommendations to ESU are similar to everyone else's: structured pathways on the academic journey, improvements in collaborations with academic advising, financial aid collaborations and proactive outreach, actionable data reactions and efficient student communication.

Dr. Gehrke highlighted the move to a professional academic advising model for all undergraduate students, which provides the greatest benefit to the most students. This resulted in an approximately 40% increase to ESU's advising staff. ESU has a collaborative centralized training for all these advisors under the leadership of their Senior Director for Academic Advising, Kathy Landwehr. The advisors are moving toward providing a consistent student experience. ESU launched a pilot program, Summer Bridge, last August. The University aims to double number of students who attend this August, including some new incoming transfer students. ESU has developed a recruitment-to-career funnel. It complements the structured pathways and helps support the value of higher education. ESU also has a program called Classroom-to-Career Suit in which students go through a series of exercises and initiatives and receive tailored suits. ESU increased the number of students participating in that program by 62%. The implementation of student success customer relationship management (CRM) will complement all these initiatives. ESU hopes to have Dropout Detective up and running this academic year, and to have EAB Navigate in place by Fall 2024. ESU is also rolling out My Majors this summer, which is another platform to compliment the classroom-to-career funnel. ESU awarded its financial aid letters three months earlier

than typical this last year. That was an iterative process, so students got new letters as more data or awards came in. ESU's data strategy team built centralized reporting with information such as cashiering, financial aid, student success, and transcript information, which enables advisors to do proactive outreach. ESU audited its enrollment management and student success communications and are hiring a marketing director to make communication more efficient next year.

An emergency aid network is being developed that will include the completion grants and some retention grants. An app to help with communication to students and make sure they are all on the same page regarding different events and opportunities across campus. This year will serve as the baseline as ESU measures success toward implementation of the recommendations.

FHSU
FHSU Provost Dr. Jill Arensdorf reported that FHSU is finishing up year four of its university strategic plan. Goal 2 of that strategic plan was student success. The NISS playbook initiatives dovetailed perfectly into Goal 2 of FHSU's strategic plan as well as some of the initiatives FHSU was already planning and implementing. Dr. Arsendorf recognized two chairs of that strategic plan, Dr. Andrew Feldstein and Dr. Taylor Kriley. Dr. Arsendorf then highlighted three items that were completed before NISS. FHSU already had an academic advising committee, which it transitioned to more of a professional development and training opportunity. It had also already implemented a centralized advising model. And it had begun drafting degree maps with Workday, FHSU's new enterprise resource planning (ERP) system. FHSU has fully implemented its advising model, with 24 professional advisors who are serving all its online and on-campus students. Dr. Arsendorf reported that FHSU is the first institution implementing Workday Student's financial aid module, which is currently being deployed. Along with that, dashboards are being created and should be implemented by August. The financial aid module will provide more opportunity for FHSU to see data and reports and have engagements with students that are more robust, timely and focused on student needs regarding financial aid communication. NISS Goal 3 involved restructuring the University's course design, planning and review process to include data on course demand, DFW rates, success by modality and bottlenecking. This year FHSU has been working on deploying more academic support for students who are struggling. The University has deployed peer tutoring on-campus and Smart Thinking, a platform for their online students. NISS Goal 4 is better connecting online students to their university experiences. FHSU is using its Tiger-to-Tiger platform and culture of belongingness course to help faculty better understand how to connect with their online students. It is an area FHSU is closing the gap on and in which it is seeing some great returns.

Opportunities that will be continuing into year two include standardizing early alert usage and ensuring financial aid alerts are visible to academic advisors and registrar staff. FHSU had been using Starfish but abandoned that and tried Blackboard Analytics this year, which was met with some success. The University is excited to continue utilizing this tool. Some additional strategies that were not in FHSU's initial timeline include implementing the systemwide general education framework in 2023, implementing a faculty mentoring model, Workday refinement, and implementing an interim grade policy for all 16-week FHSU online courses. Regent Winter asked if there has been a surprise to FHSU in the development of NISS. Provost Arensdorf's response was how badly a student success analytics platform was needed.

WSU
Wichita State University Provost Dr. Shirley Lefever presented the WSU NISS Initiative update. WSU has had a strategic enrollment management plan for a number of years and two of the goals focused on retention. the University's NISS work has allowed it to zero-in and elevate those two goals. WSU has made it a priority to have a campus-wide commitment and effort. President Muma and Provost Lefever have sent out video messages, done a university town hall, hosted college town halls and tried to promote communication about what they are doing around student success and engaging every single person in the work. The President's executive team identified three strategies: 1) fostering a culture of empowerment, leadership, and ownership; 2) taking an equity first mindset and student-centered approach that leads to increased graduation rates; and 3) providing strategic

education on and promoting of financial wellness. The infrastructure that has been put in place starts with a student success and persistence coalition, which has representation from all colleges and units across campus. WSU had an open assistant vice president position, which was restructured to focus on student success and persistence. WSU has been hosting student success lunches. It has monthly academic forums at which the topics focus on student success. Every Monday WSU's strategic enrollment management leaders meet to look at enrollment reports and discuss strategies to ensure student success.

Turning to the WSU NISS recommendations, the first is systematizing the use of academic data for course retention. Dr. Lefever reported that WSU created a student success scorecard, each college has a retention plan, and the University has been broadening its summer bridge program. WSU has implemented strategies to improve courses with high non-pass rates. WSU plans to expand summer launch programs, including Herencia bridge, which is a program for high school seniors, and it plans to launch a leadership series this summer. WSU's second NISS recommendation is standardizing academic advising for consistent support. WSU hosted its first academic advising fair in Shocker Hall this Fall which was very successful. Next summer, it will open its Shocker Success Center. The third recommendation is having intentional academic pathways for retention. WSU partnered with Maize school district and will host a Shocker Academy on the district's West Campus. Students will go to high school half the day and complete college credit the other half. WSU is continuing to increase its use of EAB Navigate and wrap-around services. It has mandated degree plan templates for every major. It is piloting an English co-requisite experience called "OZ," for "Opportunity Zone," that will start this summer. Lastly, on financial outreach, WSU has increased need-based aid and is focusing on educating students about how they manage their resources. The faculty has been energized in doing this work.

(Presentations filed with official minutes)

ACT ON CAPITAL IMPROVEMENT REQUESTS FOR FY 2025 AND FIVE-YEAR PLANS

Chad Bristow, Director of Facilities, highlighted changes since the first read in April resulting from the Board acting on the April consent agenda. The total project count decreased from 154 projects to 153, which Director Bristow said was reflected near the bottom of page 79 of the agenda materials. The projects are outlined by category on pages 81 and 82 of the materials, followed by a 14-page tabular summary of all the projects. The changes from the consent agenda today will be added before the information is formatted and submitted to the Division of the Budget on July 1. Regent Ice provided context on the process for capital improvements and plans. Regent Winter moved to approve the requests for FY2025 and the five-year plans, followed by the second of Regent Benson. The motion carried.

UPDATE ON MASTER PLANS

ESU
President Hush stated his appreciation for the Board and the Legislature's funding of various demolition projects. He thanked Chad Bristow for his work. President Hush introduced Cory Falldine who is ESU's Executive Vice President of Operations and Economic Development, and Bill McKernan who is ESU's Assistant Vice President of Infrastructure and University Facilities. ESU has been moving forward on its campus master plan and recent accomplishments were highlighted. The University has increased accessibility to physical assets and online technologies. Aging infrastructure is a challenge. The average age of ESU's buildings is 64 years. ESU has $100 million in backlogged deferred maintenance just in its mission critical buildings. Adding in other assets, the figure is close to double that amount. ESU has adapted its master plan to address this issue. One method is reducing the aging footprint. By 2026, ESU will reduce its mission-critical footprint by a gross of 15% by selling or razing all its remaining D-rated buildings. ESU continues to consolidate its existing footprint and make space utilization improvements. The University is spending a larger amount of its limited resources on fewer spaces and to reduce deferred maintenance. By razing structures, it can eliminate current and future deferred maintenance costs. It will begin developing a new campus master plan in FY2025.

WSU

President Muma introduced Emily Patterson, WSU's Executive Director of Facilities Planning. Executive Director Patterson discussed changes to WSU's campus since 2014. WSU's master plan was amended in 2017 to account for its Innovation Campus. Like other campuses, WSU's campus' challenges include an aging infrastructure. Opportunities include the density of WSU's campus. WSU looks to strengthen the core of campus and improve the edges. Executive Director Patterson discussed the master plan project process and timeline along with the engagements that have occurred to date.

FHSU

President Mason thanked Dana Cunningham, Director of Facilities Planning; Dr. Andrew Feldstein, Assistant Provost for Teaching Innovation and Learning Technologies; FHSU's senior leadership team; and the members of FHSU's master plan committee. FHSU focused its plan on maximizing the teaching and learning ethos. Its ten-year planning process occurred in 2021. FHSU supplemented its campus plan with a digital master plan due to the high number of online students its serves. It developed four priorities for the ten-year plan: 1) improve pedestrian safety at primary travel routes; 2) incrementally redesign campus landscaping to lower maintenance efforts and irrigation requirements; 3) systematically reduce the deferred maintenance backlog at aging facilities; and 4) no new academic construction is anticipated in the ten-year plan. FHSU's mission critical deferred maintenance is $198 million. The Forsyth Library renovation will address $25 million of that. For the Forsyth project, $19 million will be recovered by federal funds with the remaining $6 million from their deferred maintenance budget. The Gross Memorial Coliseum HVAC project will address $7.6 million of the University's deferred maintenance. FHSU received $5 million in ARPA funds for this project and the balance will be paid from its deferred maintenance fund. Additional deferred maintenance projects were highlighted. President Mason discussed the three stages of developing FHSU's digital master plan, which she anticipates will be completed by early August.

(Presentations filed with Official Minutes)

C. Governance

DISCUSS BOARD MEMBER CONFLICT OF INTEREST DISCLOSURE AND ACT ON ACTUAL OR APPARENT CONFLICT

General Counsel John Yeary stated Regent Harrison-Lee has reported a new potential conflict: she has been accepted to the Wichita State University Graduate School as a Doctoral Student and will begin her studies this summer. General Counsel Yeary stated that, in accordance with Board policy, the Board must include the reported interest in the minutes of the Board meeting and provide direction to Regent Harrison-Lee as to her participation in Board actions involving the reported transaction. The Governance Committee reviewed the disclosure at its meeting last month and concurs with the staff recommendation, which is to direct Regent Harrison-Lee to excuse herself from participating as a Regent in any Board action directly impacting the program in which she is enrolled, such as program review or approval of those specific program fees. For the minutes, General Counsel Yeary requested that Vice Chair Ice ask for abstentions from the vote on this matter for anyone that might want to abstain from this vote. Regent Dicus moved to adopt the Governance Committee recommendation, seconded by Regent Kiblinger. The motion passed with Regent Harrison-Lee abstaining.

D. Other Matters

RECEIVE LEGISLATIVE AND BUDGET UPDATE

Vice President of Finance and Administration Elaine Frisbie announced Jack Thomas Casey was born May 17, 2023, and she therefore presented the report in place of Matt Casey. Vice President Frisbie stated the legislative session had come to an end. The Legislature returned on Wednesday, April 26 to begin its veto session. It concluded its work that Friday, April 28 after conference committee reports and numerous veto override votes. In an unusual move, the Legislature adjourned *Sine Die* at the end of the veto session. Typically, it returns for one day after the Governor issues her vetoes, particularly on the omnibus bill, but it elected to not do that this year. The omnibus appropriation bill does have some items for higher education in addition to those contained in the mega budget bill that was passed before first adjournment. These additional items include: $8.5 million for NISS playbooks for the student success initiative and $1 million to Washburn for its student success initiative; a $13 million salary pool for state university employee pay increases; $700,000 in additional funding for the Kansas Hero Scholarship Act; $13 million to be divided between Wichita State University and KU Medical Center for the Health Science Center; $2 million each for Pittsburg State's new Center for Emerging Technologies, and for the new Global Center for STEM and Technical Education; $6 million for Fort Hays State University to eliminate the student fee for the Center for Student Success; $1.2 million for K-State Polytechnic's turbine transportation program; and $10.5 million for the technical colleges to increase capacity for high demand, high wage and critical need workforce efforts. House Bill 2060 will make changes to the A-OK to work program to allow payment for books, tools and personal materials for students participating in the program.

The bill to reorganize the TEA did not pass this year, but Matt Casey indicates it might be a good idea to have discussions before the next session begins to get some feedback from business and industry and other stakeholders. The DEI provision in the budget was vetoed. The Legislature did not secure enough votes for an override but did introduce House Bill 2460 that will carry over as a bill for the next session. The has been an audit authorized by the Legislative Post Audit Committee on DEI that will be related only to the state universities and will also review foreign gifts and contracts. The timeline for when that audit will be conducted is not known. House Bill 2290 passed, authorizing affiliation between Fort Hays State University and Northwest Kansas Technical College and North Central Kansas Technical College. Senate Bill 123 created the Adult Learner Grant Act. House Bill 2292 creates the Engineering Higher Education Matching Grant program, providing more funding for engineering program. That bill also includes an Educator Apprenticeship Program for KSDE and Commerce to work on. Vice President Frisbie stated that, all in all, it was a very successful session.

Regent Ice suggested the agenda be amended for tomorrow to consider a policy change for private housing first. A motion to do so was made by Regent Dicus and seconded by Regent Benson. The motion carried and the meeting was recessed at 5:05 p.m.

May 18, 2023

Chair Rolph called the meeting to order in the Board Room at 8:30 a.m.

ACT ON REQUEST TO AMEND THE BOARD'S PRIVATE HOUSING POLICY
General Counsel John Yeary provided a proposed amendment to the Board's private housing policy (Board Policy Manual Chapter II.E.9), which currently allows the Board's President and CEO to allow or approve on the recommendation of the Director of Facilities an agreement relating to private housing for a term of less than one year. The proposal is to change the one-year limit to three years. General Counsel Yeary explained that it is thought that the extra flexibility may allow for more advantageous and affordable deals to be struck. Regent Lane asked for clarity on the meaning of a term of less than three years and whether that meant anything up to but not beyond three years. General Counsel Yeary confirmed that understanding. Regent Ice moved that the policy be amended as proposed followed by the second of Regent Lane. The motion carried.

EXECUTIVE SESSION

Regent Ice moved that the Board of Regents recess into executive session in the Kathy Rupp conference room to discuss personnel matters of non-elected personnel. The subject of this executive session is a regular annual university CEO evaluation and preparation for one or more other CEO evaluations, and the purpose is to protect the privacy of the individual Board employees involved. The session should last approximately one hour and shall include the following persons who are either members of the body or will aid in the discussion: members of the Kansas Board of Regents, President and CEO Blake Flanders, President Linton, for a portion, General Counsel John Yeary, and Project Specialist Julene Miller. Regent Kiblinger seconded the motion and the motion carried. The open meeting of the Kansas Board of Regents reconvened at 9:35.

EXECUTIVE SESSION

At 9:47, Regent Ice moved, followed by the second of Regent Benson, that the Board of Regents recess into executive session in the Kathy Rupp conference room for 75 minutes to discuss personnel matters of non-elected personnel. The subject matter of this executive session was consultation with a university CEO as to the performance of the CEO's work for the Board, the conduct of a university CEO's evaluation, and preparation for one or more other CEO evaluations, and the purpose was to protect the privacy of the individual employees involved. At 11:02 Regent Ice moved to extend the executive session for 32 minutes until 11:34, followed by a second by Regent Lane. The motion passed. At 11:34 Regent Ice moved to extend the executive session 15 minutes to 11:49, seconded by Regent Kiblinger. The motion carried. At 11:49 a.m. Regent Ice moved to extend the executive session for 3 minutes to 11:52, seconded by Chair Rolph. At 11:52 the open meeting of the Board resumed and was adjourned by Chair Rolph.

_____   _____
Blake Flanders, President and CEO   Jon Rolph, Chair

REPORTS AND CONSENT AGENDA

III. **Introductions and Reports**
  A. *Introductions*
  B. *Report from the Chair*   Regent Rolph, Chair
  C. *Report from the President & CEO*   Blake Flanders, President & CEO

IV. **Standing Committee Reports**
  A. *Academic Affairs*   Regent Kiblinger
  B. *Fiscal Affairs & Audit*   Regent Ice
  C. *Governance*   Regent Rolph

V. **Approval of Consent Agenda**
  A. *Fiscal Affairs & Audit*
    **1. Act on Request to Amend FY 2024 Capital   Chad Bristow, Director of
    Improvement Plan and Approve Revised Program   Facilities
    Statement for Forsyth Library Renovation—
    FHSU**

Fort Hays State University requests authorization to amend the FY 2024 capital improvement plan and accept the revised program statement with an updated project budget for the renovation of Forsyth Library. This project was originally approved in the FY 2024 request with a total project cost budget of $19.0 million and the program statement was approved by the Board in September 2022. During program review, conducted at the initiation of the design phase, it was revealed that continued escalation of construction costs and underestimated actual construction inflation factors would not allow for the desired comprehensive renovation with the existing project budget. In order to complete the renovation and reduce the building's $25.0 million backlog of deferred maintenance, it is requested that the total project cost budget be raised. The budget was updated accordingly and approved in the FY 2025 request with a total project cost budget of $25.1 million. The project scope remains consistent with the program statement previously approved except for the increase of the total project budget. The project will be financed with a $19.0 million federal appropriation, $3,068,000 from the University's allocation from the Educational Building Fund, and $3,032,000 from the University's share of the State General Fund capital renewal appropriation.

2.   **Act on Request to Amend FY 2024 Capital Improvement Plan and Approve Program Statement for Biomanufacturing Training Lab—KSU**

Kansas State University requests authorization to amend the FY 2024 capital improvement plan and accept the program statement for the Biomanufacturing Training Lab in Seaton Hall. Development of the training lab will help meet the needs of the regional bioscience and biomanufacturing industries that have selected Kansas as their home for operations. Creation of the training lab will involve the renovation of two rooms on the first floor of Seaton Hall to create an approximately 2,200 square foot teaching laboratory with a comprehensive biomanufacturing line that supports all phases of biomanufacturing processes. The space will be configured with equipment and software that prepares students for immediate transfer to industry, both in upstream processing, the first stage of biomanufacturing that focuses on cell line development and cultivation, and downstream processing, where the highly valuable biological products are produced at scale. Renovation of the space is scheduled to begin in January 2024 and be completed in August 2024. The estimated total project cost budget is $1.4 million and will be funded through K-State's new State General Fund appropriation for Biomanufacturing Training.

3.   **Act on Request to Approve Program Statement for Equipment Storage Shed—KSU**

Kansas State University requests acceptance of the program statement for construction of an equipment storage shed at Ashland Bottoms Research Farm. The 1,500 square foot non-conditioned post-frame building will have a pre-finished metal panel exterior with three open bays for equipment access and a gravel pad and replaces the former storage shed, which was destroyed during a windstorm in December 2021. The new building will be used by the Department of Agronomy to house field research equipment and machinery. No electricity or other utilities will be provided. The estimated total project cost is $70,975 and will be funded with emergency assistance funds from the Federal Emergency Management Agency (FEMA) and departmental funds.

**4.   Act on Request to Raze Portions of Weber Hall and Approve Allocation of
        Building Demolition Fund—KSU**

Kansas State University requests approval to raze portions of Weber Hall, to include Weber Arena and lecture hall room #123, in support of the university's plan to construct the Global Center for Grain and Food Innovation (GCGFI), which will include a new livestock competition arena and modern classroom space.

Weber Arena is 55,485 gross square feet and was constructed as part of the original Weber Hall in 1957. It is primarily used for the annual college rodeo, Cattlemen's Day and other large ag-related events and by the Animal Sciences and Industry department for livestock teaching and observation. The arena's location presents several logistical challenges for large, ag-focused events including the delivery and transportation of livestock, animal waste removal and accessibility of equipment and machinery. The arena also lacks modern amenities including proper ventilation, cooling, and fire suppression. Demolition of the arena will be scheduled for March 2024 and includes asbestos abatement. The space will be incorporated into the site package for the GCGFI construction project following demolition.

Room #123 in Weber Hall is a 3,775 gross square foot large lecture hall and serves as a primary teaching space within the College of Agriculture. The classroom is severely outdated and includes significant ADA accessibility issues, undersized fixed seating, outdated technology, no fire suppression, and poor lighting. Demolition of room #123 in Weber will be scheduled for 2025 and includes asbestos abatement. The classroom will remain in use until new classroom space within the new GCGFI facility is available.

In total, Weber Hall includes a total 147,365 gross square feet, including the arena and room #123 and has an estimated deferred maintenance backlog of over $38 million, not including required accessibility improvements, and a Facility Condition Index (FCI) of 0.56, or a letter grade of D. Additionally, Weber Hall has no listed historical status or designations.

The university requests $4.6 million from the Building Demolition Funds appropriated by the state to raze the arena and demolish the classroom. $110,000 will come from the remaining FY 2023 appropriation and $4,490,000 from the FY 2024 appropriation.

5.   Act on Request to Raze Various Structures—KSU

Kansas State University requests approval to raze seven buildings as part of the university's plan to construct an Agronomy Research and Innovation Center, which was approved by the Board in September 2022. All buildings are located on the North Agronomy Farm in Manhattan, Kansas. Three of the seven are currently categorized as mission critical buildings. No known environmental issues with the structures exist. Following demolition, spaces will be incorporated into the site package for the Agronomy Research and Innovation Center. These demolition projects, estimated to total $1,300,505, will be financed from Department of Agronomy funds, unless otherwise noted.

Building #36700-00525 was constructed in 1979. The 8,000 square foot metal building is used for equipment storage. The building's estimated Facility Condition Index (FCI) is 0.23 and deferred maintenance totals $384,864. The building will be razed in Fall 2023 or Spring 2024 and the estimated cost to raze the building is $253,200. Demolition will be funded as part of the Agronomy Research and Innovation Center project.

Building #36700-00548 was constructed in 1989. The 2,403 square foot metal building is used as a drying lab. The building is categorized as mission critical and its estimated FCI is 0.17 and deferred maintenance totals $86,703. The building will be razed in 2025/2026 once operations are moved to the new Agronomy Research and Innovation Center. The estimated cost to raze the building is $101,407.

Building #36700-00497 was constructed in 1919. The 3,133 square foot building is used for fertilizer storage. The building's estimated FCI is 0.35 and deferred maintenance totals $229,389. The building will be razed in 2025/2026 once operations are moved to the new Agronomy Research and Innovation Center. The estimated cost to raze the building is $99,160.

Building #36700-00499 was constructed in 1961. The 1,600 square foot building is used as a storage shed. The building's estimated FCI is 0.35 and deferred maintenance totals $117,147. The building will be razed in 2025/2026 once operations are moved to the new Agronomy Research and Innovation Center. The estimated cost to raze the building is $67,520.

Building #36700-00517 was constructed in 1975. The 691 square foot building is used as a painting shed. The building's estimated FCI is 0.43 and deferred maintenance totals $62,549. The building will be razed in 2025/2026 once operations are moved to the new Agronomy Research and Innovation Center. The estimated cost to raze the building is $29,160.

Building #36700-00531 was constructed in 1967. The 1,795 square foot building serves as the Research Center Annex. The building is categorized as mission critical and its estimated FCI is 0.43 and deferred maintenance totals $214,075. The building will be razed in 2025/2026 once operations are moved to the new Agronomy Research and Innovation Center. The estimated cost to raze the building is $74,852.

Building #36700-00516 was originally constructed in 1961 with an addition in 1981. The 12,144 square foot building serves as the Research Operations Center. The building is categorized as mission critical and its estimated FCI is 0.23 and deferred maintenance totals $769,735. The building will be razed in 2025/2026 once operations are moved to the new Agronomy Research and Innovation Center. The estimated cost to raze the building is $675,206.

6.   **Act on Request to Approve Lease—KSU**

Kansas State University requests authorization to enter into a 10-year lease agreement with the KSU Real Estate Fund, LLC, a subsidiary of the KSU Foundation. The lease is for 15.71 acres of land in Manhattan, Kansas, formerly utilized by the College of Agriculture. The university sold the property to the KSU Foundation following board approval of the sale in November 2022. The university intends to lease the property back from the KSU Foundation for $1 per year in order to allow the Department of Agronomy to continue using the property for teaching and research purposes until the KSU Foundation is ready to develop the land. The agreement gives each party the ability to terminate the lease at any time it becomes appropriate and necessary to do so.

7.   **Act on Request to Amend FY 2024 Capital Improvement Plan and Approve Program Statement for the University Stadium Project—WSU**

Wichita State University requests authorization to amend the FY 2024 capital improvement plan and accept the program statement for the new University Stadium project. The architectural programming for the project was completed in May and further clarifies the scope initially approved at the September 2022 KBOR meeting.

The project phasing is in line with initial approvals although the size and scope of each has been refined. Construction phasing (illustrated in site plans in the attached architectural program statement) has been developed around maintaining the spectator seating and other infrastructure required for the Wichita State Track and Field teams as well as the annual Kansas State High School Track and Field Championship. The new University Stadium, at completion of the phased construction project, will seat approximately 12,500-14,000 spectators (increased from 10,000 in the initial approvals).

Demolition of the east stands of Cessna Stadium is anticipated to be complete in August 2023 and will be handled outside the scope of this project in a separate small capital project as described in a previous request to raze the stadium, approved by the Board in April 2020.

Phase 1A, anticipated to begin construction in late 2023, includes the improvements on the east side of the existing track: underground utility work, a tiered turf seating area, new free-standing field lights, ticket pavilion, restroom/storage buildings, and plaza. Pending fundraising, Phase 1A includes additional program space that is needed to for production of music events at the stadium, including: additional infrastructure capacity, an expanded north pavilion building with performer and crew spaces, and portable field coverings and large LED screens.

Phase 1B, anticipated to start in summer 2024, widens the existing grass field to accommodate a regulation-sized soccer field and reconfigures the 8-lane track around the widened field. This phase also includes new aluminum bleacher seating at the north and south side of the track.

Phase 2A, the demolition of the existing west Cessna Stadium structure, can begin as early as June 2025 dependent upon fundraising. A new west stadium structure with approximately 6,300 seats, as well as additional standing room platform decks will be built as Phase 2B. The new west stadium will include a single level of press boxes and suites, offices/locker rooms/team room areas for a future soccer team, as well as restrooms, concessions, and storage rooms. The center of the stadium incorporates an overhead structure to provide shade to spectators. Phase 2B also incorporates a pedestrian plaza between Koch Arena and the new stadium to allow for food trucks, merchandise tents, and public space adjacent to the stadium. Phase 2A and 2B will need to incorporate an accelerated construction schedule to ensure that the new west side stadium seating is ready for the KSHSAA Track and Field Championship in May 2026.

The anticipated total project cost budget for all phases has increased to approximately $78 million, up from $51.3 million as previously approved.

Funding for Phase 1A/1B will be a combination of university funds, private gifts, and revenue bonds. $11.8 million of the Phase 1A/1B total cost will be funded by the WSU Board of Trustees through a Sedgwick County Public Building Commission bond issue subject to approval by the Sedgwick County Commission. Funding for Phase 2A/2B is to be determined. As noted, it is anticipated that this project will be funded in part from private resources raised through fund raising efforts of the institution and the WSU Foundation. The University seeks approval of the same.

8. **Receive Information and Act on Distribution of**   Elaine Frisbie, VP,
    FY 2024 State Appropriations to Community   Finance & Administration
    Colleges, Technical Colleges, and Washburn
    Institute of Technology

Summary and Recommendation

The 2023 Legislature has finalized its appropriations for FY 2024. Part I below sets out the amounts the community colleges, technical colleges, and Washburn Institute of Technology will receive under state aid programs for which the Legislature specified how to distribute the funds. The distributions are contingent upon the Board of Regents' assessment of each institution's performance pursuant to the performance agreement process.

Part II sets out the amounts the institutions will receive under programs for which the Board and Postsecondary Technical Education Authority (TEA) are required to approve the distribution of funds. The TEA approved the proposed distributions on May 25, 2023. Staff recommends Board approval. The distributions are contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process.

I. DISTRIBUTIONS SPECIFIED BY THE LEGISLATURE

The following tables set out the Legislature's mandated distributions to community colleges, technical colleges, and Washburn Institute of Technology for various state aid programs.

Tiered Technical Education State Aid Distribution

2011 SB 143 created a new postsecondary technical education formula which became effective July 1, 2011. The heart of the formula is the KBOR cost model that calculates costs at a course level and recognizes the cost differential in delivering technical education courses. The state funding process includes updating the state rates per the cost model, utilizing the prior year's credit hour enrollment data by student and course (Fall, Spring, Summer), and calculating the adjustment in financing that accounts for an off-set for colleges with local appropriations that help finance in-district credit hours. For FY 2024, the Legislature has appropriated a total of $66,064,478, with a proviso specifying amounts for each college. In accordance with the proviso, each institution shall receive the amount reflected in the table below.

Tiered Technical Education State Aid Distribution			
Institution	**FY 2023 Funding**	**FY 2024 Funding**	**Increase/ (Decrease)**
Allen County Community College	$1,327,658	$915,928	($411,730)
Barton County Community College	$3,519,749	$3,140,667	($379,082)
Butler Community College	$4,548,260	$4,492,663	($55,597)
Cloud County Community College	$1,364,522	$1,217,936	($146,586)
Coffeyville Community College	$1,221,598	$1,044,337	($177,261)
Colby Community College	$1,243,172	$1,364,880	$121,708
Cowley County Community College	$2,522,575	$2,043,860	($478,715)
Dodge City Community College	$1,175,503	$955,822	($219,681)
Flint Hills Technical College	$1,837,319	$1,821,433	($15,886)
Fort Scott Community College	$1,508,066	$1,423,883	($84,183)
Garden City Community College	$1,058,862	$1,134,582	$75,720
Highland Community College	$1,833,613	$1,549,554	($284,059)

Hutchinson Community College	$5,492,609	$5,640,548	$147,939
Independence Community College	$558,687	$399,192	($159,495)
Johnson County Community College	$7,198,191	$7,940,462	$742,271
Kansas City Kansas Community College	$4,371,269	$4,408,372	$37,103
Labette Community College	$1,129,158	$1,056,481	($72,677)
Manhattan Area Technical College	$1,954,845	$2,028,420	$73,575
Neosho County Community College	$1,387,305	$1,468,764	$81,459
North Central Kansas Technical College	$2,824,381	$2,891,287	$66,906
Northwest Kansas Technical College	$2,167,114	$2,014,074	($153,040)
Pratt Community College	$1,201,730	$1,141,410	($60,320)
Salina Area Technical College	$1,902,328	$1,675,677	($226,651)
Seward County Community College	$1,186,472	$1,108,653	($77,819)
Washburn Institute of Technology	$3,077,922	$3,718,573	$640,651
WSU Campus of Applied Science and Technology	$8,451,570	$9,467,020	$1,015,450
Total	**$66,064,478**	**$66,064,478**	**$0**

Non-Tiered Credit Hour Grant Distribution

For non-tiered course credit hours, the law provides that each college is eligible for a grant from the State General Fund, in an amount determined by the Board of Regents after dialogue with college presidents. The Legislature appropriated $95,407,915 for the non-tiered credit hour grant in FY 2024, with a proviso specifying amounts for each college. In accordance with the proviso, each institution shall receive the amount reflected in the table below.

Non-Tiered Credit Hour Grant Distribution			
Institution	**FY 2023 Funding**	**FY 2024 Funding**	**Increase/ (Decrease)**
Allen County Community College	$3,956,632	$4,006,236	$49,604
Barton County Community College	$8,084,870	$8,049,846	($35,024)
Butler Community College	$14,265,276	$14,515,023	$249,747
Cloud County Community College	$3,063,686	$3,013,747	($49,939)
Coffeyville Community College	$1,798,887	$1,628,863	($170,024)
Colby Community College	$1,660,560	$1,734,353	$73,793
Cowley County Community College	$4,410,683	$4,185,440	($225,243)
Dodge City Community College	$1,561,844	$1,609,972	$48,128
Flint Hills Technical College	$806,304	$799,475	($6,829)
Fort Scott Community College	$1,935,369	$1,967,561	$32,192
Garden City Community College	$1,946,126	$2,030,083	$83,957
Highland Community College	$3,984,114	$3,958,591	($25,523)
Hutchinson Community College	$6,666,660	$6,615,906	($50,754)
Independence Community College	$1,429,492	$1,147,118	($282,374)
Johnson County Community College	$17,550,506	$17,741,594	$191,088
Kansas City Kansas Community College	$5,988,313	$5,721,958	($266,355)
Labette Community College	$1,953,748	$2,113,258	$159,510
Manhattan Area Technical College	$711,658	$765,308	$53,650
Neosho County Community College	$2,068,300	$2,147,269	$78,969

North Central Kansas Technical College	$848,632	$902,820	$54,188
Northwest Kansas Technical College	$913,900	$1,048,581	$134,681
Pratt Community College	$1,414,658	$1,427,408	$12,750
Salina Area Technical College	$727,124	$802,707	$75,583
Seward County Community College	$1,831,297	$1,647,518	($183,779)
Washburn Institute of Technology	$373,848	$429,410	$55,562
WSU Campus of Applied Science and Technology	$5,455,428	$5,397,870	($57,558)
Total	**$95,407,915**	**$95,407,915**	**$0**

Cybersecurity/Information Technology Distribution

As requested by the TEA and the Board of Regents, the Legislature appropriated state funding to improve cybersecurity at the two-year colleges. A proviso attached to that appropriation specified that each college receive $250,000 in FY 2024 for this purpose.

Cybersecurity/Information Technology Distribution	
Institution	**FY 2024 Funding**
Allen County Community College	$250,000
Barton County Community College	$250,000
Butler Community College	$250,000
Cloud County Community College	$250,000
Coffeyville Community College	$250,000
Colby Community College	$250,000
Cowley County Community College	$250,000
Dodge City Community College	$250,000
Flint Hills Technical College	$250,000
Fort Scott Community College	$250,000
Garden City Community College	$250,000
Highland Community College	$250,000
Hutchinson Community College	$250,000
Independence Community College	$250,000
Johnson County Community College	$250,000
Kansas City Kansas Community College	$250,000
Labette Community College	$250,000
Manhattan Area Technical College	$250,000
Neosho County Community College	$250,000
North Central Kansas Technical College	$250,000
Northwest Kansas Technical College	$250,000
Pratt Community College	$250,000
Salina Area Technical College	$250,000
Seward County Community College	$250,000
Washburn Institute of Technology	$250,000
WSU Campus of Applied Science and Technology	$250,000
Total	**$6,500,000**

Apprenticeships Distribution

House Bill 2184 appropriates $14,300,000 to the Board of Regents for two-year college apprenticeships. Senate Bill 25, § 47(g) specifies that the funding is to be used for the development of registered apprenticeships, business and industry outreach and development of programing to meet the emerging needs of Kansas businesses. Senate Bill 25 further specifies that the funding should be distributed to the community and technical colleges based on the number of full-time equivalent students enrolled at each college during Academic Year 2022. In accordance with the requirement, each institution shall receive the amount reflected in the table below.

Apprenticeships Distribution	
Institution	**FY 2024 Funding**
Allen County Community College	$413,833
Barton County Community College	$961,266
Butler Community College	$1,411,763
Cloud County Community College	$303,231
Coffeyville Community College	$337,717
Colby Community College	$307,891
Cowley County Community College	$576,635
Dodge City Community College	$384,320
Flint Hills Technical College	$181,752
Fort Scott Community College	$356,048
Garden City Community College	$464,167
Highland Community College	$475,351
Hutchinson Community College	$1,034,899
Independence Community College	$196,665
Johnson County Community College	$2,897,469
Kansas City Kansas Community College	$922,741
Labette Community College	$285,522
Manhattan Area Technical College	$149,130
Neosho County Community College	$309,134
North Central Kansas Technical College	$185,791
Northwest Kansas Technical College	$169,325
Pratt Community College	$255,696
Salina Area Technical College	$150,994
Seward County Community College	$320,629
Washburn Institute of Technology	$310,377
WSU Campus of Applied Science and Technology	$937,654
Total	**$14,300,000**

Capital Outlay Aid Distribution—Community Colleges Ineligible for Career Technical Education (CTE) Capital Outlay Aid

House Bill 2184 appropriates $5,000,000 to the Board of Regents for community college capital outlay aid. Senate Bill 25, § 47(e) specifies that the funding must be distributed to community colleges that are not eligible for CTE capital outlay aid under K.S.A. 74-32,413. Senate Bill 25 further specifies that the funding it should be distributed based on the number of technical education full-time equivalent students enrolled at each college during Academic Year 2022. In accordance with that requirement, institutions shall receive the amounts reflected in the table below.

Capital Outlay to Colleges Not Eligible for CTE Capital Outlay Distribution	
Institution	**FY 2024 Funding**
Allen County Community College	$245,785
Barton County Community College	$700,281
Butler Community College	$1,376,395
Cloud County Community College	$303,788
Colby Community College	$354,439
Fort Scott Community College	$457,477
Garden City Community College	$528,214
Independence Community College	$108,827
Labette Community College	$322,717
Neosho County Community College	$602,077
Total	**$5,000,000**

II. DISTRIBUTIONS THAT REQUIRE BOARD APPROVAL

The following tables set out proposed distributions of state aid among the community colleges, technical colleges, and Washburn Institute of Technology for various state aid programs. The TEA approved the proposed distributions at its May 25, 2023, meeting.

CTE Capital Outlay Aid Distribution
K.S.A. 74-32,413 identifies the two-year colleges eligible for CTE capital outlay: the six technical colleges, the nine community colleges with merged technical schools, and Washburn University Institute of Technology. The total funding for capital outlay aid for FY 2024 is $7,419,311 (which includes $4,871,585 from the State General Fund and $2,547,726 from the Economic Development Initiatives Fund).

According to K.S.A. 74-32,415, Career Technical Education Capital Outlay Aid is to be distributed based on need and the condition of existing facilities and equipment. But for the $4.8 million appropriated from the General Fund in FY 2024, the Legislature included the following proviso:

> "*Provided,* That all such moneys in the career technical education capital outlay aid account shall be distributed equally among the technical colleges and any community college that offers one or more technical programs as defined in K.S.A. 71-1802, and amendments thereto: *Provided further,* That all expenditures from such account shall require a local match of nonstate moneys or donated equipment on a $1-for-$1 basis from either a nonstate or private donation."

And for the $2.5 million from the Economic Development Initiatives Fund, the following proviso was included, which is similar to past provisos:

> "*Provided,* That any unencumbered balance in excess of $100 as of June 30, 2022, in the SEDIF – career technical education capital outlay aid account is hereby reappropriated for fiscal year 2024: *Provided further,* That expenditures from the SEDIF – career technical education capital outlay aid account for each grant of career technical education capital outlay aid shall be matched by the postsecondary institution awarded such grant in an amount which is equal to 50% of the grant."

From FY 2005 through FY 2022, the method used to distribute CTE capital outlay aid was to first provide each institution a base distribution (historically $100,000 each), recognizing that each school has significant need regardless of size; and second, to distribute the remaining funds based on enrollment production.

Following the proviso language for FY 2024 and the existing distribution methodology, Board staff recommends the proposed distribution of capital outlay aid as displayed in the table below. This allocation distributes the $4.8 million equally to each college as directed by the Legislature, and then distributes the remaining $2.5 million according to the historic distribution methodology.

Career Technical Education Capital Outlay Aid Distribution			
Institution	**FY 2023 Funding**	**FY 2024 Funding**	**Increase/ (Decrease)**
Coffeyville Community College	$380,814	$352,799.06	($28,014.94)
Cowley County Community College	410,613	398,289.06	(12,323.94)
Dodge City Community College	374,330	377,484.06	3,154.06
Flint Hills Technical College	396,678	374,871.06	(21,806.94)
Highland Community College	386,689	357,258.06	(29,430.94)
Hutchinson Community College	584,955	607,300.06	22,345.06
Johnson County Community College	845,468	939,615.06	94,147.06
Kansas City Kansas Community College	536,493	545,599.06	9,106.06
Manhattan Area Technical College	408,394	385,123.06	(23,270.94)
North Central Kansas Technical College	433,810	425,153.06	(8,656.94)
Northwest Kansas Technical College	406,015	387,347.06	(18,667.94)
Pratt Community College	389,587	357,469.06	(32,117.94)
Salina Area Technical College	383,942	365,809.06	(18,132.94)
Seward County Community College	384,404	366,231.06	(18,172.94)
Washburn Institute of Technology	446,311	455,365.06	9,054.06
WSU Campus of Applied Science and Technology	650,808	723,598.06	72,790.06
Total	**$7,419,311**	**$7,419,310.96**	**$(0.04)**

Technology Grant Distribution

For FY 2024, funding for technology grants at the community colleges and Washburn University is $398,475, which is the same amount that was appropriated for FY 2023. The FY 2024 appropriation authorizes the Board to make such grants for purchase of technology equipment, in accordance with guidelines the Board establishes. Such guidelines provide that grant funds shall be used for the purchase of instructional technology equipment only and that a 50 percent local match shall be provided. The table below displays staff's recommended distribution.

Technology Grant Distribution			
Institution	**FY 2023 Funding**	**FY 2024 Funding**	**Increase/ (Decrease)**
Allen County Community College	$14,168	$14,168	$ --
Barton County Community College	19,482	19,482	--
Butler Community College	24,794	24,794	--
Cloud County Community College	16,824	16,824	--
Coffeyville Community College	16,824	16,824	--
Colby Community College	16,824	16,824	--
Cowley County Community College	19,482	19,482	--
Dodge City Community College	16,824	16,824	--
Fort Scott Community College	16,824	16,824	--
Garden City Community College	16,824	16,824	--
Highland Community College	18,597	18,597	--
Hutchinson Community College	25,678	25,678	--
Independence Community College	16,824	16,824	--
Johnson County Community College	38,962	38,962	--
Kansas City Kansas Community College	25,678	25,678	--
Labette Community College	14,170	14,170	--
Neosho County Community College	16,824	16,824	--
Pratt Community College	12,401	12,401	--
Seward County Community College	16,824	16,824	--
Washburn University	33,647	33,647	--
TOTAL	**$398,475**	**$398,475**	**$ --**

Operating Grants to Technical Colleges Distribution

Senate Bill 25, § 47(a) appropriates $10,500,000 to the Board of Regents for technical college operating grants. The seven colleges requested that the amount be divided equally among them.

Operating Grants to Technical Colleges Distribution	
Institution	**FY 2024 Funding**
Flint Hills Technical College	$1,500,000
Manhattan Area Technical College	1,500,000
North Central Kansas Technical College	1,500,000
Northwest Kansas Technical College	1,500,000
Salina Area Technical College	1,500,000
Washburn Institute of Technology	1,500,000
WSU Campus of Applied Science and Technology	1,500,000
Total	**$10,500,000**

Recommendation

Staff recommends that the Board approve the proposed distributions set out in Part II of this issue paper, as previously approved by the TEA.

9.   Act on Distribution of FY 2024 Appropriation for Capital Renewal Initiative

> *2023 House Bill 2184 appropriated $20.0 million for the Board of Regents' capital renewal initiative. Staff recommends the Board approve the distributions as displayed below, contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process and confirmation of the required match from university or private sources.*

State University Facilities Capital Renewal Initiative

The Board of Regents' strategic plan features three main priorities: helping Kansas families, supporting Kansas businesses, and advancing the state's economic prosperity. The Board's facilities renewal initiative began as a bedrock goal in 2021 to advance all these important priorities. In combination with Educational Building Fund revenue and the annual maintenance expenditures of the universities required by Board policy beginning in FY 2023, an additional state funding source is a critical component in the long-term success of this initiative to maintain and revitalize the campuses of the state universities.

This appropriation was requested to carry on the initiative, and with the inclusion in the Governor's budget, the Legislature appropriated $20.0 million, with a required match:

> *Provided,* That any unencumbered balance in the state universities facilities capital renewal initiative account of the state general fund for the above agency or for any institution under the control and supervision of the state board of regents in excess of $100 as of June 30, 2023, is hereby reappropriated for fiscal year 2024: *Provided further,* That the state board of regents is hereby authorized to transfer moneys from the state universities facilities capital renewal initiative account of the state general fund to the state universities facilities capital renewal initiative account of the state general fund of any institution under the control and supervision of the state board of regents, which is hereby created, to be expended by the institution for the state universities facilities capital renewal initiative approved by the state board of regents: *And provided further,* That the state board of regents shall transmit a copy of each such certification to the director of the budget and to the director of legislative research: *And provided further,* That any expenditures made by the board of regents or a state educational institution, as defined in K.S.A. 76-711, and amendments thereto, from such account during fiscal year 2024 shall require a match of nonstate moneys on a $1-for-$1 basis, from either the state educational institution or private moneys.

It is recommended that the Board allocate this appropriation to the state universities pursuant to the "adjusted square footage" formula used by the Board to allocate the annual Educational Building Fund appropriations for rehabilitation and repair, and which was used to allocate the FY 2023 $35 million appropriation for the capital renewal initiative, which factors in gross square footage, building age and complexity of the physical plant.

	% of Total	**Allocation**
University of Kansas	26.87	$5,374,000
University of Kansas Medical Center	11.25	2,250,000
Kansas State University	29.90	5,980,000
Wichita State University	10.98	2,196,000
Emporia State University	6.04	1,208,000
Pittsburg State University	7.38	1,476,000
Fort Hays State University	7.58	1,516,000
Total	**100.00**	**$20,000,000**

10.   Act on Distribution of FY 2024 Appropriation for State University Academic Playbooks

> *As requested by the Board of Regents in the FY 2024 unified appropriations request, 2023 Senate Bill 25 appropriated $8.5 million for the state universities' academic playbooks. Staff recommends the Board approve the distributions as displayed below, consistent with the allocation adopted by the Board at the September 2022 Board meeting.*

Academic Playbooks

The Board of Regents engaged the National Institute of Student Success at Georgia State University (NISS) for consulting services based on its demonstrated success in improving graduation rates and reducing time to degree. According to NISS, institutions inadvertently hinder their students' success through policies, practices, and structures. Using data to identify and to understand the institutionally created barriers to completion can result in stronger enrollment, retention, and graduation outcomes.

The review performed in AY 2022 encompassed the six state universities and Cowley Community College with the results presented to the Board in May 2022. Implementation of the recommendations in the playbooks will be instrumental in improving enrollment, retention, and graduation rates at the institutions. Improving the retention and graduation of students benefits the institution by generating greater levels of tuition and fee revenues and benefits the students by increasing their lifetime earnings by $900,000 or more when compared to those who have only a high school diploma.

From the review of institutions' processes, a playbook for each university was developed with specific recommendations to increase graduation and retention rates for all students. These efforts include more effective advising strategies, adopting math pathways, common course placement standards and degree maps, and strategic scholarship awards.

As each state university implements its playbook recommendations, processes will be realigned and additional resources consumed. The state funding will be devoted to the universities' playbook recommendations in FY 2024. It is recommended that the Board allocate this appropriation to the state universities pursuant to the unified appropriation request the Board approved in September 2022:

	Allocation
University of Kansas	$2,000,000
Kansas State University	2,000,000
Wichita State University	1,500,000
Emporia State University	1,000,000
Pittsburg State University	1,000,000
Fort Hays State University	1,000,000
Total	**$8,500,000**

11.   Receive Proposals for the Board's FY 2025 Unified State Budget Request

Summary

The Kansas Higher Education Coordination Act requires the Board of Regents to develop and present to the Governor and Legislature a unified request for state appropriations for postsecondary education. The statutory deadline for submission of the Board's request is October 1. Capital improvement requests are submitted July 1 and are also included in the fall budget submission. Staff recommends the Board begin to develop its unified budget request for FY 2025 and utilize the standard calendar used in recent years to allow for input and discussion. The official approval of the final unified request will occur at the September 2023 Board meeting.

Guiding Principle

The Higher Education Coordination Act provides that the Kansas Board of Regents shall "serve as the representative of the public postsecondary educational system before the Governor and the Kansas Legislature" (K.S.A. 74-3202c(b)(1)). This statute provides the foundation for an approach to state funding that reflects a system-wide focus on requesting and advocating for state investment in public postsecondary education.

Key Themes

- Kansas public higher education is a system of 32 institutions representing a $4.1 billion enterprise, financed through a mix of state, student, local, federal, and private revenue sources. While State General Fund support represents only 22% of the total revenues to the system, that support is critical for leveraging other funding sources, as well as to finance those activities that do not garner interest from donors or private industry partners.

- The Kansas public higher education system is a major engine of economic growth, both as a source of innovation and expertise, and as an educator of future members of the Kansas workforce.

- The Kansas public higher education system is committed to attainment and workforce goals that ensure the state's higher education system meets the needs of Kansans and fulfills its role in building an economic recovery for Kansas.

Unified Appropriation Request Calendar

April 2023 Board Meeting	Board has first read of capital improvement requests
May 2023 Board Meeting	Board acts on capital improvement requests for July 1
June 2023 Board Meeting	Board receives institution and sector specific requests
Summer 2023 Board Retreat	Board conducts budget workshop to discuss requests from across the System and indicates preference for inclusion in the FY 2025 Budget Request
September 2023 Board Meeting	Board officially approves FY 2025 unified budget request
October 1, 2023	Board's FY 2025 unified budget request submitted

The Division of the Budget will provide agencies the FY 2025 allocations from the State General Fund in early July. The initial suggestions from the Postsecondary Technical Education Authority, the public institutions of higher education and the Board Office listed below may be revised once those allocations are announced. Amounts noted are increments to be added to the FY 2024 base budget and will be reviewed at the Board's budget workshop and retreat.

Initial Suggestions for FY 2025

Kansas Board of Regents Office

Proposals	Amount
Additional State Match Needed for Federal Adult Education and Family Literacy Act (Title II Workforce Innovation and Opportunity Act) Grant *(request is for both FY 2024 and FY 2025 to meet maintenance of effort requirement)*	$110,000
Include Board of Regents Office in Executive Branch State Employee Market Adjustments	TBD
Add IT Developer to IT Staff to Support Board's Strategic Agenda and Implement New Programs Created by 2023 Legislature	$120,000

State Universities

University of Kansas	
Address Inflationary Impact on Campus Operations *(staffing, contracts, commodities, utilities; estimated at 2.5% in FY 2025)*	$3,988,000
Need-Based Student Financial Aid	$5,000,000
Student Advising/Retention and Strategic Enrollment *(funding above FY 2024 level)*	$3,000,000
Cybersecurity and IT Infrastructure	$10,000,000
Deferred Maintenance	$10,000,000
KU Medical Center	
Address Inflationary Impact on Campus Operations *(staffing, contracts, commodities, utilities; estimated at 2.5% in FY 2025)*	$2,922,000
Need-Based Student Financial Aid	$2,000,000
Cybersecurity and IT Infrastructure	$5,000,000
Deferred Maintenance	$4,000,000
Kansas State University	
Water Institute	$15,000,000
Serving Rural Kansas Initiative	$50,000,000
Need-Based Student Financial Aid	$5,000,000
Capital Renewal Initiative ($1:$1 Match)	$15,000,000

Demolition & Relocation Renovation Funding	$10,000,000
Cybersecurity and IT Infrastructure	$5,000,000
Wichita State University	
Need-Based Student Financial Aid (Impacts Pillars I, II and III)	$10,000,000
Emporia State University	
Regional SGF Parity (Ongoing; Impacts Pillars I, II and III)	$4,000,000
ESU Model – Year 2 (One-Time; Impacts Pillars I, II and III)	$10,000,000
Student Affordability (One-Time; Impacts Pillar I)	$8,100,000
Student Housing Debt Avoidance (One-Time; Impacts Pillar I)	$4,600,000
Energy Efficiency Initiative (One-Time; Impacts Pillars II and III)	$13,000,000

ESU also requests that KBOR seek continued legislative support for system-wide initiatives:
   a. Outreach and engagement initiatives with K-12 (which includes marketing, promotion, programs, and other initiatives to draw K-12 students to campuses);
   b. Continued investment in enhancing cybersecurity monitoring and response ; and
   c. Continued investment in capital renewal/deferred maintenance reduction.	

Pittsburg State University	
Regional Workforce Initiative	$3,000,000
Student Success Initiative (Phases 3, 4)	$2,000,000
Institutional Stabilization Strategy	$2,000,000
Fort Hays State University	
Professional and Continuing Education Initiative	TBD
Small Business Development Center Support	TBD
Talent pipeline areas mapped to strategic enrollment plan	TBD
Affiliation alignment for academic and administrative priorities	TBD
Redesign campus landscaping to reduce maintenance workload and irrigation requirements (from campus master plan)	TBD
Digital master plan support	TBD

Washburn University

Expand higher education curriculum in the Department of Corrections by training additional faculty to develop courses incorporating best practices for online and corrections education	$200,000
Ensuring Pathways for Student Success *(enhance current student retention and student success initiatives)*	$1,037,700
Cybersecurity upgrades to systems, improve monitoring, and provide training to students	$374,500

Postsecondary Technical Education Authority

Full Funding for Tiered and Non-Tiered Courses	TBD
Full Funding for Excel in CTE to Accommodate Enrollment Growth	TBD
Maintain State Funding for CTE Capital Outlay Aid at FY 2023 and FY 2024 levels *(if agreement can be found among the colleges, consider consolidating the two capital outlay line-items into one)*	$7,419,311
Continue Capital Outlay Aid to Colleges Not Eligible for CTE Capital Outlay *(if agreement can be found among the colleges, consider consolidating the two capital outlay line-items into one)*	$5,000,000
Continue State Funding of $250,000 per College for IT/Networking Structures, Security and Cybersecurity	$6,500,000
Retain State Funding for Workforce Development Efforts *(with caveat that TEA and Board of Regents will receive reports in December 2023 and May 2024 as to how the FY 2024 funds were used in order to provide accountability and allow for an analysis as to whether the FY 2025 amount should be adjusted)*	$14,300,000
Retain State Funding for Technical College Operating Grants *(with caveat that TEA and Board of Regents will receive reports in December 2023 and May 2024 as to how the FY 2024 funds were used in order to provide accountability and allow for an analysis as to whether the FY 2025 amount should be adjusted)*	$10,500,000
Increase State Investment in Adult Education	$1,100,000
State Investment in Micro-Internship Expansion Efforts	$500,000

Technical Colleges

Maintain full funding for Tiered and Non-Tiered Courses with Inflation Adjustment within the Cost Model	TBD
Full Funding for Excel in CTE to Accommodate Enrollment Growth with Inflation Adjustment within the Cost Model	TBD

Increase Career Technical Education Capital Outlay to the Technical Colleges by $75,000 each over FY 2024	$525,000
Continue Technical College Operating Grant of $1.5 M per college to continue/develop/expand demonstrated programs rapidly putting trained workers in the talent pipeline	$10,500,000
Maintain State Funding for Apprenticeships, Business/Industry Partnerships at FY 2024 Level	$14,300,000
Cybersecurity Funding of $200,000 per Technical College	$1,400,000
Continue State Funding of Kansas Promise Scholarship Act	TBD
Continue State Funding for Adult Education	TBD

Community Colleges

Maintain full funding for Tiered and Non-Tiered Courses	TBD
Full Funding for Excel in CTE	TBD
Maintain State Funding for CTE Capital Outlay Aid at FY 2024 level and Combine with State Aid Given to Colleges not Eligible in Statute	$12,419,311
Maintain State Funding for Apprenticeships, Business/Industry Partnerships at FY 2024 Level	$14,300,000
Continue State Funding for IT/Networking Structures, Security and Cybersecurity and Increase to $500,000 per college	$13,000,000
Fund Community College Navigators	$1,900,000
Fund Student Success Strategies from NISS Study for the Community Colleges	$17,500,000
Increase Promise Scholarship Act for Greater Demand	$2,000,000

12. Act on Proposed Amendments to Memorandum of   John Yeary, General Counsel
Agreement between Pittsburg State University and
the PSU Chapter of the Kansas National
Education Association—PSU

Summary and Staff Recommendation

Pittsburg State University (PSU) requests that the Kansas Board of Regents approve and execute Amendments to the Memorandum of Agreement (Agreement) between PSU, the Kansas Board of Regents and the PSU chapter of the Kansas National Education Association (KNEA) for FY 2024. The proposed changes to the existing one-year Agreement are to the Salaries, Duration, Promotion, University Professor, Out of State Travel and Faculty Remediation Process articles.

Board staff reviewed the proposed amendments for compliance with Board policy as well as state and federal law. Staff recommends approval of the Amendments and granting the Chair authority to execute the amendments to the Agreement.

Background

Under the Public Employer-Employee Relations Act (PEERA), State agencies are required to meet and confer with their employees' recognized bargaining units over terms and conditions of employment.[1] The bargaining unit subject to this memorandum of agreement is comprised of all general department teaching faculty and library services faculty, excluding administrative personnel, department/school chairpersons/directors, non-professional Employees, and temporary and part-time faculty.[2] The PSU/KNEA bargaining unit now represents 205, tenured or tenure- earning, faculty employees.

In 2022, PSU and PSU/KNEA reached a one-year Memorandum of Agreement (Agreement) that concludes at the end of Fiscal Year 2023.

Pursuant to Board policy, President Flanders and KBOR General Counsel, John Yeary, communicated Board priorities to President Shipp and PSU General Counsel, Jamie Brooksher, before the first meet and confer session.[3] Meet and confer sessions began in February 2023 and concluded in May. The PSU faculty subsequently voted to approve the proposed amendments. As provided for in the Agreement and as required by PEERA, PSU and PSU/KNEA have now completed the meet and confer process and PSU offers the below agreed-to amendments to KBOR for consideration and approval.

As the governing body under PEERA, the Kansas Board of Regents "must approve any proposed agreement in order to make it binding and effective."[4] The Kansas Secretary of Administration must also approve such agreements once the Board has approved them.

Summary of Terms Amended in the Agreement Between PSU and PSU/KNEA

If approved, each unit member who achieved an overall performance appraisal rating of Exceptional in 2023 will receive a $200 base salary increase. PSU would also fund a 2.25% overall salary increase for all continuing unit faculty and $45,000 in salary adjustments for promotions earned last year by unit faculty. The total cost for these adjustments is $382,996, which is an overall savings from last year, accrued through vacancies. The Agreement would be for two years.

---

1 K.S.A. 75-4321 *et seq.*
2 Kansas Public Employee Relations Board, Case No. UE 2 -1974.
3 *See* Board Policy Ch. 1, sec. B(3)(c)(iii) (adopted at the May 2019 meeting).
4 *Kansas Board of Regents and Pittsburg State University v. Pittsburg State University Chapter of KNEA and PERB*, 233 Kan. 801, 812 (1983).

All of the Articles and terms in the Agreement that the Board approved in 2022 will remain the same except for the following amendments:

"Section IV.   SALARIES

A. FY ~~2023~~ 2024

For the ~~2022-2023~~ 2023-2024 academic year, it is agreed by and between the parties that those faculty salary funds for faculty included in the Meet and Confer Unit ('Unit") shall be divided in the following proportions:

Base Salary Total	$~~14,556,061~~	$14,790,939
Sum of Adjustments	~~799,913~~[2]	377,796[2]
Merit Salary Increment Pool	~~4,400~~[3]	5,200[3]
Grievance Fund	0	0
TOTAL	$~~15,360,374~~	$15,173,935
Summer Session ~~2023~~2024		$1,233,763

B. Definitions

1.   "Base Salary Total" is defined as the sum of previous year's salaries of all continuing unit members.

2.   "Sum of Adjustments" shall be defined to include overall salary increases, promotions, corrections for historical inequities, corrections for affirmative action purposes, and marketplace considerations.

3.   "Merit Salary Increment" shall be defined as the sum representing salary improvement in reward for the level of excellence of an individual's performance.

4.   "Grievance Fund" shall be defined as the monies provided to process and redress salary grievances as provided herein.

_____

[2]Of this amount, $~~691,413~~ $332,796 shall be used to fund an overall ~~4.75%~~ 2.25% salary increase for each continuing unit faculty member; ~~$48,500~~ $45,000 shall be used to fund promotions earned in ~~2022~~ 2023. ~~; and a minimum of $60,000shall be used for corrections for historical inequities, corrections for affirmative action purposes and marketplace considerations.~~
[3]~~$4,400~~ $5,200 shall be distributed in the form of a $200 overall salary increase to each unit member who achieved an overall annual performance appraisal rating of Exceptional in ~~2022~~ 2023."

Other Edits:

IV.C.2, page 13, clarified that "All promotions and salary merit increments shall be automatically funded. Any increase in the promotion allotment shall apply to all those promoted under the current contract."

VII., page 17, removed COVID exceptions to Out of State Travel.

I.X.B, page 19, added "b) failure to successfully complete the Faculty Remediation Process (Section XXVIII. B)." to the definition of "cause."

XII.A.2., page 34, prohibited predatory journals, by adding: "As expectations concerning the form of research and creative endeavors vary naturally across disciplines, faculty members are encouraged to consult their department/school and college promotion and tenure documents for specific criteria. Quality and peer review in scholarship are highly valued characteristics, thus, predatory journals and publications should be avoided."

XIII.B, page 43, added term limits to University Professors Committee, specified that the Committee can "round up" if the 2% cap results in less than a whole, excluded renewals from the 2% cap.

XX.G., page 60, clarified that the Student Recreation Center is available to unit faculty members at no cost.

New section XXVIII page 79, added Faculty Remediation Process to address and remediate faculty misconduct using progressive discipline.

New section XXIX., page 80, added requirement to syllabi on when faculty will update students on academic progress.

XXX., page 81, changed the name of the Kansas Board of Regents chair and PSU President and revised as follows: "~~This Agreement shall be effective from July 1, 2022 through June 30, 2023~~. Sections IV.A. and IV.B. of this Agreement shall be effective from July 1, 2023 through June 30, 2024. All remaining portions of this Agreement shall be effective from July 1, 2023 through June 30, 2025."

Made corrections throughout the Agreement for formatting, grammar, typos and any updates to the University structure.

Conclusion and Recommendation

Pittsburg State University requests that the Board approve these amendments to the Agreement reached through meet and confer processes. Board staff have reviewed the amendments and determined that they are consistent with Board Policy and do not violate state or federal laws. Staff therefore recommends that the Board approve the amendments and authorize the Chair to execute the Amended Agreement on behalf of the Board.

13.   **Act on Proposed Amendments to Memorandum of Agreement between KSU and KAPE/AFT—KSU**

Summary and Staff Recommendation

Kansas State University (KSU) requests that the Kansas Board of Regents approve and execute the FY 2024 Amendments to a Memorandum of Agreement (Agreement) between KSU, the Kansas Board of Regents, and the KSU chapter of the KAPE/AFT Local 6400. The proposed changes to the existing three-year Agreement are to the Salaries article and the Recognition Article.

Board staff reviewed the proposed amendments for compliance with Board policy as well as state and federal law. Staff recommends approval of the Amendments and granting the Chair authority to execute the amendments to the Agreement.

Background

Under the Public Employer-Employee Relations Act (PEERA), State agencies are required to meet and confer with their employees' recognized bargaining units over terms and conditions of employment.[1] The bargaining unit subject to this memorandum of agreement, KAPE/AFT Local 6400, is comprised of all eligible maintenance and service employees at Kansas State University within classifications specified in the agreement, and excludes officials; managers; professionals; office, clerical and confidential employees; uniform police employees; security guards; and supervisors.

In May 2021, KSU and KAPE/AFT Local 6400 reached a three-year Memorandum of Agreement (Agreement) that concludes at the end of Fiscal Year 2024. The full terms of the agreement are subject to meet and confer every three years, with annual re-opener for salaries only. Only salaries were subject to meet and confer this year. However, the parties also agreed to add job titles that should have been included in the Agreement.

Pursuant to Board policy, Board President Flanders and General Counsel John Yeary spoke with KSU President Linton, Vice President for Human Capital Services Jay Stephens and representatives of KSU's general counsel before the first meet-and-confer session.[2] Meet-and-confer sessions began in March 2023 and concluded in May. The KAPE/AFT Local 6400 members subsequently voted to approve the proposed amendments. As provided for in the Agreement and as required by PEERA, KSU and KAPE/AFT Local 6400 have now completed the meet-and-confer process and KSU offers the below agreed-to amendments to the Board for consideration and approval.

As the governing body under PEERA, the Board "must approve any proposed agreement in order to make it binding and effective."[3] The Kansas Secretary of Administration must also approve such agreements once the Board has approved them.

Summary of Terms Amended in the Agreement Between KSU and KAPE/AFT Local 6400
Salaries Article

Employees hired on or before Dec. 1, 2022 would receive a 1.25% across-the-board COLA increase. The University is using a combination of funds provided by the Legislature and other University funds to provide a 2.5% merit pool to staff with increases based on recent performance evaluations for calendar year 2022. For bargaining unit members in Facilities & Maintenance, Housing & Dining and the College of Veterinary Medicine, merit increases would be awarded as outlined below:

---

1 K.S.A. 75-4321 *et seq.*
2 See Board Policy Ch. 1, sec. B(3)(c)(iii) (adopted at the May 2019 meeting).
3 *Kansas Board of Regents and Pittsburg State University v. Pittsburg State University Chapter of KNEA and PERB*, 233 Kan. 801, 812 (1983).

For employees in units with a four point merit scale:

4 Point Merit Scale	Merit	COLA	Total Increase
Does Not Meet	0.00%	1.25%	1.25%
Needs Improvement	0.00%	1.25%	1.25%
Meets Expectations	1.50%	1.25%	2.75%
Exceeds	2.50%	1.25%	3.75%

For employees in units with a five point merit scale:

5 Point Merit Scale	Merit	COLA	Total Increase
Does Not Meet	0.00%	1.25%	1.25%
Needs Improvement	0.00%	1.25%	1.25%
Meets Expectations	1.50%	1.25%	2.75%
Exceeds	2.00%	1.25%	3.25%
Exceptional	2.50%	1.25%	3.75%

Salary and benefits totals for each unit for the proposed salary adjustments:
Facilities and Maintenance: $178,000
Housing & Dining: $133,000
College of Veterinary Medicine: $109,000
Recreation Services: $5,319
Lafene Health Center: $3,074

The amended article, Article 44, now provides:

"ARTICLE 44

"Wages and Longevity Bonus

"Section 1. Subject to Article 51, the parties agree to reopen this agreement on an annual basis, during the month of March, for the purpose of meeting and conferring about wages.

"Section 2. Upon completion of ten (10) years of service, each classified employee in a regular position shall be eligible for longevity bonus pay. The longevity bonus payment for each eligible employee shall be computed by multiplying fifty (50) dollars by the number of full years of state service, not to exceed twenty-five (25) years. Longevity bonus pay shall increase the regular rate applying to overtime pay for hour worked during the twelve (12) months preceding the date the longevity bonus is paid to the employee and shall be considered in calculating the payment of compensatory time to an employee upon termination as provided in K.A.R. 1-5-24.

"Section 3.

For FY2024, COLA and Merit salary increases shall be awarded to eligible employees hired on or after December 1, 2022, as follows in Facilities & Maintenance, Housing & Dining and the College of Veterinary Medicine, effective June 11, 2023.

"**For employees in units with a four point merit scale:**

4 Point Merit Scale	Merit	COLA	Total Increase
Does Not Meet	0.00%	1.25%	1.25%
Needs Improvement	0.00%	1.25%	1.25%
Meets Expectations	1.50%	1.25%	2.75%
Exceeds	2.50%	1.25%	3.75%

"**For employees in units with a five point merit scale:**

5 Point Merit Scale	Merit	COLA	Total Increase
Does Not Meet	0.00%	1.25%	1.25%
Needs Improvement	0.00%	1.25%	1.25%
Meets Expectations	1.50%	1.25%	2.75%
Exceeds	2.00%	1.25%	3.25%
Exceptional	2.50%	1.25%	3.75% |"

In addition to the salary amendments, the University discovered titles in their job families that should have been included in the bargaining unit and presented those to KAPE during meet and confer. KAPE agreed the positions should be included. Positions added are outlined in red below.

"ARTICLE 1

"Recognition

"The University recognizes KAPE/AFT as the sole and exclusive representative in matters pertaining to wages, hours and other terms and conditions of employment, for the purpose of meeting and conferring and the settlement of grievances of all employees in the unit found appropriate by the Public Employees Relations Board in case number UE 15-1973 amended by the Board:

"Appropriate unit shall INCLUDE all eligible maintenance and service employees at Kansas State University within the classifications set forth below, and appropriate unit shall EXCLUDE officials; managers; professionals; office, clerical and confidential employees; uniform police employees; security guards; and supervisors as defined in the Act under Section 75-4322(b):

Agricultural Technician I Agricultural Technician I, Research Animal Technician I
Carpenter Cook Electrician
Energy and Utilities Technician Food Service Worker
Irrigation Technician I Irrigation Technician II
Laboratory Animal Technician I
Laboratory Animal Technician III Landscape Technician I Landscape Technician Lead
Lock System Specialist Maintenance and Repair Technician I Painter I Parking Assistant I Plumber
Printing Service Coordinator Recycling Technician Utility Locator
Veterinary Nurse I Veterinary Nurse III

Agricultural Technician II Agricultural Technician II, Research Animal Technician II
Arborist Construction Worker Custodial Specialist Lead Custodial Specialist Electronics Technician
Extension Nutritional Assistant HVAC Technician
Laboratory Animal Technician II Laboratory Technician Landscape Technician II Machinist
Maintenance and Repair Technician II Painter II
Pest Control Worker Power Plant Operator Printing Specialist
Teaching Laboratory Specialist Vehicle/Equipment Mechanic Veterinary Nurse II
Welder

"* Excluding Service Assistants assigned to the KSU Police Department

"When a not previously used Service/Maintenance position title is allocated by the University, KAPE will have the right to request in writing that the position be included or excluded from the unit, stating the reasons for said inclusion or exclusion. The University shall respond within ten (10) days. If KAPE's request is denied, the University shall state in writing the reasons for the rejection in the response. In the event of a disagreement on the issue of any specific job title, PERB shall be petitioned for a ruling on the inclusion or exclusion of the position. Any individual placed in a contested position shall upon a ruling by PERB, for inclusion in the unit, receive all rights granted under this Agreement from the time of initial placement."

Conclusion and Recommendation
Kansas State University requests that the Board approve these amendments to the Agreement reached through meet-and-confer processes. KAPE/AFT ratified the proposed agreements through a vote of dues-paying members. Board staff have reviewed the amendments, determined that they are consistent with Board Policy and do not violate state or federal laws. Staff therefore recommends that the Board approve the amendments and authorize the Chair to execute the Amended Agreement on behalf of the Board.

14. **Act on Proposed Amended Memorandum of Agreement Between Fort Hays State University and the Fort Hays State University Chapter of the American Association of University Professors, Representing Faculty—FHSU**

Summary and Staff Recommendation

Fort Hays State University (FHSU) requests that the Kansas Board of Regents approve and execute the amended Memorandum of Agreement (MOA) between the University and the Fort Hays State University Chapter of the American Association of University Professors (FHSU-AAUP). In compliance with state law concerning negotiations with represented employee groups, the University and AAUP have met and conferred, and have reached agreement on proposed modifications to the MOA, which will replace the previous MOA that the Board approved in June 2022. Negotiations were opened in the spring semester of 2023 by joint agreement between FHSU and FHSU-AAUP. If approved, the amendments will include changes to address salary terms only. The proposed amendments provide that FHSU will fund a 2.5% merit increase for fiscal year 2024, in alignment with the state employee pay plan. FHSU will fund promotion stipends for promotions awarded in fiscal year 2023, and deploy another market adjustment plan in FY 2024, depending on Fall 2023 enrollment numbers, and subject to the financial stability of the University.

Board staff reviewed the proposed amendments for compliance with Board policy as well as state and federal law and finding no conflict recommends approval of the amendments and authorizing the Board Chairman to execute the Agreement, as amended, on behalf of the Board.

Background

Under the Public Employer-Employee Relations Act (PEERA), State agencies are required to meet and confer with their employees' recognized bargaining units over terms and conditions of employment.[1] As the governing body under PEERA, the Kansas Board of Regents "must approve any proposed agreement in order to make it binding and effective."[2] The Kansas Secretary of Administration must also approve such agreements once the Board has approved them, and the Secretary's designee participates in the negotiations.

Summary of Changes to the Agreement Between FHSU-AAUP and the University

This Memorandum of Agreement (MOA) involves approximately 354 faculty at Fort Hays State University who are represented by the Fort Hays State University Chapter of the American Association of University Professors (FHSU-AAUP). The bargaining unit is comprised of all full-time FHSU faculty members who hold academic rank as instructor, lecturer, assistant professor, associate professor or professor. It also includes employees who hold the rank as program specialist, librarian, or research scientist.[3]

The existing MOA between the parties was approved by the Board in June 2022. In accordance with the MOA, the only item opened for negotiation this year was the Salary article for FY 2024. Pursuant to Board policy, President Flanders and KBOR's general counsel office communicated with President Mason and members of the FHSU negotiating team.[4] The University and FHSU-AAUP representatives participated in meet and confer sessions from February 2023 until the University and the FHSU-AAUP reached tentative agreement on the Salary article. The tentative agreement includes a merit increase, aligning with the state employee pay plan, as well as the continued payment of promotion stipends and the planned start of another market adjustment plan. The FHSU-AAUP representative notified the University that the membership voted to accept the amendments to the MOA, thus bringing the parties' negotiations to a close.

---

[1] K.S.A. 75-4321 *et seq.*

[2] *Kansas Board of Regents and Pittsburg State University v. Pittsburg State University Chapter of KNEA and PERB*, 233 Kan. 801, 812 (1983).

[3] Kansas Public Employee Relations Board, Case No. 75-UCA-2-2005, dated April 12, 1999, as amended on January 21, 2009, p. 17.

[4] See Board Policy Ch. 1, sec. B(3)(c)(iii) (adopted at the May 2019 meeting).

Specifically, the proposed amendments include the following:

1. Article IV: Salary (FY-2024)
   - Promotion Stipends and Degree Completion. The University will fund promotion stipends for promotions awarded in FY 2023 and amounts previously contracted for degree completion. Estimated fiscal impact is $185,814.
   - Salary and Merit-Based Increase. The University will sufficiently fund a merit pool of no less than 2.5% of the unit members FY 2024 salary pool. Estimated fiscal impact of $687,867.
   - Market Adjustment Plan. The University intends to deploy another market adjustment plan in FY 2024, depending on Fall 23 enrollment numbers, and subject to the financial stability of the University. Estimated fiscal impact is $52,958.

Proposed Action
FHSU recommends that the Board approve these amendments to the MOA containing, as outlined above, the terms that have been negotiated and agreed on in the course of the meet and confer sessions conducted between the University and FHSU-AAUP. Staff concurs and recommends the Board approve the amended MOA and authorize the Chair to execute the Agreement on behalf of the Board.

    B.   *Academic Affairs*

        Act on New Program Approvals   **Daniel Archer, VP,**

                                              Academic Affairs

        1.   **MS in Global Strategic Leadership—FHSU**

Summary

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

I.   General Information

A.   Institution Fort Hays State University

B.   Program Identification

Degree Level:	Master's
Program Title:	Global Strategic Leadership
Degree to be Offered:	Master of Science in Global Strategic Leadership
Concentration Areas:	Leadership in Health Administration, Information Technology Policy Administration
Responsible Department or Unit:	Leadership Studies
CIP Code:	52.0213 (Org. Leadership)
Modality:	Online
Proposed Implementation Date:	Fall 2023

    Total Number of Semester Credit Hours for the Degree: 36

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

III.   Justification

The Master of Science in Global Strategic Leadership (GSL) is an online degree program that seeks to aid established professionals in varying fields navigate a world of grand challenges and wicked problems through a lens of transdisciplinarity. This degree is aimed at providing mid-career professionals with practical leadership skills needed to solve complex, interconnected problems within their organization and beyond. This program represents a new offering that is entirely unique from existing curriculum at FHSU and across the system.

In a world following the COVID-19 pandemic, the nature of work and problem solving are transforming to confront more complex and interconnected problems that face our growing world (Volini et al., 2020, 47). These problems often have no right or wrong answer, and are often socially and technically difficult (Beinecke, 2009). The 2020 development of the COVID-19 vaccine by AstraZeneca has shown the world how transdisciplinary approaches are vital to confronting these problems and challenges head on with experts in various disciplines working collaboratively to find a solution for a rapidly evolving problem (Volini et al., 2020).

Given the nature of serious and persistent problems such as climate change, healthcare inequality, and cyberterrorism, unidisciplinary approaches alone cannot adequately address these issues. Transdisciplinarity, however, is an approach that identifies specific problems (Rhodes et al., 2019) and uses a common conceptual framework that extends across multiple disciplinary boundaries to facilitate collaboration between researchers

and non-academic stakeholders (Reme et al., 2015). By integrating global strategic leadership into existing skill sets, this program seeks to establish a growing population of transdisciplinary researchers and problem solvers within the current workforce.

Beginning with two concentration areas (Leadership in Health Administration & Information Technology Policy Administration) we intend to learn and refine our approach to transdisciplinary education with hope of developing in-demand leadership skills to those within our program to enhance the current workforce and create more globally aware citizens.

IV.   Program Demand: Market Analysis

National Distinction

Given the availability of resources from the existing FHSU master's programs in healthcare and information technology, the focus on transdisciplinarity and mid-career professionals, and the depth of the concentration curricula, this program will distinguish itself nationally from competitors with similar degree programs (Hanover Research, 2021). It has also been carefully designed to not duplicate the programs currently in existence, but rather to offer a new and unique addition to the catalog.

High Workforce Demand

Projected labor demands within organizational leadership are expected to rise significantly (~14.73%) with worker interest also steadily increasing (Hanover, 2021); this shows the necessity of utilizing existing workers within various fields to meet the market demand. In the state of Kansas, there are no comparative master's degree programs targeted toward full-time working, part-time students that seek to achieve organizational leadership in cross-sector collaborations. Fort Hays State University sees the need for a global strategic leadership degree that is designed specifically for the industry the student is already engaged in. In particular, the two proposed concentrations will target students working in supervisory and non-technical roles within the healthcare and IT sectors.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part-Time	Full- Time	Part-Time
Implementation	2	5	36	60
Year 2	3	8	54	96
Year 3	4	16	72	192

The program is designed to allow students to complete at either a full-time pace or at a slower pace, depending on their preference. We anticipate that most students will elect to pursue the program at a part-time pace, taking approximately six credit hours per semester.

The above enrollment numbers are a benchmark based on Hanover market research and discussions with other FHSU department heads. These benchmark numbers are not based on direct commitment from students, but instead will act as a goal and base estimate. We have intentionally been conservative in these estimates to help ensure program viability. The curriculum is highly scalable, however, and we could easily accommodate a greater number of enrollments if demand is strong.

VI.   Employment

The aim of this program is to produce transdisciplinary leaders out of those currently in the workforce so they may facilitate the flow of knowledge and its practical application within their given fields (Reme et al., 2015). Today, researchers are being called upon more frequently to work in collaborative environments that require both practical and theoretical skill sets (O'Neill et al., 2019) to solve grand challenges and wicked problems. The integration of the natural and social/organizational sciences are necessary to develop skilled professionals into effective leaders that can work across disciplines and find solutions to problems that unidisciplinary approaches cannot. Transdisciplinary leaders are needed in all sectors to help build strong networks of collaboration and support as they explore different perspectives on immediate and pressing global challenges. With mounting evidence suggesting that leaders do not readily or easily adapt their practices when confronted by increasingly complex problems (Pearce, 2010), it is imperative that organizational leadership moves toward a transdisciplinary approach to transform how the workforce thinks about global problems and solutions. FHSU intends to use a transdisciplinary curriculum that prepares individuals to use both the 'hard' and 'soft' skills needed to transform their work, thrive in it, and become more globally aware citizens.

According to the Institute for the Future, one of the ten vital skills needed for the future workforce is transdisciplinarity—also known as cross-sector partnerships and collaboration (Davies et al., 2020). The need for literacy and the ability to understand concepts across multiple disciplines is imperative as a shift away from academic specialization toward transdisciplinarity occurs due to the growing complexity of societal issues. Much of the gridlock in addressing global issues is due to narrow interests, and specialists that are unable or unwilling to understand and integrate data and concepts from across disciplines (Fidler, 2016). By integrating skills across fields and perspectives, a workforce can be created that can think through differing disciplinary approaches to generate new types of knowledge (Fidler, 2016).

Healthcare administration is a concentration area that Hanover Research has described as a national high-growth degree field, and a practical concentration area for the GSL degree to offer (Hanover Research, 2021). Disparities in health according to race, sex, sexual orientation, and other group characteristics are well known, yet these health disparities persist and, in some cases, continue to grow. The answer to a complex issue such as health disparities among groups involves not only the conceptualization of all factors that impact disparities, but also the interactions between the factors themselves, such as the interplay of genes and environment (Gehlert, 2010). It is suggested that a transdisciplinary approach to healthcare and healthcare administration will draw together experts from across disciplines to share and produce knowledge and address multifactorial determinants of health disparities. The fields of Health Services Administration and Nursing Administration have seen an above-average increase in master's degree conferrals, showing an increase in interest alongside the growth of the health industry, where national demand is projected to outpace the expected job growth by 2029 (Bureau of Labor Statistics, 2020).

Information technology policy administration is another concentration area that Hanover Research has identified as a high-growth degree field, and one that is practical for the GSL degree to offer (Hanover Research, 2021). As our society relies more on technology with every passing year, the governmental policy that dictates the technological regulations of our world becomes increasingly important. Early and mid-career professionals with a background in information technology are increasingly going to find themselves concerned with policy and legal considerations within their sector, which their bachelor's level technical education has not equipped them to navigate successfully. This degree program will act as a practical, mid-career training ground which can supplement their burgeoning management experience and give them opportunities to practice working across constituencies. The Technology Policy field is expected to grow much faster than average in the next ten years state-wide, nationally, and internationally (Columbia University).

VII. Admission and Curriculum

A.   Admission Criteria

All applicants must submit:
1. Official transcript of all previous college work showing a minimum 3.0 GPA on the last 60 hours of undergraduate coursework and/or a minimum 3.0 on all previous graduate coursework;
2. Two letters of recommendation, at least one of which must be from a current or recent supervisor that speaks to the candidate's professional experience (minimum 3 years) and readiness for advanced professional practice and leadership development capacity;
3. A professional resume containing a minimum of 3 years of professional experience;
4. Personal statement that addresses the following:
   a. Reasons for applying to this program, as directly related to current professional position and career goals, including what types of specific knowledge, skills, abilities the candidate hopes to gain through this program, professionally and personally (e.g. specific goal statements or a vision plan that looks ahead several years);
   b. An explanation of a specific organizational, industry/field/sector, community, and/or global problem the student would like to be a part of solving and how they see this program as a potential pathway to fulfill that end.

B.   Curriculum

Leadership in Health Administration Curriculum
Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
HHP 602	Public Health	3
HHP 625	Legal Issues in Health Care	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3
HHP 630	Administration in Health Care	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
HHP 610	Global Health	3
Various	Elective	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3

Total Number of Semester Credit Hours ……………………………………………….. 36

Information Technology Policy Administration Curriculum

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

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
INF 610	Public Policy, Law, Ethics in Telecommunications	3
INF 658	Law of Cyberspace	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
INF 660	Global Telecommunications Policy	3
INF 880	Management of Information Security	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3
Various	Elective	3

Total Number of Semester Credit Hours ……………………………………………. 36

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Brent Goertzen – Department of Leadership Studies	Professor	Ph.D.	Y	Organizational Leadership	.2
Kaley Klaus – Department of Leadership Studies	Assistant Professor	Ed.D.	N	Organizational Leadership	.1
Tim Feagan – Department of Leadership Studies	Assistant Professor	Ph.D.	N	Applied Leadership in Industry	.2
Justin Greenleaf – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Community Psychology	.1
Lori Kniffin – Department of Leadership Studies	Assistant Professor	Ph.D.	Y	Organizational Leadership	.1
Brett Whitaker * – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Global Leadership	.1
Glen McNeil – Department of Health and Human Performance	Associate Professor	MS; RD/LD	Y	Nutrition	.1
Jamie Schwandt – Department of Health and Human Performance	Adjunct Professor	Ed.D.	N	Health Care Administration	.1
Frank Owens – Department of Health and Human Performance	Instructor	MS	N	Health Studies	.1
Melissa Hunsicker Walburn – Department of Informatics	Associate Professor	J.D.	Y	Policy and Law of Cyberspace	.1
Brian Hurley – Department of Informatics	Adjunct Professor	MPS	N	Information Security	.1
A significant portion of the curriculum for this program is already offered in service to several other degree programs. For this reason, especially initially, there will be limited need for dedicated faculty support for program specific courses. As the program expands, we may see justification for more dedicated sections of courses. The faculty indicated in this table will support the program by teaching courses, but the majority will not be devoted in an exclusive manner to this new program.					

Number of graduate assistants assigned to this program **………………………………………… [1]**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$44,856	$44,856	$44,856
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$44,856	$44,856	$44,856
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	$10,000	$10,000	$10,000
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	$6,000	$9,000	$12,000
Total Existing Personnel Costs – New Positions	$16,000	$19,000	$22,000
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other (marketing and recruitment expenses)	$1,500	$1,500	$2,500
Total Operating Costs	1,500	1,500	1,500
GRAND TOTAL COSTS	$62,356	$65,356	$69,356

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	$28,661	$44,783	$78,817
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	$28,661	$44,783	$78,817
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$-33,695	$-20,573	$9,461

X.   Expenditures and Funding Sources Explanations

A.   Expenditures
Personnel – Reassigned or Existing Positions

The primary expense associated with initially starting and operating this program would be the two new classes that are part of the transdisciplinary degree program. The other portions of the curriculum are already being taught and supported by existing programs, and they have capacity to add students without incurring additional instructional expenses to the university. As the program grows, we would need to augment existing capacity to a limited degree. During the initial start-up period, when enrollments are small, we will not require additional instructional capacity beyond what was already deployed in service of other programs.

To calculate the offset instructional expenses of utilizing existing capacity to support this program, we have applied the following formula. With supporting faculty contributing only a small portion of their overall contractual load, we estimate the total allocation to be approximately 1.3FTE, but distributed among 11 or more faculty members. Faculty are on a 60% teaching allocation, and the average salary for faculty in the program $57,508, so the total offset instructional expenses are 1.3*(57,508*.6), or $44,856.

Personnel – New Positions

Once the program is somewhat larger, we project that we will need to staff additional sections beyond base levels that are already in place for other programs. Specifically, we project that we would need to offset two courses via adjunct teaching in the first year, three courses in the second year, and four courses in the third year. Adjuncts can be estimated at approximately $3000 per section, therefore the instructional expenses are $6000 in the first year, $9000 in year two, and $ 12,000 in year three.

In addition to instructional expenses, we also project staffing one graduate assistant in this program to assist with administrative and development work, as well as to coordinate marketing and recruitment efforts. This

Start-up Costs – One-Time Expenses

N/A

Operating Costs – Recurring Expenses

We have included a small amount of ongoing expense associated with program-specific marketing and recruitment efforts. These efforts will be supplemented with ongoing marketing work on behalf of the larger university, and in conjunction with the recruitment initiatives of the Department of Leadership Studies and the academic units housing concentrations.

B.   Revenue: Funding Sources

The sole source of revenue for this program is tuition and fees. FHSU currently charges a rate of $298.55 per credit hour for graduate, online tuition (including fees). Multiplying the projected credit hour production by this rate produces the projected revenue.

C.   Projected Surplus/Deficit

Given the extensive leverage of existing capacity and curriculum, this program projects to be in a modest surplus status by at least year three of implementation. We have intentionally been conservative in estimating enrollment growth to ensure programmatic viability, but the program is readily scalable to larger capacity if the demand is present. Should enrollments prove to be even slightly higher than anticipated, the program would be revenue positive by year two.

XI.   References

Adade, M. (2018). *The secret to solving global issues? fewer secrets, more collaboration.* World Economic Forum. Retrieved November 9, 2021, from https://www.weforum.org/agenda/2018/03/the-secret-to-solving-global-issues-fewer-secrets-more-collaboration/

AGILE, RESILIENT, READY FOR THE FUTURE. (n.d.). Retrieved from https://annualreport.shrm.org/?_ga=2.79621777.420658687.1626202737-844490349.1626202737

Beinecke, R. H. (2009). Introduction: Leadership for Wicked Problems. *The Innovation Journal: The Public Sector Innovation Journal*, *14*(1), 1–17.

Childs, Q., Elder, M., & Smith, S. (2019). (rep.). (M. Frauenfelder, Ed.) *EATING OUR WAY OUT OF THE CLIMATE CRISIS How Rethinking Our Food Systems Can Balance the Biosphere. Institute for the Future.* Retrieved from https://www.iftf.org/fileadmin/user_upload/downloads/food/IFTF_EatingOurWayOutofClimateCrisis_2019_Vantage_2.pdf

Climate change and the food and agribusiness sectors: Adaptation, mitigation and Innovation. Global law firm | Norton Rose Fulbright. (2019, October). Retrieved November 9, 2021, from https://www.nortonrosefulbright.com/en/knowledge/publications/c7414616/climate-change-and-the-food-and-agribusiness-sectors-adaptation-mitigation-and-innovation

Columbia University. (n.d.). Career Opportunities in SCIENCE, TECHNOLOGY, AND PUBLIC POLICY. New York.

Davies, A., Fidler, D., & Gorbis, M. (2020). *Future work skills 2020 - Institute for the future.* Retrieved November 9, 2021, from https://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

del Cerro Santamaría, G. (2017). *Transdisciplinary Technological Futures. an ethnographic research dialogue between social scientists and Engineers.* SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3009127

Fidler, D. (2016). (rep.). (S. Williams, Ed.) *Future Skills: Update and Literature Review* (pp. 30–32). Palo Alto, California: Institute for the Future.

Gehlert, S., Murray, A., Sohmer, D., McClintock, M., Conzen, S., & Olopade, O. (2010). *The importance of transdisciplinary collaborations for understanding and resolving health disparities.* Social Work in Public Health, 25(3-4), 408–422. https://doi.org/10.1080/19371910903241124

Gorbis, M., & Soojung-Kim Pang, A. (2006). *2005-2055 Science and Technology Perspectives. Institute for the Future-* Technology Horizons Program, 3-38. Retrieved July 8, 2021.

IPCC, 2018: Global Warming of 1.5°C.An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [Masson-Delmotte, V., P. Zhai, H.-O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J.B.R. Matthews, Y. Chen, X. Zhou, M.I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, and T. Waterfield (eds.)]. In Press.

Kansas Dept. of Labor. (n.d.). K*ansas 2028 Employment Projections. Kansas Labor Information Center (KLIC) - 2028 Employment Projections.* Retrieved November 11, 2021, from https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=x%2BTZeK6P9QvSeiCQRnSSBw

Kroeze, J. H., Travica, B., & van Zyl, I. (2019). Information systems in a transdisciplinary perspective: Leaping to a larger stage. *Alternation: Interdisciplinary Journal for the Study of the Arts and Humanities in Southern Africa*, *Sp24*. https://doi.org/10.29086/2519-5476/2019/sp24.2a2

O'Neill, M., Adams, M. P., Bandelt, M. J., Chester, S. A., Cai, W., & Nadimpalli, S. P. V. (2019). *Cohort Learning: Supporting Transdisciplinary Communication and Problem-solving Skills in Graduate STEM Researchers.* International Journal of Teaching and Learning in Higher Education, 31(1), 166–175.

Pearce, G. (2010). Transdisciplinary Leadership: Dealing with Wicked Problems, A Case Study from Australia. *Pertanika J. Soc. Sci. & Hum.*, 18, 151–163.

Reme, S. E., Caban-Martinez, A. J., Young, J., Arlinghaus, A., & Gray, G. (2015). *A model for development and delivery of a graduate course in transdisciplinary research.* Public Health Reports, 130(5), 552–558. https://doi.org/10.1177/003335491513000520

Rhodes, A., Baumann, A., Bristow, D., Stratton, J., Raclin, L., Kreuter, M., & McKay, V. (2019). Transdisciplinary Partnerships in Teaching and Scholarship. *Advancing Social Work, Public Health, and Social Policy*, 1-5. Retrieved July 9, 2021, from https://cpb-us-w2.wpmucdn.com/sites.wustl.edu/dist/2/1824/files/2019/09/CPTransDP_9_4_19.pdf

Taylor, J. C. (2020). *Agile, resilient, READY FOR the future*. SHRM Annual Report. Retrieved November 9, 2021, from https://annualreport.shrm.org/?_ga=2.79621777.420658687.1626202737-844490349.1626202737

Tsoodle, L. J. (2015). (rep.). *Workforce Needs for the Agriculture Industry in Kansas* (pp. 1–38). Manhattan, Kansas: Kansas Department of Agriculture.

Volini, E., Schwartz, J., Eaton, K., Mallon, D., Van Durme, Y., Hauptmann, M., . . . Poynton, S. (2020). The social enterprise in a world disrupted: Leading the shift from survive to thrive. *2021 Deloitte Global Human Capital Trends*, 1-64. Retrieved July 11, 2021, from https://www2.deloitte.com/us/en/insights/focus/human-capital-trends.html?icid=insights_top_human-capital-trends

Wan, T., & Gurupur, V. (2020). *Understanding the difference between healthcare informatics and healthcare data analytics in the present state of Health Care Management.* Health Services Research and Managerial Epidemiology, 7, 233339282095266. https://doi.org/10.1177/2333392820952668

Washington University in St. Louis. (2019). *Transdisciplinary partnerships in teaching and scholarship.* Retrieved November 10, 2021, from https://cpb-us-w2.wpmucdn.com/sites.wustl.edu/dist/2/1824/files/2019/09/CPTransDP_9_4_19.pdf

The worker-employer relationship disrupted: If we are not a family, what are we? Deloitte Insights. (2021). Retrieved November 10, 2021, from https://www2.deloitte.com/us/en/insights/focus/human-capital-trends.html?icid=insights_top_human-capital-trends

Yeboah-Assiamah, E., Asamoah, K., & Adams, S. (2018). *Transdisciplinary public leadership theory: Between the extremes of "Traditional public administration" and "new public management."* Journal of Public Affairs, 19(1). https://doi.org/10.1002/pa.1887

       2.   **BAS in Applied Leadership—FHSU**

Summary

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

I.   **General Information**

A.   **Institution**   Fort Hays State University

B.   **Program Identification**

Degree Level:	Bachelor's
Program Title:	Applied Leadership
Degree to be Offered:	Bachelor of Applied Science
Responsible Department or Unit:	Department of Leadership Studies
CIP Code:	45.0101 Social Sciences (General)
Modality:	Face-to-Face and Online
Proposed Implementation Date:	Fall 2023

Total Number of Semester Credit Hours for the Degree: 120

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

III.   **Justification**

Fort Hays State University (FHSU) is dedicated to working with military and veteran students, transfer students, and community and technical college students who have extensive work experience and/or an associate degree in applied science. To this end, FHSU is proposing a Bachelors of Applied Science (BAS) degree program in Applied Leadership which would create a new pathway for AAS graduates to complete their bachelor's degree in less than a four-year period. The BAS in Applied Leadership degree offers students a shorter path towards degree completion by maximizing military, technical and vocational credit towards a bachelor's degree.

This program is specifically geared towards students who have a strong interest in applied learning and practical application. In 2020 FHSU commissioned Hanover Research to conduct a market study which explored degree completions in Kansas. This study suggested that there is a large volume of associate degree holders in fields such as liberal arts and sciences, nursing, business administration, management, law enforcement administration, and physical therapy. These individuals are likely to find the option of a BAS program appealing.

When compared to the Bachelors of General Studies (BGS) with a concentration in Organizational Leadership, the BAS in Leadership Studies is more generous in how it gives credit for the applied learning that has accrued through military training and experience, or has taken place at a technical school. Service members and transfer students are able to maximize the credit they receive for their military training and experience or through technical education. The BAS in Applied Leadership is additionally a stackable credential. Students can come to FHSU and move directly into the BAS in Leadership Studies program after completion of the AAS in Technology and Leadership and the Certificate in Leadership Studies. If students didn't receive their AAS from FHSU they can still complete the BAS in Applied Leadership. The BAS in Applied Leadership additionally has a stronger name recognition than the BGS in Organizational Leadership for graduates entering the workforce.

The BGS by design is general in nature, while the BAS program is structured to apply the vocational type learning that takes place during military service and at technical schools. The BAS additionally requires 30 credit hours of Leadership Studies coursework while the BGS only requires 21 hours. This increase in hours will further equip graduates of the program to be effective leaders in their organizations after graduation. The BAS in Applied Leadership at FHSU can build directly from the AAS program that has been developed specifically for current and former members of the U.S. Armed Services. Because of a Memorandum of Agreement (MOA) with the U.S. Army Command and General Staff College, common core military leadership training at the lower enlisted level can be transferred to FHSU as specific Leadership Studies coursework. An MOA of this type is in the final stages of approval with Marine Corps University to provide this same opportunity for junior enlisted marines. Mid-grade non-commissioned officers in the United States Air Force are also allowed to transfer their professional military education to FHSU for Leaderships Studies courses through a similar process.

As there is a growing need for graduates in related fields who have a bachelor's degree in the fields of leadership and management (as outlined in section VI. Employment), this program will help fill this specific niche within the Kansas and national workforces.

It is additionally important to address any duplication within the Kansas Board of Regents (KBOR) system to which this program may contribute. According to the KBOR program database, there are only eight other Bachelor of Applied Science Programs in the KBOR system, and only two of these programs have any similarities to the proposed program. The BAS in Technology Administration at Washburn University is largely focused on technology with a small portion of the curriculum devoted to administration and has no classes in the leadership studies discipline. The proposed FHSU BAS in Applied Leadership does have some similarities to the BAS in Organizational Leadership and Learning (OLL) with a Public Service Leadership Concentration program at Wichita State University (WSU). While the names of the degree programs do appear similar, the content of curriculum is vastly different. The BAS in Applied Leadership at FHSU will focus all 30 of the required concentration hours on classes taught in the leadership studies discipline through the department of leadership studies. The WSU BAS OLL with a concentration in Public Service Leadership program has a menu of concertation classes that can be taken through the education department, only four of which have leadership in the title. It is additionally important to address that the OLL BAS program at WSU only allows for 36 hours of CPL to be transferred into the curriculum while the BAS in Applied Leadership at FHSU allows for 56 hours. This increased number of allowable CPL and or transfer hours makes the FHSU BAS in Applied Leadership program a seamless fit for service members and transfer students with extensive vocational and technical education. As the military experience and vocational and technical education is rife with applied learning, service members and transfer students can directly utilize the training, experience, and education they have attained, and leverage their applied learning to earn a bachelor's degree.

IV.   Program Demand
Market Analysis

The Defense Manpower Data Center (2022) list over 30,000 service members in Kansas alone that have technical education credit on their Joint Service Transcript. This technical credit from military training and experience could be applied to the FHSU AAS program and transition into the BAS in Applied Leadership program. As 100% of the classes in the BAS will be offered on campus AND online the market for military service members is much larger than the representation of solely Kansas based service members.

A report completed in 2020 by Hanover Research commissioned by FHSU provided an overview of the potential market for Bachelor of Applied Science programs. This report specifically highlighted degree conferral trends at regional "feeder" community colleges, technical schools, and military installations. The top five associate's degree producers in Kansas are listed below.

- Johnson County Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Business Administration and Management. Graphic Design, and Computer System Networking

  - 1,714 Completions in 2018

- Butler Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Education, Health Services/Allied Health, and Business/Commerce

  - 1,230 Completions in 2018

- Hutchinson Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Health Information/Medical Records Technology/Technician, Fire Science/Fire Fighting, and Physical Therapist Assistant

  - 769 Completions in 2018

- Grantham University

  - Tracks in Business Administration and Management, Medical Insurance Coding, Criminal Justice/Law Enforcement Administration, Computer Science, and Interdisciplinary Studies

  - 663 Completions in 2018

- Barton County Community College

  - Tracks in Liberal Arts and Sciences, General Studies, Nursing/RN, Clinical/Medical Laboratory Technician, Business Administration and Management

  - 539 Completions in 2018

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	0	120	0
Year 2	8	4	192	48
Year 3	10	8	240	96
Year 4	13	12	312	144

Projected enrollments are based off of average AAS students matriculating to bachelor degree programs since Fall 2019.

VI. Employment

National Perspective

According to the U.S. Bureau of Labor and Statistics, employment of leadership and management related fields is expected to grow continuously through at least 2031. The increased need for workers who possess technical AND interpersonal skills with bachelor's level education will widen the market for graduates of this program. The following fields of employment which fit the practical skillset of graduates of the BAS in Applied Leadership program show an increased demand for the foreseeable future.

Field of Employment	Projected Growth Through 2031
Administrative Services and Facilities Mangers	7%
Construction Mangers	8%
Lodging Managers	18%
Management	8%
Public Relations and Fundraising	8%
Social and Community Service Managers	12%
Training Managers	7%

State / Regional Perspective

According to Kansas Department of Labor, employment projections indicate a significant growth of demand for workers in leadership and management fields through the year 2030. It is important to note that due to the nature of education in the fields of leadership and management, graduates can transition from college to the workforce in a wide variety of occupational fields. Those fields listed below from the Kansas Department of Labor are simply the closest occupational fields measured by the state of Kansas which correlate to the disciplines of leadership and management education.

Field of Employment	Projected Growth Through 2030
Management	10.5%
Community and Social Services	7.48%
Life, Physical and Social Science	7.35%

VII. Admission and Curriculum

Students pursuing this program will need to apply and be admitted to FHSU.

A.   Curriculum

The curriculum example is predicated on completion of the FHSU AAS in Technology and Leadership with a concentration in Leadership Studies. This AAS program is specifically designed for current and former service members and technical or vocational transfer students, as is the proposed BAS in Applied Leadership degree program. The general education program detailed in this proposal assumes use of the 34-hour program approved by KBOR in June 2022. FHSU is working to align with the systemwide framework.

The curriculum assumes 56 hours of credit articulating from the Joint Service Transcript (JST), including all current and future credit articulations or as transfer credit from a vocational / technical institution for classes applied in nature. All other courses / credit will be evaluated on a case by case basis.

General Education Hours	34
Leadership Studies Concentration Hours	30
ACE / Military CPL / Applied Learning Hours	56
Total	**120**

The below listing of hours is included in the total hours required for this program. It serves only as a purpose to demonstrate how graduation requirements are met.

4-year hours in the proposed curriculum	36
4-year hours in AAS program	24
Total 4-year hours	**60**
Upper division hours in AAS program	9
Upper division hours in proposed curriculum	36
Total upper division hours	**45**

The BAS in Applied Leadership focuses on ACE credit attained from the Joint Service Transcript (JST) or vocational / technical education courses which fits into a course by course basis transfer approach for the program.

NOTE: All classes required in the proposed BAS curriculum are available both on campus and online.

NOTE: HHP 200 Personal Wellness (FHSU Institutionally Designated General Education Course) has been articulated for US Army and US Air Force basic training. This articulation is currently in progress for the US Navy and US Marine Corps Basic Training. With this articulation in place the curriculum will include only one institutionally designated course (INF101 Intro to Computer Information Systems). The below curriculum map includes this credit articulation, with those three hours included in the 59 ACE / Military CPL / Applied Learning Hours, though they will also count toward General Education requirements.

NOTE: US Army Soldiers that achieve Skill Level 20 (rank of Sergeant or higher annotated on the JST) are awarded MGT411 Applied Management Skills. These three upper division credit hours are included in the 59 ACE / Military CPL / Applied Learning Hours.

General Education Hours	31 (+ 3 HHP 200 = 34)
Leadership Studies Concentration Hours	30
ACE / Military CPL / Applied Learning Hours	59
Total	**120**

*Denotes upper division course credit

Transfer Credit   **SCH = Semester Credit Hours**

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	30
LDRS120	Issues in Leadership (MOU Credit for Common Core Military Leadership Training)	6

Year 1: Fall

Course #	Course Name	SCH
ENG101	English Composition I - (English)	3
COMM100	Fundamentals of Oral Communication – (Communication)	3
LDRS300*	Introduction to Leadership Concepts	3
LDRS302*	Introduction to Leadership Behaviors	3

Year 1: Spring

Course #	Course Name	SCH
ENG102	English Composition II – (English)	3
MATH101	Contemporary Mathematics – (Math and Statistics)	3
INF101	Introduction to Computer Information Systems (Institutionally Designated)	3
LDRS310*	Fieldwork in Leadership Studies	3
*	Upper Division Elective	3

Award Associate of Applied Science *and* Certificate in Leadership Studies

Transfer Credit

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	15
	Free Electives Transfer from Joint Service Transcript	14

Year 2: Fall

Course #	Course Name	SCH
*	Art & Humanities General Education Course	3
*	Natural / Physical Sciences General Education Course	3
	Natural / Physical Sciences Lab General Education Course	1
*	Leadership Studies Concentration Elective	3
*	Leadership Studies Concentration Elective	3
*	Leadership Studies Concentration Elective	3

Year 2: Spring

Course #	Course Name	SCH
*	Art & Humanities General Education Course	3
*	Social / Behavioral Sciences General Education Course	3
*	Social / Behavioral Sciences General Education Course	3
*	Leadership Studies Concentration Elective	3
*LDRS650	Principles of Organizational Leadership (Discipline Specific Writing & Information Literacy Graduation Requirement)	3

Total Number of Semester Credit Hours ………………………………………………. [120]

VIII. Core Faculty

Note: FTE Proposed to the program is representative of current inload percentage of undergraduate Leadership Studies classes. No new FTE or reallocation of positions is required to staff this degree program for the first two years.

If program meets enrollment projections a position could be added for years 3 and beyond.

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Whitaker, Brett	Assoc. Prof.	PhD	Y	Leadership Studies	.5
Goertzen, Brent	Prof.	PhD	Y	Leadership Studies	.5
Greenleaf, Justin	Assoc. Prof	PhD	Y	Leadership Studies	.75
Kastle, Seth*	Asst. Prof.	EdD	Y	Leadership Studies	.5
Kniffin, Lori	Assoc. Prof	PhD	Y	Leadership Studies	.75
Klaus, Kaley	Asst. Prof	EdD	N	Leadership Studies	.25
Noble, Donnette	Asst. Prof.	PhD	Y	Leadership Studies	.25
Tim Fagan	Asst. Prof	PhD	N	Leadership Studies	.25

Number of graduate assistants assigned to this program ………………………………………. **[0]**

IX. Expenditure and Funding Sources *[List amounts in dollars. Provide explanations as necessary. Please double-check the math.]*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty			
Administrators *(other than instruction time)*	$5,000	$5,000	$5,000
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$5,000	$5,000	$5,000
Personnel – New Positions			
Faculty		$9,000	$15,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			

Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions		$9,000	$15,000
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Marketing + Start Up Administration)	7,000	5,000	5,000
Total Operating Costs	7,000	5,000	5,000
GRAND TOTAL COSTS	$12,000	$19,000	$25,000

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds*	0	$27,225.60	$54,451.20	$76,231.68
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING		$27,225.60	$54,451.20	$76,231.68
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$15,225.60	$35,451.20	$51,231.68

* Tuition / State funds based on current FHSU Online undergraduate credit hour cost ($226.88)

X.   Expenditures and Funding Sources Explanations

A.   Expenditures
Personnel – Reassigned or Existing Positions

Establishing BAS in Applied Leadership will require no new full-time personnel. Instead, those faculty who are currently teaching in the Organizational Leadership (LDRS) degree program will teach classes filled to capacity. As the current average class size of LDRS classes is 17 with a course cap of 30, the first year of growth will be absorbed by existing open class seats. During years two and three when projected growth outpaces current capacity, new sections will be taught by adjunct professors. Based on projections, there will need to be three adjunct taught sections in year two and five adjunct sections taught in year three. In the expenditures table above an average cost of adjunct taught course sections was calculated at $3,000 each. This staffing method maximizes existing university resources and minimizes costs.

Personnel – New Positions

No new positions are necessary to support this proposal.

Start-up Costs – One-Time Expenses

$2,000 Director of Military Program Innovation Salary (percentage of stipend) year prior to program launch (included in year 1 expenses (Other))

Operating Costs – Recurring Expenses

$5,000 annual marketing costs and $5,000 annually administrative costs (25% Director of Military Program Innovation Stipend). Adjunct taught course sections numbers based on enrollment meeting projections. Each section will cost an average of $3,000.

B.   Revenue: Funding Sources

The program will be supported by the base tuition and fees generated. No other funding sources will be necessary.

C.   Projected Surplus/Deficit
Project Surplus
Year 1 $15,225.60
Year 2 $35,451.20
Year 3 $51,231,68
Total $101,908.50

XI.   References

Defense Manpower Data Center (2022). *Military and Civilian Personnel by Service/Agency by State/Country.*
        Retrieved from https://dwp.dmdc.osd.mil/dwp/app/dod-data-reports/workforce-reports

Hanover Research Report (2020). *Market Benchmark: Bachelors of Applied Science (BAS).*

Kansas Board of Regents (2022). *Kansas Higher Education Statistics (2022)* Retrieved from
        https://submission.kansasregents.org/ibi_apps/portal/BIP_Public2/KHEStats

Kansas Board of Regents (2022). *Kansas Public Higher Education & Training Program Search* Retrieved from
https://www.kansasregents.org/academic_affairs/program_search

Kansas Department of Labor (2019). *Kansas Labor Market Data.* Retrieved from:
https://klic.dol.ks.gov/vosnet/MenuLandingPage.aspx?enc=kUoPA/c81XmnhuJg+uHiHFPETZRKuCtCG
7ILPjRMdKR8M/hRtDWKmUZVqXKEu5WF

Washburn University (2022). *Explore the Technology and Administration Program* Retrieved from
https://www.washburn.edu/academics/college-schools/applied-studies/departments/allied-
health/bas/index.html

Wichita State University (2021). *Organizational Leadership and Learning Checksheet* Retrieved from
https://www.wichita.edu/academics/applied_studies/CAS_Advising/documents/OLL.pdf

US. Bureau of Labor and Statistics (2022). *Occupational Outlook Handbook* Retrieved from
https://www.bls.gov/ooh/

3.   BA/BS in Addiction Counseling—KSU

Summary

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

I.   General Information

A.   Institution   <u>Kansas State University</u>

B.   Program Identification
Degree Level: Bachelor
Program Title: Addiction Counseling
Degree to be Offered: BA/BS, Addiction Counseling
Responsible Department or Unit: Department of Sociology, Anthropology, and Social Work
CIP Code: 51.1501
Modality: Hybrid
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 120

II.   Clinical Sites: Does this program require the use of Clinical Sites? **Yes**

Use of clinical sites. Clinical sites will be used to fulfill program requirements for 10 credit hours of practicum work. This requirement is in line with Kansas Behavioral Sciences Regulatory Board, which requires "400 clock-hours of practice" through "an experience that integrates didactic learning that is related to substance use disorders with face-to-face, direct counseling experience that includes intake and assessment, counseling, treatment planning, discharge planning, documentation, and case management activities." The Addiction Counseling degree will utilize already-established clinical site placements in conjunction with the social work program, in which social work students are placed in social service agencies throughout the state of Kansas for social work practice experience. Existing social work clinical placement sites will fulfill criteria for students completing the Addiction Counseling degree.

Location. Clinical sites will be located in Kansas, or in a bordering community. Students will be placed in clinical sites by the social work program's Director of Field Education. Through the placement process, the Director coordinates with field agencies to ensure sites meet necessary staffing requirements. For Addiction Counseling clinical sites, staff requirements will include the need for a supervisor at the agency with a license in Addiction Counseling. Clinical sites must also ensure appropriate opportunities for direct service delivery with clients. The Director of Field Education maintains a list of possible clinical sites, which contains up-to-date information about the agencies and their appropriateness for placements. Students may request an agency not on this list. These requests necessitate an initial visit from field faculty to determine the appropriateness of the agency for field placements.

Expected demand. Completion of 10-hours of clinical education is required for the Addiction Counseling degree. Students must complete all other course requirements prior to their clinical work wherein clinical education will consist of the final semester of student's degree requirements. As such, our expected demand for clinical sites will be equivalent to the number of students who enroll in the degree each semester.

III.   Justification

The rpkGROUP's 2023 Academic Portfolio and Teaching Workload Review submitted to the Kansas Board of Regents lists, "Substance Abuse, Behavioral Disorder, and Mental Health Counselors" as an occupation with a strong outlook that does not currently have an associated KBOR academic program.

Addiction Counselors provide treatment for people who suffer from alcoholism, drug addiction, or other mental or behavioral problems. They work in a variety of settings, including substance abuse treatment centers, mental health centers, and prisons. In Kansas, Saint Francis Ministries and KVC Health Systems are the top employers for this field. The need for Addiction Counselors in the state of Kansas is high and continues to grow each year. Recent data indicates that Kansas adults are increasingly engaging in risky substance use behaviors (Kansas Department for Aging and Disability Services, 2022). In particular, heavy alcohol consumption and marijuana consumption has increased among Kansas adults. Moreover, rates of drug-related deaths are on an upward trend. Kansas also ranks higher than the national average with regards to the alcohol-related age-adjusted death rate.

Despite this need, Kansas also ranks higher than the national average on the number of individuals needing but not receiving alcohol substance abuse treatment – indicating that there are not enough Addiction Counselors to meet the needs of the state's residents (Kansas Department for Aging and Disability Services, 2017). In many parts of the state, Addiction Counseling positions remain unfilled. According to the Kansas Department of Labor, annually from 2021-2022 there were 214 job openings for Substance Abuse, Behavioral Disorder, and Mental Health Counselors out of 2,000 positions (Kansas Department of Labor, 2023). This indicates that roughly 10% of positions are vacant. The Kansas Behavioral Sciences Regulatory Board requires a bachelor's degree, at minimum, to become a Licensed Addiction Counseling – a more advanced degree requirement than many other states. A bachelor's degree in Addiction Counseling can fill the gap in needed service providers for Western Kansas, and graduates from Kansas State University will be in an ideal geographic and educational position.

Housing an Addiction Counseling program specifically within the Department of Sociology, Anthropology, and Social Work will allow for an efficient use of resources. The Addiction Counseling curriculum was composed based on course requirements set forth by the Kansas Behavioral Sciences Regulatory Board for an individual to sit for the Licensed Addiction Counselor exam. Several courses are already part of the standard curriculum for the Social Work major and can be cross listed to allow enrollment by both addiction counseling and social work students. This model would reduce the number of FTE instructors needed to start the degree, and only one instructor FTE would need to be added to the department.

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

Market Analysis

Market size. For the 2019-2020 school year, 441 bachelor's degrees were conferred for students studying "Substance abuse/addiction counseling" (U.S. Department of Education, 2022). This represents a 171% increase since 2007-2008. Comparatively, bachelor's degree conferral rates increased by 27% during this same period across all disciplines. Addiction Counseling is a field of study with significant growth, positive job prospects, and considerable need across the country and particularly for the state of Kansas.

Student characteristics. Our target market for a bachelor's in Addiction Counseling includes individuals from Kansas and surrounding states who are interested in becoming Licensed Addiction Counselors. Based on prior research, we anticipate students will be primarily female and White (Rieckmann et al., 2011). Given that a bachelor's degree is required to become a Licensed Addiction Counselor in the state of Kansas, we will target undergraduate students, including new students to the university and those transferring from two-year community colleges. Community colleges represent a ripe area for recruiting potential students, as several

Kansas community colleges, including Kansas City Kansas Community College, offer coursework in Addictions or Substance Abuse Counseling. Students completing degrees at these institutions looking to become a Licensed Addiction Counselor could complete necessary coursework at Kansas State University to obtain a bachelor's degree and meet licensure requirements.

Comparison to similar programs. Several Kansas universities offer necessary coursework to become a Licensed Addiction Counselor. Washburn University offers a Bachelor of Applied Sciences in Addiction Counseling. Bethel College and Fort Hayes State University offer a Bachelor of Social Work with available electives to sit for the Licensed Addiction Counselor exam. Similarly, Kansas Wesleyan University offers a Bachelor of Psychological Services with a concentration in Addictions and Substance Abuse Counseling.

Competitive advantage. Kansas State University's degree in Addiction Counseling would be one of only two free-standing bachelor's degree in this discipline in the state of Kansas and the only one offered at a state university. Although online options are available in other states, the Kansas Behavioral Sciences Regulatory Board (BSRB) has considerably more stringent coursework requirements than surrounding states, and our degree would ensure compliance with these requirements to fill this need. Each required ADC course was designed to fulfill BSRB requirements for Addiction Counseling licensure at the bachelor's level. We have submitted syllabi to BSRB for their approval and will make necessary syllabi changes if requested by BSRB.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year		Credit Hrs Per Year
	Full- Time	Part- Time	Full- Time	Part- Time	Total
Implementation	10	5	240	60	300
Year 2	20	10	480	120	600
Year 3	30	15	720	180	900

VI.   Employment

According to the U.S. Bureau of Labor Statistics (2022), 351,000 individuals were employed as "Substance Abuse, Behavioral Disorder, and Mental Health Counselors" in 2021. Between 2021 and 2031, this is projected to increase by 77,500 positions (22% job growth), which is considered much faster than the national average of job growth. The typical entry-level education required for this job is a bachelor's degree. Individuals with a bachelor's in Addiction Counseling will meet the criteria to sit for the licensing exam and become a Licensed Addiction Counselor in the state of Kansas.

In the state of Kansas, there were an estimated 214 openings per year in 2021-2022 for individuals employed as "Substance Abuse, Behavioral Disorder, and Mental Health Counselors." According to the Kansas Department of Labor (2020),

> "Employment growth is expected as people continue to seek addiction and mental health counseling services. Demand for substance abuse, behavioral disorder, and mental health counselors is also expected to increase as states seek treatment and counseling services for drug offenders rather than jail time. In addition, there will be a continued need for counselors to work with military veterans to provide them the appropriate mental health or substance abuse counseling care. Job prospects are expected to be very good for substance abuse and behavioral disorder counselors, particularly for those with a bachelor's or master's degree. In addition, many workers leave the field after a few years and need to be replaced. As a result, those interested in entering this field should find favorable prospects."

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria to the Addiction Counseling degree will be consistent with university admission requirements approved by the Kansas Board of Regents. To be admitted to the university, students with fewer than 24 hours of college courses must meet one of the following criteria: cumulative high school GPA of 3.25 or higher; an ACT compositive score of 21 or higher; or an SAT ERW+M score of 1060 or higher. Students with completed college credit hours must have achieved a 2.0 GPA or higher on all college credit. Students with 24 or more completed transfer hours must have a minimum GPA of 2.0 on all transfer course work by the time they start at K-State.

B. Curriculum

The curriculum for the proposed program aligns with requirements of the Kansas Behavioral Sciences Regulatory Board for licensure as a bachelor-level addiction counselor. The core objectives of the coursework are to equip students with skills to assist individuals with addictions, collaborate with client's social support systems to assist the client through the process of changing their behaviors, to evaluate and assess client needs, and to engage in treatment planning with clients to offer behavior change strategies, crisis intervention, and case management within the scope of their addition. Along with traditional lecture- and skills-based courses, students will be required to complete one immersive clinical experience consisting of 400-hour internship under supervision of Licensed Addiction Counselor.

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

Course #	Course Name	SCH….
ANTH 200	Introduction to Cultural Anthropology	3
SOCIO 211	Introduction to Sociology	3
ENGL 100	Expository Writing I	3
PHYS 101	Physical Science and a Lab	4
		13

Year 1: Spring

Course #	Course Name	SCH….
ECON 110	Macroeconomics	3
MATH 100	College Algebra	3
PSYCH 110	General Psychology	3
ENGL 200	Expository Writing II	3
SOCWK 100	Social Work: A Helping Profession	3
		15

Year 1: Summer

Course #	Course Name	SCH….
SOCWK 200	Basic Skills for Working with People	3
GEOL 100	Earth in Action	3
		6

Year 2: Fall

Course #	Course Name	SCH….
COMM 105	Public Speaking	2
BIOL 198	General Biology and a Lab	4
SOCWK 510	Social Welfare	3
SOCWK 350	Social Work with Criminal Offenders & Victims	3
		12

Year 2: Spring

Course #	Course Name	SCH….
PHIL 130	Ethics	3
ENGL 220	Fiction into Film	3
BIOL 303	Ecology of Environmental Problems	3
SOCWK 320	Dynamics of Working with Older Adults	3
DANCE 225	Rhythmic Notation For Dance	1
		13

Year 2: Summer

Course #	Course Name	SCH….
HIST 152	American History 1865-Present	3
MUSIC 250	Music Appreciation	3
		6

Year 3: Fall

Course #	Course Name	SCH….
PSYCH 202	Drugs and Behavior	3
ADC 595	Holistic Recovery and Addictions Services Coordination	3
ADC 650	Methods of Individual Counseling	3
PSYCH 570	Psychopharmacology	3
		12

Year 3: Spring

Course #	Course Name	SCH….
SOCIO 423	Research Methods	4
ADC 325	Professional, Ethical and Legal Issues in Counseling	3
CRIM 361	Criminal Justice System	3
CRIM 462	The War on Drugs	3
		13

Year 3: Summer

Course #	Course Name	SCH….
CRIM 480	Prisons and Punishment	3
CRIM 572	The Death Penalty	3
		6

Year 4: Fall

Course #	Course Name	SCH….
ADC 570	Methods of Group Counseling	3
ADC 350	Addiction, Family, and Community	3
ADC 630	Co-occurring Disorders	3
HDFS 110	Introduction to Human Development	3
		12

Year 4: Spring

Course #	Course Name	SCH….
ADC 564	Professional Seminar	2
ADC 562	Field Experience	10
		12

Total Number of Semester Credit Hours ……………………………………………… [120]

VIII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Cheryl Calhoun	Teaching Assistant Professor	Masters	No	Addiction Counseling and Social Work	1.00
Jung Sim Jun	Associate Professor	PhD	Yes	Social Work	0.10
Kristen Kremer	Associate Professor	PhD	Yes	Social Work	0.10
Don Kurtz	Professor	PhD	Yes	Social Work	0.10
Lorenza Lockett	Teaching Assistant Professor	PhD	No	Social Work	0.10
Charles Pickens	Associate Professor	PhD	Yes	Psychology	0.10

Number of graduate assistants assigned to this program **……………………………………… [0]**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$60,000	$61,800	$63,654
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$18,000	$18,540	$19,096
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,000	$80,340	$82,750
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other – marketing	$5,000		
Total Start-up Costs	$5,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs			
GRAND TOTAL COSTS	$83,000	$80,340	$82,750

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$93,750	$187,500	$281,250
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		$93,750	$187,500	$281,250
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$10,750	$107,160	$198,500

X.   Expenditures and Funding Sources Explanations

A.   Expenditures
Personnel – Reassigned or Existing Positions

Cheryl Calhoun was hired as a social work instructor in fall 2022. During the 2022-2023 academic year, she has been teaching addiction counseling courses as social work electives alongside social work courses. When the ADC degree begins, she'll teach these classes as ADC courses. No other faculty will be reassigned to Addiction Counseling courses. Rather, as explained in the *Justification* section, several Addiction Counseling courses will be cross-listed with Social Work courses. These courses include ADC 562, ADC 564, and ADC 570. These courses will be taught by social work instructors as part of their regular course load. Cheryl's current salary is $60,000, which is the projected expenditures for First Fiscal Year. We have built in inflation-based salary increases of 3% for Second Fiscal Year and Third Fiscal Year.

Personnel – New Positions

No new faculty will be hired.

Start-up Costs – One-Time Expenses

Since the degree will be housed within the Department of Sociology, Anthropology, and Social Work, there will be limited start-up costs associated with the degree. We have budgeted for $5,000 in marketing expenses.

Operating Costs – Recurring Expenses

The Department of Sociology, Anthropology, and Social Work will not incur additional operating costs as a result of the Addiction Counseling degree.

B.   Revenue: Funding Sources

Student tuition revenue has been calculated at $312.50/credit hour, the standard in-state tuition rate for undergraduate courses. The total number of credit hours per year is based on the projected enrollment and anticipated credit hours for full-time and part-time students.

Fiscal year	Total credit hours	Cost per credit hour	Total revenue
First FY	300	$312.5	$93,750
Second FY	600	$312.5	$187,500
Third FY	900	$312.5	$281,250

C.   Projected Surplus/Deficit

The projected surplus reflects the difference between Total Funding and Total Expenses.

Fiscal year	Total Funding	Total Expenses	Surplus
First FY	$93,750	$83,000	$10,750
Second FY	$187,500	$78,000	$107,160
Third FY	$281,250	$78,000	$198,500

XI.   References

Kanas Behavioral Sciences Registry Board. (n.d.). *Educational requirements*. Retrieved from https://ksbsrb.ks.gov/docs/default-source/regulations/addiction-counselors/102-7-3.pdf?sfvrsn=15048885_8

Kansas Board of Regents. (2023). Academic Portfolio and Teaching Workload Reviews.

Kansas Department for Aging and Disability Services. (2022). Kansas Behavioral & Mental Health Profile. Retrieved from https://kdads.ks.gov/docs/librariesprovider17/csp/bhs-documents/reports/kansas-behavioral-mental-health-profile-2022.pdf?sfvrsn=382573ec_0

Kansas Department of Labor. (2023). Labor Market Information Services. Retrieved from https://klic.dol.ks.gov/vosnet/gsipub/documentview.aspx?enc=O6gEpyXGD9LfhiKsUBr3MHT0PDBIdHHXAP3fX2jdasc=

Kansas Department of Labor. (2020). Occupation Profile: Substance Abuse and Behavioral Disorder Counselors Retrieved from https://klic.dol.ks.gov/vosnet/

Rieckmann, T., Farentinos, C., Tillotson, C. J., Kocarnik, J., & McCarty, D. (2011). The substance abuse counseling workforce: Education, preparation, and certification. *Substance Abuse, 32*(4), 180-190.

U.S. Bureau of Labor Statistics. (2022). Substance Abuse, Behavioral Disorder, and Mental Health Counselors. *Occupational Outlook Handbook*. Retrieved from https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-1

U.S. Department of Education. (2022). 2019-2020 Integrated Postsecondary Education Data System (IPEDS). Washington DC: National Center for Education Statistics. Retrieved from https://nces.ed.gov/programs/digest/d21/tables/dt21_318.30.asp

> ### 4.   BS in Cybersecurity Engineering—KU

Summary

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

I.   General Information

A.   Institution   University of Kansas

B.   Program Identification
Degree Level: Bachelor's
Program Title: Cybersecurity Engineering
Degree to be Offered: Bachelor of Science
Responsible Department or Unit: School of Engineering
CIP Code: 11.1003
Modality: Face-to-Face
Proposed Implementation Date: Spring 2024

Total Number of Semester Credit Hours for the Degree: **126**

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

III.   Justification

Cybersecurity is by any measure of great importance in today's world in protecting data, computer systems, and networks from unauthorized access and destruction. The global economy loss to cybercrime in 2021 is estimated to be between $600 billion to 6 trillion. Protecting information systems is key to protecting the nation's critical infrastructures including government entities, health institutions, banking, e-commerce, and academia.

A well-trained workforce is needed to protect the vital information resources from various attacks. With the growing interest from employers in business, industry, and governmental agencies, we recognize the need for an enhanced training in information security from both theoretical and practical aspects at the undergraduate level.

The proposed degree program is designed to provide undergraduate students with knowledge of information security concepts, cryptography, information and network security, and computer systems security. The curriculum for the proposed degree program will incorporate hands-on labs, capstone projects, and real-world system experiences that provide students practical skills for participating in the national security workforce. The program will provide opportunities for undergraduate research. The purpose of this program is to offer a credential that covers both the theoretical and practical aspects of cybersecurity to students who are pursuing cybersecurity as a profession.

The University of Kansas's Department of Electrical Engineering and Computer Science (EECS) has been designated as a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and Research (CAE-R) by the National Security Agency (NSA). According to the National CAE Institution Map (2023), KU is one of 45 institutions nationwide to hold both CAE-CD and CAE-R designations. KU is the only institution in the State of Kansas to receive dual designations, and one of the first institutions in Kansas to receive CAE-CD designation (2009).

The EECS department has successfully offered the Undergraduate Certificate in Cybersecurity since 2019. The department offers a diversified set of cybersecurity courses that cover a wide range of topics including cryptography and theoretical modeling, system synthesis and verification, network and database security, anonymity and privacy, and security management. These courses support a nationally recognized cybersecurity externally funded research program. A unique strength of KU's cybersecurity education and research program is its broad spectrum of research activity: from theory to application, from hardware and cyber-physical systems to software and information systems, and to physical-layer communication security to resilient and survivable networks. The University of Kansas, the School of Engineering, and the EECS department are all committed to making continuous investments to expand cybersecurity education and research capacities.

IV.   Program Demand

Market Analysis & Request for Accreditation
The following universities offer Cybersecurity programs in Kansas, and none are accredited by the Accreditation Board of Engineering and Technology (ABET):

- Rasmussen University – Overland Park, Topeka (for-profit private university): BS in Cybersecurity
- National American University – Overland Park, Wichita East, Wichita West (for-profit private university): emphasis in Cybersecurity and Forensics in BS in Information Technology
- Fort Hays State University: cybersecurity concentration in BA/BS in Information Networking & Telecommunications
- Kansas State University: BS in Cybersecurity
- Wichita State University: BS in Cybersecurity
- University of Kansas, School of Professional Studies: BAS in Applied Cybersecurity

A search using the ABET's Accredited Program Search tool (search by category) indicates it only accredits 21 computer-focused cybersecurity bachelor's programs in the US through its Computer Accreditation Commission. Of these, only four are in the central plains region – all located in Missouri: the University of Central Missouri, Fontbonne University, Southwest Baptist University, and Southeast Missouri State University. K-State's degree – approved by KBOR in April 2022 - is computer-science based and the school indicated in its proposal it would pursue accreditation through ABET.

This proposal is distinct from other programs in Kansas/Central Plains because it would be the sole engineering-based cybersecurity degree in the state/region and thus designed to meet accreditation requirements through ABET's Engineering Accreditation Commission (as opposed to the Computer Accreditation Commission). KU is at the forefront of the cybersecurity engineering discipline since ABET only accredits three cybersecurity engineering programs in the US at the bachelor's level through its Engineering Accreditation Commission This was determined via a search by category using ABET's Accredited Program Search tool. These programs are at Iowa State University, Louisiana Tech University, and George Mason University.

The ABET Engineering Accreditation Commission (EAC) sets a worldwide standard that "assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce," and provides a certificate of international recognition of the quality of the program. ABET accreditation is essential for the degree to be recognized by the students and employers. Therefore, **KU is also requesting approval to seek ABET accreditation for this program. Accreditation costs are included in the financial table in this proposal.**

Furthermore, KU's cybersecurity engineering degree is designed to meet standards by two national centers located at the U.S. Department of Defense's National Security Agency (NSA): the National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and the National Center for Excellence in Cyber Research (CAE-R). As noted earlier, KU is one of only 45 institutions in the nation to hold both CAE-CD and

CAE-R designations, and the only institution in the central plains that would have a cybersecurity engineering degree that meets standards set by CAE-CD, CAE-R, and ABET's Engineering Commission.

The multifaceted elements described below form a strong foundation to support the EECS department's strengths and activities in cybersecurity:

- EECS is one of only six Science of Security Lablets funded by National Security Agency to conduct foundational research in cybersecurity. The other lablets are at Vanderbilt, Berkley, Carnegie Mellon University (CMU), University of Illinois—Urbana Champaign (UIUC) and North Carolina State. The Lablet holds annual workshops, which includes tutorials and EECS student presentations. The keynote speakers include Brigadier General Jennifer Buckner, U.S. Army Director of Cyber, Electronic Warfare, Information Operations and the chief information security officer for Cboe Global Markets. Students pursuing KU's Cybersecurity Engineering degree will have the opportunity to participate in these kinds of enhancement activities.
- Cybersecurity research in EECS has been supported by government agencies and industry partners, including NSA, Defense Advanced Research Projects Agency (DARPA), National Science Foundation (NSF), Air Force Research Laboratory (AFRL), National Aeronautics and Space Agency (NASA), Ripple, and Honeywell National Security Campus. Of note Professor Alexandru Bardas just received an NSF Career Award for cybersecurity research.
- Since 2016 KU hosted GenCyber Summer Camps for Teachers sponsored by NSA/NSF. This outreach activity brings 25-30 K-12 teachers to campus every summer to help them teach young students about cybersecurity. This is significant outreach activity that has proven to be sustainable completely with external funding.
- EECS faculty drove the establishment of Kansas Applied Research Lab (KARL), opening up new avenues for research supported from federal resources, especially DoD. The KARL is a unique platform to provide undergraduate research opportunities.
- EECS's CyberCorps: Scholarship for Service program (Jayhawk SFS) provides scholarships for cybersecurity education. SFS is supported by a $4.7 million, five-year grant from the National Science Foundation. Jayhawk SFS program provides scholarship opportunities for students pursuing a BS in Cybersecurity Engineering.
- KU's Information Security Club (the "Jayhackers") is a competition-based student group that focuses on learning security concepts through Collegiate Cyber Defense competitions. This group travels to competitions representing EECS and enhancing our reputation in this field.

The EECS department first offered the Undergraduate Certificate for Cybersecurity in Spring 2020. We have seen steady growth of student matriculation with 12 awards since inception and 16 students have applied to matriculate with this certificate in the Spring of 2023. Spring 2023 headcount for the certificate is 43 students.

In 2009, the EECS Department was designated a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE). As part of this designation, the EECS department has offered several core cybersecurity courses since 2009. Three examples of courses that are presently offered through our curriculum are EECS 465 (Cyber Defense) which enrolled 50 students in the Spring of 2023, EECS 563 (Introduction to Communication Networks) which enrolled 74 students in Fall 2022, and EECS 565 (Introduction to Information & Computer Security) which enrolled 56 students in the Spring of 2023.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15	0	450	0
Year 2	25	0	750	0
Year 3	35	0	1050	0

VI.   Employment

According to the 2022 Cybersecurity Workforce Demand Factsheet from the National Institute of Standards and Technology (2023), the global shortage of cybersecurity professionals was estimated to be 2.72 million. A U.S. Commerce Department sponsored project shows that there were 597,767 open positions in cybersecurity from October 2020 through September 2021, while the number of workers employed in cybersecurity-related jobs during the same period was estimated to be 1,053,468. There were 3,849 unfilled cybersecurity positions in the State of Kansas as of September 2021 (10,120 in Missouri), with a supply/demand ratio of 76%, i.e., a 24% gap. There are 4,213 unfilled cybersecurity positions in the KC metro area, with an even lower supply/demand ratio of 75%. The U.S. Bureau of Labor Statistics projects the employment of information security analysts to grow 35% from 2021 to 2031 (the projection was 31% from 2019 to 2029), and rates the growth as "much faster than average".

In addition to major technologies in Kansas, e.g., Cerner, Garmin, T-Mobile, and Honeywell "There are 777 tech companies that I know of, and more than 250 startups in the KCMO/ Kansas area," Brian McClendon Dec 7, 2021, from "Former Google, Uber exec joins maker of Pokémon Go" — and he's building a team of developers in Lawrence. Each of these companies need cybersecurity expertise.

From experiences in the GenCyber Cybersecurity Summer Camps, the student's interests in cybersecurity and the number of Cyber Patriot teams in the state of Kansas and the KC metro area have grown exponentially.

VII.   Admission and Curriculum

A.   Admission Criteria

The freshmen application process and admission requirements will mirror those of the current B.S. degree programs in the EECS department:

- Must be admissible to the University of Kansas by assured admissions or individual review AND
- Have a 3.0+ high school GPA AND
- Demonstrate mathematics preparedness by:
  - Obtaining a mathematics ACT score of 28+ (or math SAT score of 660+), OR
  - Achieving a 'C' or better in a high school calculus course; OR
  - Earning credit via IB or AP credit for the above-mentioned course in accordance with KU placement credit requirements; OR
  - Achieving at minimum a qualifying score for MATH 125 on the ALEKS mathematics placement exam.
- Important: Simply meeting these requirements will not guarantee admission to EECS

Transfer Student Admissions:
- Applications from all transfer students, whether from other institutions or from within KU, are evaluated on a case-by-case basis.
- Have a grade-point average above 2.5 in college courses.
- Submit mathematics ACT or SAT scores or proof of competence in calculus (C or higher).

B.   Curriculum

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

Course #	Course Name	SCH
EECS 101	New Student Seminar	1
EECS 168	Programming I	4
MATH 125	Calculus I (KU Core 1.2)	4
GE21	KU Core: Written Communication I	3
GE22	KU Core: Oral Communication	3

Year 1: Spring

Course #	Course Name	SCH
EECS 140	Introduction to Digital Logic Design	4
EECS 268	Programming II	4
MATH 126	Calculus II	4
GE21	KU Core: Written Communication II	3

Year 2: Fall

Course #	Course Name	SCH
EECS 210	Discrete Structures	4
EECS 348	Software Engineering I	4
MATH 127	Calculus III	4
EPHX 210	General Physics I for Engineers (KU Core GE 1.1)	3
PHSX 216	General Physics I Laboratory	1

Year 2: Spring

Course #	Course Name	SCH
EECS 330	Data Structures and Algorithms	4
EECS 388	Embedded Systems	4
MATH 290	Elementary Linear Algebra	2
AE41	KU Core: Diversity, Global Awareness	3
GE3N	KU Core: Natural Science	3

Year 3: Fall

Course #	Course Name	SCH
EECS 461	Probability & Statistics	3
EECS 465	Cyber Defense	3
EECS 678	Introduction to Operating Systems	4
PHIL 375	Moral Issues in Computer Technology (KU Core GE 5.1)	3
GE3H	KU Core: Arts/Humanities	3

Year 3: Spring

Course #	Course Name	SCH
EECS 563	Introduction to Communication Networks	3
EECS 565	Introduction to Information & Computer Security	3
Additional Math/Science	Additional math and natural science requirement	3
EECS Elective	Required EECS Elective	3
GE3S	KU Core: Social Science	3

Year 4: Fall

Course #	Course Name	SCH
EECS 569	Computer Forensics	3
EECS 581	Software Engineering II	3
EECS 677	Software Security Auditing	3
EECS Elective	Required EECS Elective	3
CYEN Elective	Required Cybersecurity Engineering Elective	3

Year 4: Spring

Course #	Course Name	SCH
EECS 592	Cybersecurity Design (KU Core 6)	3
EECS 695	Software Reverse Engineering	3
CYEN Elec	Required Cybersecurity Engineering Elective	3
CYEN Elec	Required Cybersecurity Engineering Elective	3
Professional Elective	Required Professional Elective course	3
AE42	KU Core: Diversity, Global Awareness (Goal 4.2)	3

Total Number of Semester Credit Hours …………………………………………………. 126

C. Request to Exceed 120 Hours

ABET offers a more rigorous Cybersecurity Engineering accreditation through its Engineering Accreditation Commission (EAC) and a less rigorous Cybersecurity accreditation through its Computing Accreditation Commission (CAC). The ABET EAC requires *all* engineering programs (Electrical, Mechanical, Civil, Cybersecurity, etc.) to have at least 30 hours of math and science, whereas the CAC requires only 6 such hours for its less rigorous Cybersecurity category. KU is seeking the more rigorous ABET EAC accreditation for this Cybersecurity Engineering program, and is also seeking to maintain its CAE-CD and CAE-R program designations. All ABET EAC accredited programs in the KBOR system (Electrical, Mechanical, Civil, etc.) exceed 120 credit hours due to the rigorous EAC standards. Nationwide, there are only three ABET EAC accredited Cybersecurity Engineering programs: George Mason University (126 credits), Iowa State University (125 credits), and Louisiana Tech (128 credits).

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Perry Alexander	Distinguished Professor	PhD	Y	Formal verification and synthesis, trusted systems, and programming language semantics.	.10
Alexandru Bardas	Assistant Professor	PhD	Y	Cybersecurity from a systems perspective, moving target defenses, enterprise network security.	.30
Drew Davidson	Assistant Professor	PhD	Y	System security, secure design, mobile and embedded software program analysis	.20
Morteza Hashemi	Assistant Professor	PhD	Y	Communication systems and networks, network analysis, measurement and simulation	.10
Tamzidul Hoque	Assistant Professor	PhD	Y	Trust verification of hardware, hardware IP protection, trust assurance for COTS IC, FPGA security	.10
Prasad Kulkarni	Professor	PhD	Y	Software security, software performance, compiler optimizations, virtual machines and runtime systems	.20
Fengjun Li	Associate Professor	PhD	Y	Trustable and privacy-preserving federated learning, adversarial machine learning, IoT security and privacy	.20
Bo Luo	Professor	PhD	Y	Trustworthy machine learning, information and system security, IoT/CPS and hardware-enabled security, privacy in online social networks	.30

Number of graduate assistants assigned to this program **…………………………………………** **4**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (1.5 Existing FTE)	$180,213	$185,619	$191,187
Administrators *(other than instruction time)*	$6,037	$6,218	$6,404
Graduate Assistants	$40,000	$41,200	$42,436
Support Staff for Administration *(e.g., secretarial)*	$9,200	$9,476	$9,760
Fringe Benefits *(total for all groups)*	$73,207	$75,403	$77,665
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$308,657	$317,916	$327,452
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
ABET Initial Accreditation	0	$3,350	0
Total Start-up Costs	0	$3,350	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other – Annual ABET fee	0	0	$715
Total Operating Costs	0	0	$715
GRAND TOTAL COSTS	$308,657	$321,266	$328,167

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$151,200	$252,000	$352,800
Student Fees		$42,750	$71,250	$99,750
Other Sources				
GRAND TOTAL FUNDING		$193,950	$323,250	$452,550
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		–$114,707	+$1,984	+$124,383

X.   Expenditures and Funding Sources Explanations

A.   Expenditures

Personnel – Reassigned or Existing Positions

The current EECS Undergraduate Program Director (0.05 FTE faculty) and Undergraduate Program Coordinator (0.2 FTE staff) will administer this degree program, along with the four other existing undergraduate degree programs in EECS.

A total of 1.50 FTE faculty in the department are expected to teach undergraduate-level classes that will have Cybersecurity Engineering degree program students in their classes along with students from the undergraduate degree programs. EECS faculty typically teach about two undergraduate courses per year, which is calculated as 0.2 FTE, which is the typical undergraduate teaching load at a Research I institution. Some individual faculty members are split between Cybersecurity Engineering and the other undergraduate programs in the EECS department, and some are the exclusive instructor of required undergraduate courses, and so 0.10 FTE is calculated per undergraduate course, which results in 0.1 FTE to 0.3 FTE for individual faculty members. All these administration, staff, and faculty salary costs are described in the "Core Faculty" section of the proposal as assigned to the Cybersecurity Engineering program.

Personnel – New Positions

No new positions are required for instruction or to administer this degree program.

Start-up Costs – One-Time Expenses

One-time expenses are limited to ABET's review of the program for initial accreditation. KU requests Board approval to seek ABET accreditation from the Engineering Accreditation Commission. ABET sets the standards for engineering accreditation as well as for programs in the natural sciences, computing, and engineering technology. ABET awards accreditation to programs that meet internationally recognized standards through a peer-review process and 4,564 programs at 895 institutions are accredited in 40 countries.

ABET accreditation assures that programs meet standards to produce graduates ready to enter critical technical fields that are leading the way in innovation and emerging technologies, and anticipating the welfare and safety needs of the public. Sought worldwide, ABET's voluntary peer-review process is highly respected because it adds critical value to academic programs in the technical disciplines, where quality, precision, and safety are of the utmost importance.

Operating Costs – Recurring Expenses
ABET charges an annual fee of $715 per program.

B.   Revenue: Funding Sources
Funding for the program will be through tuition and student fees. We expect primarily Kansas residents and those qualifying for in-state tuition will be interested in the Cybersecurity Engineering program. The current in-state tuition and student fees for Engineering undergraduate students are $336/credit hour and $95/credit hour, respectively. The projected student semester credit hours from Section V (along with the tuition and fees given above) are used to calculate the revenue from funding sources generated by this program. We have conservatively estimated the number of students interested in the program and expect the program to meet KBOR minimum requirements for enrollments and graduates within three years of inception.

C.   Projected Surplus/Deficit
Our budget estimate indicates the degree program will run a surplus beginning in Year 2.

XI.   References

Bureau of Labor Statistics. U.S. Department of Labor. *Occupational Outlook Handbook*, Information Security Analysts, Retrieved April 3, 2023, from https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

Centers of Academic Excellence in Cybersecurity Community. *CAE institution map*. Retrieved April 3, 2023, from https://www.caecommunity.org/cae-map

Dorrian, B. (2021, December 7). *Former Google, Uber exec joins maker of Pokémon Go – and he's building a team of developers in Lawrence*. Startland News. Retrieved from https://www.startlandnews.com/2021/12/brian-mcclendon-niantic/

National Institute of Standards and Technology. U.S. Department of Commerce. *Cybersecurity workforce demand*: Retrieved April 3, 2023, from https://www.nist.gov/system/files/documents/2022/07/06/NICE%20FactSheet_Workforce%20Demand_Final_20211202.pdf

    C.   *Technical Education Authority*

        1.   Act on Extraordinary Costs—WSU Tech   Scott Smathers, VP,
                                                      Workforce Development

            ➢ *Affordability – On Time Graduation*

Summary and Staff Recommendation

The Kansas Board of Regents Cost Model (KBOR Cost Model) uses four main cost components—Instructor + Instructional Support + Institutional Support + Extraordinary Costs to calculate a total per credit hour composite rate for each course.

Extraordinary costs are defined as "required, program-specific equipment and consumable materials" for technical program courses that are not accounted for in Instructor, Instructional, or Institutional costs within the KBOR Cost Model. Since a national data source does not exist for Extraordinary Costs calculation, the Consumer Price Index (CPI) is applied to adjust the Extraordinary Costs component annually.

KBOR staff received a request from the Wichita State University Campus of Applied Sciences and Technology (WSU Tech) to review the Extraordinary Costs for the Airframe Mechanics and Aircraft Powerplant programs, and updated calculations for Extraordinary Costs were reviewed by the Technical Education Authority and are recommended for approval.

Background

The KBOR Cost Model was developed in response to the Legislature's 2007 directive that the Technical Education Authority (TEA) "develop and recommend to the state board of regents a credit hour funding distribution formula for postsecondary technical education training programs that: (i) is tiered to recognize and support cost differentials in providing high-demand, high-tech training; (ii) takes into consideration target industries critical to the Kansas economy; (iii) is responsive to program growth; and (iv) includes other factors and considerations as deemed necessary or advisable . . . ." K.S.A. 74-32,402(a)(11)(A).

A total calculated course rate is established for every program, and therefore every course in the system. The methodology approved by the TEA for the continued update of the Extraordinary Cost Rates based on the most recent, five-year, actual system wide expenditures is:

$$Extraordinary\ Costs = \frac{\text{Total 5 year reported expenditures}}{\text{Total 5 year reported tiered credit hours delivered}}$$

Extraordinary Cost updates were originally reviewed by the TEA on August 20, 2020, August 26, 2021, and September 29, 2022. KBOR staff was contacted in the spring of 2023 by WSU Tech with a request to review additional depreciation costs not included during the review for the Airframe Mechanics (CIP 47.0607) and Aircraft Powerplant (CIP 47.0608) programs originally reviewed by the TEA on August 20, 2020.

Recommendation

The TEA has reviewed the updated information provided by WSU Tech and recommends the following adjustments be made to the recommended Extraordinary Cost rates for the Airframe Mechanics and Aircraft Powerplant programs, effective for Academic Year 2024.

Program Name	CIP Code	Total Tiered Credit Hours Delivered Over 5 Years (TEA review August 20, 2020)	Total Original Costs Reported Over 5 Years (TEA review August 20, 2020)	Additional Depreciation Over 5 Years Not Originally Included	Total UPDATED Costs Reported Over 5 years	UPDATED Calculated Extraordinary Cost per Credit Hour	Recommended Updated Extraordinary Rate/Credit Hour (AY2022 rate)
Airframe Mechanics	47.0607	16,814.00	$996,360.83	$1,151,751.61	$2,148,112.44	$127.76	$127
Aircraft Power plant	47.0608	17,206.00	$686,723.79	$1,000,081.60	$1,686,805.39	$98.04	$127

2.   **Act on Requests for Degree and Certificate Programs Submitted by Colby Community College, Cowley County Community College, Highland Community College, Salina Area Technical College, and Wichita State University Campus of Applied Sciences and Technology**

> ➢ *Talent Pipeline – Graduates in High Demand, Sustaining Wage Fields*

Summary and Staff Recommendation

To develop and enhance the talent pipeline for Kansas business and industry, new programs and/or additional programs are required.

The Board office received requests from Colby Community College to offer a Technical Certificate A in Feedlot Certificate, from Cowley Community College to offer a Technical Certificate A in Wind Energy Technology, from Highland Community College to offer a Technical Certificate A and a Technical Certificate B in Viticulture and Enology, from Salina Area Technical College to offer a Technical Certificate B in Pharmacy Technician, and from Wichita State University Campus of Applied Science and Technology to offer an Associate of Applied Science in Para Education.

The programs addressed all criteria requested and were subject to the 10-day comment period required by Board policy. The programs were reviewed by the Technical Education Authority and are recommended for approval.

Background

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

Description of Proposed Programs:

Colby Community College (Colby CC) requests approval of the following program:

- Feedlot Certificate (01.0906) – Technical Certificate A/16 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 01.0906 Livestock Management is a program that focuses on the application of biological and chemical principles to the production and management of livestock animals and the production and handling of meat and other products. Curriculum should include instruction in animal sciences, range science, nutrition sciences, food science and technology, biochemistry, and related aspects of human and animal health and safety.

Cross walking the proposed CIP Code (01.0906 Livestock Management) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 11-9013 Farmers, Ranchers, and other Agricultural Managers, which is defined as an occupation in which one would plan, direct, or coordinate the management or operation of farms, ranches, greenhouses, aquacultural operations, nurseries, timber tracts, or other agricultural establishments. Individuals may hire, train, and supervise farm workers or contract for services to carry out the day-to-day activities of the managed operation, and may engage in or supervise planting, cultivating, harvesting, and financial and marketing activities.

Colby CC explained that the proposal to reinstate the Feedlot Certificate program was based upon the need of business and industry partners to develop a high-quality talent pool for the local and regional cattle feedlots, and that many students in other Agricultural programs were interested in earning the certificate. This program requires students to have workforce experience prior to the completion of the award.

The proposed program consists of a 16-credit hour Technical Certificate A, and accreditation is not required for the program.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Farmers, Ranchers, and other Agricultural Managers (SOC: 11-9013) of .8% annually, with an annual median wage of $59,750. Typical education needed for occupation entry is a high school diploma or equivalent. Annual openings equate to 871 jobs per year. This occupation is included in the most recent High Demand Occupation listing from the Kansas Department of Labor.

Lightcast job posting analytics show that from March 2022 through March 2023, 243 total postings (55 unique postings) were advertised statewide. Annual median advertised salary was $60,000. Removing job postings with no education level listed, 28% of postings indicate a high school diploma or equivalent, and 75% indicate a bachelor's degree.

Concerning support of the program in the Perkins Career and Technical (CTE) Program Comprehensive Local Needs Assessment (CLNA), Colby CC noted that the CLNA documented that according to "the Kansas State Department of Education, beef cattle ranching and farming, including feedlots and dual-purpose ranching and farming, are in the top ten employment pathways for employment in Kansas. The beef cattle ranching and farming industry has an employment of 42,801 and contributes $8.3 billion to the Kansas economy. Agriculture and agriculture related industries support 245,539 jobs or 12.7% of the entire workforce in Kansas."

Three letters of industry support for the proposed program were received from NA Timmerman, Inc., Poky Feeders, Inc., and Foote Cattle Company. Supports and commitments for the program include partnering to define education and skills required, serving on the advisory board, providing career coaching and mentorship to students, and providing internships and job opportunities.

Currently, two institutions offer a similar program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2021 K-TIP report, which includes only two-year postsecondary institutions. Colby CC explained that Kansas State University offers a 21-credit hour Animal/Livestock Husbandry and Production certificate currently, however similar information is not available for that program.

Kansas Training Information Program						
2021 K-TIP Data for Animal /Livestock Husbandry and Production						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
01.0302	Animal/Livestock Husbandry and Production	Barton Community College	^	^	^	^

(^) small cell protection applied

Regarding collaboration, Colby CC explained that while the best practices of sister institutions were taken into consideration, collaboration was not sought due to geographic location. Colby CC also explained that the college is working closely with the College of Agriculture at Kansas State University (KSU) to develop both an

overarching Agriculture articulation agreement as well as agreements for specific programmatic tracks. KSU will be represented on the Feedlot Certificate Advisory Board and is providing guidance to help Colby CC ensure all Agricultural programming is fully transferrable to KSU.

The college plans to begin the proposed program in the Fall of 2023 and estimates the initial cost of the proposed program at $390,000 total, including $59,125 for existing, full-time faculty, $1,944 for existing, part-time faculty, 5,832 to new, part-time faculty $272,000 for equipment, $2,340 for software, $37,000 for 20 new cattle and feed, and $12,000 for four portable welding units. Funding will be provided from Omnibus Appropriations and institutional budget. Ms. Adalaide Kline, Beef Program Director will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 21, 2023, to May 5, 2023, during which no formal comments were received.

Cowley Community College (Cowley CC) requests approval of the following program:

- Wind Energy Technology (15.1704) – Technical Certificate A/19 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 15.1704 Wind Energy Technology/Technician is a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing wind-powered energy systems. Curriculum should include instruction in wind energy principles, energy storage and transfer technologies, testing and inspection procedures, system maintenance procedures, and report preparation.

Cross walking the proposed CIP Code (15.1704 Wind Energy Technology/Technician) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 49-9081 Wind Turbine Service Technicians, which is defined as an occupation in which one would inspect, diagnose, adjust, or repair wind turbines. Individuals may perform maintenance on wind turbine equipment including resolving electrical, mechanical, and hydraulic malfunctions.

Cowley CC explained that the Wind Energy Technology program was developed in response to a request by Alltite Inc. in Wichita, a leading provider of wind turbine maintenance and repair services, to prepare new employees as well as to provide continuing education for current employees as the Global Wind Organization (GWO) requires re-training every two years for active technicians.

The proposed program consists of a 19-credit hour Technical Certificate A, and accreditation is not required for the program. Cowley CC indicated that GWO Training Standards were followed when possible.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate small cell suppressed data for Wind Energy Technology/Technician under SOC 49-9081. Education for entry into the occupation is listed as postsecondary non-degree award.

Lightcast job posting analytics show that from March 2022 through March 2023, 251 total postings (141 unique postings) were advertised statewide. Annual median advertised salary data was not available. Removing job postings with no education level listed, 84% of postings indicate a high school diploma or equivalent.

Cowley CC explained that the Wind Energy program need was not identified on the Perkins CLNA for the Wichita Region as the industry partner was not present, however the next CLNA will be updated to reflect the demand for this occupation.

Three letters of industry support for the proposed program were received from the Alltite, Inc., NextEra Energy Resources, and the Sumner County Economic Development Commission. Supports and commitments for the program include providing job fairs, donating equipment, job shadowing, and giving high consideration for employment to graduates.

Currently, two institutions offer a similar program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2021 K-TIP report. (Cloud County Community College currently offers Wind Technology under CIP 47.0704)

Kansas Training Information Program						
2021 K-TIP Data for Wind Energy Technology/Technician, and Mechanic and Repair Technologies/Technician, Other						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
15.1704	Wind Energy Technology/Technician	Colby Community College	9	6	^	^
47.0704 (new) 47.9999 (old)	Mechanic and Repair Technologies/Technicians, Other	Cloud County Community College	79	49	26	$54,050
Total			88	55		

(^) small cell protection applied

Regarding collaboration, Cowley CC indicated they have reached out to Cloud County Community College, to discuss program and equipment needs but did not receive a response in time for the deadline for program submission. Cowley CC indicated their plan was to continue to reach out for collaboration on curriculum and equipment.

The college plans to begin the proposed program in the Fall of 2023 and estimates the initial cost of the proposed program at $77,375 total, including $26,250 for existing, part-time faculty, $23,625 for new part-time faculty, $8,500 for equipment and tools, $2,500 for instructional supplies, $15,000 for facility requirements and modifications, and $1,500 for software. Funding will be provided from student tuition, fees, donations, and institutional budget. Chris Cannon, Department Chair, will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 21, 2023, to May 5, 2023, during which no formal comments were received.

Highland Community College (Highland CC) requests approval of the following program:

- Viticulture and Enology (01.1004) – Technical Certificate A/16 credit hours, B/30 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 01.1004 Viticulture and Enology is a program that focuses on the application of scientific and agribusiness principles to the production of grapes, the making of wine, and the wine business. Curriculum should include instruction in grapes and wines of the world; grape production; winemaking technology; plant biology; chemistry; food science, safety, and packaging; soil science; pest management; and marketing and business management.

Cross walking the proposed CIP Code (01.1004 Viticulture and Enology) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 51-9012 Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders, which is defined as an occupation in which one would set up,

operate, or tend continuous flow or vat-type equipment; filter presses; shaker screens; centrifuges; condenser tubes; precipitating, fermenting, or evaporating tanks; scrubbing towers; or batch stills. These machines extract, sort, or separate liquids, gases, or solids from other materials to recover a refined product. This occupation includes dairy processing equipment operators.

Highland CC explained that part of the need to reinstate the Viticulture and Enology program was due to an increase in Kansas wineries from 23 in 2010 to 58 in 2022, and the vineyard industry has grown at approximately the same rate. Business and industry have previously requested for Highland CC to continue to provide coursework despite a lack of a specific award. Since the pandemic, industry has relayed to Highland CC that their needs have expanded, and that a pool of workers cross-trained in both vineyard operations as well as winery operations are needed.

The proposed program consists of a 16-credit hour Technical Certificate A, and a 30-credit hour Technical Certificate B. Accreditation is not required for the program.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders (SOC: 51-9012) of .2% annually, with an annual median wage of $30,010. Typical education needed for occupation entry is a high school diploma or equivalent. Annual openings equate to 30 jobs per year.

Lightcast job posting analytics show that from March 2022 through March 2023, 380 total postings (119 unique postings) were advertised statewide. Annual median advertised salary was $51,100. Removing job postings with no education level listed, 97% of postings indicate a high school diploma or equivalent.

Concerning the Perkins CLNA, Highland CC identified that 114 annual openings were identified with zero Concentrators on the last Manhattan Area CLNA.

Four letters of industry support for the proposed program were received from the Grace Hill Winery, Liquid Art Winery and Estate, Z&M Twisted Vineyard, and Trivedi Wine. Supports and commitments for the program include serving on the advisory board, sending current employees for training in the program, and giving high consideration for employment to graduates. Atchison USD 409 provided a letter of support.

Currently, no other institution offers a similar program based on CIP code and/or program title.

Regarding collaboration, Highland CC explained that the college originally collaborated with the Viticulture and Enology Science and Technology Alliance (VESTA) on curriculum, however the college is updating the curriculum to specifically address the employment needs of the Kansas grape and wine industry.

The college plans to begin the proposed program in the Fall of 2023 and estimates the initial cost of the proposed program at $125,400 total, including $125,000 for existing, full-time faculty, and $400 for tools and instructional supplies. Funding will be provided from student tuition and institutional budget. Scott Kohl, Director of Viticulture and Enology, will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 21, 2023, to May 5, 2023, during which no formal comments were received.

Salina Area Technical College (SATC) requests approval of the following program:

- Pharmacy Technician (51.0805) – Technical Certificate B/36 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 51.0805 Pharmacy Technician/Assistant is a program that prepares individuals, under the supervision of pharmacists, to prepare medications, provide medications and related assistance to patients, and manage pharmacy clinical and business operations. Curriculum should include instruction in medical and pharmaceutical terminology, principles of pharmacology and pharmaceutics, drug identification, pharmacy laboratory procedures, prescription interpretation, patient communication and education, safety procedures, record-keeping, measurement and testing techniques, pharmacy business operations, prescription preparation, logistics and dispensing operations, and applicable standards and regulations.

Cross walking the proposed CIP Code (51.0805 Pharmacy Technician/Assistant) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 29-2052 Pharmacy Technicians, which is defined as an occupation in which one would prepare medications under the direction of a pharmacist. Individuals may measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

SATC explained that the college was approached by the Salina Regional Health Center in early spring 2022 inquiring about the possibility of offering a Pharmacy Technician program as those in the healthcare and pharmacy occupations have had difficulty the last few years in finding qualified employees.

The proposed program consists of a 36-credit hour Technical Certificate B. SATC plans to apply for accreditation through the American Society of Health-System Pharmacists (ASHP), and upon completion of the program, students will be eligible to sit for the Certified Pharmacy Technician (CPhT) exam.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Pharmacy Technicians (SOC: 29-2052) of 1.0% annually, with an annual median wage of $36,630. Typical education needed for occupation entry is a high school diploma or equivalent. Annual openings equate to 377 jobs per year. This occupation is included in the most recent High Demand Occupation listing from the Kansas Department of Labor.

Lightcast job posting analytics show that from March 2022 through March 2023, 5,073 total postings (1,207 unique postings) were advertised statewide. Annual median advertised salary was $38,800. Removing job postings with no education level listed, 85% of postings indicate a high school diploma or equivalent.

SATC explained that during the Region 1 meetings for the Perkins CLNA, the committee did not discuss areas outside of nursing and allied health programs. Local business and industry have indicated an increased demand for Pharmacists since COVID emerged as additional duties have been added to these occupations, and demand has increased for technicians.

Three letters of industry support for the proposed program were received from Salina Regional Health Center, the Salina Family Healthcare Center, and the Salina Regional Outpatient Pharmacy. Supports and commitments for the program include serving on the advisory board, providing needed learning experiences or internships, and giving high consideration for employment to graduates.

Currently, four institutions offer a similar program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2021 K-TIP report.

Kansas Training Information Program						
2021 K-TIP Data for Pharmacy Technician/Assistant						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
51.0805	Pharmacy Technician/Assistant	Allen Community College	^	^	^	^
51.0805	Pharmacy Technician/Assistant	Barton Community College	15	6	6	$19,137
51.0805	Pharmacy Technician/Assistant	Hutchinson Community College	^	^	^	^
51.0805	Pharmacy Technician/Assistant	North Central Kansas Technical College	^	^	^	^

(^) small cell protection applied

Regarding collaboration, SATC explained that while no direct collaboration has taken place, the college catalog for several programs was consulted in creating the proposal, and SATC's recruitment and advising staff visited Barton Community College in February, and plan to continue visiting other institutions to discuss recruitment and advising strategies.

The college plans to begin the proposed program in the Fall of 2023 and estimates the initial cost of the proposed program at $113,000 total, including $65,000 for new, full-time faculty, $6,000 for existing, part-time faculty, $20,000 for new, part-time faculty, $7,500 for equipment and tools, $2,500 for instructional supplies, $10,000 for facility modifications, and $2,000 for software. Funding will be provided from student tuition and institutional budget and working with Salina Regional Health Center for lab courses. Jennifer Callis, Vice President of Instruction will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 21, 2023, to May 5, 2023, during which no formal comments were received.

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) requests approval of the following program:

- Para Education (13.1501) – Associate of Applied Science/60 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 13.1501 Teacher Assistant/Aide is a program that prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. Curriculum should include instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

Cross walking the proposed CIP Code (13.1501 Teacher Assistant/Aide) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education, (SOC 25-9042 rolled into SOC 25-9045 Teaching Assistants, except Postsecondary) which is defined as an occupation in which one would assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Individuals may serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

WSU Tech explained that the Para Education program proposal was developed as a result of the WSU Tech new program development team reviewing the current employment landscape and identifying a significant need for the proposed program. Additional research found the work being done by the Educator Work Force Task Force, sponsored by KBOR, supported the need for multiple pathways into teacher education programs. Additionally, WSU Tech reached out to colleagues across the Wichita area, including those at WSU, and local school districts such as the Wichita Public Schools and Andover Public Schools, to review the potential for the proposed program and received an overwhelmingly positive response.

The proposed program consists of a 60-credit hour Associate of Applied Science degree. While the Kansas Department of Education (KSDE) does not require program accreditation for paraprofessionals, KSDE does provide requirements for paraprofessionals providing instructional support with Title I Part A funding. A review of the school districts in the Wichita area found that schools are classified as schoolwide Title I schools (Appendix A) meaning all paraprofessionals providing instructional support must meet the following requirements: a high school diploma or GED, and one of the following—complete 48 hours of post-secondary coursework, obtain an associate degree, or pass a state-approved assessment indicating the ability to instruct reading, writing, and math. The assessment options are as follows: ParaPro Assessment, Paraeducator Online Training, or WorkKeys.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Teaching Assistants, except Postsecondary (SOC: 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education rolled into SOC 25-9045 Teaching Assistants, except Postsecondary) of .5% annually, with an annual median wage of $28,390. Typical education needed for occupation entry is some college, no degree. Annual openings equate to 1,928 jobs per year. This occupation is included in the most recent High Demand Occupation listing from the Kansas Department of Labor.

Lightcast job posting analytics show that from March 2022 through March 2023, 3,147 total postings (1,088 unique postings) were advertised statewide. Annual median advertised salary was $27,500. Removing job postings with no education level listed, 84% of postings indicate a high school diploma or equivalent.

WSU Tech explained that the Perkins CLNA dated February 2022 lists all CIP codes 13.00 (education and training) under the category of sufficient concentrators. However, a deeper dive into the data provided by the LCNA Wichita Work Group (see appendix J) indicates this translates into 64 total high school concentrators from across the Wichita region in this area. In comparison, the Kansas Long Term Regional Projections for 2018-2028 indicate SOC Code 25-9041 in the South-Central Region will need 5,117 employees overall and 511 annually.

Seven letters of industry support for the proposed program were received from the Butler County Special Education Interlocal #638, the Wichita Public Schools USD 259, the Wichita Public Schools Office of Elementary Education, Wichita State University, Andover USD 385, Andale High School, and the Office of College and Career Readiness at Wichita Public Schools. Supports and commitments for the program include volunteering as a field placement site, hosting students in apprenticeships or internships, serving on the advisory committee and giving high consideration for employment to graduates.

Currently, no other institution offers a similar program based on CIP code and/or program title.

Regarding collaboration, WSU Tech has in place two separate two-plus-two agreements with Wichita State University, the Teacher Apprentice Program (TAP) and Bachelor of Arts in Elementary Education (K- Sixth-Grade). Upon approval of the proposed program, WSU Tech and WSU will review the current two-plus-two agreements to align multiple courses for easy transfer to credit from WSU Tech to WSU's bachelor's degree in Elementary Education.

The college plans to begin the proposed program in the Fall of 2023 and estimates the initial cost of the proposed program at $71,550 total, including $66,500 for new, full-time faculty, $4,050 for new, part-time faculty, and $1,000 for instructional supplies. Funding will be provided from student tuition and institutional budget. Doug Maury, Dean of General Education and Professional Studies, will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from April 21, 2023, to May 5, 2023, during which no formal comments were received.

Recommendations
The new program request submitted by Colby Community College for a Technical Certificate A for 16 credit hours in Feedlot Certificate has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Cowley Community College for a Technical Certificate A for 19 credit hours in Wind Energy Technology has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Highland Community College for a Technical Certificate A for 16 credit hours, and a Technical Certificate B for 30 credit hours in Viticulture and Enology has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Salina Area Technical College for a Technical Certificate B for 36 credit hours in Pharmacy Technician has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Wichita State University Campus of Applied Sciences and Technology for an Associate of Applied Science for 60 credit hours in Para Education has been reviewed by the Technical Education Authority and is recommended for approval.

>   3.   **Act on Promise Act Programs Submitted by Colby Community College, Cowley County Community College, and Salina Area Technical College**
>
>   ➢ *Affordability – On Time Graduation*

Summary and Staff Recommendation

The Kansas Legislature enacted the Kansas Promise Scholarship Act, which provides scholarships for students to attend an eligible postsecondary education institution. Eligible programs would be any two-year associate degree program, career and technical education certificate, or stand-alone program that correspond to high wage, high demand, or critical need in:

- *four specified fields of study (information technology and security; mental and physical healthcare; advanced manufacturing and building trades; and early childhood education and development);*
- *one college designated field of study from the specified list (Agriculture; Food and Natural Resources; Education and Training; Law, Public Safety, Corrections, and Security; or Distribution and Logistics);*
- *Transfer programs with an established 2+2 and/or articulation agreements.*

Background

On May 23, 2022, Governor Kelly signed [2022 Senate Substitute for House Bill 2567](#), which adopted changes in the Kansas Promise Scholarship Act, K.S.A. 2022 Supp. 74-32,271 *et seq*. The Act maintains that the Board of Regents will administer the program. Administration is broken into three categories: rules and regulations, eligible programs, and other Responsibilities.

Per statutory language (K.S.A. 2022 Supp. 74-32,271(b)(4) and K.S.A. 2022 Supp. 74-32,272(c)(1)(B)), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

a) approved by the Board of Regents;
b) high wage, high demand or critical need; and
c) identified as a "promise eligible program" by the Board of Regents pursuant to [K.S.A. 2022 Supp. 74-32,272](#), within any of the following fields of study:
   - Information Technology and Security
   - Mental and Physical Healthcare
   - Advanced Manufacturing and Building Trades
   - Early Childhood Education and Development

K.S.A. 2022 Supp. 74-32,272(a) states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

- Agriculture;
- Food and Natural Resources;
- Education and Training;
- Law, Public Safety, Corrections, and Security; or
- Distribution and Logistics

K.S.A. 2022 Supp. 74-32,272(d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

a) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
b) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

Recommendation

The following programs are seeking approval to become promise eligible programs. The programs have been reviewed by the Technical Education Authority and are recommended for approval:

- Colby Community College: Feedlot Certificate (01.0906) – falls under the college designated field of study category of Agriculture specified in legislation.
- Cowley Community College: Wind Energy Technology (15.1704) – falls under the Advanced Manufacturing and Building Trades category specified in legislation.
- Salina Area Technical College: Pharmacy Technician (51.0805) – falls under the Mental and Physical Healthcare category specified in legislation.

4.   **Act on Promise Act Programs Submitted by Dodge City Community College, Northwest Kansas Technical College, Salina Area Technical College, Wichita State Campus of Applied Sciences and Technology**

➢ *Affordability – On Time Graduation*

Summary and Staff Recommendation

In 2023 S.B. 123, The Kansas Legislature amended the Kansas Promise Scholarship Act, K.S.A. 2022 Supp. 74-32,271 et seq. S.B. 123 expanded the following fields of study in which scholarship-eligible programs may be offered:
- *Section 12: Early Childhood Education and Development, **Elementary Education and Secondary Education***
- *Section 13: **Transportation**, Distribution, and Logistics*

The Postsecondary Technical Education Authority (TEA) has reviewed the programs listed below and they are now recommended for approval as scholarship-eligible programs within the newly expanded fields of study.

Background

2023 S.B. 123 enacted changes to Promise Scholarship program eligibility. Two changes within the legislation expand programs that would qualify under the Early Childhood Education and Development and Distribution and Logistics fields of study.

Per 2022 statutory language (K.S.A. 2022 Supp. 74-32,271(b)(4) and K.S.A. 2022 Supp. 74-32,272(c)(1)(B)), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that:
   a) is approved by the Board of Regents
   b) corresponds to jobs that are high wage, high demand, or critical need; and
   c) is identified as a by the Board of Regents pursuant to K.S.A. 74-32,272, within any of the following fields of study:
- Information Technology and Security
- Mental and Physical Healthcare
- Advanced Manufacturing and Building Trades
- Early Childhood Education and Development

The Early Childhood Education and Development field of study has been expanded by S.B. 123, § 12(c)(1)(B)(iv) to include Elementary and Secondary Education programs. Since the prior legislation did not define early childhood education and development, all education programs were approved during the last approval cycle.

Per 2022 statutory language (K.S.A. 74-32,273(a)(3)), an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate and stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

- Agriculture
- Food and Natural Resources

- Education and Training
- Law, Public Safety, Corrections, and Security; or
- Distribution and Logistics

The Distribution and Logistics field of study has been expanded by S.B. 123, § 13(a)(3)(E) to include programs that fall under Transportation, which typically encompasses CIP codes that begin with 49. The nine colleges that selected Distribution and Logistics as their additional field of study were contacted to include programs under the Transportation field. Below are the colleges and programs requiring approval under the expanded language.

College	Programs falling under Transportation	High Wage, High Demand, Critical Need
Dodge City Community College	49.0205 Commercial Truck Driving	High Wage, High Demand
Flint Hills Technical College	No additional programs to add	NA
Highland Community College	No additional programs to add	NA
Kansas City Kansas Community College	No additional programs to add	NA
North Central Kansas Technical College	No additional programs to add	NA
Northwest Kansas Technical College	49.0205 Commercial Truck Driving	High Wage, High Demand
Salina Area Technical College	49.0205 Commercial Truck Driving	High Wage, High Demand
Washburn Institute of Technology	No additional programs to add	NA
Wichita State University Campus of Applied Sciences and Technology	49.0102 Professional Pilot Training	High Wage

Recommendation
All programs listed above have been reviewed by the TEA and recommended for approval.

    D.   *Other Matters*

        1.   **Act on Request to Rename a Building—KUMC**

        2.   **Act on Appointments to the Midwest Stem Cell**   Blake Flanders,
             Advisory Board   President & CEO

Summary

The Midwest Stem Cell Therapy Center Advisory Board was created in 2013 (K.S.A. 2017 Supp. 76-838). The Advisory Board is charged with serving in an advisory role to the director of the Midwest Stem Cell Therapy Center. The Advisory Board is composed of 14 members and one ex officio member, of whom the Board of Regents is responsible for appointing one person to represent the University of Kansas and one person to represent Kansas State University.

Dr. Hans Coetzee representing Kansas State University is being recommended for first-time appointment and Dr. Weijing Sun representing the University of Kansas is being recommended for re-appointment. If approved, Dr. Sun and Dr. Coetzee will each serve a three-year term on the Advisory Board, which will expire on June 30, 2026. Both individuals have been contacted and indicated that they would be honored serve in this way.

Background

Dr. Hans Coetzee is a University Distinguished Professor, and Head of the Department of Anatomy and Physiology at Kansas State University. He earned his Bachelor of Veterinary Science degree from the University of Pretoria, South Africa in 1996. After graduation he worked for four years in mixed animal practice in Northern Ireland followed by 2 years in pharmaceutical research and development at Norbrook Laboratories Ltd. He was awarded a specialist Certificate in Cattle Health and Production from the Royal College of Veterinary Surgeons (London) in 2000 and earned a doctorate in Veterinary Microbiology from Iowa State University in 2005. He holds dual board certification in the American College of Veterinary Clinical Pharmacology and American College of Animal Welfare and is a European Specialist in Animal Welfare Science, Ethics and Law. His professional interests include developing pain assessment tools and identifying practical methods to provide pain relief in livestock. He has published over 200 peer-reviewed scientific papers and received over $20 million in research funding. In his free time, he enjoys fly fishing and spending time with his wife and his twin daughters.

Dr. Weijing Sun is The Distinguished Sprint Professor in Medical Oncology and the Director of the Division of Medical Oncology at the University of Kansas Medical Center and The Associate Director, University of Kansas Cancer Center. He received his MD from The Shanghai Medical University in Shanghai, China and then MS from Immunology and Microbiology at the University of Nebraska. He completed his post-doctoral research at the University of Pennsylvania School of Medicine in Philadelphia. He had his Internal Medicine residency training at Loyola University Medical Center, and Hematology-Oncology fellowship training at University of Pennsylvania. He served his assistant and associate professorship and had been the director of GI Medical Oncology at University of Pennsylvania until 2012. He then served his professorship, as the director of GI Medical Oncology and co-director of GI Cancer Research Excellency at the University of Pittsburgh until August 2017 when he accepted the current position at the University of Kansas.

He is a national and international expert in gastrointestinal cancers. His research focuses on the development of new drugs and biologic/targeted agents in treatment of GI cancers with the conduction of early phase clinical trials. He has served as a member of ECOG-ACRIN GI core committee, and as a member of National Cancer Institute GI Cancer's Steering Committee Hepatobiliary Task Force.

He has authored many publications including original clinical research articles, reviews, and invited editorial comments in a variety of peer-reviewed journals. He has also written chapters as a GI oncology expert for several medical textbooks including WebMD, Textbook of Gastroenterology. He is the editor-in-chief of the textbook of

Multidisciplinary Therapy of GI Malignancies. He is serving as a member of editorial boards or review committees for several professional journals. He serves as deputy editor-in-chief of Journal of Hematology & Oncology, associated editor of Journal of Practical Oncology. He has served on ASCO (American Society of Clinical Oncology) scientific program committee (both colorectal and non-colorectal cancer subcommittees); and currently is serving as the head of colorectal cancer education committee of the 2020 ASCO annual meeting. He serves as the activity director of ISGIO (International Society of Gastrointestinal Oncology), and was recently elected as the president-elect of the organization. He served as the president and the board chair of CAHON (Chinese American Hematologist-Oncologist Network). He has been named as a 'top doctor' by US News and local magazines.

Dr. Sun was appointed by the Board to the Midwest Stem Cell Therapy Advisory Board on December 16, 2020 to serve a term ending June 30, 2023. Dr. Coetzee would replace Dr. Frank Blecha, the Board's current appointee representing Kansas State University. Both have generously agreed to serve a three-year term on the Advisory Board ending June 30, 2026.

DISCUSSION AGENDA

VI.   **Consideration of Discussion Agenda**
    A.   *Other Matters*
        Receive Report from Task Force on Student Athlete   Dr. James Jagger, Chair
        Health Care

Summary and Staff Recommendation

> *One of the Board's Governance goals for the 2022-2023 Academic Year was for a task force to review current practices for oversight of health care administered to student athletes at the six state universities' athletics departments, with the assistance of a third-party consultant. The Board will receive the Task Force report from Chair Dr. Jagger at the June meeting.*

Background
At the June 28, 2022 meeting of the Board of Regents, the Board authorized a third-party review of current practices at the state universities' athletics departments, to encompass at a minimum the following:

1. Identify the organizational structure and managerial oversight of medical care providers within the athletics departments, including the designated Health Care Administrator and determining who is responsible for monitoring updates to NCAA legislation, guidelines, and best practices and how those updates are communicated throughout the athletics department.

2. Determine whether mechanisms are in place to review medical health care services provided to student-athletes and whether concerns expressed are investigated and addressed. The review should identify the policies and procedures of the athletics department designed to protect student-athletes and evaluate adherence to those policies.

3. Determine whether each athletics department evaluates its policies and practices from a student-athlete health and safety perspective on a periodic basis.

To accomplish this review, the Board instructed President Flanders to identify a medical professional to serve as chair of the task force, with at least five other professionals, all familiar with collegiate athletics, Title IX and NCAA regulations.

The Board's Task Force on Student Athletes' Medical Care included the following members:

Dr. James Jagger – Task Force Chair, Wichita
Dr. Jagger is board certified in Emergency Medicine with a CAQ in Sports Medicine after completing a Fellowship in primary care Sports Medicine. Dr. Jagger was honored as a Top Emergency Medicine (2020& 2022) and Top Sports Medicine (2020 & 2021) specialist. Dr. Jagger spent the last several years in Orthopedic private practice prior to retirement. Dr, Jagger served as the Head Team Physician, Chief of Athletic Medicine, and Chief of the Sports Concussion section at the University of Kentucky (2001-2015). Dr. Jagger has served on the faculty of the following medical schools: Wright State University, Indiana University, Harvard University, and the University of Kentucky. In 2014, Dr. Jagger was recognized as the Team Physician of the year in the Southeastern

Conference. Dr. Jagger was also recently recognized for 40 years of continuous certification by the American Board of Emergency Medicine.

Mr. Joseph Bain, Hays
Mr. Bain currently serves as General Counsel for Fort Hays State University, and was previously a partner of Cure & Bain, P.C., a general practice law firm. After law school at the University of Kansas, Bain practiced for six years in the Kansas City metropolitan area, before returning to western Kansas in 2011. In 2013, he was selected to participate in Leadership Kansas, one of the oldest and most prestigious statewide leadership programs in the country. Mr. Bain was appointed by Governor Brownback to the Kansas Board of Regents in 2014. While in private practice, Mr. Bain advised and represented individuals and entities involved in the health care industry, and in his general counsel role he works regularly on legal, compliance, and risk management matters relating to student athletes and university athletics.

Dr. Joe Davison, Wichita
A graduate of the University of Oklahoma College of Medicine, with Board certification as a Family Physician, Dr. Davison is a family medicine doctor with West Wichita Family Physicians who has served on the Board of Directors of the Kansas Medical Mutual Insurance Company (KAMMCO) and the Kansas Healthcare Collaborative. Dr. Davison is currently vice chair of the Kansa Health Information Network, and vice chair of ProviDrs Care, a statewide PPO. He is a past President of the Kansas Academy of Family Physicians, Kansas Medical Society, and Sedgwick County Medical Society.

Dr. James McAtee, Manhattan
Dr. McAtee has served as the Head Team Physician for Kansas State University since 1998 and is a managing partner of Orthopaedic and Sports Medicine Center. For 18 years, he has instructed and facilitated numerous surgical procedure courses and conducted research published in medical journals. Dr. McAtee is a Fellow of the American Academy of Orthopaedic Surgery, the American Foot and Ankle Society, American Academy of Hip and Knee Surgeons, the American Academy of Sports Medicine and the Arthroscopy Association of North America.

Mr. Charles Rozanski, Kansas City
Mr. Rozanski is Vice President of Orthopedics and Sports Medicine and most recently served as Executive Director of Sports Medicine, when he oversaw administration of the Sports Medicine Service Line on behalf of the KU Health System. He has previously served as an athletic trainer at multiple institutions of higher education, as well as for the Chicago Cubs. As Associate Director of Athletics for Sports Medicine at North Carolina State University, he was responsible for transitioning the program from a "silo" delivery of care to an interdisciplinary team approach and he directed the athletic training staff, strength and conditioning staff and the athletic food service training table. He created and supervised the position of athletic risk manager to work with sports marketing to develop health care related contracts, as well as process medical claims and negotiate preferred provider relationships with hospitals, physician offices and medical diagnostic centers.

Dr. Ryan Sorell, Pittsburg
Dr. Sorell serves as team physician and Athletics Health Care Administrator for Pittsburg State University. Prior to returning to Pitt State as part of the Freeman Orthopedics and Sports Medicine team, Dr. Sorell had the opportunity to work alongside the team physicians for the University of Notre Dame and the University of Arkansas to provide care for the student athletes at those institutions. Dr. Sorell is a member of the American Medical Society for Sports Medicine and is board certified in Family Medicine with a certificate of added qualification in Sports Medicine by the American Board of Family Medicine.

Dr. Sherri Vaughn, Lawrence
Dr. Vaughn is employed as the Associate Chief Medical Officer for The University of Kansas Health System. In this role she engages in a variety of areas and locations including physician engagement, physician recruitment,

population health, quality improvement among other areas. She regularly spends time at TUKHS - Great Bend Campus engaging with the medical staff and leaders to advance care in that community.

Dr. Vaughn completed her residency in Family Medicine at KUMC in 1996 and has practiced Family Medicine in Lawrence, Kansas for the past 23 years. She continues to practice 2 days per week. Population health and patient-centered care are areas of specific focus and interest. She currently serves as the Chair for the Kansas Hospital Association Board of Directors and as the physician representative for the American Hospital Association Regional Policy Board for Region 6.

Staff from the Board of Regents Office who assisted with the Task Force:

Blake Flanders, Ph.D., President & CEO

Elaine Frisbie, Vice President for Finance & Administration

Kelly Oliver, Senior Director, Strategic Initiatives

Points of Contact were designated by each university to facilitate the external review:

Nicole Corcoran	Deputy Athletics Director for Sports Administration & Student-Athlete Well-Being/ Senior Woman Administrator, University of Kansas
Curtis Hammeke	Athletics Director, Fort Hays State University
Jim Johnson	Athletics Director, Pittsburg State University
Kevin Saal	Athletics Director, Wichita State University
David Spafford	Athletics Director, Emporia State University
Matt Thomason	Associate Athletics Director for Student-Athlete Health, Wellness & Performance, Kansas State University

The timeline of the Task Force's work was as follows:

June 28, 2022	Board approves creation of Task Force
November 2, 2022	Task Force Meeting
December 5, 2022	Solicitation for Competitive Proposals Issued by KU's Procurement Services on behalf of the Task Force
December 6, 2022	Task Force Meeting
December 14, 2022	Solicitation Closed at 2pm
January 9, 2023	Subcommittee of the Task Force Meeting to Review Proposals
January 24, 2023	Task Force Meeting
January 24, 2023	Contract Executed with USCAH
January 26, 2023	Board Staff and USCAH Meeting for Project Orientation
February 7, 2023	Task Force Meeting - Draft Plan of Action Submitted from USCAH
February 2023	USCAH Initiates its Review
April-May, 2023	Site Visits by Various Task Force members
May 11, 2023	Draft Reports and Recommendations made available to Task Force
May 16, 2023	Task Force Meeting - USCAH Presentation of Reports/Recommendations
May 19-June 2, 2023	USCAH Site Visits to Present Reports and Recommendations in Person
June 14, 2023	Task Force Report and Recommendations Provided to Board of Regents

Third-Party Review
The U.S. Council for Athletes' Health (USCAH) was engaged to assist the Task Force with its charge. The review team roster included Dr. James Borchers; Dr. Chad Asplund; Angela Beisner, MA, AT; Rae Everson, MS, AT; Jennifer Novak, MS, AT; Robert Sweeney, MS, AT; and Wil Turner, MS, AT.

USCAH began the work with an Online Program Assessment, completed by the leaders in each support area of athletics at each institution. The self-assessment covered over 300 elements of the healthcare delivery system across multiple areas, including but not limited to organizational staffing and personnel, personnel and program qualifications, evaluations, and assessments, medical coverage, support and resource systems, policy programming and education compliance, delivery of healthcare: services, examinations/evaluations, and documentation.

USCAH reviewed the self-assessment and in collaboration with each institution produced a draft comprehensive report. The analysis recognized the current strengths in their student-athlete healthcare and safety programming and provides the organization with individualized recommendations for growth and improvement to best optimize the health and safety of their athletes, program compliance, and best practices for their individual organization. Once the online assessment was completed, USCAH's team conducted Virtual Focus Group interviews via Zoom. These interviews assisted in clarification of information from the online assessments and requested verification of various points.

Concurrent with the online assessments, a student-athlete survey was developed to poll student-athlete satisfaction and understanding of services provided to them at their respective institutions. Results of the student-athlete survey are included in each institution's comprehensive report with a collective summary in the Executive Summary Report.

Once the focus group interviews concluded and the final draft report was generated, USCAH met with the Point of Contact at each institution to review the final draft and request final clarifications. After reports were completed, a final report was shared with the Point of Contact at each institution and the Kansas Board of Regents staff for distribution to the Task Force.

University Athletics Departments
Of the six state universities in Kansas, three are National Collegiate Athletic Association (NCAA) Division 1 schools – the University of Kansas and Kansas State University as members of the Big 12 Conference, and Wichita State University in the American Athletic Conference. Emporia State University, Fort Hays State University and Pittsburg State University are all Division 2 members of the Mid-America Intercollegiate Athletics Association (MIAA).

The NCAA is a governing body that oversees college athletics in the United States. While the NCAA primarily focuses on athletic competition and eligibility, it also has guidelines and policies in place to govern the administration of health care for student-athletes at member universities that cover medical oversight, student-athlete well-being, injury prevention and management, drug testing and anti-doping, medical examinations and clearance, and health insurance.

Availability of resource for administrative and health care functions can vary according to the size of the athletics department.

Students and Student-Athletes - Fall 2022 20th Day Headcount

	Student Headcount	Student-Athlete Headcount
KU	27,638	490
KSU	19,722	416
WSU	16,921	248
ESU	5,324	402
PSU	5,858	334
FHSU	12,951	508
System Total	88,414	2,398

The external review of USCAH and the Task Force's charge were not focused on the finances of the athletic departments. The revenues noted below were identified by Board staff from university financial reports.

Fiscal Year 2022 Athletic Department Revenue
Amounts reported in separate financial statement
with total support without donor restrictions:

KU	$112,858,808
KSU	$113,593,827
FHSU	$6,069,643

Amounts reported in separate or
consolidated financial statements:

WSU	$28,844,300
ESU	$6,577,262
PSU	$2,919,261

Source: University or Athletic Department Financial Reports

Highlights of Consultant's Review

The review conducted by USCAH covered the points requested in the Board's charge to the Task Force:

1. Compliance with NCAA legislation for a designated health care administrator and oversight of medical care providers:
   Those responsible for providing managerial oversight of medical care providers within the athletics departments were identified, as were those responsible for monitoring updates to NCAA legislation, guidelines, and best practices. It was established how updates are communicated throughout the athletics department.
2. Mechanisms for review and reporting of concerns
   The mechanisms for review and reporting of concerns raised by student athletes were reviewed, with the reporting line for concerns identified. The policies and procedures of each athletic department designed to protect student-athletes were identified and the adherence to those policies was evaluated.
3. Process to periodically evaluate departmental policies and practices from a student-athlete health and safety perspective
   The process was identified at each department for ensuring compliance to Sports Medicine and Medical Services policies, procedures, and protocols as well as the timeline for reviewing and revising the process.

USCAH identified for each department their powerful practices and strengths as well as their opportunities for growth. The report is tailored to each campus and was reviewed with the department in an on-campus visit in late May and early June.

Recommendations

As the report highlights different strengths and opportunities at each campus, the following recommendations would be implemented differently for each athletics department.

The Task Force recommends that each university athletics department:

- For the early priorities and recommendations identified for each campus, identify how each will be addressed. Several of these relate to emergency action plans and emergency planning.
- Prepare a plan on how the opportunities for growth noted in the report will be addressed in the longer term.
- From the student athlete survey data, consider whether steps are needed to expand communication efforts to students regarding the medical services available to them, or to make any changes to procedures for students to report concerns with medical care.
- Develop a written document to formalize the department's policies and procedures, including an organizational chart and expectations for all staff within the sports medicine program.
- Ratify any contractual relationship between the university and a licensed physician to clearly establish expectations and reporting structure. Ideally this reporting structure would be to university leadership with input from athletic leadership. This individual should have regularly scheduled independent meetings with university leadership in addition to regular meetings with athletic leadership.
- Establish an administrative lead who takes clinical directions from the physician and interacts with athletic and university leadership to ensure compliance with NCAA regulations, university policies, and athletic department policies.
- Create a collaborative relationship between the team physician, the athletic trainer, and the strength/conditioning staff to evaluate and supervise the medical appropriateness of the program with the ability to intervene in urgent/emergent situations.
- Encourage each university to evaluate the percentage of their athletic budget devoted to athlete health care.
- Conduct regular internal and external department reviews.
- Enhanced Compliance and Education programming in the areas of NCAA required Health and Safety, Emergency Action Planning, and First Aid / CPR / AED training for all coaches and support staff.
- Identify Risk Management Strategies and Consultation in areas such as Education and Compliance programming as well as Policies/Procedures Manual Education and Training.
- When there are NCAA updates and reviews of old or new policies/procedures, department staff should be notified via in-person meetings, email, or hard copy. There should be a formalized system that tracks notification and receipt of information.
- Regular Athletic Medicine personnel performance reviews should be carried out annually.

B.   *Fiscal Affairs & Audit*   Regent Ice

1.   **Act on State University Tuition and Fee Proposals**   Elaine Frisbie, VP,
      for FY 2024   Finance & Administration
      •   **University of Kansas**
      •   **Kansas State University**
      •   **Wichita State University**
      •   **Fort Hays State University**
      •   **Emporia State University**
   •   **Pittsburg State University**

Summary

One of the Board's statutory responsibilities is to set tuition and fees at the state universities. Typically, the state budget is finalized before the May Board meeting so that tuition proposals are considered by the Board with the knowledge of the state funding available to the universities for the upcoming fiscal year. The state universities' proposals can be found on the Board's website at:
http://kansasregents.org/about/regent_meetings_agendas_and_minutes.

Background

State Appropriations + Student Tuition = General Use Budget

The general use budget is that segment of the campus revenues that the universities can generally devote to any function or program necessary to operate the institution with the exception of campus auxiliaries which cannot be subsidized by state funds according to Board policy. General use funds are typically not dedicated to any one purpose or use, with some exceptions in legislative appropriations. The chart below, while not representative in scale, identifies key categories of revenue sources for public institutions of higher education.
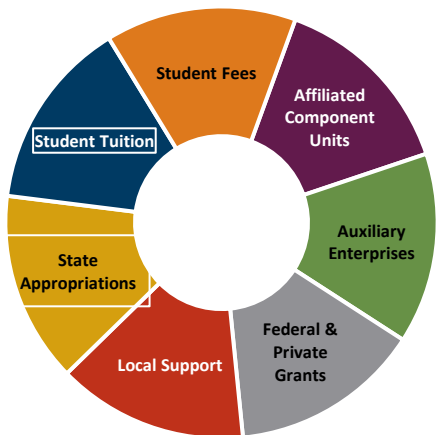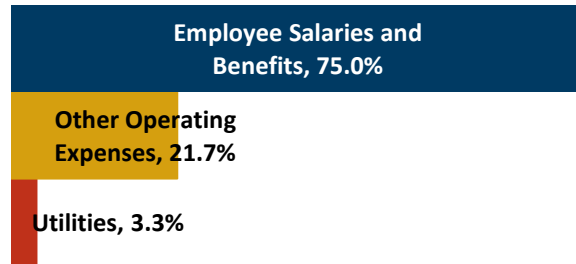
Expenses to operate the state universities are weighted heavily toward staff and buildings.[1] Recent inflationary pressures have been felt throughout the campuses in all expense categories. The most recent Higher Education Price Index data published in late April cited 5.2% inflation for 2022 with another 3.1% projected for 2023. Most notably, the inflation for utilities was 15% in 2021, 43.1% in 2022 and is projected to be 3.6% in 2023.[2]

The tuition model generally followed by the Board of Regents is that the Legislature wraps its work on state appropriations with enough time for the tuition proposals to be prepared by the campuses and considered by the Board with the knowledge of state funding for the coming year. As the universities' tuition proposals were

---

[1] Table 1.14 2023 State University Databook.
[2] https://www.commonfund.org/hubfs/00%20Commonfund.org/04%20Institute/HEPI/Tables/2023-0425_HEPI_2023_Forecast.pdf.

prepared for the coming year, the 2023 Legislature provided state funding for a number of specific program enhancements at the state universities, including $8.5 million for student success programs, $5.0 million for cybersecurity improvements, and continued investment in the Board's facility renewal and demolition initiatives ($30.0 million). However, the Legislature did not adopt the Board's request for assistance with the effect inflation has had on the universities' operations and the Governor's proposed 5% merit pool for the universities was reduced to 2.5%. In the coming year the universities' maintenance assessment for mission critical facilities will increase from 0.25% of replacement value ($19.3 million across the system) to 0.5% (projected to be approximately $39.4 million total), but which will be affected by a 2023 overall construction inflation rate of 7.5% once the data are refreshed.

The Board's approach has been to set tuition and fee rates for each state university that reflect each university's mission, program offerings, geographic locations, competitive environments, level of state support and other considerations.

For context, the past five years of tuition rate adjustments for undergraduate resident students at the six state universities are noted in the table below with the universities' proposals for the coming year.

State Universities - Tuition
Rate of Change from Prior Year
Undergraduate Resident Students

	KU	KSU	WSU	ESU	PSU	FHSU
FY 2019	2.8%	1.1%	2.5%	2.5%	2.6%	2.5%
FY 2020	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
FY 2021	0.0%	0.0%	2.0%	2.4%	2.5%	3.8%
FY 2022	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%
FY 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
FY 2024	5.0%	5.0%	5.9%	5.0%	5.0%	7.0%

Source: KBOR Comprehensive Fee Schedule; Universities' Proposals to Board of Regents.

Per Board policy, the Board delegates to the chief executive officer of each institution the authority to establish user and administrative fees when the increase does not generate revenues in excess of $250,000 annually.

Student fees are not deposited in the same fund as the tuition revenues. They are handled separately and are dedicated to specific purposes. Each university's proposal explains the requested rates for campuswide, program-specific and course-specific fees.

Summary tables are provided for more context:

Table 1 displays the tuition rates for a full-time student in four categories (resident/non-resident, undergraduate/graduate).

Table 2 displays the same information, but with campus-wide mandatory fees added to the tuition rates.

Table 3 lays out the revenue collections realized by the universities from the tuition rate decisions made by the Board.

Tuition and fees are eventually incorporated along with housing rates and all other fees assessed by the state universities into the Comprehensive Tuition and Fees Report, published annually on the Board web site at http://www.kansasregents.org/data/system_data/tuition_fees_reports.

 2.   **Act on Additions to FY 2024 Housing Rates—KU**

The University of Kansas requests authorization in Fiscal Year 2024 for the following additions to previously approved housing plan rates.

DESCRIPTION OF HOUSING RATE ADDITIONS
For FY 2024, on-campus housing occupancy is trending higher than anticipated. Additionally, Student Housing has recently reduced space with the demolition of a 500-bed facility and the closing of two 200-bed facilities. In review of available on-campus housing spaces, several adjustments to total capacity are being made in order to meet demand.

In two residence halls, rooms that historically have held two people have been converted to three-person occupancy. The rooms are between 220-250 square feet in size. In adding the additional bed and other required furniture, the spaces have been called Economy Triples and will be an excellent value for room occupants due to the need to share the space more efficiently between three room occupants versus two room occupants.

The increased demand for housing has also caused KU to seek leases in off-campus private facilities that are immediately adjacent to campus. When considering these leases and the market rate that a student would pay to lease the space from KU, the rate for the most similar unit type in on-campus housing will be set as the rate for the newly acquired/leased units. These rates were approved by the Kansas Board of Regents at the December 2022 meeting.

Rates for additional room types and newly leased units proposed to be effective July 1, 2023:

New Rates	**FY 2024 Rate**
Economy Triple, *Hashinger* (Traditional Room, Community Bath)	$4,890
Economy Triple, *Ellsworth* (Semi-Private, In-Room Bath)	$5,446

Approved FY 2024 Rates, will be used for additional leased units TBD	
Residence Halls	**FY 2024 Rate**
Double/Shared Bedroom *(similar to Downs, Self, Oswald)*	$8,504
Single/Private Bedroom *(similar to Downs, Ellsworth, Oswald, Self, Templin)*	$10,300

Apartments	
One & Two Person Units	**FY 2024 Rate**
Single/Private Bedroom *(similar to Jayhawker Towers A, D)*	$9,608
Single/Private Bedroom *(similar to McCarthy, Stouffer Place)*	$12,536

Three & Four Person Units	**FY 2024 Rate**
Double/Shared Bedrooms *(similar to Jayhawker Towers A, D)*	$5,570
Single/Private Bedroom *(similar to McCarthy, Stouffer Place)*	$11,494

Rates are per person in the unit and for the entire academic year (fall and spring semesters); fully furnished bedrooms; all utilities plus data/internet; and unlimited, free laundry.

C.   *Academic Affairs*   Regent Kiblinger
    **1.   Act on New Program Approval: AA in General   Daniel Archer, VP,
          Studies—PSU**   Academic Affairs

Summary

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

I.   General Information

A.   Institution   Pittsburg State University

B.   Program Identification
Degree Level: Associate Degree
Program Title: General Studies
Degree to be Offered: Associate of Arts in General Studies
Responsible Department or Unit: Interdisciplinary/College of Arts and Sciences
CIP Code: 24.0101
Modality: Face-to-Face, Online, Hybrid
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 60

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

III. Justification

Pittsburg State University requests approval to create the Associate of Arts in General Studies degree. This request is being proposed as part of a renewed focus on Student Success, specifically the pursuit of retention and persistence goals, and in support of the Kansas Board of Regents' strategic plan, "Building a Future".

To address the recommendations in Pittsburg State's playbook from the National Institute for Student Success (NISS), Pittsburg State is in the process of:

- Rebuilding the Student Success Center to include Academic Advising, First-Year Programs and Career Development.
- Developing centralized advising under the newly created Academic Advising Center starting with the Fall 2022 first-year student cohort and beginning with early enrollment in April 2023.
- Implementing the Educational Advisory Board's (EAB) Student Success Management System, Navigate, for Fall 2023.
- Restructuring the Office of Institutional Effectiveness to include two new positions focused on redefining Pittsburg State's data strategy with the goal to strengthen and better direct recruitment and retention efforts.
- Implementing Oracle's Student Financial Planning and beginning the pre-implementation of Oracle's Student Management System.

The creation of the Associate of Arts in General Studies has been included as one of many strategies Pittsburg State has identified to improve student success. The new degree will allow Pittsburg State the opportunity to award the Associate of Arts and recognize academic achievement while students are in pursuit of their Bachelor degree. In addition, there is no additional cost to the student as the tuition and fees paid toward their pursuit of the Bachelor's Degree cover this program.

IV.   Program Demand:

A.   Survey of Student Interest

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program.

B.   Market Analysis

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences (Institute of Education Sciences, 2022), the median annual earnings in 2020 for workers with an Associate degree was $44,100 which was $4,200 higher than workers with some college but no degree. In addition, research done by the National Student Clearinghouse (National Student Clearinghouse, n.d.) shows that completion of an Associate degree provides a valuable stepping stone to completion of a Bachelor degree reinforcing Pittsburg State's strategies for the KBOR NISS Initiative. These factors alone provide a strong basis for creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for. Between Fall 2019 and Spring 2022, PSU had nearly 600 students who stopped attending prior to earning a Bachelor degree but who met most of the requirements for the proposed Associate of Arts in General Studies.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		Does not apply		
Year 2				
Year 3				

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program. Therefore, no students will be enrolled in the Associate of Arts in General Studies program.

VI.   Employment

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences, the median annual earnings in 2020 for workers with an Associate degree was $44,100 which was $4,200 higher than for workers with some college but no degree. In addition, research done by the National Student Clearinghouse shows that completion of an Associate degree provides a valuable stepping stone to the completion of a Bachelor degree. These factors alone provide a strong basis for the creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for.

VII. Admission and Curriculum

A.   Admission Criteria

The Associate of Arts degree is <u>only available for students pursuing a Bachelor degree at Pittsburg State University</u>. Therefore, students will be admitted using Qualified Admission criteria. Please see:
https://www.pittstate.edu/admission/undergraduate-admission-requirements.html#first-year

B.   Curriculum

The curriculum plan will follow a student's Bachelor degree semester-by-semester plan. As the student is following their Bachelor degree plan and once they meet the eligibility requirements for the Associate of Arts in General Studies, the student will be contacted and awarded the Associate of Arts in General Studies with the exception of students who choose to opt out. The Associate of Arts in General Studies will be conferred only at the close of each semester and summer session to align with current PSU policy for conferring all degrees and other credentials.

The requirements will include the following:

- Student must be seeking a Bachelor degree.
- Student must have at least 60 credit hours completed (developmental credit hours not included).
- Student must have at least 15 credit hours completed in residence (developmental credit hours not included).
- Student must have at least a 2.0 cumulative GPA.
- Student must have completed the Pitt State Pathway or KBOR General Education depending on the student's catalog year.

The curriculum plan will vary depending on the student's Bachelor degree, but a plan reflecting PSU's current general education follows. A list of requirements reflecting the current general education and a list of requirements reflecting the new systemwide general education is included as Appendix A.

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

Course #	Course Name	SCH
ENGL 101	English Composition	3
COMM 207	Speech Communication	3
	Quantitative/Analytic Methods course	3
	Human Systems course	3
	Gorilla Gateway course	2

Year 1: Spring

Course #	Course Name	SCH
ENGL 299	Introduction to Research Writing	3
	Natural World course	4
	Human Experience course	3
	Human Systems course	3
	Elective	3

Year 2: Fall

Course #	Course Name	SCH
	Human Systems course	3
	Wellness Strategies	4
	Pathway Elective	3
	Electives	6

Year 2: Spring

Course #	Course Name	SCH
	Human Systems course	3
	Electives	11

Total Number of Semester Credit Hours ……………………………………………. 60

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

This program will utilize existing faculty already associated with the student's Bachelor degree. No new faculty
or courses are required since the degree requirements are already stacked within the student's Bachelor degree program.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
		Does not apply			

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

IX.   Expenditure and Funding Sources

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will <u>not</u> have the option to select the Associate of Arts in General Studies degree as a stand-alone program. No new expenditures or funding sources are expected or required.

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs			
GRAND TOTAL COSTS			

Does not apply

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	0	0	0
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	0	0	0
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)				

X.   Expenditures and Funding Sources Explanations

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will <u>not</u> have the option to select the Associate of Arts in General Studies degree as a stand-alone program. No new expenditures or funding sources are expected or required.

The new degree will allow Pittsburg State the opportunity to award students a degree that they have already earned and paid for and provide a stepping stone achievement to students as they pursue their Bachelor degree.

XI.   References

Institute of Education Sciences. (2022). *Report on the Condition of Education 2022* (NCES 2022-144). U.S.
        Department of Education, Institute of Education Sciences. https://nces.ed.gov/pubs2022/2022144.pdf

National Student Clearinghouse. (n.d.). *National Student Clearinghouse Research Center*.
https://nscresearchcenter.org/

2.   **Act on Associate Degree Policy**

Summary

As an avenue to promote momentum and degree completion, proposed policy amendments are included herein that will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts. Additionally, this issue paper also details a commitment to improving reverse transfer efforts through work that will be conducted in Summer 2023.
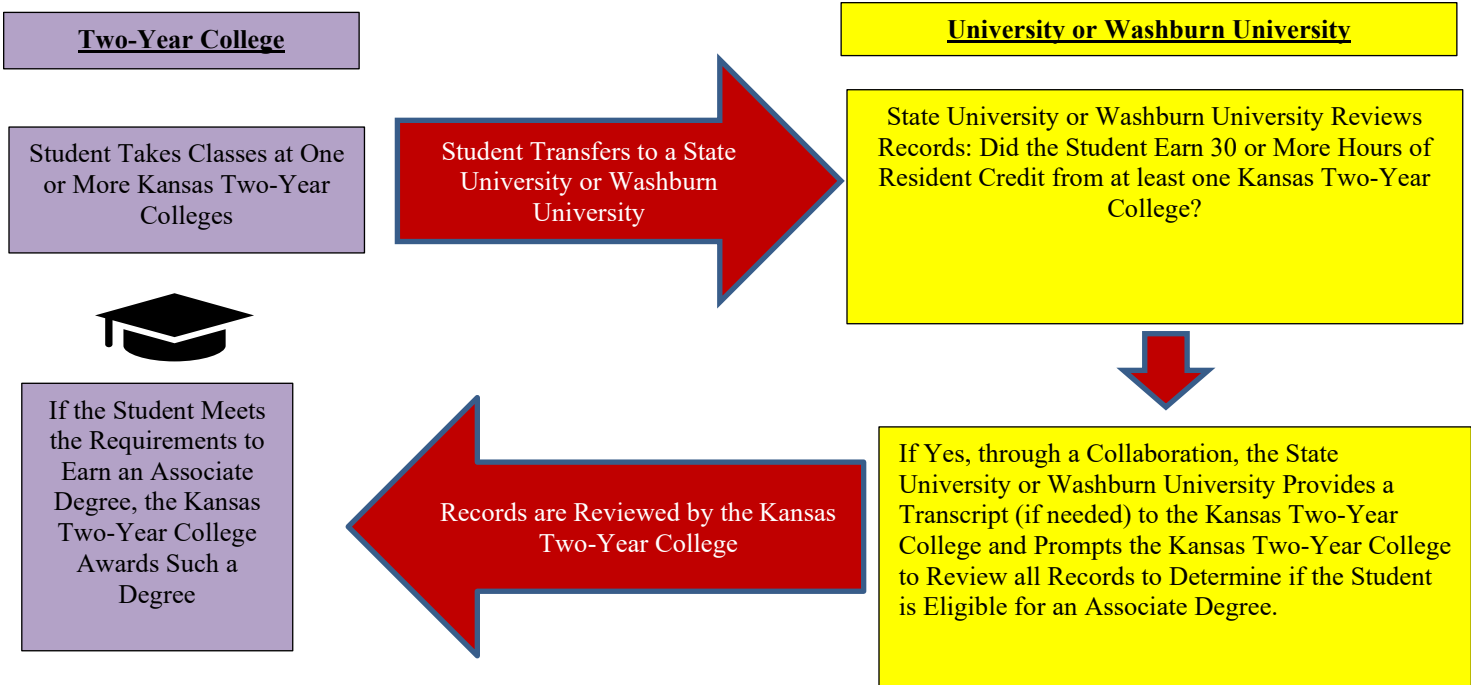
Background

The proposed Chapter II policy amendments provide a limited pathway for Wichita State University, Pittsburg State University, and other state universities to offer an associate in arts degree in general studies or liberal arts. The most substantive policy revisions are detailed below.

(1) The associate in arts degree in general studies or liberal arts shall be limited to students pursuing a baccalaureate degree;

(2) Students shall not have an option to select the associate in arts degree in general studies or liberal arts as a stand-alone degree program;

(3) The associate in arts degree in general studies or liberal arts shall have a negligible fiscal impact on the state university and no state university shall seek additional state funding to offer the associate in arts degree in general studies or liberal arts;

(4) The associate in arts degree in general studies or liberal arts is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;

(5) The associate in arts degree shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);

(6) It is understood that the community college sector is the primary sector in Kansas for awarding the associate in arts degree. As such, the associate in arts degree in general studies or liberal arts at the state university shall primarily be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. When a student earned 30 or more hours of resident credit from a single Kansas community college, the state university shall work with the Kansas community college from which the student earned 30 or more hours of resident credit to support the student in completing the associate in arts degree in general studies or liberal arts (or another associate degree, if applicable) through reverse transfer. If a student completed 30 or more hours of resident credit at more than one Kansas community college, the Kansas community college in which the student completed the most hours of resident credit shall be the designated community college for reverse transfer purposes unless the student expresses a desire to earn the associate degree from another Kansas community college in which they earned 30 or more hours of resident credit;

(7) If a student completed 30 or more hours of resident credit at a Kansas community college and it has been determined that the Kansas community college will require the student to complete more credit hours to obtain the associate degree than the state university will require the student to complete to obtain the associate degree, the state university shall be eligible to award the associate in arts degree in general studies or liberal arts; and

(8) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate in arts degree in general studies or liberal arts.

Additionally, it should also be noted that the system will explore ways to improve reverse transfer efforts in Summer 2023. As background, reverse transfer is a process that allows transfer students who are currently attending a university to combine university credits with two-year college credits to receive an associate degree from a two-year college.

A general process for reverse transfer that could be utilized going forward is detailed on the next page.

Two-Year College		University or Washburn University
Student Takes Classes at One or More Kansas Two-Year Colleges	Student Transfers to a State University or Washburn University →	State University or Washburn University Reviews Records: Did the Student Earn 30 or More Hours of Resident Credit from at least one Kansas Two-Year College?
If the Student Meets the Requirements to Earn an Associate Degree, the Kansas Two-Year College Awards Such a Degree	← Records are Reviewed by the Kansas Two-Year College	If Yes, through a Collaboration, the State University or Washburn University Provides a Transcript (if needed) to the Kansas Two-Year College and Prompts the Kansas Two-Year College to Review all Records to Determine if the Student is Eligible for an Associate Degree.

Next Steps with Reverse Transfer

Going forward, a special emphasis will be on reviewing ways to 1) increase reverse collaborations between universities and two-year colleges, 2) promote reverse transfer, and 3) track the number of reverse transfer referrals made by universities to two-year colleges and reverse transfer degree conferrals.

Policy Amendments
The proposed policy amendments that will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts are detailed on the next page.

CHAPTER II: GOVERNANCE - STATE UNIVERSITIES

See Chapter I., Section A.3. for definition of Governance

....

c. Actions Requiring Approval by the Board: The following types of actions require approval by the Council of Chief Academic Officers, the Council of Presidents and the Board of Regents:

i. Substantial reorganization of a state university's academic structure.

ii. Any new stand-alone college/school.

iii. If they require new state funding, any new department, institute, or center.

iv. Any new degree programs outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii.

v. Any extension of an approved degree program to a higher degree level, e.g., Associate Degree to Bachelor's Degree.

vi. Any new major under an existing degree name.

d. Approval of New Academic Program Proposals

i. Overview

(1) When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.

(2) State universities must submit a complete program proposal to Board staff and enter the proposed program into the Program Inventory Database. Once Board staff receives a complete program proposal and the program is entered into the Program Inventory Database, the proposal will be available electronically for institutions to view. All institutions shall be automatically notified of the proposed program by email through the Program Inventory Database. Outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii, ~~I~~if a state university wishes to express concerns about a proposed associate, baccalaureate, masters, or doctoral degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. Outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii, ~~I~~if a community or technical college wishes to express concerns about a proposed associate degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. During the 45 calendar day comment period, the list of concerns, comments and objections will be compiled by Board staff and forwarded to the state university for follow-up. The state university proposing the program is expected to communicate with other institutions filing concerns, comments or objections to minimize or eliminate the identified issues. Final proposals must include evidence that concerns, comments or objections have been addressed. This process is designed to make the approval process more transparent, improve proposals and reduce potential conflict related to unnecessary duplication. The 45 calendar day comment period shall run concurrently with the approval procedures for new academic program proposals.

The Board President and Chief Executive Officer, or designee, shall determine if each proposed program is similar to others in the state and may serve the same potential student population. A similar program is one that has a like CIP code, title, content or competencies. If the President and Chief Executive Officer, or designee, determines that one or more similar programs exist, the following information included in the program proposal narrative shall be taken into account: the ability/inability to offer the program collaboratively, the level of student interest in the program, existing and future labor market demand, and availability of clinical sites, if applicable.

Board staff shall compile, analyze and make recommendations to the Board on the information provided in the program proposal narrative. The recommendations and information provided shall be reviewed by the Board Academic Affairs Standing Committee to determine whether the program represents unnecessary program duplication before forwarding the proposal to the full Board for action.

ii. Procedures for Approval of New Academic Programs

After a complete program proposal is entered in to the Program Inventory Database, it shall be reviewed and considered as a first reading by the Council of Chief Academic Officers at its next regularly scheduled meeting. During the review, Council members may question the representative of the proposing institution regarding the proposed program. Council members will also consider any comments, suggestions or concerns received by Board staff. In addition, Council members will consider how the comments, suggestions and concerns have been addressed.

(1) The Council of Chief Academic Officers shall review and consider the proposal as a second reading at its subsequent regularly scheduled meeting. The Council shall make one recommendation based on a majority vote according to the following voting categories:

(a) Recommended: Proposed program merits implementation according to institutional and State priorities.

(b) Not Recommended: Proposed program does not merit Board approval at this time.

(2) The Council of Chief Academic Officers shall convey its recommendation in writing at the next regularly scheduled meeting of the Council of Presidents. If the vote of the Council of Chief Academic Officers is unanimous, the Council may convey its recommendation to the Council of Presidents on the same day it is made.

(3) The Council of Presidents shall consider the proposal and forward its recommendation to the Board of Regents.

(4) The Board of Regents shall act on the proposal at its next regular meeting.

e. Application Procedure for New Academic Programs

i. State universities shall enter the proposed program into the Program Inventory Database.

ii. State universities shall complete and submit the "Basic Program Information" Form, which shall include the following:

(1) Proposing institution;

(2) Title of proposed program;

(3) Degree(s) to be offered;

(4) Anticipated date of implementation;

(5) Responsible department(s) or unit(s); and

(6) Center for Education Statistics, Classification of Instructional Program (CIP) code associated with the program.

iii. State universities shall submit to Board Staff a "Program Proposal Narrative" and include responses to the following:

(1) Program Justification. Program proposals shall establish clearly the need for the proposed program. Need for a proposed program shall be judged on the basis of the following criteria:

(a) Is the program central to the mission of the institution? What are the locational and comparative advantages of the program?

(i) The proposed program shall be centrally related to the Board approved Mission Statement of the institution.

(ii) The proposal shall discuss and compare similar programs in other institutions in the Regents system and related programs in the same institution.

(iii) The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.

(iv) The proposal shall demonstrate why the program should be located at the proposing institution.

(v) The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.

(vi) The proposal shall state where the institution ranks the proposed program in its list of priorities. The proposal shall state how this determination was made.

(b) What is the student demand for the program and what are the characteristics of the students who will participate in the program?

(i) The volume of student demand for the proposed program shall be demonstrated through some form of disciplined survey analysis.

(ii) Student demand shall be demonstrated to be at a sufficient volume to justify the program. Normally three years after inception of the program, doctoral programs should have five students, master's programs should have 20 students, and baccalaureate programs should have 50 students.

(iii) Describe the characteristics of the pool from which the students will be drawn.

(iv) Describe the procedures and criteria for admission into the proposed program.

(c) What is the demand for graduates of the program?

The proposal shall demonstrate specific job opportunities including labor market demand data at both the local and state level. The proposal shall also demonstrate other post-collegiate experiences for graduates of this program.

(2) Curriculum of the Proposed Program. Program proposals will be expected to describe the curriculum of the proposed program and shall be judged on the following criteria:

(a) Describe the more important academic objectives of the proposed program, including the range of skills and knowledge future graduates will possess.

(b) The course work required of all students who major in this program shall be described.

(c) Internships and practica required of students in this program shall be described.

(d) If clinical are required, are sufficient sites available?

(3) Program Faculty. Program proposals shall establish clearly the requirements, costs and quality of the faculty for the program.

(a) Faculty Qualifications

(i) The instructional staff shall consist of a sufficient number of permanent faculty appropriately qualified for the level of instruction. Three years after inception, programs should be staffed according to the following guidelines:

Bachelors Program – 3 faculty with Ph.D. or appropriate terminal degree;

Masters Program – 3 additional faculty with Ph.D. or appropriate terminal degree;

Specialists and Doctoral Programs – 2 additional faculty with Ph.D. or appropriate terminal degree.

(ii) The proposal shall list all instructional staff who will teach in the proposed program. The list shall include the title of each instructional staff member, his or her highest degree awarded, and whether he or she is tenured or on the tenure-track.

(iii) The proposal shall differentiate core faculty from others who teach in the program.

(iv) The instructional staff shall consist of faculty whose academic specializations are appropriate to the new degree program.

(v) The instructional staff shall consist of faculty whose academic, instructional and scholarly accomplishments suggest that the proposed program will be of high quality and appropriate to the institution's mission, role and aspirations.

(vi) Identify other teaching requirements outside the proposed program assigned to core faculty. Also identify the proportion of their assignments devoted to the proposed program.

(vii) The number, qualifications and rank of proposed new faculty shall be identified.

(viii) The cost of proposed new faculty shall be identified, along with expected timelines for their employment by the institution.

(b) How many graduate assistants will serve the program?

The proposal shall identify any necessary graduate positions and budgeted salaries.

(4) Academic Support. Program proposals shall establish clearly the requirements, costs and quality of the academic support services for the program.

(a) What are the academic support services for this program?

The advising services, library, audio-visual and academic computing resources shall be of sufficient volume and quality to support the program effectively.

(b) What new library materials and other forms of academic support are required beyond normal additions?

(i) The expected number of library acquisitions shall be identified with anticipated costs.

(ii) New or enhanced forms of academic support shall be identified with the anticipated costs.

(c) What new supporting staff will be required beyond normal additions?

The proposal shall list support staff requirements and budgeted salaries.

(5) Facilities and Equipment. Program proposals shall establish clearly the requirements, costs and quality of the facilities and equipment for the program.

(a) What are the anticipated facilities requirements (existing, renovated or new)?

(i) Space requirements shall be sufficient to the instructional and laboratory needs of the program. The facilities needed for the delivery of a high quality program shall be itemized.

(ii) Renovated or new facilities shall carry a fiscal note, identifying necessary work and additional costs.

(iii) Sources of funding for renovation and new construction shall be identified.

(b) What new equipment will be required beyond normal additions?

(i) Equipment requirements shall be sufficient to the instructional and laboratory needs of the program. A statement shall be made about the equipment needed for the delivery of a high quality program.

(ii) The proposal shall itemize available inventory, including equipment condition and life-span.

(iii) The proposal shall itemize new equipment needs.

(6) Program Review, Assessment and Accreditation. Program proposals shall establish clearly the institution's plan to monitor, maintain and enhance the quality and effectiveness of the program.

(a) What program review process or evaluation methods will be used to review the program?

(b) What student learning outcomes measures will be used to assess the program's effectiveness?

(c) What are the institution's plans regarding program accreditation?

(i) The program shall identify the specialized accrediting agency where applicable.

(ii) The proposal shall identify institutional plans to have the program accredited, including timelines and projected costs of achieving and maintaining accreditation.

f. Expedited Program Approval

This expedited program approval process is designed to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs.

i. Request for Approval

To request approval to offer a program under the expedited approval process, a state university shall enter the proposed program into the Program Inventory Database and submit a "Statement of Intent" to the Vice President for Academic Affairs. The Statement shall be limited to two pages and shall:

(1) Justify the need for expedited implementation by demonstrating that the program:

(a) is in need of expedited approval due to unforeseen, immediate circumstances;

(b) has a direct and immediate impact on meeting workforce, economic, or other special needs;

(c) is being developed by a state university at the direct request of a corporate, industrial or public entity;

(d) is distinct within the state university sector or if not distinct, that duplication is appropriate;

(e) meets all the requirements of Board policy on off-campus delivery of academic courses and programs; and

(f) was expedited for approval at the campus level.

(2) Describe the proposed program, including:

(a) an overview of the program;

(b) the title of program, responsible department(s), degree(s) to be offered, anticipated date of implementation, CIP code, and location(s) of this program;

(c) an overview of the curriculum; and

(d) any new required faculty and/or resources and how those will be funded.

The Vice President for Academic Affairs will review the "Statement of Intent" and, if approved, shall electronically submit the Statement to the Council of Chief Academic Officers and Council of Presidents. The Councils shall have fourteen calendar days to review and comment on the proposed program.

The Vice President for Academic Affairs shall review the proposed program and any comments received, and provide a recommendation to the Board President and Chief Executive Officer for final consideration.

ii. Annual Report

By December of each year following a program's implementation, state universities with programs approved using the expedited approval process shall provide the Vice President for Academic Affairs an annual update on the program. The update shall include:

(1) a brief description of program's progress, including program enrollment;

(2) a description of any problems and/or barriers to success; and

(3) plans for and progress of changes and developments to the program.

This report shall be provided until a final decision is made on program continuation.

iii. Final Recommendation

Four years after the program's implementation, the university shall provide the Vice President for Academic Affairs a report on its progress and recommend that it either be placed in the regular program array or be discontinued. The report shall include information on:

(1) number of Faculty;

(2) number of Majors;

(3) number of students on schedule to graduate in six years;

(4) resources expended; and

(5) whether the program is meeting workforce and/or economic needs.

The Vice President for Academic Affairs shall review the final report, and provide a recommendation to continue or discontinue to the Board President and Chief Executive Officer. If continued, the program shall be placed in the university's regular program review cycle for reporting to the Board.

g. Requests for New Doctoral Programs: Because doctoral education requires a substantial commitment of resources in the areas of instruction and research, doctoral education will primarily occur at the University of Kansas, Kansas State University and Wichita State University.

i. Acknowledging that special or distinct opportunities for doctoral programs may arise, the Board may consider proposals for doctoral programs at Emporia State University, Pittsburg State University and Fort Hays State University under exceptional circumstances. Prior to the preparation of the New Program Proposal and undergoing the degree approval process, the proposing regional university must provide the Board with a "Statement of Intent" to develop a doctoral program. The "Statement of Intent" should be no more than two pages long. The "Statement of Intent" must demonstrate all three of the following:

(1) The proposed program will be distinct within the state university sector;

(2) The institution has a distinct research infrastructure and capacity in the proposed program area; and

(3) The proposed program captures a special or distinct opportunity that will justify an exception to the Mission, Role and Scope of the regional university.

The "Statement of Intent" will be posted on the New Program Alert System and forwarded to the Council of Chief Academic Officers and Council of Presidents for their respective review and recommendation to the Board.

Once the Board has approved the "Statement of Intent," the proposing regional university may submit a new academic program proposal for consideration.

ii. When any institution proposes a new doctoral program the Board of Regents shall employ three external consultants selected by the President and Chief Executive Officer of the Board to review the requesting institution's ability to deliver the proposed program and to review all similar programs in the system, if there are any. The criteria in section A.7.d. shall be followed by the consultants in determining the quality of the proposed program. The Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report before a final decision regarding the proposed doctoral program is rendered. All expenses of the special review shall be borne by the proposing institution. Cost of subsequent reviews related to deficiencies shall be borne by institutions found to have deficient areas.

h. Requests for Professional Practice Degree Programs: Since professional practice degree education requires a substantial commitment of resources in the areas of instruction and support, professional practice degree education will primarily occur at the University of Kansas, Kansas State University, and Wichita State University.

i. The Board may consider proposals for professional practice degree programs at Emporia State University, Pittsburg State University and Fort Hays State University under exceptional circumstances. Prior to the degree approval process, the proposing regional university must provide the Board with a "Statement of Intent" to develop a professional practice degree program. The "Statement of Intent" will be posted on the New Program Alert System and forwarded to the Council of Chief Academic Officers and Council of Presidents for their respective review and recommendation to the Board. The "Statement of Intent" should be no more than two pages long. The "Statement of Intent" must demonstrate all three of the following:

(1) The proposed program will be distinct within the state university sector and/or align with professional association standards;

(2) The proposed program will be consistent with the Mission, Role, and Scope of the institution or justify why the proposal merits an exception; and

(3) The proposed program will be cost-effective and will not financially impact the quality of other programs.

Once the Board has approved the "Statement of Intent," the proposing regional university may submit a new academic program proposal for consideration.

ii. When any institution proposes a new professional practice degree program, the Board of Regents shall employ three external consultants selected by the President and Chief Executive Officer of the Board to review the requesting institution's ability to deliver the proposed program and to ensure that the proposed program is not unnecessarily duplicative of existing professional practice degree programs in the State. The criteria referenced in section A.7.d. shall be followed by the consultants in determining the quality of the proposed program. Before a final decision regarding the proposed professional practice degree program is rendered, the Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report. All expenses of the special review shall be borne by the proposing institution. Cost of subsequent reviews related to deficiencies shall be borne by institutions found to have deficient areas. Institutions do not need to undergo consultant review to establish a professional practice degree program in an area of study with a previously Board-approved doctor's degree program.

i. Associate Degree Programs:

i. The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, with the exception of the associate in arts degree in general studies or liberal arts, as detailed in Chapter II.A.7.i.ii, the Board of Regents discourages the state

universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education. Requests by state universities for associate level programs shall be considered through the new program approval process.

ii. Wichita State University, Pittsburg State University and other state universities that do not offer an associate in arts degree in general studies or liberal arts shall be permitted to offer such degree in accordance with the following parameters:
(1) The associate in arts degree in general studies or liberal arts shall be limited to students pursuing a baccalaureate degree;
(2) Students shall not have an option to select the associate in arts degree in general studies or liberal arts as a stand-alone degree program;
(3) The associate in arts degree in general studies or liberal arts shall have a negligible fiscal impact on the state university and no state university shall seek additional state funding to offer the associate in arts degree in general studies or liberal arts;
(4) The associate in arts degree in general studies or liberal arts is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;
(5) The associate in arts degree shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);
(6) It is understood that the community college sector is the primary sector in Kansas for awarding the associate in arts degree. As such, the associate in arts degree in general studies or liberal arts at the state university shall primarily be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. When a student earned 30 or more hours of resident credit from a single Kansas community college, the state university shall work with the Kansas community college from which the student earned 30 or more hours of resident credit to support the student in completing the associate in arts degree in general studies or liberal arts (or another associate degree, if applicable) through reverse transfer. If a student completed 30 or more hours of resident credit at more than one Kansas community college, the Kansas community college in which the student completed the most hours of resident credit shall be the designated community college for reverse transfer purposes unless the student expresses a desire to earn the associate degree from another Kansas community college in which they earned 30 or more hours of resident credit;
(7) If a student completed 30 or more hours of resident credit at a Kansas community college and it has been determined that the Kansas community college will require the student to complete more credit hours to obtain the associate degree than the state university will require the student to complete to obtain the associate degree, the state university shall be eligible to award the associate in arts degree in general studies or liberal arts; and
(8) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate in arts degree in general studies or liberal arts.

    3.   **Act on Systemwide Transfer Associate Degree in Elementary Education**
- ➢ *Affordability – On Time Graduation*
- ➢ *Success – Degrees and Certificates Earned*
- ➢ *Access – Enrollment Equity Gaps*

Summary

Systemwide associate-to-baccalaureate program transfer provides an avenue to simplify the transfer process for students and academic advisors, reduce cost of degree, decrease time to degree, and increase baccalaureate completion. Background information on the benefits of systemwide transfer associate degrees and a copy of the first systemwide transfer associate degree in Kansas, an Associate in Arts/Science Degree in Elementary Education, is detailed herein.

Background

A systemwide program transfer approach is intended to preserve credits and establish a clear transfer pathway between community colleges and universities.[1] As a result, this approach creates a concrete trajectory in which all courses completed within an earned associate degree transfer and apply toward the completion of specific baccalaureate degree requirements. Implementing a systemwide associate-to-baccalaureate transfer model is advantageous to students, states, universities, and community colleges for a multitude of reasons. Among others, the benefits include:

Benefits to the Student

- Provides a shorter path to completion, thereby reducing time-to-degree[2]
- Decreases the cost of the degree[2]
- Creates more flexibility and increases options for students[3]

Benefits to the State

- Increases efficiencies and reduces course redundancy[3]
- Saves state costs associated with excessive credits[2]
- Aligns with the KBOR Strategic Plan – Promotes affordability, retention, and completion

Benefits to the University

- Provides an opportunity to attract more non-traditional students as universities adapt to recruiting from smaller high school graduating classes[4]
- Establishes an opportunity to have a larger population of junior transfer students, which could increase the demand for upper-division coursework[4]
- Simplifies transfer student advising and streamlines degree audits because the transferability has previously been determined[5]

---

[1] Gross, B., & Goldhaber, D. D. (2009). *Community college transfer and articulation policies: Looking beneath the surface.* Bothell, WA: Center on Reinventing Public Education, University of Washington.

[2] Root, M. (2013). *Essential elements of state policy for college completion.* Retrieved from http://publications.sreb.org/2013/013_ess_elem_tran_courses.pdf

[3] Kisker, C. B., Wagoner, R. L., & Cohen, A. M. (2012). Elements of effective transfer associate degrees. *New Directions for Community Colleges*, 2012(160), 5-11.

[4] Jenkins, D., Kadlec, A., & Votruba, J. (2014). *Maximizing resources for student success: The business case for regional public universities to strengthen community college transfer pathways.* Retrieved from http://hcmstrategists.com/maximizingresources/images/Transfer_Pathways_Paper .pdf

[5] Manz, N. (2015). *The transfer handbook: promoting student success.* Washington, DC: American Association of

- Creates opportunities to increase baccalaureate degree completion (transfer students who have an associate degree are more likely to earn a baccalaureate degree)[6]

Benefits to the Community College

- Creates opportunity to increase associate degree completion[7]
- Simplifies transfer student advising[5]

Core Components in a Systemwide Associate-to-Baccalaureate Transfer Framework

A review of practitioner and scholarly literature revealed that three components are commonly cited when establishing a systemwide associate-to-baccalaureate program transfer model.
- Developing a common general education (GE) package[2,3]
- Examining associate and/or baccalaureate degree credit limits3
- Creating a framework in which program courses transfer as a block without the loss of credit[1,2]

The Board approved the systemwide GE package in June 2022 that will take effect in Fall 2024, so the wheels are in motion to implement the first bullet. Additionally, credit hour limits were also examined in 2020 and 2021, and policy was subsequently revised to allow a university to increase the total number of credit hours that it can accept from two-year colleges.

Creating a framework in which program courses transfer as a block without the loss of credit

In Kansas, transferring a block of program courses has primarily been based upon a university establishing a set of bilateral agreements with community colleges. Thus, if a university wishes to establish a program transfer agreement with each community college in the state, it must develop 19 individual agreements. This is cumbersome for universities and community colleges and necessitates ongoing oversight because any program change made by either party triggers a need to re-examine and revise the agreement.

In addition to bilateral agreements with community colleges, universities also have transfer guides that specify program-specific courses from community colleges that will transfer. While this is a helpful resource, a transfer guide does not guarantee that community college credits will transfer because it may change between the point at which the student took the course at the community college and the date in which he/she is admitted to the university.[8]

On account of the challenges and limitations associated with transferring program-specific courses, multiple states have established systemwide associate degrees in which a block of program-specific courses transfer and apply toward the completion of baccalaureate degrees in like programs.[3] This has been executed by using pre-major and early-major courses to 1) fulfill the program portion of associate of arts/science degrees and 2) satisfy specific baccalaureate degree course requirements, without the loss of credit. This model aligns program-specific courses across community colleges and universities, which, in turn, reduces course overlap and eliminates the need to repeat similar courses at the university. This has occurred in states such as Colorado, Tennessee, and Ohio.

Collegiate Registrars and Admissions Officers.

[6] Shapiro, D., Dundar, A., Ziskin, M., Chiang, Y.-C., Chen, J., Harrell, A., & Torres, V. (2013). *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions* (Signature Report No. 5). Herndon, VA: National Student Clearinghouse Research Center.

[7] Spencer, G. (2017). *Improving transfer pathways: the impact of statewide articulation policies* (Doctoral dissertation).

[8] Schudde, L. (2019). *Why Texas should mandate that associate degree credits can be readily transferred from two- to four-year colleges*. Retrieved from https://scholars.org/contribution/why-texas-should-mandate-associate-degree-credits-can-be-readily-transferred-two-four

First Systemwide Transfer Associate Degree in Kansas

In 2022-2023, education deans at the six state universities and Washburn University collaborated on creating the first systemwide transfer associate degree, an Associate in Arts/Science Degree in Elementary Education. This degree will take effect Fall 2024.

This is a program that meets both student demand and employer need. Elementary education is the number one transfer program selected by Kansas community college students transferring to Kansas public universities. Additionally, teacher shortage is becoming increasingly more challenging, particularly in rural areas. Creating more direct transfer pipelines for community college students – many of which grew up in rural communities that have been adversely impacted by teacher shortage – will help support efforts to meet this important need.
A copy of the Systemwide Transfer Associate in Arts/Science Degree in Elementary Education is included on the next page. Additional systemwide transfer associate degrees will be added in future years.

60-student credit hour transfer program in elementary education framework
06/05/23

Elementary AA/AS 60 Credit Hour Program to KBOR Transfer (PK-6 Pathway)

Overview

The intent of the plan is to provide an expedited pathway from any community college to any KBOR Institution Elementary Program for individuals desiring to become an elementary teacher. The pathway identifies sixty credit hours to be taken at the community college level and reflect the KBOR General Education plan "buckets" (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework) and recommended education coursework.

These sixty hours are transferred to any KBOR institution as the first sixty hours towards a 120-hour degree program. The remaining sixty hours at the KBOR Institution are the required courses to complete an elementary degree. Adoption and implementation of the plan will require frank and deep discussions between the KBOR schools and community colleges to move this effort from conception to implementation to assure coherence and fidelity of elementary teacher preparation in Kansas.

KBOR General Education Program (34-35 Credit Hours)

Bucket #1	English Discipline Area+	Credit Hours: 6
English Composition 1	ENG1010	3
English Composition 2	ENG1020	3
Bucket #2	**Communications Discipline Area+**	**Credit Hours: 3**
Fundamentals of Oral Communications	COM1010	
	OR	3
Interpersonal Communications	COM1020	
Bucket #3	**Mathematics & Statistics Discipline Area+ (Note: Future revision dependent on KBOR Math Pathway Project)**	**Credit Hours: 3**
College Algebra	MAT1010	
	OR	3
Elements of Statistics	MAT1020	
Bucket #4	**Natural & Physical Sciences Discipline Area+**	**Credit Hours: 4-5 from One Subject (must include a lab)**
Life Science	Any life science within Bucket #4	4 -5
Bucket #5	**Social and Behavioral Sciences Discipline Area+**	**Credit Hours: 6 hours in a least two courses from two subject areas**
Bucket 5 options to come from two of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology*		6

Bucket #6	Arts & Humanities Discipline Area+	Credit Hours: 6 in at least two courses from two subject areas
United States History to 1877 OR United States History Since 1877	HIS1010 OR HIS1020	3
Fine Art: Open Elective from Art, Music, or Theatre	Any ART, MUSIC, THEATRE, LITERATURE within the Bucket	3
Bucket #7	**Elementary Designated Area+**	**Credit Hours: 6**
Choose two courses from the identified list	As part of the Elementary Program Universal Transfer Plan this is a deviation from Bucket #7 Institutionally Designated Plan. The course cannot have been used in another bucket.	
American Government	POL1020	
	OR	3
Cultural Diversity and Ethnicity	SOC2030	
	AND	
One Free Elective	One Free Elective from Buckets # 1-6	3
	TOTAL CREDIT HOURS	34-35

Teacher Education Program (25 - 26 Credit Hours)

Recommended Courses	Systemwide Transfer Designator+	Credit Hours
Introduction to Education	EDU1010	3
Children's Literature	EDU2010	3
Human Life Span/Developmental Psychology	PSY2020	3
Creative Expressions	Choose <u>one</u> that has not been used to fulfill general education requirements: ART2020 Art in the Elementary Classroom MUS2010 Music in the Elementary Classroom, OR HSC2020 Elementary School PE & Health	2- 3
Physical Science/Physics Course	Any physical science/physics course within Bucket 4	4-5
Educating Exceptional Students	EDU2020	3
Technology for Teachers	EDU2030	3
Free Elective in Education	*Free Elective from any Education Course that has not been used to meet other requirements PREFERENCE FOR AN EDUCATION COURSE or early childhood course BUT NOT LIMITED*	2-3
Open Elective** – to complete 60 Credit Hours	Open Elective within the System Wide Transfer List to complete a minimum of 60 credit hours for transfer	0 - 3
	TOTAL	26
	GRAND TOTAL (GE and EDUCATION)	60 - 61

+References for Systemwide transfer identification:

https://www.kansasregents.org/resources/PDF/SWT/2023_June_Disciplines_One-Page.pdf

https://www.kansasregents.org/academic_affairs/transfer-articulation

https://www.kansasregents.org/academic_affairs/transfer-articulation/institutional-transfer-information

*Advising Note: Review local community college requirements for PSY2020 HUMAN LIFE SPAN/DEVELOPMENTAL PSYCHOLOGY to determine if PSY1010 INTRO TO PSYCHOLOGY. is a prerequisite. If it is, take PSY1010 INTRO TO PSYCHOLOGY in Bucket 5.

**Depending on the courses taken and credit hours awarded, the student may need additional coursework to reach the minimum 60 credit hours for transfer.

    4.   **Act on Instructional Workload Standard Policy**

Summary

The Board has requested a policy that would require each state university to have an instructional workload standard policy. A proposed draft of the Board policy is detailed herein.

Background

Currently, Board policy does not prescribe an instructional workload standard, nor does it require universities to establish such a standard in institutional policy.

As of May 30, 2023, ESU, FHSU, KU, PSU, and WSU have established instructional workload standard policies. It is anticipated that KUMC will have an instructional workload standard policy take effect on its campus in June 2023 and K-State will be positioned to establish an instructional workload standard policy in Fall 2023.

In Spring 2023, it was determined that Board policy would be amended to ensure that state universities established an instructional workload standard policy. A proposed draft of the Board policy is detailed below.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

(See Chapter III., Section A. for additional academic affairs policies applicable to state universities)

………

12. TENURE AND TENURE TRACK INSTRUCTIONAL WORKLOAD POLICY

a. It shall be the responsibility of the Provost (Chief Academic Officer) to prepare and implement, in consultation with the faculty through regular institutional shared governance procedures, an instructional workload standard policy for tenure and tenure track faculty.

b. At minimum, the instructional workload policy standard shall be:
i. structured in accordance with the university's Carnegie Classification (Doctoral Universities: Very High Research Activity; Doctoral Universities: High Research Activity; or Master's Colleges and Universities);

ii. measured in section credit hours or student credit hours; and

iii. defined on a per semester or per academic year time parameter.

c. It is understood that the instruction at the University of Kansas Medical Center is significantly different compared to campuses that serve large undergraduate populations. Thus, the University of Kansas Medical Center is permitted to develop a workload standard that is based on alternative criteria.

5.   **Act on Program Review Framework**

Summary

A new proposed framework for reviewing academic programs will be discussed. Additional documentation addressing the framework will be provided prior to the Board meeting.

6.   **Act on Dual/Concurrent Task Force**   Regent Lane
       Recommendations

The Kansas Board of Regents established a Dual Task Force in July 2022 charged to develop recommendations designed to accelerate the Kansas talent pipeline, ensure access and affordability of opportunities, and structurally strengthen collaboration between education systems. The Task Force is comprised of representatives of the Kansas Board of Regents, community and technical colleges, Kansas State Department of Education, and Unified School District superintendents.

The Task Force met multiple times over the past twelve months. We agreed to have rigorous conversations, always keeping the focus on creating opportunities for Kansas students. The Task Force coalesced around the vision of <u>A Credential, Certificate or Degree for Every Graduate.</u> We identified challenges and opportunities important to realizing this vision and most importantly to preparing our students for their future.

BACKGROUND

In 2018, Kansas ranked 40th in the nation for working age population. Our state was 44th in out migration and was identified as having an over-abundance of low wage, low skilled jobs (McKinsey 2018). Today, Kansas has secured significant economic investment in high growth, high skilled jobs that trend toward technology driven emerging markets. These investments are accelerating opportunity for a highly skilled and educated workforce.

To be part of our rapidly growing economy, "Georgetown University Center on Education and the Workforce" identified that 72% of Kansas jobs require some level of postsecondary education and training. The Kansas Department of Education reported in 2020 that just under 55% of graduates obtained a certificate, credential, or degree within two years of graduating. In the same period, Lumina reported 52% of Kansans held a certificate, credential, or degree. These indicators suggest a 17-20% gap in attainment and preparation during a period when Kansas is experiencing exponential growth in high skilled, high demand, and emerging market jobs. Deeper examination of attainment levels paints the picture that various population groups are facing an even steeper skills gap**.**

Conversely, over the past decade Kansas has become a national leader in career and technical education (CTE) through the Excel in CTE (SB 155) program. Excel in CTE allows for high school students to take technical education classes without paying tuition. Kansas has also expanded dual enrollment offerings, facilitated by community and technical college partnerships with local school districts. Kansas statewide investments are expanding to include the Challenge Act, Promise Act, newly adopted Free Application for Federal Student Aid (FAFSA) graduation requirement, Kansas Comprehensive Grant – needs based aid, and numerous partnerships at the local or grassroots level. Kansas is well positioned to build on its successes and create pathways to learn, earn, and live in Kansas.

KANSAS BUILDS FORWARD

The Diploma Plus Program is designed to accelerate the Kansas talent pipeline, ensure access and affordability for all Kansas students, and strengthen collaboration between education systems. The Diploma Plus Program will be a key pillar for Kansas to continue to build toward a prosperous future. Diploma Plus will expand access, address affordability, and accelerate our talent pipeline through dual enrollment and credit offerings to high school students.

What is Dual and Concurrent Enrollment and Dual Credit? Dual enrollment is an encompassing term referring to programs that offer high school students the opportunity to access college-level coursework. The term "dual credit" means the student earns credit toward high school graduation while simultaneously earning college credit. Concurrent enrollment is another term utilized when the course is taught by a qualified high school instructor contracted by a postsecondary institution to teach the course. Delivery modalities for dual and concurrent vary from on-campus to on-line courses.

Research demonstrates the positive effects of dual enrollment. In 2022, Kansas State Department of Education reported that Kansas seniors earned 133,206 college credit hours through a variety of partnerships with community and technical colleges, independent colleges, and universities. The Kansas experience supports that graduating high school with a diploma plus industry recognized credentials, certificates, and degrees promotes greater access, contributes to affordability, encourages completion, and aids in a better prepared workforce.

While the landscape is promising, Kansas Higher Education Statistics shows participation is not representative across student groups, or across regions in Kansas. Of the participants:

- 54% were female, 46% male
- 68% white, 13% Hispanic, 3% black, 7% other, 9% unknown and
- 34% reported lower socio-economic status (source KSDE).

The data indicate that Kansas urban centers have higher participation than other areas. Kansas Higher Education Statistics reports an unduplicated count of dual enrollment participants (for AY 2022) revealing uneven engagement throughout counties: (1) Sedgwick County 5,169, (2) Johnson County 5,036, (3) Shawnee County 1,865, (4) Wyandotte County 1,057, and (5) Douglas County 771. Students from the five counties comprise 42% of the 2022 high school headcount participating in some form of postsecondary coursework. The remaining 100 counties represent 58% of students enrolled in postsecondary courses.

RECOMMENDATION

The taskforce recommends the Board of Regents and the State Board of Education jointly adopt a statewide policy to **Establish the Diploma Plus Program** to offer at least 3 dual enrollment courses (9 credit hours) in **all** Kansas public high schools. The courses offered must be identified as Board of Regents approved systemwide general education transfer courses.

To fully realize the impact of the recommended policy the following actions are recommended:

A. 1. The Board of Regents, in cooperation with the State Board of Education, shall actively encourage enrollment in postsecondary courses of eligible high school students.

2. Local school boards shall be encouraged to adopt policy which recognizes all dual enrollment as dual credit and count the credit toward high school graduation.

3. The Board of Regents, working in coordination with the postsecondary education system, shall establish uniform enrollment requirements with an emphasis on determining course readiness utilizing multiple measures.

4. The Board of Regents, State Board of Education and the Kansas State Department of Education are encouraged to jointly create "educational award" pathways offering introductory courses in the high schools (beginning with education, healthcare, engineering, Information Technology, data science, and cybersecurity).

B.   1. Subject to appropriations, a high school student certified as eligible to receive free or reduced meals by the Federal Free Lunch Program, **and** who is academically eligible, may apply to receive tuition and fee assistance for up to 24 course credit hours.

   a. The program will utilize state authorized funding to pay a credit hour rate, agreed upon by each participating colleges governing board, to cover 100% of the tuition and fees for students deemed eligible, with an annual appropriation of $11,000,000. This amount shall be increased by the consumer prince index each year to adjust for rising costs. Participation shall be granted to those eligible up to the total annual appropriations.

   b. Nothing in this recommendation shall prohibit or limit scholarships or funding investments for any eligible student as determined at the local level.

2. Subject to annual state appropriations of $2,600,000, or locally identified resources, College and Career Navigators shall be deployed to work in collaboration with each Kansas public high school as a resource to students and families focused on access, affordability, and planning (including enrollment, financial aid, course planning, and general system navigation).

3. The State Board of Education and Board of Regents, in coordination with the community and technical colleges, shall prepare educational materials explaining the requirements, features and opportunities of dual enrollment and shall encourage each school district to distribute the materials to students and families as part of the annual enrollment process.

Vision

A Credential, Certificate or Degree for Every High School Graduate

KANSAS BOARD OF REGENTS

Charge of Task Force - Develop Recommendations to:
*Accelerate the Kansas talent pipeline
*Ensure access and affordability for all
*Structurally strengthen collaboration between systems

DUAL ENROLLMENT

Dual enrollment is an encompassing term referring to programs that offer high school students the opportunity to access college-level coursework.

Delivery modalities vary from on-campus, on-line, and courses taught at the high school, referred to as concurrent enrollment (students concurrently earn credit toward high school graduation while earning college-credit).

Create Pathways to Learn, Earn, and Live in Kansas

Goal

70% of students graduate diploma plus
(credential, certificate, 9 or more college credits)

CHALLENGES

√ Lack of statewide policy requiring dual (concurrent) offerings in all high schools
√ Access inequitable across student groups and varies across regions
√ Lack of qualified instructors due to restrictive Higher Learning Commission requirements
√ Credit considered elective rather than core credit toward graduation requirements
√ Varying schedules across and between education institutions
√ Gatekeeper processes and selective access
√ Tuition and fees cost models vary and are inequitable
√ Inconsistent communication among systems
√ Shortage of support staff for implementation
√ Opportunity Gaps (location, ethnicity, SES)

OPPORTUNITIES

1. Establish a state policy to offer dual enrollment courses in all high schools (in-person and online)
2. Align program offerings with Systemwide Transfer General Education Framework courses.
3. Create postsecondary "educational award" pathways offering introductory courses in high school (begin with education, healthcare)
4. Develop flexible models to address HLC requirements
5. Ensure statewide eligibility and admission criteria
6. Establish set tuition and fee rate and dedicated, predictable funding
7. Fund transportation to campuses offering dual enrollment programs
8. Fund Navigators (assist with FAFSA, Financial Aid, career planning)

Current Investments
Challenge Act
Promise Act
Excel in CTE
Local Partnerships
FAFSA Requirement

Ownership
Governor
Legislature
Board of Regents
Universities
Community Colleges
Technical Colleges
State and Local
Boards of Education

6/1/2023

7.   **Act on Request to Offer Four Degree Programs in**   Chancellor Girod
     Jinhua, Zhejiang Province, China—KU
     •   BS in Education in Elementary Education
     •   MS in Education in Special Education
     •   MS in Education in Curriculum &   Instruction
     •   MS in Education in Educational Psychology &
         Research

Summary and Staff Recommendation

The Kansas Board of Regents has a policy on the off-campus delivery of academic courses and programs. Specifically, Chapter III.A.8.e.2(a) specifies that out-of-state degree programs must be approved by the Board prior to their announcement. The University of Kansas is requesting to offer four Education programs on-site in Jinhua, Zhejiang Province, China.

Background

Kansas Board of Regents policy, Off-Campus Delivery of Academic Courses and Programs (Ch. III.A.8.e.2(a)) indicates "*Courses to be offered by a state university or by Washburn University outside the State of Kansas must be approved by the Vice President for Academic Affairs prior to public announcement of the course; out-of-state degree programs must be approved by the Board prior to public announcement of the program.*"

With an anticipated start date of Fall 2024, the University of Kansas requests to offer the following programs on-site at Zhejiang Normal University (ZJNU) in Jinhua, Zhejiang Province, China:

•   Bachelor of Science in Education in Elementary Education
•   Master of Science in Education in Special Education
•   Master of Science in Education in Curriculum & Instruction
•   Master of Science in Education in Educational Psychology & Research with a concentration in Counseling and a concentration in Research, Evaluation, Measurement, & Statistics

The University of Kansas has entered into a cooperative agreement with ZJNU, a provincial comprehensive university specializing in teacher education. The university is interested in introducing high-quality teaching and research into the People's Republic of China, enrolls approximately 28,500 students, and is expanding partnerships with international universities.

The agreement will establish a joint institute (administrative in nature) in which each university would award its own degree and would share faculty and other resources. For the Undergraduate degree, KU plans to teach 54 hours and accept 66 hours in transfer credit. For the graduate degrees, KU plans to teach 21 credit hours on-site at ZJNU and accept nine hours of transfer credit from ZJNU. The number of KU faculty teaching on-site will vary as new cohorts begin and continuing cohorts progress in their programs but KU estimates about ten faculty will teach on-site initially.

The agreement sets maximum annual enrollments at 90 students for the BSE in Elementary Education, 30 for the MSE in Special Education, 70 for the MSE in Curriculum & Instruction, and 140 for the MSE in Educational Psychology & Research. ZJNU students applying to KU will be held to the same admissions standards as all applicants and the same English language proficiency standards as any international applicant. ZJNU would be responsible for paying KU the full cost of instruction for each student cohort (both undergraduate and graduate) based on the non-resident tuition rate approved by the Board.

The partnership between ZJNU and KU will provide a convenient way for these students to earn a U.S. degree, work with U.S. faculty members, and learn about the field of education from a different cultural and policy context without having to leave home to study abroad and abandon their Chinese degree programs.

The degree programs offered by Fort Hays State University in China date back to Fall 2000, and were originally delivered as distance education. As such, they were exempt from the policy requiring Board approval for offering out-of-state degree programs.

Staff Recommendation
With Board approval, KU will proceed with the next step of the process, which is to seek approval from its accrediting body, the Higher Learning Commission. Board staff recommends approval.

    D.   *Governance*   Regent Rolph

          1.   Act on Proposed Changes to State University CEO   Julene Miller,
               Assessment Form   Project Specialist

Summary and Staff Recommendation

> *Board of Regents policy requires an annual performance evaluation of each state university President and the Chancellor (collectively, "CEOs"). The Board and the Governance Committee regularly review the processes and the instrument used to facilitate the CEO evaluations to continually improve effectiveness and efficiency, and to align evaluations with Board goals. After soliciting feedback from other Regents and the CEOs, the Governance Committee proposes changes to the evaluation instrument, as outlined herein. These changes will aid to further progress in all aspects of the Board's strategic plan.*

Background

CEO Evaluation Instrument. In 2010 and 2011, the Board made comprehensive changes to the CEO assessment process, in part to combine the annual CEO evaluation with a multi-rater feedback survey administered electronically on each campus and at the Board office. To accommodate the survey and to dovetail the Board member evaluation with the survey results, a tool was created that posited a series of questions in each of five separate performance categories:

- Strategic Direction and Planning, Leadership and Decision Making
- Financial Stewardship
- Communication
- Culture and Climate
- Personnel Management

In subsequent years, the Board has continued to use some version of this evaluation instrument. It continues to be web-based and secure, as necessary for maintaining the confidentiality of personnel records. Over time the instrument has been adjusted to

- reduce the number of rating questions
- add a section for assessing progress toward meeting the Board's strategic planning goals
- add sections for assessing each CEO's current and proposed personal and institutional goals, and
- provide space for Regents to include comments to further explain their ratings in each performance category.

CEO Self-Assessments. The CEOs have made corresponding changes to their self-assessments, including limiting the number of pages, providing executive summaries, and limiting the number of personal/institutional goals. The self-assessments are used by Regents in completing the annual evaluations and accordingly CEOs generally craft their self-assessment to follow the order of the evaluation instrument.

Consensus Statements. Board-member feedback provided through the evaluation instrument is then compiled in a summary report to help the Board reach consensus on significant points and to guide the annual in-person evaluations. In the past few years, the Board has met to develop a draft consensus statement for each CEO. The draft consensus statement has been provided to the CEO before the in-person annual evaluation to help them prepare for that meeting. The consensus statement is finalized during the in-person evaluation meeting, a copy is provided to the CEO and a copy of the consensus statement is placed in the CEO's personnel file.

In-Person Evaluation Meetings. To allot sufficient time and focus for each, the seven in-person evaluations are spread over three Board meetings with two or three evaluations occurring each month. This year these meetings occurred in April, May, and June.

Three-Person Committees. The Board has also utilized committees composed of three Regents each to provide mid-assessment-year opportunities for Regents to meet more informally with individual university CEOs. The purpose of these meetings is to discuss each CEO's most recent evaluation, including progress being made on the CEO's goals for the current year and any other personnel matters related to the CEO. University CEOs in the past have indicated that they have found these meetings to be valuable.

Proposal for Enhancing the Evaluation Instrument
The Governance Committee continued its review of the evaluation instrument this year to further align it, and the CEOs' goals for the Universities, with the Board's strategic plan. In September, April and May the Governance Committee reviewed proposed changes to the instrument and is now forwarding those that it recommends to the Board for consideration.

Recommended Changes to the Evaluation Instrument:
- Further align evaluations with the Board's strategic plan.
- In Sections I-V, include additional factors to consider when evaluating Leadership, Financial Stewardship, Communication, Culture and Climate, and Personnel Management.
- In Section VI, include additional Foundational Metrics to consider when evaluating Progress Toward the Board's Strategic Plan Goals.
- In Section VI, change to statements the Questions that require no judgment or discretion to answer and include information about whether the university has funded its current maintenance assessment.
- Add a new Section VII with a question to address progress toward the Board's annual goals.
- Renumber and update the remaining Sections.

The proposed changes to the evaluation instrument are set forth below.

Governance Committee and Staff Recommendation
The Governance Committee has reviewed these proposed changes and presents them to the Board for consideration and final action. Staff recommends approval.

~~2023~~ 2024 CEO Assessment President/Chancellor _____

I. Strategic Direction and Planning, Leadership and Decision Making

Performance indicators for the Strategic Direction and Planning, Leadership and Decision-Making category include the following:

President/Chancellor _____ . . .

- Develops, documents, and communicates a strategic vision for the University that incorporates goals drawn from the Board's strategic agenda and effectively implements milestones and metrics to realize that vision in a timely manner.
- Focuses the University on access (growth), affordability and success for students and their families, supporting Kansas businesses and economic prosperity for the State.
- Focuses the University on its mission and strategic vision in the midst of competing interests.
- Appropriately addresses issues confronting the University and informs the Board of critical issues as they arise.
- Ensures that the University's performance agreement is aligned with the Board and institutional goals and meets annual expectations for full funding.
- Stays abreast of higher education issues, trends, ideas, and innovations.
- Takes appropriate risks in order to accomplish the goals of the University and the Board's strategic agenda.
- Collaborates with Board staff and other university and college leaders to identify "best practices".
- Leads ethically and with integrity.

President/Chancellor _____ . . .

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year for this category.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

II. Financial Stewardship

Performance indicators for the Financial Stewardship category include the following:

President/Chancellor _____ . . .

- Appropriately links financial needs and requests to the University mission, vision, and goals, and the Board's strategic agenda, including the facilities maintenance reserve assessment plan.
- Advocates successfully on behalf of the University to ensure that financial and programmatic needs are ~~properly considered by the Legislature and other~~ <u>supported by state government leaders as well as private and federal government</u> funding sources.
- Effectively directs and administers the annual operating and capital budgeting processes.
- Leads development efforts to maximize funding for the University and has a favorable record of attracting funds to the University.
- Appropriately manages personal time spent on fundraising, both on and off campus and with both the Legislature and private donors.
- Promotes policies that ensure responsible and accountable utilization of fiscal resources, <u>including development of a three-year budget plan</u>.
- Demands fiscal accountability in every aspect of the operation.

President/Chancellor _____ . . .

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year for this category.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

III. Communication and Interaction with Constituencies

Performance indicators for the Communication and Interaction with Constituencies category include the following:

President/Chancellor _____ . . .

- Communicates in a positive and engaging manner.
- Listens in a respectful manner.
- Keeps the members of the community informed of important matters.
- Encourages participative decision making, seeking input from those most directly affected.
- Discusses the rationale of administrative actions and decisions.
- Clearly communicates and effectively engages with the Kansas Board of Regents.
- Clearly communicates and effectively engages with University leadership and staff in carrying out the mission, strategic goals, and value of the institution and the Board's strategic agenda.
- <u>Considers and promotes appropriate higher education reforms with an open mind.</u>
- Effectively represents the University before the Kansas Legislature.

President/Chancellor _____ **. . .**

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year for this category.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

IV. Culture and Climate

Performance indicators for the Culture and Climate category include the following:

President/Chancellor _____ . . .

- Creates a positive, professional and student-centered campus atmosphere.

- Creates an environment that is conducive to sharing new ideas, honors the First Amendment, and promotes professional and civil discourse.
- Creates and maintains a productive working relationship with faculty, staff, students, alumni, the Board, and a variety of other constituents, <u>while considering changes from a position of leadership</u>.
- Builds an administration that is responsive to student, faculty, and staff interests and concerns.
- Energizes and motivates others toward attainment of difficult goals.
- Encourages faculty, students, and staff to collaborate with colleagues at other institutions within the Regents' system.
- Instills a strong sense of constituency focus in institutional leadership and staff.

President/Chancellor _____ **. . .**

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year for this category.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

V. Personnel Management

Performance indicators for the Personnel Management category include:

President/Chancellor _____ . . .

- Has an effective administrative team.
- Delegates administrative duties and responsibilities appropriately.
- Selects outstanding leaders and staff, and challenges as well as empowers them to utilize their expertise for the benefit of the University.
- Gives due recognition to faculty/staff accomplishments.
- Utilizes appropriate measurement tools and reports to track individual and group performance, <u>including implementation of an effective annual performance evaluation tool for faculty and staff to allow for merit-based compensation</u>.

President/Chancellor _____ . . .

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year for this category.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

Please use the space below for any comments you may have about President/Chancellor performance in the areas identified in Sections I-V, above. **Comments made in this space will be shared only with other Regents, the Board President and CEO, and Board legal staff; comments made in this space will not be shared with the university CEO except as they may be included in the final consensus statement.**

_____

_____

_____

_____

VI. Progress Toward Kansas Board of Regents' Strategic Plan Goals.

At the June 2020 Board of Regents meeting, the Board adopted its new strategic plan, _Building a Future_. The following link is to a PDF that contains metrics and data to assist you with responding to the questions in this section. To view _____ University's _Building a Future_ data click here.

Pillar I: Helping Kansas Families

- **Affordability - Area of Focus**

  Foundational Metrics
  - **<u>Attrition Rates – Assures better advising and support services (decrease dropouts)</u>**

- o **Sufficient Course Load – Increases the number of students taking full course load consistent with on-time graduation**
- o ~~On-Time Graduation~~
- o **On-Pace to Graduate (full time students) – Monitors students' progress to graduate within 1-5 years**
- o **On-Pace to Graduate (part time students) – Monitors students' progress to graduate within 1-5 years**
- o **Average Student Loan Amount at Graduation – Monitors and advises students as to amount of loans students borrow to pay for education**
- o **Student Loan Default Rate – Ensures financial planning supports are in place, as part of professional advising, in order to decrease the number of borrowers who default**
- o **Needs-Based Grant/Scholarship Aid Awarded – Prioritizes the allocation of institutional and state resources to Needs-Based Grant/Scholarships awarded and analyzes the impact of the funds on retention and completion rates (1-5 years)**
- o **Pell Eligible Enrollment – Ensures student enrollment management actions are focused on Pell eligible students as compared to the population in Kansas**

    Supporting Metrics
- ▪ **On-Time Graduation by Race/Ethnicity**
- ▪ **Students Taking 30 Credit Hours a Year**
- ▪ **Retention Rates**
- ▪ **Enrollment by Pell Status**

- **Access - Area of Focus**

    Foundational Metrics
- o **Enrollment Opportunity Gaps – Reduces postsecondary access gaps (economic, race, gender, rural) as compared to the population of Kansas**
- o **College-Going Rate – Articulates and demonstrates impact of specific strategies to increase postsecondary participation following high school graduation**
- o **Concurrent and Dual Enrollment – Facilitates opportunities and monitors the number of high school students currently or dually enrolled in postsecondary credits within the institutions service area or through on-line participation**

    Supporting Metrics
- ▪ **Enrollment Opportunity Gaps by Race/Ethnicity**
- ▪ **Enrollment Opportunity Gaps by Rural Students**

- **Success - Area of Focus**

  Foundational Metrics
  - <u>**Persistence Rates – Transfer and Completions – Monitors (and improves) student progress toward success (certificate or degree)**</u>
  - **Graduates in Jobs with Sustaining Wages** <u>**– Ensures certificate and degree completion leads to adequate paying jobs for graduates**</u>
    - <u>**Ensures program review process (new and continuing) considers jobs data**</u>
  - **Degrees and Certificates** <u>**Earned – Monitors progress toward adult degree attainment in Kansas**</u>

<u>**President/Chancellor   . . .**</u>

- <u>[has/has not] increased enrollment over the last five years.</u>
- <u>[has/has not] increased enrollment of Kansas underserved populations over the last five years.</u>
- <u>[has/has not] increased on-time graduation over the last five years.</u>
- <u>[has/has not] increased on-time graduation of Kansas underserved populations over the last five years.</u>

Progress on the Board of Regents' *Building a Future* **goals.**
Pillar I -- Helping Kansas Families

President/Chancellor _____ . . .

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

~~**Progress on the Board of Regents'** *Building a Future* **goals.**~~
~~**Pillar I -- Helping Kansas Families**~~

~~**President/Chancellor . . .**~~

~~( ) has increased enrollment over the last five years.~~

~~( ) has not increased enrollment over the last five years.~~

Progress on the Board of Regents' *Building a Future* **goals.**
Pillar I -- Helping Kansas Families

President/Chancellor . . .

( ) has increased enrollment of Kansas underserved populations over the last five years.

( ) has not increased enrollment of Kansas underserved populations over the last five years.

Progress on the Board of Regents' *Building a Future* **goals.**
Pillar I -- Helping Kansas Families

President/Chancellor . . .

( ) has increased on-time graduation over the last five years.

( ) has not increased on-time graduation over the last five years.

Progress on the Board of Regents' *Building a Future* **goals.**
Pillar I -- Helping Kansas Families

President/Chancellor . . .

( ) has increased on-time graduation of Kansas underserved populations over the last five years.

( ) has not increased on-time graduation of Kansas underserved populations over the last five years.

Pillar II: Supporting Kansas Businesses

- **Talent Pipeline - Area of Focus**

  Foundational Metrics
  - **Enrollment and Graduates in Programs Leading to High Demand, Sustaining Wage Jobs - [Data is provided HERE on page ___]**
  - **Special Initiatives**
    - **Engineering Initiative**

- **Innovation - Area of Focus**

  Foundational Metric
  - **Industry Sponsored Research**

President/Chancellor   . . .

- [has/has not] selected programs, developed goals, and made progress toward those goals.

Progress on the Board of Regents' *Building a Future* goals.
Pillar II -- Supporting Kansas Businesses

President/Chancellor . . .

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

Pillar III: Advancing Economic Prosperity

President/Chancellor   . . .

- [has/has not] developed, documented, and communicated a plan for economic prosperity.

Progress on the Board of Regents' *Building a Future* goals.
Pillar III -- Economic Prosperity

President/Chancellor _____ . . .

( ) consistently exceeds expectations for this category.

( ) consistently meets expectations for this category.

( ) has shown progress during the past year.

( ) does not meet expectations for this category.

( ) I am unable to assess performance in this category.

~~Progress on the Board of Regents' *Building a Future* goals.~~
~~Pillar III -- Economic Prosperity~~

~~President/Chancellor . . .~~

~~( ) has developed, documented, and communicated a plan for economic prosperity.~~

~~( ) has not developed, documented and communicated a plan for economic prosperity.~~

Bedrock - Facilities Capital Renewal Initiative

The University [has/has not] funded its current maintenance assessment.

The above metrics are drawn from the *Building a Future* annual progress report, which you received at the February ~~2023~~ **2024** Board meeting. For more details on _____ University's metrics, please refer to the full report. Because 2021 was the first year of the new strategic plan, baseline metrics were provided for the 2021 assessments and each President and the Chancellor were asked at that time to comment on how he/she planned to improve the numbers, including a timeline. With ~~2023~~ **2024** being the ~~third~~ **fourth** year of the new strategic plan, we are able to provide data, but 2021 should still be considered baseline.

Progress on the Board of Regents' *Building a Future* goals.

Please use the space below for any comments you may have about President/Chancellor's performance in positioning the University to meet the Board of Regents' *Building a Future* Goals.
Comments made in this space will be shared only with other Regents, the Board President and CEO, and Board legal staff; comments made in this space will not be shared with the university CEO except as they may be included in the final consensus statement.

_____

_____

_____

_____

VII. Progress Toward 2023-2024 Board of Regents Goals.

[Board's 2023-2024 Goals, once adopted, will be listed here, e.g., **General Education Framework –** Ensures and monitors implementation of the Framework within all colleges; **Co-Requisite Math-** Ensures access to and monitors success rates of student participating in co-requisite education as compared to student in traditional math courses; etc.]

Progress on the 2023-2024 Board of Regents' Goals

President/Chancellor ...

[has/has not] developed, documented, and communicated a plan for meeting the 2023-2024 Board Goals and is making progress toward achieving those Goals.

Comments made in this space will be shared only with other Regents, the Board President and CEO, and Board legal staff; comments made in this space will not be shared with the university CEO except as they may be included in the final consensus statement.

_____

_____

_____

_____

~~VII.~~ **VIII.** Progress Toward Board Approved CEO Goals for ~~2022-2023. At least one proposed goal shall address an aspect of the Board's strategic plan and one proposed goal shall address strategy around engagement with the Legislature, including outcomes resulting from that engagement.~~ 2023-2024. At least two proposed goals shall address aspects of Building a Future with one focused on facilities renewal and a third proposed goal shall address

strategy around effective engagement with the Legislature, including outcomes resulting from that engagement.

Goal 1: [The CEO's Board-Approved Goals will be listed in these spaces for Section VIII.]

President/Chancellor's performance toward achieving this Goal . . .

( ) consistently exceeds expectations.

( ) consistently meets expectations.

( ) has shown progress during the past year.

( ) does not meet expectations.

( ) I am unable to assess performance in this category.

Goal 2:

President/Chancellor's performance toward achieving this Goal . . .

( ) consistently exceeds expectations.

( ) consistently meets expectations.

( ) has shown progress during the past year.

( ) does not meet expectations.

( ) I am unable to assess performance in this category.

Goal 3:

President/Chancellor's performance toward achieving this Goal . . .

( ) consistently exceeds expectations.

( ) consistently meets expectations.

( ) has shown progress during the past year.

( ) does not meet expectations.

( ) I am unable to assess performance in this category.

Goal 4:

President/Chancellor's performance toward achieving this Goal . . .

( ) consistently exceeds expectations.

( ) consistently meets expectations.

( ) has shown progress during the past year.

( ) does not meet expectations

( ) I am unable to assess performance in this category.

Goal 5:

President/Chancellor's performance toward achieving this Goal . . .

( ) consistently exceeds expectations.

( ) consistently meets expectations.

( ) has shown progress during the past year.

( ) does not meet expectations

( ) I am unable to assess performance in this category.

Goal 6:

President/Chancellor's performance toward achieving this Goal . . .

( ) consistently exceeds expectations.

( ) consistently meets expectations.

( ) has shown progress during the past year.

( ) does not meet expectations

( ) I am unable to assess performance in this category.

Progress Toward Board Approved CEO Goals for ~~2022-2023~~ 2023-2024.

Please use the space below for any comments you may have about the President/Chancellor's performance toward achieving her/his Board approved ~~2022-2023~~

2023-2024 Goals 1-6.

_____

_____

_____

~~VIII.~~ IX. Consideration of University CEO Proposed Goals for ~~2023-2024~~ 2024-2025. [Board may provide direction for CEO Proposed Goals here.]

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Goal 6:

Please use the space below to comment on whether you agree these are the goals on which President/Chancellor _____ should focus in academic year ~~2023-2024~~ 2024-2025.

_____

_____

_____

_____

2. **Discuss Board Member Conflict of Interest**　　John Yeary,
Disclosure and Act on Actual or Apparent Conflict　General Counsel

Summary and Staff Recommendation

In accordance with the Board's policy, a Regent has reported a potential conflict that has recently arisen. A summary of the report is before the Board today for review and determination of whether any restrictions should be placed on the Regent's participation in certain Board business related to the reported transaction.

The Governance Committee reviewed this item at its June 2023 meeting and recommends directing the involved Regent to excuse himself from participating on behalf of the Board in matters involving or related to this reported conflict.

Background

At its June 2010 meeting, the Board of Regents adopted policy governing Board member conflicts of interest. This policy calls for each Board member to disclose, at the time of taking office and subsequently as the need arises, certain transactional interests, memberships and affiliations, and provides that the Board will review the disclosures and make participation determinations.

Subsequent to the Board's annual review of Board Member disclosure statements in September and October last year, a Regent reported an additional, recent potential conflict. A summary of the disclosure is provided below.

In accordance with Board policy, the Board is to now:
- Determine whether the reported interest is potentially an actual or apparent conflict and if so;
- Include the reported interest in the minutes of a Board meeting; and
- With regard to each contract or transaction, direct the involved Regent to excuse himself from voting and participating on behalf of the Board in actions involving the reported transaction.

Summary of Disclosed Contracts or Transactions

The policy states that "any member of the Board who has a direct or indirect interest in any contract or transaction with the Board or any educational institution governed, coordinated or regulated by the Board shall disclose this interest to the Board in writing," and "no member of the Board having such interest shall participate on behalf of the Board in the authorization of any such contract or transaction." In addition, when a Regent has an actual or apparent conflict in any matter before the Board, "the member with the conflict shall not vote on the matter, . . . [and] shall not participate in or attend Board discussion of the matter" except in limited circumstances as determined by the Board.

The transaction in which the reporting Regent has disclosed a direct or indirect interest is as follows:

- Regent Benson has been accepted to the Pittsburg State University School of Business to obtain a Masters in Business Administration and will begin his studies this summer.

When other Regents reported a similar potential conflict last November and May, the Governance Committee noted the importance of the Board encouraging individuals to pursue their educational aspirations and discussed the potential conflicts that may arise when a regent is also a student at a university including the program in which the regent is enrolled coming before the Board for adjustments in fees or tuition, or for program review. The Committee on both occasions recommended that the Regents should excuse themselves from any Board action directly impacting the program in which they are enrolled, and the Board concurred. The Governance Committee recommends the same direction be given to Regent Benson to excuse himself from participating on behalf of the Board in matters involving or related to this disclosed interest.

    E.   *Other Matters*

        1.   **Act on Request to Name a Building—WSU**   President Muma

        2.   **Act on Request to Name a Building—WSU**

        3.   **Act on Request to Approve Granting Honorary Degrees—WSU**

        4.   **Act on Request to Name a Room—KSU**   President Linton

VII.   **Executive Session**

Board of Regents – Personnel Matters Relating to Non-Elected   Kathy Rupp Room
Officials

DISCUSSION AGENDA

VIII.   **Executive Session**
     Board of Regents—Personnel Matters Relating to Non-Elected   Board Room
     Personnel

IX.   **Consideration of Discussion Agenda**
     A.   *Technical Education Authority*
         Receive a Technical Education Authority Update   Ray Frederick, TEA Chair

Summary

The Kansas Postsecondary Technical Education Authority (TEA) continues to improve and expand Career and Technical Education within Kansas. Since December 2022, along with items the Board has already acted on, such as New Program approvals, Excel in CTE fees, and Promise Act eligible programs, the TEA has reviewed and approved the HVAC Program Alignment revisions, the Machining & Manufacturing Technology program alignment revisions, received an update on the status of Department of Corrections education efforts, approved the Excel in CTE qualifying credentials, reviewed and supported the Governor's Education Council recommendations, and reviewed the Kansas Information Training Program (KTIP) report. Specifics regarding federal and state grant awards and performance results are provided below.

The TEA is continuing its review of existing programs using updated data and criteria and proceeding with reviewing extraordinary costs within the cost model with an intent to restart the individual program review process in the fall.

The TEA appreciates the effort of the Board to promote full funding of Excel in CTE, Tiered Technical Education State Aid and Non-Tiered Credit Hour Grants and will continue to work with the Board in advocating for adequate funding in these areas.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Awards
Goals
The Perkins V Kansas State Plan for CTE identifies the following goals:
1. Engage employers into Pathway/program planning, implementation, and review
2. Provide high-quality, affordable, accessible, and equitable CTE for all learners (including special populations)
3. Supply efficient academic integration
4. Implement effective work-based learning
5. Further align Pathways and programs

Funding
For FY2023, Kansas received $12,458,848, which is split evenly between secondary (KSDE) and postsecondary (KBOR).

According to the Perkins V law, postsecondary Perkins funding is subject to the following breakdown:
- 85% Pass through to eligible recipients
  - 85% - Local Grants – formula-based allocation
  - 15% - Reserve Fund – competitive grants
- 10% State Leadership Fund
- 5% State Administration

Local Grants

Over $4.5 million was allocated to twenty-six eligible postsecondary institutions based on full-time equivalent earned by Pell recipients in CTE programs. Funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the local comprehensive needs assessment and the institution's Perkins 4-year plan.

FY23 Recipients:

Barton Community College	$106,166
Butler Community College	$180,349
Cloud County Community College	$72,850
Coffeyville Community College	$112,829
Colby Community College	$108,387
Cowley Community College	$151,476
Dodge City Community College	$45,309
Flint Hills Technical College	$143,036
Fort Scott Community College	$136,817
Garden City Community College	$143,480
Highland Community College	$104,834
Hutchinson Community College	$375,802
Independence Community College	$27,985
Johnson County Community College	$339,377
Kansas City Kansas Community College	$396,680
Labette Community College	$85,288
Manhattan Area Technical College	$104,834
Neosho County Community College	$73,739
North Central Kansas Technical College	$265,193
Northwest Kansas Technical College	$221,661
Pittsburg State University	$51,084
Pratt Community College	$107,055
Salina Area Technical College	$106,610
Seward County Community College	$103,057
Washburn University & Washburn Institute of Technology	$244,760
Wichita State University Campus of Applied Sciences and Technology	$720,953

Reserve Funds

Eligible recipients can apply for the reserve funds to foster innovation or promote the development, implementation, and adoption of programs of study aligned with state-identified high skill, high-wage, or in-demand occupations and industries. The following two reserve grants were made available to local recipients in FY23:

Special Population Support Grant

The focus of the Special Population Support Grant is to address the needs of special populations and underserved groups of students by providing equipment and resources for the classrooms with high concentration of students in special populations. These groups include but are not limited to English language learners; students with disabilities; racial and ethnic minorities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents; out-of-workforce individuals; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

FY23 Recipients:

Cowley Community College	Classroom tools for Machine Technology, Non-Destructive Technology, and Welding.	$65,370
Johnson County Community College	Classroom sets of stethoscopes, blood pressure cuffs, pen lights, and shears for the LPN program.	$20,676
Northwest Kansas Technical College	Classroom technology bundles for Computer Graphics Technology and Cloud & Crypto Computing.	$48,699
Seward Community College	Classroom tools and personal protective equipment for Automotive Collision & Refinishing, Automotive Technology, HVAC, and Diesel Technology.	$80,503
Washburn Institute of Technology	Classroom sets of stethoscopes and sphygmomanometers for the LPN program. Classroom tools and PPE for Automotive Technology and Welding.	$47,345
Wichita State University Campus of Applied Sciences and Technology	English Language Learner equipment and resources for the LPN and Welding programs. Blind and visually impaired equipment for Culinary Arts.	$120,000
Total		$382,593

Kansas Industry and Labor Force Expansion Grant

The focus of the Industry and Labor Force Expansion Grant is to address the needs of Kansas employers by growing programs which prepare skilled workforce. Each applicant must identify a new (example: Panasonic, Scorpion, etc.) or growing Kansas employer(s) who would benefit from skilled workers in a specific occupation. Likewise, if a new Kansas employer pulls workforce from one part of the state, employers may have to replenish the workforce in another.

FY23 Recipients:

Barton Community College	Increase capacity for Associate Degree in Nursing and Practical Nursing satellite programs in Pratt to supply workforce for Pratt Regional Medical Center, KU Health Systems, Kiowa County Memorial Hospital, Haviland Care Center, Medicine Lodge, Stafford County and Pratt County Health Departments.	$111,596
Fort Scott Community College	Increase Welding capacity at the Southeast KS CTE Center in Pittsburg and supply workforce for Doherty Steel, Unique Metals Fabrication Inc., Niece Equipment, MidAmerica Pipe, Twister Trailers, AZZ Enclosure Systems, RFT Fabrication, etc.	$45,478
Independence Community College	Provide industry-standard equipment in Veterinary Nursing to support Heartland Vet Partners: Blue Pearl Pet Hospital and Mission Vet System.	$53,890
Johnson County Community College	Increase capacity in the Automation Engineer Technology program to meet labor demands from the new Panasonic location in De Soto.	$116,179
Kansas City Kansas Community College	Increase capacity in the Automation Engineer Technology, Electrical, and Welding programs to meet labor demands from the new Panasonic location in De Soto.	$76,209
Manhattan Area Technical College	Increase capacity in Welding to meet the demands of Landoll, Caterpillar, Great Plains, Cimarron Trailers, and Local Union #2.	$178,207

Northwest Kansas Technical College	Provide industry-standard equipment for the Electrical program to support Davis Electric Inc.	$97,502
Washburn University	Increase capacity in Diagnostic Medical Sonography to meet local labor demands at KUMC – St. Francis, Sabetha Hospital, Hiawatha Hospital, Holton Hospital, etc. Purchase up-to-date equipment for Automotive Technology to meet the needs of Laird Noller, Briggs Topeka, Goodyear, John Hoffer Chrysler Jeep Inc., and Jiffy Lube.	$37,810
Wichita State University Campus of Applied Sciences and Technology	Increase capacity in Carpentry and provide new equipment to meet the labor force needs of Crain Company 3D. Purchase industry-standard equipment for Veterinary Nursing to support the workforce needs of Veterinary Emergency and Specialty Hospital of Wichita.	$224,257
Total		$941,128

State Leadership

Board staff must conduct leadership activities to improve CTE, including support for the following:
- preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
- individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
- recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development;
- technical assistance for eligible recipients.

To meet these requirements, the following state-wide activities have been implemented:
- "Build Something Now" – state-wide CTE outreach campaign
- Non-Traditional Careers state-wide training in Salina, Kansas provided by the Kansas Center for Career and Technical Education (KCCTE)
- Corrections Grant to support CTE in correctional facilities across the state
- Support for faculty taking advantage of professional development opportunities provided by the Kansas Council for Workforce Education and KCCTE
- Integrating Academics and CTE grants
- Performance Targets Achievement Incentive grant
- On-going training and technical assistance to institutions provided by the Board staff

State Administration

Board staff must provide administration of the State plan including developing the State plan, reviewing local applications, monitoring and evaluating program effectiveness, assuring compliance with all applicable federal laws, providing technical assistance, and supporting and developing data systems.

<u>Federal Reporting</u>

Under the Perkins V legislation, eligible agencies are required to meet annual reporting requirements of the Consolidated Annual Report (CAR) efficiently and effectively. The CAR for the most recently completed program year is due on January 31 of the following year. Postsecondary performance in the last three years is included in the tables below.

	Academic Year 2020	Academic Year 2021	Academic Year 2022
Postsecondary Participants	34,346	33,078	42,067
Postsecondary Concentrators	29,915	26,187	30,441

Kansas Performance

	Academic Year 2020		Academic Year 2021		Academic Year 2022	
	Target	Actual	Target	Actual	Target	Actual
Post-program Placement	Data not yet available		63.7%	92.3%	63.7%	93.0%
Credentialing and Degrees	Data not yet available		59.5%	80.0%	59.5%	82.38%
Students in non-traditional fields (based on gender)	Data not yet available		6.3%	9.0%	6.3%	10.95%

State Innovative Technology Internship Grant Awards
Purpose of the Grant:
The State Innovative Technology Internship grant provides career technical education faculty with opportunity to participate in internships with business and industry partners for the purpose of updating knowledge and skills in their profession, vocation, or trade.
- The business and industry partner must provide a $1-1 match.
- Match can be in-kind, cash, or combination of the two.

Eligibility Requirements:
Faculty members must:
- Work at a two-year public postsecondary institution in Kansas
- Teach in a technical program

Summary of Internship Proposals:

Andrea Cahoone Flint Hills Technical College Business Technology	**$6,000** Dynamic Discs - Emporia, KS B/I Match: Intern Salary • Learn industry standards and how business/industry use computerized accounting systems to manage business • Assist with a needs assessment to gain understanding about how each department in the organization can benefit from a computerized accounting system • Observe data driven decision making within the organization • Provide real world examples and up-to-date information to students regarding computerized accounting systems students may come across in the field • Learn up-to-date industry standards to help students understand trends and business practices

Shannon Crouch Flint Hills Technical College Graphic Arts Technology	**$3,000** Mainline Printing - Topeka, KS B/I Match: Intern Salary • Learn current techniques and ideas in finishing and binding, offset, digital, and wide format from live production to incorporate into the classroom curriculum • Learn new technology, tips, and general knowledge of the production floor to implement in the Graphic Arts Program • Build a partnership with the company to offer student tours and possible job placements after graduation • Incorporate knowledge and skills from internship into the curriculum to improve student confidence in tuning equipment to print and finish their own projects
Randy Culbertson Highland Community College Auto Collision Repair & Paint	**$6,000** Car City Wholesale – Edwardsville, KS B/I Match: Intern Salary • Learn about new technology and materials being used in industry • Stay current and skilled at body work and painting, while learning up-to-date industry standards • Provide real-world examples to students of what the industry is looking for in an employee • Learn current trends in the industry to help students be better prepared to start their careers
Casey Gormley Highland Community College Early Childhood Education	**$5,985** NEK Multi-County Health Department – Hiawatha, KS B/I Match: $5057 Intern Salary/$928 Training Costs • Learn about additional career possibilities for students who obtain their Early Childhood Certificate • Take part in early childhood initiatives being offered to allow for future partnerships and opportunities for student observation • Share knowledge and experience with providers and the community to promote the importance of quality early childhood education and care • Provide real world examples and potential career paths in addition to the typical childcare pathway • Gain better understanding of observation site programs to help students understand provider programs and processes

Cody Scott Washburn Institute of Technology Welding	**$3,240** Ernest-Spencer Metals - Meriden, KS B/I Match: Intern Salary - Learn what materials and welding processes are being used in industry to keep instructor up to date - Enhance instructor's welding with the GMAW process and improve modern fabrication practices - Enhance the partnership with business/industry and improve alignment with student outcomes - Prepare students for workforce alignment expectations and improve student learning outcomes - Learn about different welding wire and the changes in technology with new welding machines

Adult Education Provider Awards

Background

In FY22, Kansas Adult Basic Education, Adult Secondary Education, and English as a Second Language classes assisted 5,213 adults in improving their basic skills, preparing for the GED® Test, and entering postsecondary education. Instruction was provided by local programs at community and technical colleges and unified school districts, and over 30% of adult education participants earned a postsecondary or industry-recognized credential while enrolled or within a year of exiting Adult Education. Learners entered programs with less than college or career ready skills in math, reading, writing, or listening and logged more than 459,300 hours in the classroom improving these skills. In FY2023, with two months left in the fiscal year, programs have already served over 5,800 participants in Adult Education.

Success in transitioning to higher education is attributable to multiple factors, including the collaboration with career technical education programs, the incentives provided by performance-based funding, and the integrated career pathways model, Accelerating Opportunity: Kansas (AO-K).

Funding

FY24 Estimated Adult Education Funding Allocations		
State Funds		**$ 1,457,031**
Digital Literacy/Testing	$ 57,031	
Federal Funds:		**$ 4,682,951**
Flow-through to Adult Education Programs	$ 3,508,004	
Integrated English Literacy and Civics Education	$ 409,796	
Integrated English Literacy and Civics Education Administration	$ 21,029	
Administration	$ 212,606	
Leadership Activities	$ 531,516	
Total		**$ 6,139,982**

FY24 Estimated Adult Education Provider Awards	
State Funds	$ 1,400,000
Federal Flow-through Funds	$ 3,508,004
Federal Integrated English Literacy and Civics Education Funds	$ 409,796
Total	**$ 5,317,800**

State and federal funds also provide adult education students access to services such as unlimited pre- and post-testing with the Test for Adult Basic Education (TABE), and a variety of online educational support programs to improve basic skills, prepare for the high school equivalency test (GED), and improve English language and literacy skills.

The following funding formula, approved by the Kansas Postsecondary Technical Education Authority and the Kansas Board of Regents, is utilized to allocate funds:

Base Funding	**30%**
Institutional Grant	17%
Enrollment	11%
Need *(Determined by eligible population at beginning of each grant cycle)*	2%
Performance Funding	**70%**
Outcomes	45%
Quality Points	25%

FY24 Estimated Grant Awards

Barton Community College	$ 185,381
Butler Community College*	$ 309,152
Cloud County Community College	$ 122,988
Colby Community College	$ 182,298
Cowley Community College	$ 163,955
Dodge City Community College*	$ 240,192
Flint Hills Technical College	$ 144,164
Garden City Community College*	$ 349,821
Highland Community College	$ 172,703
Hutchinson Community College	$ 201,922
Johnson County Community College*	$ 835,026
Kansas City Kansas Community College*	$ 436,249
Lawrence USD 497	$ 145,772
Manhattan Area Technical College	$ 158,647
Neosho County Community College	$ 306,115
Paola USD 368	$ 264,128
Salina USD 305	$ 198,836
Seward County Community College*	$ 321,078
Washburn University	$ 263,859
WSU Tech*	$ 384,330

TOTAL $ 5,386,616

*Indicates those providers receiving funds for Integrated English Literacy and Civics Education activities.
+$68,816 carryover funds

    B.   Other Matters

        1.   **Receive Healthcare Workforce Recommendations**   Scott Smathers, VP,
                                                                    Workforce Development

             ➢ *Talent Pipeline – Graduates in High Demand,*
                Sustaining Wage Fields

Summary

One of the Board of Regents (Board) goals this year is to work with industry partners to develop initiatives that will help address the state's healthcare workforce shortages. An Advisory Committee was created by Board staff and charged with creating a list of realistic recommendations that will help Kansas increase the number of working nurses in our state, with a focus on areas where the nursing shortage is most critical. This list was to include, but not be limited to, recommendations on how to expand nursing education programs in Kansas.

Members of the Advisory Committee were composed of university and two-year college leaders in nursing preparation programs, the Kansas Hospital Association, the Kansas Board of Nursing, the Rural Health Education and Services organization, and Board staff.

Background and Recommendations

During the Board's strategic planning session last summer, a goal of working with industry partners to develop initiatives addressing teacher and healthcare workforce shortages under the "Building a Future: Talent Pipeline" effort was established.

To help in the creation of healthcare workforce recommendations, Board staff created an Advisory Committee which was composed of Jaron Caffrey from the Kansas Hospital Association, Joyce Grayson from the Rural Health Education and Services Organization, Kathy Kottas from Barton Community College, Sally Maliski from the University of Kansas Medical Center, Carol Moreland from the Kansas Board of Nursing, and Mary Carol Pomatto from Pittsburg State University. This group met multiple times this past year and has created the following recommendations for Board consideration:

Kansas Board of Regents/Kansas Board of Nursing

- As recommended by the Governor's Education Council, the Kansas Postsecondary Technical Education Authority, in partnership with the Kansas State Department of Education, should develop healthcare pathway programs, mentoring, and outreach starting in middle school and continuing through a bachelor's degree. While some healthcare programs have age restrictions for entry or to get a license, students should be exposed to programs including, but not limited to, Certified Nursing Assistant (CNA), Medical Assistant, Emergency Medical Technician, Phlebotomy, and Pharmacy Technology.

Pathways should involve associated career and technical student organizations where applicable, as they are already directly involved in this effort.

- The Kansas Board of Regents, in partnership with the Kansas Department of Health and Environment should promote and raise awareness of the Kansas Community Healthcare Worker Certification program (kschw.org/certification/) while ensuring that educational institutions offer this certification as part of their program opportunities.

- The Kansas Board of Nursing and the Kansas Board of Regents should create a committee to examine potential for enhanced alignment of the Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) curriculums as well as their associated prerequisites. This alignment would enhance the

ability of nursing programs to share faculty and smooth transitions for students in Licensed Practical Nurse (LPN) to Registered Nurse (RN) and RN to BSN programs.

- Working with the Kansas Board of Nursing, the Kansas Board of Regents should consider offering a program at postsecondary institutions that allows students to get licensed as mental health technicians. There is a statewide shortage of mental health technicians and limited opportunities in Kansas for people to get licensed.

Legislation/Funding
- The Kansas Nursing Service Scholarship program should be expanded to aid people who want to get their nursing degree through their master's degree in nursing. At a minimum it should include LPN to RN, RN to BSN, and BSN to Master of Science in Nursing students.

Expanding this scholarship program will require additional funding and should include the removal of the employer sponsorship requirement.

- The Nursing Initiative Grant should be increased to $10 million with a portion of the funds being allocated to multi-year commitments and to National Council Licensure Examination (NCLEX) preparation programs to help students pass the NCLEX exam. The need for this increase is due to more institutions being involved, rising expenses and equipment costs, and the increased cost of educating students and preparing them for the NCLEX exam.

- Enhanced funding should be provided to support the recruitment and retention of nursing instructors. Too many instructors are leaving the state and/or education field to accept more lucrative opportunities.

- A scholarship program that also includes paying for required licensure examinations should be created for Allied Health students who agree to stay and work in Kansas in their fields of study. A listing of programs that should qualify include Pharmacy Technicians, Clinical Laboratory Technologists and Technicians, Radiologic Technologists and Technicians, Medical Dosimetrists, Medical Records Specialists, Health Technologists & Technicians, Respiratory Therapists, Occupational Therapy Assistants, Surgical Technologists, Physical Therapy Assistants, and Diagnostic Medical Sonographers.

Kansas Health Care Provider Organizations/Business and Industry
- To heighten the positive image of nursing and other health professions, the health care provider organizations and other businesses/industries involved in the healthcare fields in Kansas should consider developing a statewide media campaign, dedicated to highlighting the role and rewards of the nursing profession.

Additionally, the campaign needs to emphasize the benefits and pathways that currently exist to become a nurse. It also needs to be shared with the K-12 school system so that students know of the opportunities that are available to them. Further consideration should be given to expanding the campaign to include other medical fields in the future.

- Led by the Kansas Hospital Association and other health care provider organizations with involvement from educational institutions, a committee of healthcare and education providers should be formed to create a universal student clinical onboarding process and compliance document for students/instructors involved with ADN and BSN clinical training sites in the state of Kansas. Establishing criteria for items such as standard student requirements and work environment expectations would lessen the administrative burden on both institutions and clinical locations.

General

- For the mutual benefit of all, higher education institutions, health care providers and other organizations should be encouraged and incentivized, to collaborate with each other. This collaboration should include staff, equipment, and other resources.

- A Kansas Center for Nursing Leadership and Workforce should be created. Kansas is one of only eleven states without a Nursing Workforce Center and as a result, healthcare leaders lack the data necessary to make informed nursing workforce decisions.

This facility could not only serve as a data center and research repository but could also serve as a resource for pursuing large, state-wide health care workforce federal grants.

- The Kansas Department for Aging and Disability Services should document and simplify the process that will allow CNA students to perform their clinicals at locations other than long-term care facilities. Too often, students believe these facilities are the only opportunity available to CNA graduates, when there are many other healthcare opportunities they can pursue.

2.   Receive the Apply KS "ALL STAR" Award   Tara Lebar, Associate
         Winners   Director, Academic Affairs

> ➢ *ACCESS—Enrollment Equity Gap*
>   *College Going Rate*

Summary

The All Star High School program seeks to recognize and encourage a set of best practice, postsecondary activities scheduled throughout a single school year. Each year the Kansas Board of Regents will recognize high schools in the APPLY Kansas campaign that program two additional college preparation events in addition to their APPLY Kansas application event. This series of events, continued in consecutive years, helps create a college going environment for the whole school community. The All Star program builds on the APPLY Kansas mission to increase college access by continuing through the application process. Students in these schools receive assistance in completing applications for admission, seeking financial assistance, and then seeing that postsecondary paths for all seniors are valued and celebrated.

Background

A college-going culture builds the expectation of postsecondary education for all students, not just the best students. When schools create a college-going culture, students are encouraged to explore the full range of career and education options following high school graduation within the high school experience.

The APPLY Kansas campaign requires high schools to host a college application event during or around the month of October each year. These events give students time and support during their school day to complete applications for universities, community colleges, technical colleges, or other training programs. Students interested in the military or going directly into the workforce complete their military applications or job applications during these events as well. While the lessons and support with the APPLY Kansas event alone will encourage students to begin their post-graduation plans, the All Star High School program encourages a best practice postsecondary education model that includes two additional postsecondary preparation events throughout the same school year.

APPLY Kansas All Star High Schools

All Star High Schools chose to host the following three events in the same academic year:
1. APPLY Kansas Application Event (October)
2. FAFSA Completion Event (October-February)
3. College Signing/National Decision Day (May)

FAFSA Completion Event: The Free Application for Federal Student Aid (FAFSA) opens for seniors on October 1st each year, so some high schools coordinate their FAFSA completion events with their application events. Some schools choose to do an evening event with parents and the assistance of a financial aid officer from a local institution. Students and families have space, time, guidance, and encouragement to fill out the FAFSA application to find out what financial opportunities are available at their various institutions. These events may happen multiple times during the school year from the fall to the winter semester.

Senior Signing Day/National Decision Day: May 1st, National decision day, is the deadline when most college applicants must accept or deny admission offers from many universities across the country. As this day falls close to graduation for our seniors, a college signing day event offers an opportunity to recognize and celebrate all the different destinations the graduating seniors are choosing. Schools can do this in a variety of different ways through bulletin boards, maps, announcements at senior award ceremonies, graduation, etc. The only requirement we have is that the activity recognizes all seniors in the class and

equally celebrates all the different places those graduates chose to go. Ideally, this is a public display for the entire school community to celebrate the senior plans as well.

By hosting and advertising these three college planning events each year, the APPLY Kansas site coordinators create an environment that shows all the different career paths as valuable, possible, and affordable. It shows younger students where their older peers in the community are going and that their dreams will be supported. These events help create a college-going culture where students plan a pathway beyond high school and learn that all levels of higher education are attainable and affordable.

2023 APPLY Kansas All Star High Schools
97 Kansas High Schools have qualified as 2023 APPLY Kansas All Star High Schools. 52 schools are receiving this award for the first time. They will receive a certificate and a large vinyl banner in the mail this summer (example #1). In 2022, 54 High Schools were recognized in our first year of the program, receiving an All Star banner. 45 of those schools are returning to be recognized this year, so they will receive a certificate and a 2023 star sticker to add to the banner hanging in their school (example #2).

We now have 48% of Apply Kansas high schools choosing to go above and beyond the scope of the application campaign, adding in additional programming to support their students in the college planning process.

All Star Awards

Ex #1: First Year: Banner   Ex. #2 Years #2-5: Star Stickers

2022-2023 All Star High Schools			Minneola High School*	Minneola, KS
Ashland High School*	Ashland, KS		Minneola High School*	Minneola, KS
Basehor-Linwood High School*	Basehor, KS		Mission Valley Jr/Sr High School*	Eskridge, KS
Beloit Jr./Sr. High School*	Beloit, KS		Moscow High School	Moscow, KS
Blue Valley High School*	Randolph, KS		Mulvane High School	Mulvane, KS
Blue Valley West High School*	Overland Park, KS		Nemaha Central High School*	Seneca, KS
Bucklin High School*	Bucklin, KS		Neodesha High School	Neodesha, KS
Burlingame High School	Burlingame, KS		Ness City High School*	Ness City, KS
Burlington High School*	Burlington, KS		Newton High School	Newton, KS
Campus High School*	Wichita, KS		Northeast Magnet High School*	Bel Aire, KS
Cedar Vale High School	Cedar Vale, KS		Olathe East High School	Olathe, KS
Cheney High School*	Cheney, KS		Olathe North High School	Olathe, KS
Circle High School	Towanda, KS		Olathe South High School*	Olathe, KS
Clay Center Community High School*	Clay Center, KS		Olathe West High School	Olathe, KS
Clifton-Clyde High School	Clyde, KS		Osage City High School*	Osage City, KS
Council Grove High School*	Council Grove, KS		Ottawa High School*	Ottawa, KS
Deerfield High School	Deerfield, KS		Parsons High School*	Parsons, KS
Dighton High School*	Dighton, KS		Peabody-Burns High School*	Peabody, KS
Dodge City High School	Dodge City, KS		Quinter High School	Quinter, KS
Doniphan West High School	Highland, KS		Riley County High School*	Riley, KS
Ellinwood High School	Ellinwood, KS		Rossville Jr/Sr High School	Rossville, KS
Emporia High School*	Emporia, KS		Royal Valley High School	Hoyt, KS
Erie High School	Erie, KS		Russell High School*	Russell, KS
Eureka Jr. Sr. High School*	Eureka, KS		Salina South High School*	Salina, KS
F. L. Schlagle High School*	Kansas City, KS		Satanta High School	Satanta, KS
Fort Scott High School*	Fort Scott, KS		Scott Community High School	Scott City, KS
Fredonia Junior Senior High School*	Fredonia, KS		Sedan High School*	Sedan, KS
Frontenac High School*	Frontenac, KS		Sedgwick High School*	Sedgwick, KS
Garden City High School	Garden City, KS		Shawnee Mission North High School*	Overland Park, KS
Great Bend High School*	Great Bend, KS		Shawnee Mission South High School	Overland Park, KS
Greeley County High School*	Greeley, KS		Shawnee Mission West High School	Overland Park, KS
Halstead High School	Halstead, KS		Smoky Valley High School*	Lindsborg, KS
Hayden High School*	Topeka, KS		Stafford High School*	Stafford, KS
Hesston High School*	Hesston, KS		Sublette High School*	Sublette, KS
Hiawatha High School	Hiawatha, KS		Syracuse High School	Syracuse, KS
Hoisington High School	Hoisington, KS		Thomas More Prep-Marian HS*	Hays, KS
Hoxie High School	Hoxie, KS		Tonganoxie High School*	Tonganoxie, KS
Hugoton High School	Hugoton, KS		Topeka High School	Topeka, KS
Humboldt High School*	Humboldt, KS		Ulysses High School	Ulysses, KS
Jackson Heights High School*	Holton, KS		Wakefield High School*	Wakefield, KS
Kinsley Junior Senior High School	Kinsley, KS		Washburn Rural High School	Topeka, KS
Kiowa County High School	Greensburg, KS		Washington High School	Kansas City, KS
Labette County High School*	Altamont, KS		White City High School*	White City, KS
Liberal High School*	Liberal, KS		Wichita Heights High School	Wichita, KS
Lyons High School*	Lyons, KS		Wichita High School East	Wichita, KS
Macksville High School	Macksville, KS		Wichita High School North*	Wichita, KS
Maize High School	Maize, KS		Wichita High School South	Wichita, KS
Maize South High School	Wichita, KS		Wichita High School Southeast*	Wichita, KS
Marais des Cygnes Valley High School	Melvern, KS		Wichita High School West	Wichita, KS
McPherson High School	McPherson, KS		*denotes first year qualifier	

      3.   **Act on FY 2024 CEO Compensation**   Regent Rolph

X.   **Executive Session**

Board of Regents—Personnel Matters Relating to Non-Elected   Kathy Rupp Room
Personnel

XI.   **Adjournment**

AGENDA

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

Kansas Board of Regents
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Wednesday, June 14, 2023
10:30 a.m. – 12:00 p.m.

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person. Information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger, Chair
	A. Roll Call and Introductions	
	B. Approve minutes from May 30, 2023	
II.	**Consent Agenda**	
	A. MS in Global Strategic Leadership – FHSU	Jill Arensdorf
III.	**Discussion Agenda**	
	A. Act on Associate Degree Policy	Daniel Archer
	B. Act on Program Review Framework	Daniel Archer
	C. Act on Request to Offer Four Degree Programs in Jinhua, Zhejiang Province, China – KU	Barbara Bichelmeyer
	D. Act on Dual/Concurrent Task Force Recommendations	Regent Lane
	E. Act on Systemwide Transfer Associate Degree in Elementary Education	Paul Adams, FHSU
IV.	**Other Matters**	
	A. Receive Private Post-Secondary Report	Crystal Puderbaugh
	B. Strategic Plan Dashboard Update	Regent Lane
V.	**Suggested Agenda Items for the September 5th Virtual Meeting**	
	A. Introduce New BAASC Members & Approve Meeting Schedule	
	B. New Program Approvals	
	C. AY 2022 Performance Reports	
VI.	**Adjournment**	

MINUTES

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

**Board Academic Affairs Standing Committee
MINUTES**

Tuesday, May 30, 2023

The May 30, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 9:00 a.m. The meeting was held through Zoom with an in-person option at the Board office.

In Attendance:

Members:	Regent Kiblinger	Regent Benson	Regent Lane
	Regent Mendoza		

Staff:	Amy Robinson	Daniel Archer	Karla Wiscombe
	Sam Christy-Dangermond	Cindy Farrier	Charmine Chambers
	Gage Rohlf	Julene Miller	

Others:	Andy Howe, ESU	Aron Potter, Coffeyville CC	Amber Knoettgen, Cloud County CC
	Ashlie Jack, WSU	Angela Pool-Funai, FHSU	Barbara Bichelmeyer, KU
	Chuck Taber, K-State	Erik Perrins, KU	Heather Morgan, KACCT
	Howard Smith, PSU	Jason Sharp, Labette CC	Jane Holwerda, Dodge City CC
	Jennifer Ball, Washburn	Jill Arensdorf, FHSU	Karen Johnson, PSU
	Elaine Simmons, Barton CC	Laura Stephenson, Washburn	Kim Zant, Cloud County CC
	Linnea GlenMaye, WSU	Mark Watkins, Labette CC	Robert Klein, KUMC
	Rebeca Book, PSU	Luke Dowell, SCCC	Monette DePew, Pratt CC
	Sharon Kibbe, Highland CC	Tanya Gonzalez, K-State	Taylor Crawshaw, Independence CC
	Tom Nevill, Butler CC	Mario Medina, KU	

Roll call was taken for members and presenters.

Approval of Minutes
Regent Benson moved to approve May 17, 2023, meeting minutes, and Regent Mendoza seconded the motion. Regent Lane asked for "agenda" to be changed to "agent" on page 4. With no other corrections, the motion passed.

Consent Agenda
- Angela Pool-Funai presented an MS in Global Strategic Leadership at FHSU for approval. Regent Lane asked for more information on their projected student enrollment. Angela noted that the program meets the 20-student minimum for their third year projections, and they can provide more information at the next meeting.

  Regent Lane moved to table the proposal to review year-one numbers, and Regent Mendoza seconded. The motion passed unanimously. This program will be presented at BAASC on June 14th.

- Angela Pool-Funai presented a BAS in Applied Leadership at FHSU for approval. The primary target audience for this program is students with a military background, but will also be beneficial for community college and technical college students interested in a bachelor of applied science degree.

  Regent Benson moved to place the program on the Board consent agenda, and Regent Lane seconded. The motion passed unanimously.

- Chuck Taber presented a BA/BS in Addiction Counseling at K-State for approval. This program is in high demand in Kansas and is designed to provide treatment for people who suffer from addiction and other mental and behavioral disorders. It's a clinical program that will be delivered in a hybrid format and will use existing resources and faculty.

  Regent Mendoza moved to place the program on the Board consent agenda, and Regent Benson seconded. The motion passed unanimously.

- Barbara Bichelmeyer, Mario Medina, and Erik Perrins presented a BS in Cybersecurity Engineering at KU for approval. This degree is distinct from other cybersecurity programs as it is engineering-based and is designed to meet ABET accreditation requirements. As such, KU is also requesting approval to seek accreditation, and due to accreditation requirements, the program exceeds the 120-credit hour threshold, so the university is also requesting an exception to the 120-hour requirement.

  Regent Lane moved to place the program, and additional program requests as presented on the Board consent agenda, and Regent Benson seconded. The motion passed unanimously.

Discussion Agenda
- Regent Kiblinger moved to amend the agenda by tabling the Dual/Concurrent Task Force Recommendations until the June 14th meeting and changed the item order to hear the Associate Degree Policy right after the PSU request for an AA in General Studies. With a second from Regent Lane, the motion passed.

- Howard Smith presented a request to award an AA in General Studies at PSU. This proposal is an outgrowth of the National Institute of Student Success (NISS) discussions, and PSU has identified the creation of this degree as one of many strategies to improve student success, especially with persistence. This path will only be available for students pursuing a bachelor's degree at PSU. It will allow current students to be awarded a degree they have already earned and paid for. Howard noted that in the last three years, PSU had 570+ students with hours for such a degree. No additional resources or costs are required, and students can opt-out.

  Discussion ensued on potential concerns and how a broader policy could improve the reverse transfer process for students. It was noted that automating this process and having a true opt-out system in place would benefit students. Regent Kiblinger requested that the committee hear the draft Associate Degree Policy before voting on the PSU request.

  Daniel Archer presented a draft for Associate Degree Policy revisions. The revisions would create parameters for a limited pathway for universities to offer associate in arts degrees in general studies or liberal arts. Secondly, it will renew the system's commitment to reverse transfer. A committee will be created this summer to review reverse transfer communication and administrative practices.

  Regent Lane moved to approve the PSU request to award the AA in General Studies for the Board discussion agenda, with the understanding that when revisions to the Associate Degree Policy are

passed, it will supersede the PSU-specific request. With a second from Regent Benson, the motion passed unanimously. Revisions to the Associate Degree Policy will be carried over to the next BAASC meeting on June 14th.

- Daniel Archer provided draft language for an Instructional Workload Policy Standard. Institutional and rpk GROUP feedback helped determine that a policy should be created where each university must create an institutional policy. The draft policy was on page 65 of the agenda.

  Regent Lane moved to place the policy as presented to the Board discussion agenda, and Regent Mendoza seconded. The motion passed unanimously.

Other Matters

- Sam Christy-Dangermond presented changes to the K-State Performance Agreement. K-State requested a change to indicators #3 and #4 because the entity that provides the rankings for these indicators is no longer in operation. This would be in effect for the reporting year AY 2022. These changes were provided on pages 79-80 of the agenda.

  Regent Benson moved to approve the K-State Performance Agreement changes as presented, and Regent Mendoza seconded. The motion passed unanimously.

- Regent Mendoza provided an update from the Educator Work Force Task Force and its Registered Apprenticeship Program. This is a collaboration between KBOR and KSDE for a pilot program to start in Fall 2023, where 10-12 districts across Kansas participate. The program allows a person to work as a paraprofessional for a school district while acquiring the competencies needed to become an educator. Several funding sources will provide tuition assistance, and districts will be responsible for providing wages. More information will be provided as the pilot program advances.

- Daniel Archer provided an update on Program Review and the feedback from the draft framework presented to provosts last month. He noted that at least 5% of programs would need to be identified as underperforming, and provosts would prefer a preestablished figure which indicates a program is underperforming. The provosts would also prefer alternative language to "underperforming." Written feedback closed May 26th, and Daniel will have an updated policy ready for the BAASC June 14th meeting. Provost Arensdorf asked if there could be a virtual meeting with the provosts and Daniel Archer to discuss the draft framework before finalization. Regent Kiblinger stated she would be available for such a meeting over the next few weeks.

Adjournment

The next BAASC meeting is scheduled for June 14, 2023, at 10:30 a.m.

Regent Benson moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 10:12 a.m.

AGENDA

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

<div align="center">

Fiscal Affairs and Audit Standing Committee
Wednesday, June 14, 2023
10:15 am – 11:45 am
Board of Regents' Board Room

</div>

I. Old Business

    A. Approve minutes of May 17, 2023 committee meeting

    B. Follow up on issues raised during the May 30 teleconference call regarding FAA items on the Board's agenda and any other questions/clarifications

II. New Business

    A. Review Board Agenda Items under Fiscal Affairs

    B. **FAA 23-08** Monitor Progress on State University Capital Renewal Initiative

    C. Audits for committee review and discussion

    D. Other Committee Business

AGENDA

Board Governance Committee
Wednesday, June 14, 2023
9:30 - 10:00 a.m.

I.   ACT ON MINUTES FROM May 17, 2023

II.   CONSIDER 2022-2023 GOVERNANCE COMMITTEE TOPICS

A.   GOV 23-05, Review Board Member COI Disclosure and Make Recommendations to Address any Actual or Perceived Conflicts

B.   GOV 23-04, CEO FY24 compensation discussion – **Executive Session** – Personnel Matters Relating to Non-Elected Personnel

III.   NEXT MEETING DATES

Retreat?

MINUTES

<div align="center">

GOVERNANCE COMMITTEE
May 17, 2023 Minutes

</div>

The Kansas Board of Regents Governance Committee met on Wednesday, May 17, 2023. Regent Rolph called the meeting to order at 9:17 a.m. Proper notice was given according to law.

Members Present: Jon Rolph, Chair
                        Cheryl Harrison-Lee
                        Carl Ice

MINUTES
Regent Ice moved to approve the minutes of April 19, 2023. Regent Rolph seconded, and the motion carried.

BOARD CEO ASSESSMENT FORM
President Flanders presented the feedback received from university CEOs on the proposed amendments to the 2024 university CEO assessment form. The feedback was generally positive, with CEOs agreeing that the right things were being evaluated. One president suggested not looking back a full five years, particularly if the CEO being evaluated had not been in place for that long. President Flanders recommended no changes based on the feedback received. President Flanders then drew the Committee's attention to the draft document and the new Section VII staff added after the Committee decided in April that there should be a question about progress on the Board's 2024 goals. The Committee suggested moving reference to the Gen Ed package and Math Pathways to this new Section VII rather than including it with the list of Foundational and Supporting Metrics in Section VI. Chair Rolph asked whether the 3-year budget language in Section II was appropriate and the Committee decided it was. Chair Rolph also asked whether the statements regarding enrollment and graduation that will replace Questions 8-10, 13 and 15 in Section VI will be moved up to the narrative preceding Question 7 and Julene Miller indicated that they would. Regent Harrison-Lee moved to forward the proposed changes with the Committees revisions to the Board for consideration. Regent Ice seconded the motion, and it carried.

EXECUTIVE SESSION
At 9:36 a.m., Regent Ice moved, followed by the second of Regent Harrison-Lee, to recess into executive session for 20 minutes to discuss FY24 university CEO compensation, a personnel matter. Participating in the executive session were members of the Committee, President Flanders for a portion, General Counsel John Yeary, and Julene Miller. The motion carried. At 10:56 a.m., the meeting returned to open session and Regent Ice moved to extend the executive session by 4 minutes to 10:00 a.m. Regent Harrison-Lee seconded the motion and it carried. The meeting returned to open session at 10:00 a.m.

ADJOURNMENT
At 10:00 a.m., Chair Rolph adjourned the meeting.

AGENDA

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

System Council of Presidents
Kansas Board of Regents
June 14, 2023
10:30 a.m.

1. SCOCAO Report – Dr. McCloud

2. Associate Degree Policy – Daniel Archer

3. Reverse Transfer Update – Daniel Archer

4. Education Transfer Degree – Daniel Archer

5. Other matters

MINUTES

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

System Council of Presidents Meeting Minutes
May 17, 2023
Curtis State Office Building, Suite 530, 10:30 a.m.

The meeting was called to order by President File. President Muma moved that the minutes of the April 19, 2023, meeting be approved. The motion was seconded by Chancellor Girod and the motion carried. Dr. McCloud then presented the report of System Council of Chief Academic Officers (SCOCAO). The council met that morning and heard a transfer and articulation update. He reported that information on the courses that will be looked at is due at the end of the month. Karla Wiscombe talked to SCOCAO about concurrent and dual enrollment. The numbers are starting to climb again following lagging numbers during the coronavirus pandemic but have not yet recovered to 2019 levels. Tara Lebar presented the annual advanced placement report to SCOCAO. The number of students taking AP exams in Kansas and attaining the level of 3 or higher is down about 9%. Samantha Christy-Dangermond then gave SCOCAO a reminder that June 30 is the deadline to submit AY 22 performance reports so that those can be reviewed by Academic Affairs. Dr. McCloud stated that he gave a report on where they stand with KCIA, the Kansas Council on Instructional Administrators, who will sit for their summer retreat on June 8 and 9. They will center their discussion around the AA degree and full realization of reverse transfer.

Kelly Whitten from the University of Kansas gave the legislative report on behalf of Matt Casey. She reported the legislature adjourned sine die two and a half weeks prior and would not return for a veto session. The Governor vetoed two items affecting higher education: the DEI proviso and the comprehensive grant proviso language. Those vetoes were sustained. The omnibus budget stripped $5 million from need based aid, but the Governor vetoed that item also. $8.5 million was added for the NISS playbooks for the state universities, and $600,000 was added to Washburn for the same program. $10.5 million was added for the technical colleges for salary adjustments for faculty teaching specified programs, and university specific enhancements were added as well. The universities were included in the pay plan at 2.5% which is approximately $13 million. Ms. Whitten then discussed non-budgetary items. A bill to increase 529 plan options did not pass but there may be an interim committee on that topic. $20 million was appropriated for deferred maintenance. The increase in project size limits for engineering and architecture on-call did pass and went from $1 million to $1.5 million with an escalator. The Fort Hays State University affiliation bill was adopted. There will be an audit, conducted by the Legislative Division of Post Audit, of university DEI spending to be completed before the next legislative session begins. Universities were encouraged to track how the need-based aid appropriation is spent for future reporting. President Flanders noted a meeting will be held to determine reporting guidelines for this. There is also a DEI bill that was introduced this session that will be considered next session.

Board General Counsel John Yeary discussed the Fairness in Women's Sports Act. He reported the bill was vetoed by the Governor and that veto was subsequently overridden by the legislature. The legislation defines biological sex to mean the biological indication of male and female in the context of reproductive potential or capacity present at birth. The bill requires interscholastic, intercollegiate, intramural or club athletic teams or sports that are sponsored by a public educational entity or any school or private postsecondary educational institution whose students or teams compete against a public educational entity to be designated as one of the following based on biological sex: (1) males, men or boys; (2) females, women or girls; or (3) coed or mixed.

The legislation also provides that athletic teams or sports designated for females, women or girls shall not be open to students of the male sex. The State Board of Regents and others are required to adopt rules and regulations for the institutions governed by their respective entities to implement these provisions. General Counsel Yeary discussed other sections of the bill regarding new potential causes of action. Staff will develop draft regulations for Board consideration. General Counsel Year stated federal Title IX proposed regulations may conflict with this statute. The state law will be in effect as of July 1, 2023.

President File asked if there were any other matters to discuss and hearing none, the meeting was adjourned.

AGENDA

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

Council of Presidents
Kansas Board of Regents
June 14, 2023
11:00 a.m. or adjournment of SCOPs

1. Approve minutes of May 17, 2023 meeting

2. Report from Council of Chief Business Officers: Jeff DeWitt

3. Report from Council of Chief Academic Officers: Barbara A. Bichelmeyer, Ph.D.

    a.   Pending items for approval from Council of Chief Academic Officers (Attachment 1)

4. Report from Council of Student Affairs Officers: Tammara Durham, Ed.D.

5. Report from Council of Government Relations Officers: Kelly Whitten

6. Report from Council of Diversity Officers: Nicole Hodges-Persley, Ph.D.

7. Other matters

Attachment 1

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

May 17, 2023

I. General Information

A. Institution   Pittsburg State University

B. Program Identification

Degree Level:	Doctoral Program
Program Title:	Leadership
Degree to be Offered:	Doctor of Nursing Practice
Emphases:	Organizational Leadership or Educational Leadership
Responsible Department or Unit:	Irene Ransom Bradley School of Nursing
CIP Code:	51.3838
Modality:	Online
Proposed Implementation Date:	Summer 2024

Total Number of Semester Credit Hours for the Degree: 34 hours

II. Clinical Sites: Does this program require the use of Clinical Sites?   Yes

Over 100 clinical contracts and preceptor agreements are maintained with all major healthcare systems in the region, community facilities, schools, and other healthcare providers and sites. Contracts and preceptor agreements are added on a regular basis.

Education Emphasis students will be expected to set up a clinical agreement with a professor in a college/university nursing department/school or an education department in a healthcare organization to complete their TE 892 College Teaching Internship capstone course. The expected demand is highest in the Irene Ransom Bradley School of Nursing as the local available option. However, students could enroll in this program from across the United States and even into Canada. The demand from PSU students upon these agencies would be minimal, though they may collaborate with students from other universities. The Inter-Institutional Non-Binding Memorandum of Understanding for Clinical Affiliation Site Cooperation would not apply to this degree program.

III. Justification

Pittsburg State University currently offers a DNP degree with an emphasis in Advanced Practice Nursing. The Graduate Coordinator in the Irene Ransom Bradley School of Nursing receives an average of 2-3 unsolicited external inquiries per week from prospective students who are looking for a post-Master's DNP in Leadership. In the month of January 2023, there were 31 inquiring for this program. These inquiries come from Master's prepared registered nurses who are not advanced practice nurses, but desire the DNP degree to further their education and career. Additionally, a 2021 feasibility study demonstrated interest in this degree emphasis. A Leadership major with emphasis options in Organizational Leadership or Educational Leadership will prepare the nurse to lead in creating solutions for healthcare, paving the way for a healthier future for rural communities.

Pittsburg State University is the leading micropolitan university with the mission of improving lives through education. Adding the Leadership major under a DNP degree fits this mission at PSU and in the Irene Ransom Bradley School of Nursing.

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

A. Survey of Student Interest

A feasibility study was conducted in Spring 2021. The survey was made available to stakeholders through social media on the Irene Ransom Bradley School of Nursing Facebook account. It is impossible to determine how many people had access to the survey. Seventy percent of respondents were staff nurses in inpatient or community-based facilities. The remainder were in leadership positions, advanced practice nurses or retired.

Number of surveys administered: ………………	Unknown
Number of completed surveys returned: ……….	79
Percentage of students interested in program: …	53%

B. Market Analysis

An analysis of colleges and universities in Kansas and the states bordering the southeast corner of the state (Missouri, Arkansas, Oklahoma) was conducted. The Leadership DNP is only available at the University of Kansas (Kansas City, KS), Barnes Jewish College (Saint Louis, MO), Graceland University (Independence, MO), the University of Missouri (Columbia, MO), and the University of Oklahoma (Oklahoma City, OK). Only two of these programs are in close proximity geographically (University of Kansas – 115 miles; Graceland University – 130 miles; University of Missouri – 168 miles). All other regional options are greater than 250 miles away.

Fort Hays State University, Wichita State University, and Washburn University all offer a post-Master's DNP degree, but only for advanced practice nurses. They do not offer a DNP in Leadership for non-advanced practice nurses; therefore, the program Pittsburg State University is proposing would not compete with those existing programs.

Additionally, Pittsburg State University would offer a fiscal competitive advantage over these five universities. Please see the table below.

University	Total Program Tuition	Additional Fees
Pittsburg State University	Instate: $17,816 (34 credits) No out of State Tuition	None
University of Kansas	Instate: $ 21,288 (32 credits) No out of State Tuition	Campus fees - $207/semester
Graceland University	$31,350-34,500 (33 -36 credits) Private University – No Out of State Tuition	Clinical resource fees $25/year Program Support Fee - $18/course Research Fee - $50/credit (11 credits)
University of Missouri	$21,760 (33 credits) Out of State $39,303	No additional fees.
Barnes Jewish College	$28,805 (36 credits) Private College – No Out of State Tuition	Fees included in total tuition rate.
University of Oklahoma	Instate: $15,475 – 18, 326 (38-45 credits) Out of State ($40,470 – 48,925)	Fees included in tuition quotes.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	0	6	0	78
Year 2	0	12	0	162
Year 3	0	18	0	204

VI. Employment

According to the American Association of Colleges of Nursing (AACN), in AY 2021-2022 U.S. nursing schools turned away 91,938 qualified applicants from baccalaureate and graduate nursing programs due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints (Nursing Faculty Shortage Fact Sheet, available at https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf, p. 1). Additionally, in the same report 2,166 full-time faculty vacancies were identified and a need to create an additional 128 faculty positions to accommodate student demand. (p. 1). Compounding this issue is the fact that 1/3 of all current nursing faculty are expected to retire by 2025. This communicates the large potential for employment in the academic arena. According to the U.S. Bureau of Labor Statistics, the job outlook for 2021-31 for Health Education Specialists is 12% (much faster than average) (https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1).
The overall job outlook for Medical and Health Services Managers (Nurse Leaders included but not encompassing) is 28% (much faster than average). (U.S. Bureau of Labor Statistics, https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm)

Many of the prospective students for the proposed DNP in Leadership at PSU will already have one of these positions and will be adding to their educational qualifications to maintain those roles or advance in them.

VII. Admission and Curriculum

A. Admission Criteria
Doctor of Nursing Practice Admission Criteria:

- Admission to PSU Graduate College.
- GPA 3.5 or above cumulative GPA in graduate coursework.
- Three confidential letters of reference.
- Graduation from a nationally accredited nursing program.
- Documentation of RN licensure and current employment as a RN.
- Evidence of completion of separate graduate level nursing physical assessment, pharmacology, pathophysiology, and graduate level statistic courses.
- Applicants who are born outside of the U.S. must submit proof that they have passed the TOEFL or IELTS.
- Personal interview may be required.
- Proof of national certification is preferred but not required.
- Self-report of arrests, convictions, diversions, and/or current disciplinary action against all licenses, certifications and/or registrations or disciplinary action by a state board or a governmental agency.
- Signed Consent for Background Check Form.
- Applicants licensed and living in a state other than Kansas are required to complete Kansas Bureau of Investigation Background Check.

- Documentation of faculty-supervised practicum hours in the MSN.

B. Curriculum

Please see Attachment A for a list of Emphasis Core Courses.

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

Course #	Course Name	SCH
NURS 801	DNP Intensive Seminar	1
NURS 895	Interpreting Research for Evidence Based Practice	2
	Total Credits in the Semester	**3**

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

Course #	Course Name	SCH
NURS 808	Translation to Doctoral Leadership and Theory	3
NURS 889	Impact of Health Determinants	3
	Total Credits in the Semester	**6**

Year 1: Spring

Course #	Course Name	SCH
	Emphasis Core Course	3
NURS 920	Scholarly Project 1 – 48 practicum hours	1
	Total Credits in the Semester	**4**

Year 2: Summer

Course #	Course Name	SCH
NURS 894	Epidemiology	2
	Possible Educational Emphasis Core Course (Some courses only offered in the summer)	3
	Total Credits in the Semester	**2-5**

Year 2: Fall

Course #	Course Name	SCH
NURS 911	Tools for Practice Scholarship	2
NURS 920	Scholarly Project 2 – 96 practicum hours	2
	Total Credits in the Semester	**4**

Year 2: Spring

Course #	Course Name	SCH
NURS 900	Quality and Safety	3
NURS 920	Scholarly Project – 96 practicum hours	2
	Emphasis Core Course	3
	Total Credits in the Semester	**8**

Year 3: Fall

Course #	Course Name	SCH
NURS 920	DNP Scholarly Project – 48 practicum hours	1
	Emphasis Core Course	3
	Total Credits in the Semester	**4**

Year 3: Spring

Course #	Course Name	SCH
TE 892 OR HRD 858	College Teaching Internship – 144 practicum hours (Education Emphasis) OR Evidence Based Leadership Coaching	3
	Total Credits in the Semester	**3**

Total Number of Semester Credit Hours …………………………………………………. **[34]**

VIII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Cheryl Giefer	University Professor	PhD	Y	Health Education, Advanced Practice, Family	0
Barbara McClaskey	University Professor	PhD	Y	Advanced Practice, Family, Maternal-Child Health Nursing	5%
Janis Schiefelbein	Professor	PhD	Y	Nursing, with an emphasis in Health Promotion and Distance Education, Community Health Nursing	5%
Karen Johnson	Associate Professor	PhD	Y	Pharmacology, Advanced Practice, Family, Nursing Education	15%
Jennifer Harris	Associate Professor	PhD	Y	Advanced Practice, Family	15%
Amy Hite	Professor	DNP/EdS	Y	Advanced Practice, Family	0
Kristi Frisbee	Associate Professor	DNP	Y	Leadership, Educational Leadership, Community Health, Scholarly Project	20%
Gena Coomes	Assistant Professor	PhD	Y	Nursing, Nursing Education	5%
Trina Larery	Assistant Professor	DNP	Y	Advanced Practice, Family, Nursing Education	5%
Ashleigh Heter	Assistant Professor	DNP	Y	Advanced Practice, Family	5%
Mandi Alonzo	Assistant Professor	PhD	Y	Nursing, Advanced Practice, Psych/Mental Health, Nursing Education	20%
Tracy Stahl	Assistant Professor	DNP	Y	Advanced Practice, Family, Pediatrics	5%

Number of graduate assistants assigned to this program …………………………………………. **[0]**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	0	0	0
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	0	0	0

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$40, 872	$84,888	$106,896
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		$40, 872	$84,888	$106,896
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$40,872	$84,888	$106,896

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Each of the courses in the plan of study are already being taught at PSU. This new program would only result in increased enrollment in existing courses. There will be no additional costs to begin this program.

Personnel – New Positions

No additional personnel will be required to support this program.

Start-up Costs – One-Time Expenses

No start-up costs will be incurred with this new program.

Operating Costs – Recurring Expenses

No recurring expenses will be incurred with this new program.

B. Revenue: Funding Sources

Tuition and Fees per credit hour for the Doctor of Nursing Practice Program: $524. We anticipate 6 students enrolling in each cohort:

Year 1: $524 x 6 students x 13 credit hours = $40,872
Year 2: $524 x 6 students x 14 credit hours = $44,016 + $40,872 (for the 2nd cohort of Year 1) = $84,888
Year 3: $524 x 6 students x 7 credit hours = $22,008 + $44,016 (for the 2nd cohort of Year 2) + $40,872 (for the 3rd cohort of Year 1) = $106,896

C. Projected Surplus/Deficit: Starting with Year 3, if 6 students start and end in the projected time frame, the projected surplus would be $106,896/year.

XI. References

American Association of Colleges of Nursing. (2022). *Fact sheet: Nursing faculty shortage.* American Association of Colleges of Nursing. Retrieved November 7, 2022 from https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf

Barnes Jewish College Goldfarb School of Nursing. (2022). *Doctor of Nursing Practice (DNP) – Post-MSN option: Estimated tuition and   fees.* Barnes Jewish College. Retrieved November 7, 2022 from https://www.barnesjewishcollege.edu/Portals/0/DNP%20Cost%20Sheets%2022.pdf

Graceland University. (2022). *Doctor of Nursing Practice*. Graceland University. Retrieved November 7, 2022 from https://www.graceland.edu/programs/doctor-of-nursing-practice/

Pittsburg State University. (2022). *Tuition and fees.* Pittsburg State University. Retrieved November 7, 2022 from https://www.pittstate.edu/admission/tuition-and-costs.html

Sinclair School of Nursing (2022). *Doctor of Nursing Practice (DNP) degree information.* University of Missouri. Retrieved November 7, 2022 from https://nursing.missouri.edu/academic-programs/doctor-of-nursing-practice/

U.S. Bureau of Labor Statistics. (2022). Health education specialists and community health workers. *Occupational Outlook Handbook.* Retrieved November 7, 2022 from https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1.

U.S. Bureau of Labor Statistics. (2022). Medical and health services managers. *Occupational Outlook Handbook.* Retrieved November 7, 2022 from https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm

University of Kansas. (2022). *School of nursing tuition and fees guide.* KU Medical Center: The University of Kansas. Retrieved November 7, 2022 from https://www.kumc.edu/academic-and-student-affairs/departments/registrars-office/tuition-and-fees/school-of-nursing-tuition-and-fees-guide.html

University of Oklahoma. (2022). *Tuition and fee estimate for College of Nursing – Doctor of Nursing Practice (DNP) program – full time.* University of Oklahoma Health Sciences Center. Retrieved   November 7, 2022 from https://financialservices.ouhsc.edu/Portals/1354/assets/bursar/TF_AY2023/NURS-DNP.pdf?ver=2022-07-13-083036-360

Attachment A

Emphasis Core Courses (12 Hours):

Organizational Leadership	CR	Educational Leadership	CR
HRD 852 Organizational Development and Change (48 hours)	3	*In Collaboration with Advisor, Select 9 hours from:* TTED 750 Mentoring Principles for Professionals TTED 779 Instructional Methods TTED 832 Needs Assessment TTED 845 Instructional Planning and Curriculum Development TTED 893 Student Assessment Development in Career and Technical Education LDSP 870 Grant Writing and External Resources PSYCH 810 Advanced Educational Psychology	9
TTED 802 Adaptive Leadership	3		
TTED 832 Needs Assessment	3		
HRD 858 Evidence Based Leadership Coaching	3	TE 892 College Teaching Internship – 144 practicum hours	3
Total Emphasis Core Hours	12		12

MINUTES

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

MINUTES

Council of President Kansas Board of Regents
Suite 530/Zoom
May 17, 2023

Members Present:
Chancellor Doug Girod, University of Kansas – Chair
President Richard Linton, Kansas State University
President Rick Muma, Wichita State University
Provost H.W. Smith, Pittsburg State University
President Ken Hush, Emporia State University
President Tisa Mason, Fort Hays State University

COUNCIL OF PRESIDENTS

Chancellor Girod called the meeting to order.

1. **Approve minutes of April 19, 2023 meetings**

   President Hush moved to approve. Seconded by Shipp. Minutes Approved

2. **Report from the Council of Chief Academic Officers**

   The Council of Chief Academic Officers met earlier in the morning. Barbara Bichelmeyer, University of Kansas Provost provided a report to the Council of Presidents.

   The Council received a report from the Council of Faculty Senate Presidents. Nate Brunsell indicated that COFPS has not met this week because of timing. He thanked COCAO and Sam Christy-Dangermond for their support. He introduced Victor Gonzalez, who is now KU's Faculty Senate President and Victor will present at the June COCAO meeting.

   There was a first read from PSU for a Leadership major for its Doctor of Nursing Practice (DNP).
   o The DNP has been in place for a number of years, but PSU is receiving requests to help fill a workforce need in Leadership.
   o The degree requires a MSN degree for admission.
   o KUMC is supportive, and PSU hopes to begin the major Fall 2024.
   o This request will be brought to COPs for action after a second read at COCAO.

   The following programs had a second read and were unanimously approved by COCAO are being presented to COPs for approval.

- o   MS in Global Strategic Leadership – FHSU
- o   BAS in Applied Leadership – FHSU
- o   BA/BS in Addiction Counseling – K-State
- o   BS in Cybersecurity Engineering – KU
- o   AA in General Studies – PSU

- COCAO approved the following requests which will be sent to Blake Flanders for final approval:
  - o   For FHSU to change the name of its BA in Foreign Language to a BA in Modern Language
  - o   For WSU to change the name of its MS in Mathematical Foundations of Data Analysis to a MS in Mathematical Data Science

- Other Matters
  - o   PSU is working on a supply chain management degree, named an interim dean of Dean of Technology, and is searching for a VP of Student Affairs & Enrollment Management
  - o   WSU and ESU are working on proposals to award associates degrees and will be bringing those forward in the future.
  - o   FSHU is working on a criminalistics degree proposal at the undergraduate level.
  - o   KSU will bring out of service area requests to offer in Olathe in manufacturing and technology. They have been approved by the JCERT Board.
  - o   KU is entering into a partnership with Zhejiang Normal University to offer in-person degrees in Education in Jinhua, China. KU will be seeking KBOR approval and then HLC approval before classes are offered on-ground.

President Muma moved and President Linton seconded to approve the following programs:

- o   MS in Global Strategic Leadership – FHSU
- o   BAS in Applied Leadership – FHSU
- o   BA/BS in Addiction Counseling – K-State
- o   BS in Cybersecurity Engineering – KU
- o   AA in General Studies – PSU

The motion passed.

3. **Report of the Council of Student Affairs Officer**

Council of Student Affairs Officers met this morning. Dr. Tammara Durham provided a   report to the Council of Presidents.

Council of Student Affairs Officers are transitioning from academic year to onboarding   our new incoming students at orientation programs.

They had a discussion on a variety of topics to include changes in sorority and fraternity life across KBOR institutions, enrollment and tuition, and third party contracts.

They sent their agenda setting for our annual joint AVP/VP meeting in June hosted by the University of Kansas.

4. **Council of Government Relations Officers**

   Kelly Whitten provided this report during the System Council of Presidents meeting.

5. **Council of Chief Diversity Officers**

   Council of Chief Diversity Officers met and Dr. Nicole Hodges Persley provided a report to the Council of Presidents.

   Dr. Hodges Persley provide and update on the Tilford Conference Symposium. Dr. Marché Fleming-Randle was a great success at Wichita State. The symposium brought community college representatives and Kansas institutions together to share best practices on important topics on a variety of topics.

   An update regarding the Tilford Conference was also provided. Danielle Dempsey-Swopes is hosting this annual event. The focus this year is on inclusion and belonging. The save the date has been issued for the October 5-6, 2023, at Washburn University.

   Discussions related to state legislation and shifts in national legislation and alignment of our Kansas community college, college, and university support goals were discussed. They will continue to make awareness of the GE seven bucket framework and overall KBOR strategic plan of Building a Future—they are working to translate our efforts to align with Building Kansas Futures.

   With many CDO transitions over the past 2 years at Kansas institutions, they will be updating the Kansas CDO page with updated CDO bios, incoming hair message, CDO best practices, Kansas CDO Report for 2022-2023, and CDO assignments for the academic year and projected service for 2023-2024. KBOR Council of CDOs chair handoff will occur this summer with K State CDO Rana Johnson taking over as chair for 2023-2024.

6. **Council of Chief Business Officers**

   The Council of Chief Business Officers met and Jeff Dewitt presented a report of their meeting to COPS.

   The group discussed the FY24 tuition and fee proposals and reviewed the calculation of the 2.5% state employee pay estimates. Tuition and Fee Proposals are being presented to Fiscal Affairs and Audit and will presented at the Board meeting.

   The group discussed additional metrics to measure financial health of the Universities. Possible metrics to include are Total Consolidated Net Position, Composite Financial Index, GU Fund Net Position and Enrollment. An area to describe actions to maintain fiscal stability could also be included. This snapshot will be presented at this year's budget retreat along with the standard data request from last year.

   Chad Bristow informed the group that the state approved the updated threshold limits from $1M to $1.5M.

   The current capital improvement process for both state and non- state funding sources and discussed the on-call contractors process with the group. During the summer months, COBO and KBOR will review the current longstanding practice of procuring on-call contractors. This will allow the group to improve the process and clarify the authorization. The group will begin discussing in June with clarification by the budget retreat.

The group will review the procurement policies and will provide feedback at the June COBO meeting.

The history of the tuition waiver and assistance policies was provided by Julene Miller. The group concluded that having two separate policies, tuition assistance and tuition waiver, is best. Only updates to the tuition assistance policy are recommended. The group will give comments to Julene by May 17th and will be included on the June board agenda.

The group discussed the proviso that will take effect in FY2025. The proviso requires employment applications as well as any entity we enter into a contract with to certify through e-verify. Most human resource departments are already administering the employment application piece. This a state-wide requirement and we should receive guidance from the Department of Administration.

President Linton moved to adjourn and it was seconded by President Muma.

AGENDA

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA
Wednesday, June 14, 2023
8:30 – 9:00 a.m.

The System Council of Chief Academic Officers (SCOCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Mickey McCloud, Co-Chair
	A. Roll Call and Introductions	
	B. Approve Minutes from May 17, 2023	
II.	**Transfer and Articulation Council (TAAC) Update**	Jane Holwerda
III.	**Other Matters**	
	A. Systemwide Transfer Associate Degree in Elementary Education Discussion	Paul Adams, FHSU
	B. Discuss Fiscal Impact for Kansas Free Application Week	Tara Lebar
IV.	**Next SCOCAO Meeting – September 20th, 2023**	
V.	**Adjournment**	

MINUTES

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

<div align="center">

System Council of Chief Academic Officers
MINUTES

Wednesday, May 17, 2023

</div>

The May 17, 2023, System Council of Chief Academic Officers (SCOCAO) meeting was called to order by Co-Chair Mickey McCloud at 8:40 a.m. The meeting was held virtually through Zoom with an in-person option at the KBOR offices.

In Attendance:

Members:	Mickey McCloud, JCCC	Barbara Bichelmeyer, KU	Aron Potter, Coffeyville CC
	Chuck Taber, K-State	Howard Smith, PSU	Jill Arensdorf, FHSU
	Brent Thomas, ESU	Sarah Robb, Neosho County CC	Laura Stephenson, Washburn
	Shirley Lefever, WSU	Jane Holwerda, Dodge City CC	Daniel Archer, KBOR
	Scott Lucas, WSU Tech		

Staff:	Amy Robinson	Karla Wiscombe	Sam Christy-Dangermond
	Tara Lebar	Charmine Chambers	Marti Leisinger

Others:	Andrew Hippisley, WSU	Andy Howe, ESU	Angela Pool-Funai, FHSU
	Ashlie Jack, WSU	Brett Whitaker, FHSU	Cheryl Giefer, PSU
	Elaine Simmons, Barton CC	Janice Stover, Cowley CC	Jason Sharp, Labette CC
	Jean Redeker, KU	Jennifer Ball, Washburn	Jennifer Callis, SATC
	JoLanna Kord, ESU	Karen Johnson, PSU	Kim Zant, Cloud County CC
	Kristen Kremer, K-State	Linnea GlenMaye, WSU	Luke Dowell, SCCC
	Melanie Wallace, Allen CC	Monette DePew, Pratt CC	Mary Carol Pomatto, PSU
	NWKTC Representatives	Robert Klein, KUMC	Seth Kastle, FHSU
	Sharon Kibbe, Highland CC	Tanya Gonzalez, K-State	Taylor Crawshaw, Independence CC
	Tom Nevill, Butler CC	Tricia Paramore, Hutchinson CC	Victor H. Gonzalez, KU
	Susan Dumler, FHSU	Brad Bennett, SCCC	Susan Castro, WSU
	Steven Skinner, WSU	Seth Carter, Colby CC	Amber Knoettgen, Cloud County CC
	Vincent Bowhay, Indy CC		

Roll call was taken for members and presenters.

Approval of Minutes
Steve Loewen moved to approve April 19, 2023, meeting minutes, and Jill Arensdorf seconded the motion. With no corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update
Jane Holwerda presented the TAAC update. The Council did not meet in May. An email has been sent to Chief Academic Officers requesting to submit preliminary course information for four new courses for the October 6, 2023, Kansas Core Outcomes Groups Conference. TAAC recommends that each institution checks the Transfer Portal to ensure the accuracy of the current 116 Systemwide Transfer (SWT) courses.

Other Matters
- Karla Wiscombe presented the Concurrent/Dual Enrollment Report found at https://www.kansasregents.org/academic_affairs/dual-credit-cooperative-agreements/high-school-enrollments. This report previously consisted of only concurrent enrollment, and it has evolved to include concurrent, dual, and CTE enrollment information. She reviewed data on Kansas high school student enrollments in public higher education available on the Kansas Higher Education Statistics (KHEStats) website.

- Tara Lebar summarized the 2022 Advanced Placement (AP) reports. The 2022 AP Summary Report for both 2-year and 4-year institutions can be found at https://www.kansasregents.org/academic_affairs/credit_for_prior_learning/ap-clep-exams. Tara noted the following:
  - Data show increases in sectors for the number of test-takers, exam scores reported, and scores of three or above
  - College Board changed its AP Summary Report format to include new data points and may be interesting for institutions to review

- Sam Christy-Dangermond provided a reminder on the AY 2022 Performance Reports. The AY 2022 performance reports were emailed to institutional contacts on April 17, with a due date of June 30. If an institution hasn't received theirs, please get in touch with Sam at schristy@ksbor.org.

- Mickey McCloud presented a KCIA update. They have had conversations over the year with high school partners on dual credit and ways to mitigate the loss of HLC-qualified staff who deliver these courses. They also support the 4-year institution's interest in the importance of an AA degree and look forward to working with them to make reverse transfer more deliverable. The KCIA summer retreat is scheduled for June 8-9th, where they will look at ways to work with the system towards positive improvements.

Adjournment
The next SCOCAO meeting is scheduled virtually for June 14, 2023, at 8:30 a.m.

Barbara Bichelmeyer moved to adjourn the meeting, and Brent Thomas seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 8:59 a.m.

AGENDA

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA
Wednesday, June 14, 2023
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Barbara Bichelmeyer,
	A. Roll Call & Introductions	Chair
	B. Approve Minutes from May 17, 2023	
II.	**Council of Faculty Senate Presidents Update**	Victor Gonzalez, KU
III.	**First Readings**	
	A. Ph.D. in Clinical and Translational Science – KUMC	Robert Klein
	B. BS in Criminalistics – FHSU	Jill Arensdorf
IV.	**Second Reading**	
	A. DNP in Leadership – PSU	Howard Smith
V.	**Other Requests**	
	A. Request for Approval for Name Change of Department of Engineering Technology to the Department of Applied Engineering – WSU	Shirley Lefever
	B. Request for Approval to Change Names of Degree Programs – K-State	Chuck Taber
	- PSM in Applied Biosciences to MS in Applied Biosciences	
	- PSM in Applied Biosciences to MS in Applied Biosciences	
	- BS in Feed Science & Management to BS in Feed & Pet Food Science	
	C. Request for Approval to Change Names of Degree Programs – KU	Barbara Bichelmeyer
	- BSE in Elementary Teacher Education to BSE in Elementary Education	
	- BSE in Secondary Teacher Education to BSE in Secondary Education	
	- MA in Theatre to MA in Theatre & Performance Studies	
	- PhD in Theatre to PhD in Theatre & Performance Studies	
	- BFA in Theatre to BFA in Theatre Design	

      -   MFA in Theatre to MFA in Scenography

VI.   **Other Matters**
    A.   Discuss Opportunities (new degree programs, partnerships,   COCAO Members
       strategic initiatives, etc.) that Universities are Considering or
       Planning to Pursue in the Future

VII.   **Next COCAO Meeting – September 20th, 2023**
    A.   New Program Approvals

VIII. **Adjournment**

MINUTES

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

**Council of Chief Academic Officers
MINUTES**

Wednesday, May 17, 2023

The May 17, 2023, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Barbara Bichelmeyer at 9:08 a.m. The meeting was held virtually through Zoom with an in-person option at the KBOR office.

In Attendance:

Members:	Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU	Robert Klein, KUMC
	Chuck Taber, K-State	Howard Smith, PSU	Laura Stephenson, Washburn
	Brent Thomas, ES	Shirley Lefever, WSU	Daniel Archer, KBOR
Staff:	Amy Robinson	Karla Wiscombe	Judd McCormack
	Sam Christy-Dangermond	Cindy Farrier	Marti Leisinger
	Tara Lebar	Charmine Chambers	
Others:	Andrew Hippisley, WSU	Andy Howe, ESU	Angela Pool-Funai, FHSU
	Ashlie Jack, WSU	Brett Whitaker, FHSU	Cheryl Giefer, PSU
	Elaine Simmons, Barton CC	Janice Stover, Cowley CC	Jason Sharp, Labette CC
	Jean Redeker, KU	Jennifer Ball, Washburn	Jennifer Callis, SATC
	JoLanna Kord, ESU	Karen Johnson, PSU	Kim Zant, Cloud County CC
	Kristen Kremer, K-State	Linnea GlenMaye, WSU	Luke Dowell, SCCC
	Melanie Wallace, Allen CC	Monette DePew, Pratt CC	Mary Carol Pomatto, PSU
	NWKTC Representatives	Robert Klein, KUMC	Seth Kastle, FHSU
	Sharon Kibbe, Highland CC	Tanya Gonzalez, K-State	Taylor Crawshaw, Independence CC
	Tom Nevill, Butler CC	Tricia Paramore, Hutchinson CC	Victor H. Gonzalez, KU
	Susan Dumler, FHSU	Brad Bennett, SCCC	Susan Castro, WSU
	Steven Skinner, WSU	Seth Carter, Colby CC	Amber Knoettgen, Cloud County CC
	Vincent Bowhay, Indy CC	Mickey McCloud, JCCC	Aron Potter, Coffeyville CC
	Scott Lucas, WSU Tech	Sarah Robb, Neosho County CC	Jane Holwerda, Dodge City CC

Roll call was taken for members and presenters.

Approval of Minutes
Shirley Lefever moved to approve the April 19th, 2023, meeting minutes, and Brent Thomas seconded the motion. With no corrections, the motion passed.

Council of Faculty Senate Presidents (CoFSP) Update
Nate Brunsell, KU's faculty senate president and CoFSP Chair, provided the update. He introduced the incoming KU faculty senate president, Victor Gonzalez. Victor will be providing any updates to COCAO at the June meeting. The Council thanked Nate for all his work over the year.

First Readings
Howard Smith, Karen Johnson, Cheryl Giefer, and Mary Carol Pomatto presented the first reading for a DNP in Leadership at PSU. The proposed program will fulfill workforce needs and prepare nursing leaders for healthcare organizations and faculty for nursing programs. It's a 34-credit hour program (for students who have already earned the MSN) with emphasis options in Organizational Leadership or Educational Leadership. It will be offered in Summer 2024, has no initial new costs, and will be offered online. This program will be up for approval in June.

Second Readings
- Howard Smith moved to approve an MS in Global Strategic Leadership at FHSU, and Brent Thomas seconded. The motion passed unanimously.

- Brent Thomas moved to approve a BAS in Applied Leadership at FHSU, and Chuck Taber seconded. The motion passed unanimously.

- Jill Arensdorf moved to approve a BA/BS in Addiction Counseling at K-State, and Shirley Lefever seconded. The motion passed unanimously.

- Howard Smith moved to approve a BS in Cybersecurity Engineering at KU, and Brent Thomas seconded. The motion passed unanimously.

- Brent Thomas moved to approve an AA in General Studies at PSU, and Jill Arensdorf seconded. The motion passed unanimously.

These programs will be up for approval at the Council of Presidents (COPS) meeting later in the day and, if approved in COPS, will go to BAASC on May 30th.

Other Requests
- Jill Arensdorf presented a request to approve changing the name of the BA in Foreign Language to BA in Modern Language at FHSU. This change would update the title to reflect a better descriptor for more current options in the field.

  Howard Smith moved to approve the FHSU name change as presented, and Brent Thomas seconded. The motion passed unanimously.

- Shirley Lefever presented a request for approval to change the name of the MS in Mathematical Foundations of Data Analysis to MS in Mathematical Data Science at WSU.

  Jill Arensdorf moved to approve the WSU name change as presented, and Chuck Taber seconded. The motion passed unanimously.

These requests will go to Dr. Blake Flanders for final approval.

Other Matters
PSU will have a Supply Chain Management program coming soon, they have named an Interim Dean of the College of Technology, and are looking for a VP of Student Affairs and Enrollment Management. FHSU will have a BS in Criminalistics program coming soon. K-State will have a few out-of-service area requests for their Olathe campus for new programs in manufacturing and technology coming soon. WSU and ESU noted they are also working on associate degree proposals similar to the PSU proposal. KU has plans to bring forward a request to offer education degrees in China.

Adjournment
The next COCAO meeting is scheduled virtually for June 14, 2023, at 9:00 a.m.

Brent Thomas moved to adjourn the meeting, and Jill Arensdorf seconded the motion. With no further discussion, the meeting adjourned at 9:26 a.m.

CURRENT FISCAL YEAR MEETING DATES

Fiscal Year 2023

Board of Regents Meeting Dates	**Agenda Material Due to Board Office**
July 25-27, 2022	
September 14-15, 2022	August 24, 2022 at noon
November 16, 2022 (KSU)	October 26, 2022 at noon
December 14-15, 2022	November 22, 2022 at noon
January 18-19, 2023	December 28, 2022 at noon
February 15-16, 2023	January 25, 2023 at noon
March 22-23, 2023	March 1, 2023 at noon
April 19, 2023 (PSU)	March 29, 2023 at noon
May 17-18, 2023	April 26, 2023 at noon
June 14-15, 2023	May 24, 2023 at noon

MEETING DATES FOR FY 2024

Fiscal Year 2024

Meeting Dates

July 31-August 2, 2023 (Retreat)

September 20-21, 2023

October 18-19, 2023

November 15-16, 2023

December 20-21, 2023

January 17-18, 2024

February 14-15, 2024

March 20-21, 2024

April 17-18, 2024

May 15-16, 2024

June 19-20-2024

COMMITTEES (2022-2023)

Jon Rolph, Chair
Carl Ice, Vice Chair

Standing Committees

Academic Affairs	Fiscal Affairs and Audit	Governance
Shelly Kiblinger – Chair	Carl Ice – Chair	Jon Rolph – Chair
Cynthia Lane	Wint Winter	Carl Ice
Blake Benson	Cheryl Harrison-Lee	Cheryl Harrison-Lee
Diana Mendoza	John Dicus	

Regents Retirement Plan
Cheryl Harrison-Lee – Chair

Board Representatives and Liaisons

Education Commission of the States	Cheryl Harrison-Lee
Postsecondary Technical Education Authority	Mark Hess Keith Humphrey Cindy Hoover David Reist
Midwest Higher Education Compact (MHEC)	Cynthia Lane Blake Flanders
Washburn University Board of Regents	John Dicus
Transfer and Articulation Advisory Council	Shelly Kiblinger
Governor's Education Council	Wint Winter
Advantage Kansas Coordinating Council	Cynthia Lane Shelly Kiblinger

Regent Three Person Committee Meetings

Kansas State University	University of Kansas	Wichita State University
Emporia State University	Fort Hays State University	Pittsburg State University
Cynthia Lane – KSU Chair	Jon Rolph – KU Chair	Shelly Kiblinger – PSU Chair
John Dicus – ESU Chair	Carl Ice – FHSU Chair	Cheryl Harrison-Lee – WSU Chair
Blake Benson	Diana Mendoza	Wint Winter