MAY 14-15, 2014
Kansas Board of Regents

2013-2014
Fred Logan, Chair
Kenny Wilk, Vice Chair

FORESIGHT 2020
A Strategic Agenda for the State's Public Higher Education System

1. Increase higher education attainment among Kansas citizens

2. Improve alignment of the state's higher education system with the needs of the economy

3. Ensure state university excellence

FORESIGHT 2020

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

Foresight 2020 is a 10-year strategic agenda for the state's public higher education system. Originally adopted by the Kansas Board of Regents in 2010 and updated in 2012, the plan sets long-range achievement goals that are measurable, reportable, and ensure the state's higher education system meets Kansans' expectations. Find the full 2014 report and more at: kansasregents.org/foresight_2020.

INCREASE HIGHER EDUCATION ATTAINMENT

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

Measures
* Comparison of state demographics with higher education participation levels, including underrepresented groups
* Review of higher education participation levels by age groups, including traditional students (18-24), adults between the ages of 25-34, 35-44, and 45-64
* Comparison of Kansan's postsecondary attainment to the nation by age groups
* Overall number of Adult Basic Education (ABE) participants
* Percentage of ABE participants in postsecondary education
* First to second year retention rates at universities, community colleges and technical colleges
* Three-year graduation rates for community and technical colleges
* Six-year graduation rates for universities
* Student Success Index
* Number of certificates and degrees awarded by universities, community colleges and technical colleges
* Number of adults with college credit but no certificate or degree who are returning to complete a certificate/credential, associate or bachelor degree

IMPROVE ECONOMIC ALIGNMENT

Aspirations
* Respond to business and industry expectations for graduates and ensure all technical programs meet expectations of quality.
* Reduce workforce shortages in selected high demand fields by increasing the number of credentials and degrees awarded, including in STEM fields.
* Enhance understanding of the role of university research in supporting the economy.

Measures
* Performance of students on institutional assessments in three areas:
    1. Mathematics/Analytical Reasoning
    2. Written and Oral Communication
    3. Critical Thinking/Problem Solving
* Performance of students on selected third-party technical program certificate/credential assessments
* Percent of graduates employed in Kansas
* Average wages earned by graduates
* Improvement in quality measures on technical program outcome metrics
* Number of certificates and degrees awarded in selected high-demand occupations
* Percent of certificates/degrees awarded in STEM fields

ENSURE STATE UNIVERSITY EXCELLENCE

Aspiration
* Improve regional and national reputations of state universities.

Measures
* Improved institutional performance on quality measures compared to peers, including on select regional and national rankings
* Increase in proportion of federal research dollars awarded
* Increase in private giving to universities

BOARD GOALS 2013-2014

Approved by the Kansas Board of Regents

INCREASE HIGHER EDUCATION ATTAINMENT

1. As the Board pursues it strategic goal of increasing educational attainment in Kansas to 60 percent of resident adults having a credential or degree by 2020, it will develop a methodology for identifying the gap in what is currently produced and what is needed for tracking progress in reaching the goal. This new methodology will be included in the annual Foresight 2020 report in January of 2014.

2. The Board will continue its efforts to improve transfer and articulation of general education courses throughout the system (1) by approving a quality assurance policy submitted by the Transfer and Articulation Advisory Council and by the Board Academic Affairs Standing Committee and (2) by approving the proposed list of 13 additional courses for transfer by no later than January of 2014, and any other courses forwarded to the Board for approval by the Transfer and Articulation Advisory Council. In addition, the Board directs the Transfer and Articulation Advisory Council to begin addressing transfer issues of academic disciplines and report on its progress.

3. The Board will initiate a study on developmental education in the higher education system in Kansas and receive a set of recommendations for redesigning developmental education across the system no later than June of 2014.

IMPROVE ECONOMIC ALIGNMENT

4. With the assistance of university leaders, the Board will study how the universities and the state of Kansas can best take advantage of the National Bio and Agro-Defense Facility (NBAF) at Kansas State University, National Cancer Institute (NCI) designation at the University of Kansas, and other major initiatives at each of the governed universities.

ENSURE STATE UNIVERSITY EXCELLENCE

5. The Board will receive a panel presentation report from the CEOs of each of the research universities on the rankings that they track for their respective universities, and on the progress that they are making in improving those rankings.

6. In 2012-13, the Board adopted a policy on post-tenure review and charged each of the university CEOs to have their campus policies in place by April of 2014, except those that may need longer due to faculty negotiations. The Board will receive a panel presentation report from the leaders of the universities on their campus post-tenure review policies by no later than May of 2014.

★ LEADING HIGHER EDUCATION ★

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE
2013-2014 AGENDA TOPICS

BAASC 13-01: Continue to assess performance agreement format to promote alignment with Foresight 2020 goals and continue to review performance agreements annually – **COMPLETED**

BAASC 13-02: Review policy from Transfer and Articulation Council on quality assurance; discuss progress on transfer and articulation – **COMPLETED**

BAASC 13-03: Consider issues raised by entering into reciprocity compact for approval of out-of-state higher education institutions – **COMPLETED**

BAASC 13-04: Developmental education

BAASC 13-05: Teacher preparation – **COMPLETED**

BAASC 13-06: Academic Calendar – **COMPLETED**

BAASC 13-07: Academic Program Review Report

BAASC 13-08: Accreditation Report – **COMPLETED**

BAASC 13-09: Performance Reports

BAASC 13-10: Qualified Admissions Report – **COMPLETED**

BAASC 13-11: Distance Education Report

BAASC 13-12: Student Learning Outcomes Report

BAASC 13-13: Adult Education Report – **COMPLETED**

BAASC 13-14: New Degree Granting Authority (Private Postsecondary)

BAASC 13-15: Additional Degree Granting Authority (Private Postsecondary)

BAASC 13-16: Degree and Certificate Programs Submitted from Community and Technical Colleges

BAASC 13-17: New Degrees at Public and Municipal Universities

BAASC 13-18: Career and Technical Education Program Alignment

BAASC 13-19: Board Policies

FISCAL AFFAIRS AND AUDIT STANDING COMMITTEE
2013-2014 AGENDA TOPICS

FAA 13-01   Review and adopt Committee Organization and Agenda Plan for the year – **COMPLETED**

FAA 13-02   Review each of the state universities organizational (functional) financial reporting structures, and consider development of a policy that specifically requires the state university Chief Executive Officer to designate a Chief Financial Officer with a description of roles and responsibilities - **COMPLETED**

FAA 13-03   Further review and discussion of university budget issues i.e. balances, reductions, reallocations, enhancement requests and, specifically, resource plans and their alignment with strategic plans - **COMPLETED**

FAA 13-04   Review of FY 2015 KBOR Office operating budget – **COMPLETED**

FAA 13-05   Consider a change in state university audit procedures – **COMPLETED**

FAA 13-06   Update on KSU Veterinary Medical Center enhancement funding (2012 Session) – **COMPLETED**

FAA 13-07   Review and discuss changes to the capital budgeting process, including review of the Educational Building Fund - **COMPLETED**

FAA 13-08   Review current policies and consider whether a specific debt policy is needed

FAA 13-09   Receive Internal Audit plans and meet with state university Internal Auditors - **COMPLETED**

FAA 13-10   Review state universities Annual Financial Reports, including financial statistics and ratios – **COMPLETED**

FAA 13-11   Development of the FY 2016 and FY 2017 Unified State Appropriation Request (capital and operating)

FAA 13-12   Discuss and develop guidance FY 2015 State Universities tuition proposals - **COMPLETED**

FAA 13-13   Review and approve Johnson County Educational Research Triangle (JCERT) budgets (KU, KUMC, KSU) - **COMPLETED**

FAA 13-14   Study of financial projections related to Foresight 2020

KANSAS BOARD OF REGENTS GOVERNANCE COMMITTEE
2013-2014 AGENDA TOPICS

GOV 13-01   Review Committee Charter and Adopt Agenda/Schedule for the year – **COMPLETED**

GOV 13-02   Consider conceal carry legislation/process for studying – **COMPLETED**

GOV 13-03   Review university campus security reports – **COMPLETED**

GOV 13-04   Discuss CEO performance review format – **COMPLETED**

GOV 13-05   Consider university CEO search and selection processes and policies – **COMPLETED**

GOV 13-06   Develop university CEO compensation policy -- **COMPLETED**

GOV 13-07   Review policy on Council of Government Relations Officers (COGRO) – **COMPLETED**

GOV 13-08   Review policy on Concurrent Enrollment (faculty qualifications and 24 credit hour limit) - **COMPLETED**

GOV 13-09   Review student success plans progress

GOV 13-10   Review proposed revisions to policies

        Geographic Jurisdiction (create exception for courses delivered on military reservations pursuant to contract with federal government) – **COMPLETED**

        Multiple Year Appointments (KU proposal to add Med Center Clinical Track and Med Center Educator Track to types of appointments that may be made on a multiple year basis) – **COMPLETED**

        Advising (BAASC proposal on improving/updating advising policy) – **COMPLETED**

        Others as needed

GOV 13-11   Review proposed regulation amendments

        Coordinated Institution Regulations (update existing regulations)

        KU Qualified Admissions (address *Fisher* case concerns) – **COMPLETED**

        Others as needed

GOV 13-12   Review new board member orientation process – **COMPLETED**

GOV 13-13   Follow-up to Retreat Discussion on Board governance and ethics – **COMPLETED**

GOV 13-14   Discuss government relations/communications issues – **COMPLETED**

GOV 13-15   Recommend CEO monetary compensation for FY15

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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 785-296-3421.

Wednesday, May 14, 2014

Time			Committee/Activity	Location
8:45 am	-	10:00 am	Governance Committee	Conference Room B
8:45 am	-	9:30 am	System Council of Chief Academic Officers	Kathy Rupp Room
9:30 am	or	Adjournment	Council of Chief Academic Officers	Kathy Rupp Room
10:00 am	-	Noon	Council of Faculty Senate Presidents	Kan-Ed Conference Room
10:00 am	-	Noon	Students' Advisory Committee	Conference Room C
10:00 am	-	11:50 am	Fiscal Affairs & Audit Standing Committee	Board Room
10:30 am	-	Noon	Academic Affairs Standing Committee	Kathy Rupp Room
10:00 am	-	11:00 am	System Council of Presidents	Suite 530
11:00 am	or	Adjournment	Council of Presidents	Suite 530
Noon	-	1:15 pm	Lunch *Board of Regents & President Tompkins*	Conference Room B
Noon	-	1:15 pm	Lunch *Council of Chief Academic Officers*	Kathy Rupp Room
1:30 pm			Board of Regents Meeting	Board Room
6:00 pm			Dinner *Board of Regents and President Tompkins*	Rowe House

Thursday, May 15, 2014

Time	Committee/Activity	Location
7:30 am	Breakfast *Board of Regents, President Tompkins, and Kansas Private Postsecondary Education Advisory Commission*	Suite 530
8:45 am	Board of Regents Meeting	Board Room
11:30 am	Lunch *Board of Regents & President Tompkins*	Conference Room B

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.

Wednesday, May 14, 2014

I.   **Call To Order**   Regent Logan, Chair
    A.   *Approve Minutes*
         April 11, 2014 Special Meeting   *p. 6*
         April 16-17, 2014 Regular Meeting   *p. 7*

II.   **Introductions and Reports**
    A.   *Introductions*
    B.   *Report from the Chair*   Regent Logan, Chair
    C.   *Report from the President & CEO*   Andy Tompkins, President & CEO
    D.   *Report from Council of Presidents*   President Shonrock
    E.   *Report from Council of Faculty Senate Presidents*   Sheryl Lidzy
    F.   *Report from Students' Advisory Committee*   Chris Roberts

III.   **Standing Committee Reports**
    A.   *Academic Affairs*   Regent Moran
    B.   *Fiscal Affairs & Audit*   Regent McKechnie
    C.   *Governance*   Regent Logan

IV.   **Approval of Consent Agenda**
    A.   *Academic Affairs*
        1.   Act on Request for Approval of a Bachelor of Science   Gary Alexander,   *p. 17*
            in Health Studies – FHSU   VP, Academic Affairs

        2.   Act on Request for Approval of a Bachelor of Science   *p. 23*
            in Polymer Chemistry – PSU

    B.   *Fiscal Affairs & Audit*
        1.   Authorize Acceptance of Property - KSU   Eric King,   *p. 29*
                                                                       Director of Facilities

V.   **Consideration of Discussion Agenda**
    A.   *Other Matters*
        1.   Receive Emporia State University's Campus Master   President Shonrock   *p. 30*
            Plan

        2.   Act on Naming of Building   Chancellor Gray-Little *p. 30*

        3.   Act on Resolution to Designate Dr. Tom Bryant as   President Scott   *p. 31*
            President Emeritus of Pittsburg State University

B.   *Governance*   Regent Logan
     1.   Amend Board Policy Regarding Social Media   Julene Miller,   *p. 32*
                                                               General Counsel

C.   *Academic Affairs*   Regent Moran
     1.   Act on Request for Approval of a Clinical Doctorate in   Gary Alexander,   *p. 41*
          Speech-Language Pathology – KUMC   VP, Academic Affairs

D.   *Fiscal Affairs & Audit*   Regent McKechnie
     1.   Receive Presentation and Discuss University Tuition Diane Duffy   *p. 57*
          and Fee Proposals for FY 2015 (First Reading)   VP, Finance & Administration
          •   Fort Hays State University
          •   Emporia State University
          •   University of Kansas
          •   Kansas State University
          •   Pittsburg State University
          •   Wichita State University

     2.   Act on Johnson County Research Triangle (JCERT) FY   Diane Duffy   *p. 58*
          2015 Budgets – KU and KSU   VP, Finance & Administration

VI.   Executive Session
Board of Regents – Personnel Matters Relating to Non-Elected
Personnel

<u>**Thursday, May 15, 2014**</u>

VII.   Introductions and Reports
A.   *Introductions*
B.   *Report from System Council of Presidents*   President Heilman

VIII. Approval of Consent Agenda
A.   *Academic Affairs*
     1.   Act on Requests for Additional Degree Granting   Gary Alexander,   *p. 66*
          Authority for: VP, Academic Affairs
          a)   Bryan University
          b)   Colorado Technical University – Online
          c)   University of Nebraska

     2.   Act on Requests for Degree Program Submitted from   Blake Flanders,   *p. 69*
          Manhattan Area Technical College   VP, Workforce Development

     3.   Act on Request to Approve the Industrial Machine   *p. 71*
          Mechanic Program Alignment

MINUTES OF PREVIOUS MEETING(S)

I.   Call To Order   Regent Logan, Chair

    A.   Approve Minutes

KANSAS BOARD OF REGENTS
MINUTES OF SPECIAL MEETING
April 11, 2014

The Kansas Board of Regents met by telephone conference call on Friday, April 11, 2014. Chairman Fred Logan called the meeting to order at 12:00 p.m. Proper notice was given according to law.

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

EXECUTIVE SESSION
At 12:01 p.m., Regent Wilk moved, followed by the second of Regent Emert, to recess into executive session for 30 minutes to discuss personnel matters of non-elected personnel. Participating in the executive session were members of the Board, President Tompkins, and General Counsel Julene Miller. At 12:31 p.m., the meeting returned to open session.

ADJOURNMENT
Regent Moran moved to adjourn at 12:34 p.m., and Regent Emert seconded. The motion carried.

_____   _____
Andy Tompkins, President and CEO   Fred Logan, Chair

KANSAS BOARD OF REGENTS
MINUTES
April 16-17, 2014

The April 16, 2014, meeting of the Kansas Board of Regents was called to order by Chairman Fred Logan at 1:30 p.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

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

EXECUTIVE SESSION
The Board's executive session scheduled for 12:55 p.m. was canceled.

APPROVAL OF MINUTES
Regent Van Etten moved that the minutes of the March 12-13, 2014 meeting be approved. Following the second of Regent Wilk, the motion carried.

INTRODUCTIONS
The Chancellor introduced the KU students who were awarded the Harry S. Truman scholarship, the Barry M. Goldwater scholarship, and the Ernest F. Hollings Undergraduate scholarship. She also recognized students who received the Fulbright fellowship and the National Science Foundation Graduate Research fellowship.

GENERAL REPORTS

REPORT FROM CHAIR
Chairman Logan announced Regent Bangerter was named the Versatility Ranch Horse AQHA Reserved World Champion. The Chairman also reviewed the legislative session and stated most of the Board's priorities are included in the budget bill. He thanked Governor Brownback, Senate President Susan Wagle, and House Speaker Ray Merrick for their work. Regent Murguia thanked Chairman Logan and Vice Chairman Wilk for all their work this legislative session.

REPORT FROM COUNCIL OF PRESIDENTS
President Hammond presented the Council of Presidents' report. The Council received a report from the Council of Chief Academic Officers regarding streamlining the process for approving new academic programs. The CEOs want new programs that are approved unanimously by the Council of Chief Academic Officers to be forwarded that same day to the Council of Presidents for approval. The proposed process will require amendments to current Board policy. President Hammond stated the Council of Business Officers (COBO) reported on the proposed debt policy that the Board Fiscal Affairs and Audit Standing Committee has been working on. The CEOs would like to review and provide feedback on the proposed policy before it is sent to the Board for consideration. COBO also briefed the CEOs on state employee health plan issues.

The Council of Presidents approved the following programs: 1) Bachelor of Science in Health Studies (CIP 51.9999) – FHSU, 2) Bachelor of Science in Polymer Chemistry (CIP 40.0507) – PSU, and 3) Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) – KUMC. These programs will be forwarded to the Board for consideration. Additionally, the CEOs thanked the Board for their help with the legislative process.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Sheryl Lidzy presented the Council of Faculty Senate Presidents' report. The Council discussed the Board's social media policy, post-tenure review, and prior learning assessment. The Council has concerns about both post-tenure review and prior learning assessment. The Council thanked the Board for its work on the social media policy and the legislative process.

REPORT FROM STUDENTS' ADVISORY COMMITTEE

Chris Roberts presented the Students' Advisory Committee's report. The Committee discussed with Board staff the marketing process for transfer and articulation. The Committee also endorsed the reverse transfer policy. Mr. Roberts thanked the Regents for all the work done during the legislative session this year.

STANDING COMMITTEE AND OTHER REPORTS

ACADEMIC AFFAIRS

The Board Academic Affairs Standing Committee report was presented by Regent Moran. The Committee discussed transfer and articulation marketing strategies and quality assurance. Prior Learning Assessment was also discussed.

FISCAL AFFAIRS AND AUDIT

Regent McKechnie presented the Board Fiscal Affairs and Audit report. The Committee continued its discussion on the proposed debt policy. The universities' Capital Budget Requests were reviewed. The Committee discussed the FY 2015 tuition proposals. Regent McKechnie stated each university proposal should be broken into three categories: 1) existing operations – amount of tuition increase necessary to fund existing basic operations; 2) salary increases – amount of tuition increase necessary to fund any salary increases; and 3) other institutional enhancements – amount of tuition increase necessary to fund other enhancements. Additionally, the Committee reviewed and approved the JCERT budgets.

GOVERNANCE

Regent Logan presented the Governance Committee report. The Committee received the workgroup's recommendations and report regarding the Board Policy on Improper Use of Social Media. Regent Logan thanked the workgroup and its co-chairs (Kevin Johnson and Charles Epp) for their work. He noted the Committee received the workgroup's recommendations a week ago and after hearing from the co-chairs, the Committee worked on the policy. Regent Logan reported the Committee decided to retain current language of the policy that is taken from existing case law. However, the Committee is recommending moving the language out of the Suspensions, Terminations and Dismissals policy and into the general governance section of the Policy Manual as recommended by the workgroup. The Committee also decided to move the disciplinary language to the end of the policy and added language regarding the use of progressive discipline measures. He reported the Committee incorporated the workgroup's language regarding academic freedom and the First Amendment into the current policy. The Committee is recommending the following language, which was taken from the workgroup's recommendation, be used at the beginning of the policy:

> The Kansas Board of Regents strongly supports principles of academic freedom. It highly values the work of state university faculty members. Academic freedom protects their work and enhances the valuable service they provide to the people of Kansas.

The Board also supports this statement from the 1940 Statement of Principles of the American Association of University Professors:

"*College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.*"

Further, the Kansas Board of Regents recognizes the First Amendment rights as well as the responsibilities of all employees, including faculty and staff, to speak on matters of public concern as private citizens, if they choose to do so, including through social media.

This policy shall at all times be construed and applied in a manner that is consistent with the First Amendment and academic freedom principles.

Regent Logan directed staff to draft revisions to the policy incorporating the Governance Committee's recommendations, and then forward it to the Kansas Attorney General's Office for a review of its constitutionality, as was done for the current policy. The proposed policy will then be placed on the Board's website where the public will be invited to comment on it. The Governance Committee will likely convene a special meeting to review the revised policy and comments. If the Committee approves the revisions, the amended policy will be forwarded to the Board for consideration in May.

APPROVAL OF CONSENT AGENDA
Regent Bangerter moved, with the second of Regent Moran, that the Consent Agenda be approved. The motion carried.

Academic Affairs

MASTER OF SCIENCE IN FORENSIC SCIENCE (CIP 43.0106) – ESU
Emporia State University received authorization to offer a Master of Science in Forensic Science (CIP 43.0106). The estimated cost of the program is $709,801. The University is requesting $500,000, spread across two years, of supplemental funding from the Kansas Legislature.

MASTER OF ART IN CONTEMPORARY EAST ASIAN STUDIES (CIP 05-0104) – KU
The University of Kansas received approval to offer a Master of Art in Contemporary East Asian Studies (CIP 05-0104). The University will seek funding from the Army, with a CLAS backstop requested.

Fiscal Affairs & Audit

AMENDMENTS TO FY 2015 CAPITAL IMPROVEMENTS PLAN AND APPROVAL OF ARCHITECTURAL PROGRAM PLAN FOR THE CONSTRUCTION OF A NEW BUILDING TO HOUSE THE DEPARTMENT OF ART AND THE COLLEGE OF EDUCATION – FHSU
Fort Hays State University received approval to amend its FY 2015 Capital Improvements Plan to include the construction of a new building to house the Department of Art and the College of

Education, plus renovations of the Old Power Plant, which will serve as an art gallery. The project also includes the addition of a 75 space parking lot and a structure to house larger pieces of equipment such as kilns. The estimated cost of the project is $21,300,000, which will be funded by university and private funds. The University also received approval of the project's Architectural Program Plan.

CONSIDERATION OF DISCUSSION AGENDA

Retirement Plan

RETIREMENT PLAN COMMITTEE MEMBERS
Madi Vannaman, Staff Affiliate, reported terms for four members of the Board's Retirement Plan Committee expire on June 30, 2014, and President Hammond will be vacating his position on the Committee when he retires at the end of June 2014. Ms. Vannaman stated all four of the current members are willing to serve another three year term and the Council of Presidents recommends appointing President Schulz to serve the remainder of Dr. Hammond's term, which ends June 30, 2016. Regent Edwards moved to approve the appointments. Regent Bangerter seconded, and the motion carried. The following members where reappointed to serve another three-year term starting July 1, 2014:

- Mike Barnett, Vice President for Administration and Finance, Fort Hays State University, representing COBO
- Dr. Dipak Ghosh, Professor, Department of Accounting and Information Systems, Emporia State University, subject matter expert
- Dr. Rick LeCompte, Chair of the Department of Finance, Real Estate and Decision Sciences Department, Wichita State University, H. Dene Heskett Chair in Finance, subject matter expert
- Michele Sexton, Director of Budget and Human Resource Services, Pittsburg State University, representing Human Resource Directors/ACORB

Other Matters

PANEL PRESENTATION REPORT ON RANKINGS FROM THE RESEARCH UNIVERSITIES
Regent Logan stated one of the Board's goals this year is to receive a panel presentation report from the CEOs of the research universities on the rankings that they track for their respective universities, and on the progress that they are making in improving those rankings. President Schulz presented Kansas State University's rankings. KSU tracks rankings in total research development expenditures, endowment assets, national academy members, doctorates conferred, and faculty awards. To evaluate progress, KSU compares its numbers to its peer institutions. President Schulz stated the university rankings are reviewed annually, but he noted it is important to look at the trends of the rankings because not every category will go up every year.

BREAK
The Chairman called for a break at 2:38 p.m. and resumed the meeting at 2:53 p.m.

President Bardo presented Wichita State University's rankings. WSU tracks rankings and comparisons related to research and development in engineering and aviation. President Bardo reviewed WSU's rankings and noted once the Innovation Campus is open, WSU will add other rankings to track.

Chancellor Gray-Little presented the University of Kansas' rankings. The Chancellor stated KU tracks rankings in areas that are identified in its strategic plan, Bold Aspirations. KU compares itself to its peer institutions. The Chancellor reviewed KU's standings in the following areas: 1) freshmen retention rate; 2) six-year graduation rate; 3) federal research expenditures; 4) total research expenditures; 5) federal research expenditure

per faculty; 6) national academies membership; 7) awards, fellowships and memberships; 8) *U.S. News & World Report* "Top Public Schools" rankings; and 9) number of graduate programs ranked in *U.S. News & World Report*. The Chancellor also reviewed KU's ranked programs.

(Handouts and PowerPoints filed with Official Minutes)

RESEARCH PRESENTATION ON INJECTABLE TARGETED CHEMOTHERAPY THAT TREATS LOCALLY ADVANCED CANCERS

Dr. Daniel Aires, University of Kansas Medical Center Professor, presented his research on a new cancer therapy that treats locally advanced cancers. The new drug is injected directly into the tumor and local lymph nodes where cancers spread. Dr. Aires stated the drug has already effectively treated dogs with potentially deadly oral cancers.

(PowerPoint filed with Official Minutes)

CONVERT CLASSIFIED POSITIONS TO UNCLASSIFIED UNIVERSITY SUPPORT STAFF POSITIONS – ESU

General Counsel Julene Miller presented Emporia State University's request to convert its classified staff positions from the state civil service system to unclassified positions known as University Support Staff (USS). The classified staff at ESU held an election that resulted in a 135-80 vote in favor of the conversion. Board legal staff reviewed ESU's proposed USS Handbook and found it to be compliant with the statutory requirements. If approved, the conversion will take effect at the beginning of FY 2015. Regent Emert moved to approve. Following the second of Regent Van Etten, the motion carried.

Fiscal Affairs and Audit

PROGRESS REPORT ON THE DEVELOPMENT OF ADDITIONAL BOARD POLICIES RELATED TO THE ISSUANCE OF DEBT

Diane Duffy, Vice President of Finance and Administration, presented a progress report on the Board Fiscal Affairs and Audit Standing Committee's work regarding the development of additional Board policies related to the issuance of debt. She stated the Committee is pursuing the additional policies not because there is a debt problem, but rather because the Committee wants to be proactive and have a policy that reflects best practices. Currently, the Board does not have a comprehensive written debt policy, but rather a more limited set of policies related to the issuance of revenue bonds. Vice President Duffy reviewed the Board's current process for approving bonding authority for university projects. She reviewed a summary of proposed policy changes and the proposed procedures for issuing debt. The next step is for the Council of Presidents to review the proposed policy and provide feedback to the Committee. The policy will then be forwarded to the Board Governance Committee for review, and it is anticipated the proposed policy will be on the Board's June agenda for consideration.

BOND RESOLUTIONS – CONSTRUCTION OF STUDENT HOUSING TO REPLACE MCCOLLUM HALL AND ECONOMIC REFUNDINGS OF PRIOR DEBT

General Counsel Julene Miller introduced two bond resolutions for the University of Kansas. The first resolution would authorize the issuance of revenue bonds in one or more series in a total aggregate amount not to exceed $47,800,000 plus costs and reserves. The purpose of these bonds is to finance the costs of constructing two residence hall facilities to replace McCollum Residence Hall located on the Lawrence campus. The bonds will be secured with a pledge of generally available unencumbered funds of the University, but KU intends to pay the debt service with housing and parking system revenue funds. General Counsel Miller stated the second resolution would authorize issuance of refunding bonds in an aggregate principal amount not to exceed $15,000,000, to refund certain outstanding bonds in order to achieve significant economic savings. The bonds will be secured by generally available unencumbered funds of the University, but it is expected that the

debt service of the bonds will be paid from housing and parking system revenues. Regent McKechnie moved to approve and authorize the Chair and President and CEO to execute the two Resolutions and various other documents relating to the security and payment of such bonds. Regent Emert seconded, and motion carried.

(Resolutions filed with Official Minutes)

EXECUTIVE SESSION
At 3:56 p.m., Regent Wilk moved, followed by the second of Regent Emert, to recess into executive session for 60 minutes starting at 4:05 p.m. to discuss personnel matters of non-elected personnel. Participating in the executive session were members of the Board, President Tompkins, and President Scott. At 5:05 p.m., the meeting returned to open session.

RECESS
The Chairman recessed the meeting at 5:05 p.m.

RECONVENE
The Chairman reconvened the meeting at 9:35 p.m. on Thursday.

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

AMEND AGENDA
Chairman Logan amended the agenda to add an update regarding Fort Hays State University at Dodge City.

UPDATE ON FORT HAYS STATE UNIVERSITY AND DODGE CITY COMMUNITY COLLEGE PROPOSAL
Regent Bangerter presented a brief update on the Fort Hays State University and Dodge City Community College proposal. He stated the proposed structure is to establish a Kansas Board of Regents institution campus in Dodge City that consists of a lower division college containing the existing programs of Dodge City Community College (DCCC), an upper division college that offers baccalaureate degrees, and a technical institute. All of it will be operated by Fort Hays State University as a separate campus. President Hammond reviewed the proposed responsibilities of both Fort Hays State University and the DCCC Trustees. Regent Bangerter noted the Trustees voted 6-0 in favor of moving forward with the merger. The next step is for the Board of Regents to receive the recommendation for merger.

APPROVAL OF CONSENT AGENDA
Regent Moran moved, with the second of Regent Murguia, that the Consent Agenda be approved. The motion carried.

Academic Affairs

ADDITIONAL DEGREE GRANTING AUTHORITY FOR BRYAN UNIVERSITY – ONLINE AND INDIANA WESLEYAN UNIVERSITY

Bryan University – Online received approval to offer a Bachelor of Science in Allied Health Management and a Bachelor of Science in Business Administration. These programs will be offered online.

Indiana Wesleyan University received approval to offer the following programs online:

1) Associate of Science in Paralegal Studies
2) Bachelor of Science in Social Work
3) Master of Arts in Organizational Leadership
4) Master of Arts in Public Affairs
5) Master of Practical Theology
6) Master of Science in Accounting
7) Master of Science in Human Resource Management
8) Doctor of Nursing Practice

DEGREE AND CERTIFICATE PROGRAMS SUBMITTED FROM SEWARD COUNTY COMMUNITY COLLEGE AND WICHITA AREA TECHNICAL COLLEGE

Seward County Community College received approval to offer an associate of applied science degree (64 credit hours) in Food Science and Safety (01.1001). The implementation costs of the program will be funded by the HSI STEM grant received by the College. The continuing cost of the program will be funded with student tuition, college resources, and state funding.

Wichita Area Technical College received approval to offer an associate of applied science degree (60 credit hours) and technical certificate (37 credit hours) in Medical Coding (51.0713). The College received a Job and Innovative Industry Skills Training grant that will fund the program. Additionally, Wichita Area Technical College received approval to offer a technical certificate (18 credit hours) in Carpentry (46.0201).

DENTAL HYGIENE PROGRAM (51.0602) ALIGNMENT

The Dental Hygiene Program (51.0602) alignment was approved.

(Program Alignment and Map filed with Official Minutes)

CONSIDERATION OF DISCUSSION AGENDA

Presentation

PRESENTATION ON THE KSU LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION STEM CAREERS PROGRAM

April Mason, Kansas State University (KSU) Provost; Beth Montelone, KSU Associate Dean; Linda Thurston, KSU Associate Dean; and Duane Dunn, President of Seward County Community College, presented information on the KSU Louis Stokes Alliance for Minority Participation (LSAMP) program. This program is aimed at increasing the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs. The LSAMP program is funded by the National Science Foundation. Provost Mason stated KSU is the lead institution in the Kansas alliance, which also includes Dodge City Community College, Garden City Community College, Seward County Community College, and Donnelly College. These institutions have established recruitment and retention programs aimed at serving the needs of under-represented minority students. Provost Mason noted the goal of the Kansas LSAMP program is to double the number of underrepresented minority students graduating with STEM degrees from

KSU over a five-year period. In the last three years, KSU has averaged 46 under-represented minority graduates in LSAMP qualified STEM degree programs.

(PowerPoint filed with Official Minutes)

Academic Affairs

INCREASE KANSAS GED TESTING FEE
Gary Alexander, Vice President of Academic Affairs, presented the recommendation to increase the Kansas General Educational Development (GED) testing fee. The Kansas Board of Regents is charged with administering the GED program and has the authority to assess fees and cover the costs associated with the administration of the GED program. Vice President Alexander stated in order to continue to pay for administrative expenses associated with the GED program Board staff is recommending increasing the fee for the GED exam to $33 per module, or a total of $132 if one completes all four modules of the test. This increase includes $3 per module or $12 for all four modules. The previous administrative fee had been $15. Regent Moran moved to approve the recommendation. Regent Bangerter seconded, and the motion carried.

BOARD POLICY ON REVERSE TRANSFER
Vice President Alexander presented the proposed Board policy on reverse transfer. The System Council of Presidents and the System Council of Chief Academic Officers developed the proposed policy. The policy directs state public colleges and universities to develop a process that will enable students who transfer from a two-year college without a certificate or degree to complete the coursework necessary for them to receive those certificates and degrees from the two-year institution. The policy does include language that will allow students to opt-out of the process. Regent Van Etten moved to approve, and Regent Edwards seconded. The motion carried. The following policy was adopted:

CHAPTER III: COORDINATION – STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A   ACADEMIC AFFAIRS
. . .
> 3   REVERSE TRANSFER AGREEMENTS
>
> Reverse transfer is an important element of a seamless educational system. The state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology shall work together, through the System Council of Presidents and System Council of Chief Academic Officers, to develop a process to assist students to complete coursework for and attain all certificates and degrees for which they are eligible.
>
> The process and resulting agreements shall:
>
> a   Be consistent with state and federal law, Board policies and applicable accreditation standards;
>
> b   Provide a mechanism for each student who is transferring credits from a community college or technical college to a university to participate in the reverse transfer process; the established mechanism shall include an opportunity for each otherwise eligible student to opt-out of the process, thereby precluding sharing of that student's Family Educational Rights and Privacy Act protected information; and

        c   Provide guidelines for determining which transferring institution will award the credential if the student has transfer credits from more than one institution.

ANNUAL REPORT ON ADULT EDUCATION
Susan Fish, Director of Adult Education, presented the annual Adult Education report. Dr. Fish stated the target population for adult education is individuals ages 16 and older who are exempt from compulsory attendance and do not have a high school credential, or do not have secondary level skills, or do not have adequate proficiency in English. In Kansas there are 284,632 individuals that fall within this population and adult education served 9,560 adults (3%) in FY 2013. Dr. Fish noted even though adult education programs in Kansas only served a small share of the target population, Kansas programs were very successful and ranked first in the nation in the percent of students who earned GED certificates. Kansas programs are also ranked first in the percent of students who enrolled in post-secondary education or training. Dr. Fish reported the success in transitioning students into higher education is attributable to several factors including the incentives provided by performance-based funding and the Accelerating Opportunity: Kansas (AO-K) program.

(PowerPoint filed with Official Minutes)

Other Matters

APPOINTMENTS TO THE KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY AND APPROVAL OF OUTCOME METRICS PILOT PROGRAM TARGETS AND THE 2014-2015 QUALIFYING CREDENTIALS INCENTIVE LIST
Vice President Flanders stated the Board approved a process for appointing members to the Kansas Postsecondary Technical Education Authority (TEA) in 2010. The terms for the positions currently held by Tom Burke and Connie Hubbell expire on June 30, 2014. Ms. Hubbell has requested to not be appointed for another term. Staff recommends re-appointing Tom Burke and appointing Ray Frederick, Jr. Mr. Frederick is the President and owner of Frederick Plumbing & Heating, Inc. in Wichita, Kansas. Regent Wilk moved to approve the appointments. Following the second of Regent Moran, the motion carried. The terms for Mr. Burke and Mr. Frederick will begin on July 1, 2014 and expire on June 30, 2017.

Vice President Flanders stated the TEA reviewed and approved performance targets/benchmarks for the Outcome Metrics pilot projects. The following program performance targets are recommended for Board approval:

1. Credential attainment: Of the students completing an approved program exit point and exiting postsecondary education, 90% must earn the industry-recognized program credential documented per program alignment.
2. Employment: Of the students completing an approved program exit point and exiting postsecondary education, 80% must be employed by the end of the 2nd quarter following the end of the academic year.
3. Wages: The wage for students completing an approved program exit point and exiting postsecondary education must be 95% of the statewide entry-level wage for the occupation corresponding to the field of study as reported in the Kansas Department of Labor Wage Survey.

Regent McKechnie moved to approve the TEA's recommendation. Regent Murguia seconded, and the motion carried.

Dr. Flanders stated K.S.A. 72-4489 requires the Board of Regents to establish the Career Technical Education Incentive Program, which provides incentive awards of $1,000 to school districts with high school graduates who have obtained industry-recognized credential in an occupation identified as an occupation in highest need of additional skilled employees. Vice President Flanders reported the TEA recommends approval of the 2014-

2015 Qualifying Credential Incentive List for the Career Technical Education Incentive Program. Regent Moran moved to approve the recommended list. Regent Van Etten seconded, and the motion carried.

(2014-2015 Qualifying Credential Incentive List filed with Official Minutes)

LEGISLATIVE UPDATE
Dan Murray, Interim Director of Government Relations, presented the legislative update. He reviewed the progress of each of the Board's legislative initiatives and noted HB 2470 (property insurance) and HB 2544 (State Authorization Reciprocity Agreement (SARA)) have been signed by the Governor. Mr. Murray reviewed the budget bill, which includes a majority of the Board's requests. The Legislature will return on April 30 for the veto session.

EXECUTIVE SESSION
At 11:23 a.m., Regent Wilk moved, followed by the second of Regent Van Etten, to recess into executive session for 45 minutes starting at 11:30 a.m. to discuss personnel matters of non-elected personnel. Participating in the executive session were members of the Board, President Tompkins, and President Hammond. At 12:15 p.m., the meeting returned to open session.

ADJOURNMENT
The Chairman adjourned the meeting at 12:15 p.m.

_____   _____
Andy Tompkins, President and CEO   Fred Logan, Chair

CONSENT AGENDA

II.   Introductions and Reports
    A.   Introductions
    B.   Report from the Chair   Regent Logan, Chair
    C.   Report from the President & CEO   Andy Tompkins, President & CEO
    D.   Report from Council of Presidents   President Shonrock
    E.   Report from Council of Faculty Senate Presidents   Sheryl Lidzy
    F.   Report from Students' Advisory Committee   Chris Roberts

III.   Standing Committee Reports
    A.   Academic Affairs   Regent Moran
    B.   Fiscal Affairs & Audit   Regent McKechnie
    C.   Governance   Regent Logan

IV.   Approval of Consent Agenda
    A.   Academic Affairs
       1.   Act on Request for Approval of a Bachelor of   **Gary Alexander,**
           Science in Health Studies – FHSU   **VP, Academic Affairs**

Summary and Recommendation

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 of a Bachelor of Science in Health Studies. The proposing academic unit has responded to all of the requirements of the program approval process. No institution offers a degree program in this area. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

Criteria	Program Summary
Program Identification/CIP Code	Bachelor of Science in Health Studies concentrations in gerontology, health promotion, sociology of medicine and aging, grant writing, and leadership. CIP Code: 51.9999
Academic Unit	The Bachelor of Science in Health Studies program will be administratively managed through the Department of Health and Human Performance, with courses offered through each of the participating departments. The primary academic home for the degree program will be the College of Health and Life Sciences.
Program Description	The Bachelor of Science in Health Studies degree program is an online, post-professional degree completion program for individuals who possess professional credentials in a clinically-based allied health discipline from a community college or technical program. The course of study is designed to provide career and academic advancement for current practitioners who wish to assume increasing responsibility in their current positions or in a related area of health care.

Demand/Need for the Program	Careers in healthcare and health related fields of study are typically identified by the Bureau of Labor Statistics Occupational Outlook Handbook to grow much faster that average over the next 10 years. Many of these careers are launched via completion of a two year credentialing/licensure program in an allied health field of study provided by a community college or technical college program. Upon completion of this initial training, students secure employment and often become place-bound and limited in their ability to pursue advanced educational opportunities. This program meets the demand for place-bound students seeking a completion degree that provides a career path for advancement within a healthcare-related organization or company. Fort Hays State University has received several letters of support from community/technical colleges evidencing the need and popularity of this degree program. A review of IPEDS data indicates that nearly 2500 students are currently enrolled in technical or associate degree programs in the Fort Hays State University service area that lead to an entry-level allied health credential. This number of students would provide a fertile recruiting base for a bachelor's degree program, especially in conjunction with students pursuing a degree from outside the defined service area. Additionally, we have a long-standing concentration within our Bachelor of General Studies program which is focused on health studies. Enrollment in the Health Studies BGS is a reasonable proxy for enrollment projections relative to this degree and we feel the potential is favorable, given that the BGS would likely be less preferred for these professionals given the large number of general education hours.
Comparative /Locational Advantage	There are institutions offering degree completion options in the health sciences/studies throughout the United States, however, such programs are limited in Kansas, and few within our contiguous state region. It is important to note that few programs currently exist that are able to deliver complete programs at a distance. Fort Hays State University would become the first institution in the western two-thirds of the State to offer a degree program of this type and has a history of successfully delivering distance based programming at an excellent price point.
Curriculum	The program requires a minimum total of 120 credit hours. Students must meet the general education requirements of the university, complete the 25 credit hour health studies core, and complete a 12 credit hour concentration track. A maximum of 30 hours of transfer credit may be applied from the student's specific area of allied health credential from the community or technical college.
Faculty Profile	The Bachelor of Science in Health Studies program requires no new faculty resources. The existing seven tenure/tenure-track faculty are recognized as outstanding teachers, active scholars, and are heavily involved in university, professional, and community service. Courses in the concentration areas are taught by faculty who are specifically trained in that subject area.
Student Profile	Prospective students for this program will hold various associate level credentials and/or appropriate certification or licensure from a clinically-based allied health field. Students will likely be place-bound working adult learners seeking advanced education in order to explore new career opportunities or advance within current organizations.

Academic Support	The academic support model at Fort Hays State University is extensive and includes support for academic programs via the: Academic Advising and Career Exploration Center Academic Computing Center Career Counseling Services Center for Teaching Excellence and Learning Technologies Forsyth Library Kelly Center Learning Commons Student Engagement and Advising Center Virtual College
Facilities and Equipment	Current facilities and equipment are adequate. No additional facilities are required.
Program Review, Assessment, Accreditation	The program will be reviewed according to KBOR requirements. Assessment of student learning outcomes will be measured annually and reported through the department annual report process. There are no special accreditation requirements for this degree program.
Costs, Financing	In the first year no new funds are necessary. In subsequent years additional instructional funds will be necessary to meet capacity requirements of the program. Expenses of $10,000 in Year 2 and $15,000 in Yr 3 represent projected adjunct faculty salary needs and will be paid from virtual college resources that result from program growth.

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I.   **Identify the new degree:**

II.   **Provide courses required for each student in the major:**

General Education		45-55 hours required
Health Studies Core		**25 hours required**
HHP 220	Responding to Emergencies	3 hours
HHP 230	Principles of Nutrition	3 hours
BIOL 245	Medical Terminology	2 hours
HHP 310	Consumer Education	2 hours
HHP 610	Global Health	3 hours
HHP 618	Environmental Health	3 hours
HHP 620	Epidemiology in Public Health	3 hours
HHP 625	Legal Issues in Healthcare	3 hours
HHP 474	Culminating Experience	3 hours
Concentrations		**12 hours required**
Gerontology	**Minimum of 12 hours from courses below:**	
HHP 670	Introduction to Gerontology	2 hours
PSY 420	Psychology of Aging	3 hours
PSY 668	Neuropsychology	3 hours
SOC 644	Sociology of Aging	3 hours
HHP 612	Physiology of Aging	3 hours
SLP 665	Communication and Aging	2 hours
HHP 617	Nutrition and Aging	3 hours
HHP 619	Exercise Testing/Prescription for Aging	3 hours
HHP 480	Leisure Programming for the Elderly	2 hours
SOCW 620	Spirituality and Aging	3 hours
Health Promotion	**Minimum of 12 hours from courses below:**	
HHP 314	Issues in Health Education	2 hours
HHP 320	Communicable and Emergent Diseases	2 hours
HHP 312	Fitness Leadership	3 hours
HHP 332	Life-Span Nutrition	3 hours
HHP 400	Safety Education	2 hours
HHP 619	Exercise Testing and Prescription for the Elderly	3 hours
Sociology of Medicine and Aging	**Minimum of 12 hours from courses below:**	
SOC 375	Medical Sociology	3 hours
SOC 355	Death and Dying	3 hours
SOC 644	Sociology of Aging	3 hours
SOCW 620	Spirituality and Aging	3 hours
Grant Writing and Social Entrepreneurship	**Minimum of 12 hours from courses below:**	

SOC 670	Grant Proposal Development	3 hours
SOC 673	Program Development and Evaluation	3 hours
SOC 677	Internship in Sociology: Grant Writing	3 hours
SOC 665	Social Entrepreneurship	3 hours
SOC 680	Nonprofit Organizations	3 hours
Leadership	**Minimum of 12 hours from courses below:**	
LDRS 300	Introduction to Leadership Concepts	3 hours
LDRS 302	Introduction to Leadership Behavior	3 hours
LDRS 310	Fieldwork in Leadership Studies	3 hours
LDRS 306	Leadership and Team Dynamics	3 hours
LDRS 650	Principles of Organizational Leadership	3 hours
Credit for professional credential/certification/licensure		**0-30 hours**
Electives		**As necessary**
	Total	**120 Hours**

FISCAL SUMMARY
<u>IMPLEMENTATION YEAR</u> FY 2015
Institution: Fort Hays State University   Proposed Program: Bachelor of Science of Health Studies

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Full-time, Part-time Headcount:	10	25	20	50	25	65
Total SCH taken by all students in program	270 / semester		540 / semester		690 / semester	
Part II. Program Cost Projection						
In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Total	$0		$10,000		$15,000	

Indicate source and amount of funds if other than internal reallocation: no funds are needed in the first year. All courses are available and will meet capacity requirements.

In subsequent years additional instructional funds will be necessary to meet capacity requirements of the program. The identified expense represents projected adjunct faculty salary needs and will be paid from virtual college resources that result from program growth.

2. Act on Request for Approval of a Bachelor of Science in Polymer Chemistry – PSU

Summary and Recommendation

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 of a Bachelor of Science in Polymer Chemistry. The proposing academic unit has responded to all of the requirements of the program approval process. No institutions have programs utilizing this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

Criteria	Program Summary
1. Program Identification	Bachelor of Science in Polymer Chemistry CIP: 40.0507
2. Academic Unit	Department of Chemistry/College of Arts and Sciences
3. Program Description	This proposed program provides undergraduate students access to cutting-edge knowledge, research, and laboratory-based experience in the field of polymer chemistry. Students completing this program will be prepared for careers in high-tech polymers-based industies as well as laboratories in academic institutions, government, and private research settings. Further, this program prepares students for advanced academic study pursuing a master's degree and/or doctorate in polymer science.

The program was developed as a result of Pittsburg State University (PSU) initiative in Polymer Chemistry, which was supported by Governor Sam Brownback and the Kansas Legislature. An important aspect of this initiative is creating and awarding a Bachelor of Science in Polymer Chemistry to students. This proposal received initial funding from the Legislature and Governor in FY13 and FY14, with the promise of a recurring $1 million annually added to the University's base funding to support the polymer initiative. |
| 4. Demand/Need for the Program | PSU is in a unique position to create and implement the Polymer Chemistry initiative due to the presence of the Kansas Polymer Research Center (KPRC) on our campus. Given the promising future of polymer science, the relevance of this field for the Kansas economy, the lack of other polymer science programs in the region, and the obvious unique link between PSU and KPRC, it makes sense for PSU to offer a degree in polymer chemistry.

KPRC has an established history taking the agricultural products of Kansas and turning them into polymers usable in industry. PSU has an established record providing high quality education in the areas of chemistry and plastics engineering. Joining and enhancing these units creates a valuable arrangement for our students, the region, and economic development in Kansas.

The polymers and plastics industries are among the largest employers of high tech, high value jobs for science majors. The U.S. Bureau of Labor Statistics predicts a 10% increase in employment opportunities for material scientists through 2020 with a median annual salary of $69,790. Further, the |

	Kansas Department of Labor employment projections claim jobs for people in plastics and rubber manufacturing to increase 12.6% and chemists to increase 4.5% by 2020. The median annual salary for these positions is $57,080. The typical entry level degree requirements for jobs in these areas is the bachelor's degree. In fact, the American Chemical Society Division of Polymer Chemistry projects 50% of all chemists work with polymers at some point in their career. In the absence of a formal polymer chemistry program, the burden for training workers falls to polymer companies and new employees must learn on the job. Students with this training through coursework, laboratories, research experiences, internships, and other hands-on education, not only save company time and money, but also have an advantage in the job market. This proposed program provides industry the opportunity to grow and develop at a faster pace. Training students for these contemporary lucrative careers is significantly enhanced by offering a degree program in polymer chemistry joining the assets, laboratories, and scientists of KPRC with the resources and faculty available in the PSU Department of Chemistry and Plastics Engineering Technology program.
5. Comparative/Locational Advantage	There is no other degree program offered at a university in this region focusing specifically on polymer chemistry. Further, the presence of KPRC on the Pittsburg State University campus provides exceptional resources when coupled with the academic assets in our Department of Chemistry and program in Plastics Engineering Technology. This combination creates a very unique and ripe environment for an undergraduate degree program in polymer chemistry. If approved, this program will put PSU in a very small group of higher education institutions providing students with an academic background in this cutting edge, high tech, and contemporary discipline. Other institutions in the United States offering this type of program include the University of Massachusetts, Southern Mississippi University, and the University of Akron.
6. Curriculum	The Bachelor of Science in Polymer Chemistry is a 124 credit hour degree program consisting of 47 hours of general education courses, an additional 26 hour science and math core, 22 – 24 hours of polymer chemistry core courses, six hours of polymer electives, and a minor selected in consultation with the academic advisor, such as Plastics Engineering Technology or another related area. All polymer science majors will be required to complete significant mentored research projects.
7. Faculty Profile	Dr. Petar Dvornic (terminal degree) was hired as Chemistry Department Chair and will coordinate the program. In addition, Dr. Ram Gupta (terminal degree), Dr. Santimukul Santra (terminal degree), and Dr. Jeanne Norton (terminal degree) were hired in the past year to staff the new PSU Polymer Initiative and each will be primary and core faculty in the proposed Bachelor of Science in Polymer Chemistry. Dr. Charles Neef (terminal degree) and Dr. William Shirley (terminal degree) from the Chemistry Department will offer occasional courses as support faculty. Various other faculty from the College of Arts and Sciences at PSU will provide foundational coursework, such as Math and Physics prerequisites along with general education courses. Four of these faculty lines are new and cost $395,000 (salary and benefits). Funding for the new lines comes from the

| | $1 million annual allocation from the Kansas Legislature for the PSU Polymer Initiative.

All core faculty have terminal degrees, completed post-doctoral experiences, and significant academic accomplishments (external funding, industry experience, publications, professional presentations, technical reports, etc.).

In addition, the PSU Polymer Initiative budget provides three graduate assistants at an annual cost of $41,000, who will assist faculty with courses and oversee student laboratory experiences. |
| --- | --- |
| 8. Student Profile | Students entering this academic program and career field should prepare themselves with a strong record of high school coursework in science. Students will be admitted to the polymer chemistry major who meet the Pittsburg State University admission criteria. These students will have career interests in companies working with polymers for production and/or have a desire to pursue graduate education either at Pittsburg State or one of the few Ph.D. programs in the United States offering a doctorate in polymer science. |
| 9. Academic Support | All academic support at Pittsburg State University and in the College of Arts and Sciences will be available for students and faculty in the polymer chemistry major program.   Available support includes institutional programs for freshmen, initiatives offered through the Student Success Center (including the Writing Center), resources available via Axe Library, access to support for faculty and student travel, and internal grant funding opportunities. In addition, Pittsburg State University and the College of Arts and Sciences provide outstanding support for both hardware and software technology needs.

Students also will have access to the equipment and expertise of scientists at the Kansas Polymer Research Center (KPRC) as well as equipment and lab space in both the Department of Chemistry and the Plastics Engineering Technology program in the College of Technology at Pittsburg State. |
| 10. Facilities & Equipment | This proposed Bachelor of Science in Polymer Chemistry has significant laboratory and equipment needs. These needs are met through existing facilities and equipment available through KPRC, the Chemistry Department, and the Plastics Engineering Program, as well as completed renovations to the Chemistry Department suite in Heckert-Wells Hall to create additional office space for new faculty as well as an additional seminar room, and three labs in KPRC to accommodate research experiences, at a cost of $500,000. All building renovations and new equipment are funded by the state allocation supporting the polymer initiative at Pittsburg State University. |

11. Program Review, Assessment, Accreditation	The Department of Chemistry at PSU is approved by the American Chemical Society (ACS). The Chemistry Department will use existing ACS guidelines to oversee the proposed academic program in polymer chemistry and seek ACS approval for the new program when implemented. The Bachelor of Science in Polymer Chemistry also will be reviewed according to the regular program review cycle and process at Pittsburg State University. Further, all degree programs at the University are required to submit an annual assessment report to the University Assessment Committee documenting progress towards meeting student learning outcomes.
12. Costs, Financing	Funding for this new academic program is included in the $1 million recurring annual allocation provided by the Kansas Legislature. These funds provide four new faculty lines ($395,000 annually), start-up and equipment procurement ($550,000 one-time expense), facility renovations ($500,000), acquisition of materials, graduate assistants ($41,000 annually), support staff ($9,000 annually), and operations ($540,000 annually).

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree: Bachelor of Science in Polymer Chemistry

II. Provide courses required for each student in the major:

Course Name & Number	Credit Hours
Core Science Courses (36 hours)	
CHEM 215-216 General chemistry I/laboratory *	5
CHEM 235 Laboratory safety and compliance	1
CHEM 225-226 General chemistry II/laboratory	5
CHEM 325-326 Organic chemistry I/laboratory	5
CHEM 335-336 Organic chemistry II/laboratory	5
MATH 150 Calculus I **	5
PHYS 104-130 Engineering physics I/Elementary physics laboratory I	5
PHYS 105-132 Engineering physics II/Engineering physics laboratory II	5

* - CHEM 215-216 satisfies the Physical Sciences general education requirement.
** - MATH 150 satisfies the Mathematics general education requirement.

Polymer Chemistry Core Courses (22 - 24 hours)	
CHEM 360 Introduction to polymer science and technology	3
CHEM 611 Senior review and assessment	1
CHEM 625-626 Polymer synthesis and characterizations/laboratory	5
CHEM 680 Physical properties of polymers	3
CHEM 681 Polymer chemistry colloquium	1
CHEM 690 Selected research projects in polymer chemistry	1-3
PET 370-371 Thermoplastic resins/laboratory	4
PET 374-375 Thermoset resins/laboratory	4

Elective Polymer Courses (select 6 hours)	
CHEM 270 Sophomore research in polymer chemistry	1
CHEM 370 Junior research in polymer chemistry	1
CHEM 640 Polyurethanes and their applications	3
CHEM 650 Conducting polymers and their applications	3
CHEM 670 Senior research in polymer chemistry	1
CHEM 683 Biopolymers	3
CHEM 685 Selected topics in polymer chemistry	1-3
CHEM 687 Polymers in Nanotechnology	3
PET 373-372 Plastic processing I/laboratory	4

IMPLEMENTATION YEAR FY 2014-2015

Fiscal Summary for Proposed Academic Programs

Institution: PITTSBURG STATE UNIVERSITY

Proposed Program: Bachelor of Science in Polymer Chemistry

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	**10**	**1**	**20**	**2**	**35**	**4**
B. Total SCH taken by all students in program	**205**		**410**		**695**	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries	**$403,134**		**$403,134**		**$403,134**	
OOE	**$596,866**		**$596,866**		**$596,866**	
Total	**$1,000,000**		**$1,000,000**		**$1,000,000**	

Indicate source and amount of funds if other than internal reallocation:

Funding for the Bachelor of Science in Polymer Chemistry is provided in the $1 million targeted annual allocation from the Kansas Legislature for the Polymer Initiative at Pittsburg State University.

    B.   Fiscal Affairs & Audit
       1.   Authorize Acceptance of Property - KSU   **Eric King,**
                                                            Director of Facilities

Kansas State University requests Board of Regents approval to accept a gift of land from the Kansas State University Foundation. In March, 2007 Board approval was granted for the University to enter into a lease agreement with the KSU Foundation for the use of the 39.9 acres of farm land located in Republic County, Kansas. The land is used by K-State's Extension System and Agricultural Research Programs (ESARP) as an experimental field for agronomy research and is known as the North Central Kansas Experiment Field. The Foundation would now like to gift the land to the University. An environmental assessment has been completed and it confirms that there are no environmental issues with the property.

> ***North Central Kansas Experiment Farm, Belleville, KS, Legal Description:***
> *A tract of land in the Southeast Quarter (SE ¼.) of Section 5, Township 3 South, Range 3 West of the 5th P.M., in Republic County, Kansas, more fully described as follows: Commencing at the Southeast Corner of the Southeast Quarter (SE ¼.) of said section; thence N 00°38'47" W along the East line of said section for a distance of 32.63' to the North right of way line of U.S. Highway 36 and the **Point of Beginning;** thence S 89° 44'57" W along said North line for a distance of 20.00 feet to the public road right-of-way; thence continuing S 89°44'57" W along said North line for a distance of 1316.53 feet; thence N 00°38'47" W for a distance of 1303.65 feet; thence S 89°59'09" E for a distance of 1316.59 feet to the public road right-of-way; thence continuing S 89°59'09" E for a distance of 20.00 feet to the East line of said section; thence S 00°38'47" E along the East line of said section for a distance of 1297.47 feet; to the **Point of Beginning,** having an area of 39.90 acres, more or less, including the public road right-of-way along the east side of the tract.*

Property is located approximately 1.5 miles west of Belleville, KS, on Hwy 36.

DISCUSSION AGENDA

V.   Consideration of Discussion Agenda

   A.   Other Matters

   **1.   Receive Emporia State University's Campus Master   President Shonrock
   Plan**

Background

Emporia State University initiated development of a new campus master plan, with the December, 2012 selection of Gould Evans and Associates as consultant to the process. A very inclusive process has informed development of the plan involving: campus stakeholders; community members; community government; several state agencies; and the consultant staff. Gould Evans has conducted multiple focus groups and made 6 presentations to the University's Administrative Council and Master Plan Steering Committee. Conceptual options for the campus master plan have received review and comment through a campus blog established for this purpose. On January 15, 2014, President Shonrock updated the Board on progress to date, highlighting those major conceptual options. The final ESU Master Plan will be presented on May 14. It includes the consultant's recommendations for academic improvements, student life improvements, and revisions to campus appearance.

   2.   Act on Naming of Building   Chancellor Gray-Little

Background

The University of Kansas is recommending a name for the new School of Business building.

The KU School of Business is transforming how business students are educated in the 21st Century. To compete in a global market for students, faculty and staff, the School of Business leverages the mission and vision to serve the citizens of Kansas and their state and regional industries. Growth means higher rankings and a higher quality student. Therefore the vision of the School is to be a great place to learn, work, and invest. This vision will be supported by world-class facilities aligning physical resources to support the goals of the University and the School. The School is planning an increase in undergraduate and graduate enrollments specifically in the Masters of Accounting and MBA programs. The new building will increase academic advising space, expand the Student Career Center in order to better serve both Graduate and Undergraduate programs, and provide additional classroom space.

The new building will contain approximately 166,000 square feet and will cost $65,740,575 to construct and equip. The project will be funded primarily with private gifts and supplemented with university resources.

The building will be located at the transit and pedestrian focused intersection of Naismith and Schwegler Drives. This unique south gateway location, between Allen Fieldhouse and Watkins Health Center and directly south of Robinson Recreation Center will foster healthy campus connections between the historic education core atop the hill, the professional schools growing to the west and the sport/recreation/student life facilities to the south adjacent to Lawrence's residential neighborhoods.

**3.   Act on Resolution to Designate Dr. Tom Bryant as   President Scott
    President Emeritus of Pittsburg State University**

Summary

President Scott has requested that Dr. Tom Bryant, President of Pittsburg State University from 1999-2009, be designated as President Emeritus of Pittsburg State University. As noted in the resolution provided for consideration by Pittsburg State University, Dr. Bryant served with distinction not only as president but in a career at the university that included 44 years of service. Board policy indicates that factors to consider in bestowing this distinction on a retired President include: "distinguished administrative service that advances the strength, growth and integrity of the university, and outstanding contributions to the higher education system, the community and the State, as well as length of service to the university." Clearly, Dr. Bryant has met these and many more criteria through his service to Pittsburg State University, and staff recommends your approval of this designation through adoption of the resolution provided by the university.

    B.   Governance   Regent Logan

         1.   Amend Board Policy Regarding Social Media   **Julene Miller,**
                                                                           General Counsel

Summary and Staff Recommendation

The Board Governance Committee proposes a number of revisions to the Board policy dealing with use of social media. The language of the original policy was taken directly from prevailing United State Supreme Court cases. Concerns were raised regarding the tone of the policy and that it appeared to infringe upon free speech rights and academic freedom. A workgroup of faculty and staff was created to make recommendations addressing these concerns. The Governance Committee's proposed revisions are drawn from the workgroup's recommended language as well as comments solicited from the campus communities. We have again worked with the Attorney General's Office and been advised that the proposed revised policy is constitutionally sound from a First Amendment perspective.

Background

Recognizing that the Board Policy Manual had no provisions specifically dealing with use of social media in a way that respects and protects the rights of individuals to speak freely while also addressing the employee's responsibility to the university and the university's need to operate in an efficient and effective manner, the Board adopted a policy last December that it believed appropriately did so. Most of the language in the policy that was adopted in December was drawn directly from United States Supreme Court free speech precedents including *Garcetti v. Ceballos*, 547 U.S. 410 (2006), *Waters v. Churchill*, 511 U.S. 661 (1994), *Rankin v. McPherson*, 483 U.S. 378 (1987), *Pickering v. Board of Education*, 391 U.S. 563 (1968), and *Chaplinsky v. New Hampshire*, 315 U.S. 568 (1942).

Subsequent to adoption of the policy, concerns have been raised by individuals on the state university campuses about the tone and language used in the policy, indicating that they consider it to be punitive and unclear as to what would be actionable under its provisions. The most common criticism of the policy is that it does not include clear protections for academic freedom or private speech.

A workgroup of faculty and staff from each university was formed to make recommendations to address these concerns and any others that members of the workgroup had. The workgroup spent significant time learning about First Amendment freedom of speech in the area of public employment, developing recommended language to clarify protections and responsibilities of university employees, and collecting feedback on that recommended language from their peers. The workgroup's recommendations and a companion report explaining each provision was delivered to the Governance Committee for review in advance of the Committee's April 16 meeting, at which time the workgroup formally presented their recommendations and report.

The Governance Committee has incorporated almost all of the workgroup's recommended language into the revised policy it is now recommending for adoption. Following the Committee's proposed policy revisions contained in this issue paper are the current version of the policy (as it was adopted last December) and the workgroup's recommendation. Staff has highlighted and footnoted the workgroup's recommendation to show the language from it that has been included in the Committee's proposed revisions. These were the documents that were posted on the Board's website, along with the Committee's proposed revisions, for campus community comment. The Committee has also incorporated a number of suggestions that were made in comments solicited from the campus communities at large. The Committee's proposed revisions include the following:

    1)   Adopt the workgroup's recommendation to relocate the policy within the Board Policy Manual to Chapter II: Governance, Section F. Other;

2) Change the title of the policy to "Use of Social Media by Faculty and Staff";

3) Add a new section a. that incorporates the workgroup's language on academic freedom and the First Amendment, including the excerpt from the 1940 Statement of Principles of the American Association of University Professors;

4) Add a new paragraph under what would become subsection b. to provide additional context for the policy and include the workgroup's recommended language regarding the Board's commitment to the principles of academic freedom and the Board's support for the responsible use of existing and emerging communications technologies, including social media, to serve the teaching, research, and public service missions of the state universities;

5) Maintain the original definition of "social media" but clarify that it does not include e-mail;

6) Incorporate the workgroup's language providing assurances for academic research and other scholarly activity, academic instruction, and statements, debate, or expressions made as part of shared governance whether made by a group or individual employee;

7) Replace the definition of "improper use of social media" with language clarifying that romanettes i-iv are instances in which the United States Supreme Court has determined that public employers generally have authority to discipline employees for speech;

8) Clarify that academic freedom principles must be considered when determining whether a particular use of social media is improper; and

9) Relocate the discretionary discipline provision to the end of the policy and incorporate language regarding progressive discipline measures and existing university grievance and review processes.

The Committee is not advancing the workgroup's recommendation to make the Board policy advisory in nature by simply requiring each university to adopt its own guidelines. The Committee believes that the universities have inherent authority to develop guidelines that are consistent with the law and Board policy and thus they are free to do so.

The Committee believes that these proposed revisions address the concerns that have been raised: The tone of the policy has been addressed by adding the first section and incorporating most of the workgroup's recommended language; provisions have been added to make clear that the policy must be construed and applied in a manner that is consistent with the First Amendment and academic freedom principles, and that express recognition of those rights and principles as well as the responsibilities that accompany them.

As with the original policy, this proposed revised policy has been reviewed by the Attorney General's Office and found to be constitutionally sound on its face under a First Amendment analysis.

Proposed Revision to Board Policy

KBOR Policy II.F.6 (Governance; Other)

6. <u>USE OF SOCIAL MEDIA BY FACULTY AND STAFF</u>

    a.   <u>Commitment to Academic Freedom and First Amendment</u>

The Kansas Board of Regents strongly supports principles of academic freedom. It highly values the work of state university faculty members. Academic freedom protects their work and enhances the valuable service they provide to the people of Kansas.

The Board also supports this statement from the 1940 Statement of Principles of the American Association of University Professors:

> "*College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.*"

Further, the Kansas Board of Regents recognizes the First Amendment rights as well as the responsibilities of all employees, including faculty and staff, to speak on matters of public concern as private citizens, if they choose to do so, including through social media. In general, for both faculty and staff, any communication via social media that is protected by the First Amendment and that is otherwise permissible under the law is not precluded by this policy.

This policy shall be construed and applied in a manner that is consistent with the First Amendment and academic freedom principles.

b.   Social Media Policy

In keeping with the Kansas Board of Regents' commitment to the First Amendment and principles of academic freedom, the Board supports the responsible use of existing and emerging communications technologies, including social media, to serve the teaching, research, and public service missions of the state universities. These communications technologies are powerful tools for advancing state university missions, but at the same time pose risks of substantial harm to personal reputations and to the efficient operation of the higher education system. The Board therefore believes it is prudent to adopt this policy on the proper – and improper – use of social media.

1   For purposes of this policy: "Social media" means any ~~facility for~~ online tool or service through which virtual communities are created allowing users to publish ~~publication and~~ commentary and other content, including but not limited to blogs, wikis, and social networking sites such as Facebook, LinkedIn, Twitter, Flickr, and YouTube; "social media" does not include e-mail sent to a known and finite number of individuals, or non-social sharing or networking platforms such as Listserv and group or team collaboration worksites.

2   Authorship of content on social media in accordance with commonly accepted professional standards and in compliance with all applicable laws and university and Board policies shall not be considered an improper use of social media in the following contexts:

       i   academic research or other scholarly activity;

       ii   academic instruction within the instructor's area of expertise; and

iii statements, debate, or expressions made as part of shared governance and in accordance with university policies and processes, whether made by a group or individual employee.

3 ~~"Improper use of social media" means making a communication through social media that~~ The United States Supreme Court has held that public employers generally have authority to discipline their employees for speech in a number of circumstances, including but not limited to speech that:

i ~~directly incites violence or other immediate breach of the peace~~ is directed to inciting or producing imminent violence or other breach of the peace and is likely to incite or produce such action;

ii when made pursuant to (i.e. in furtherance of) the employee's official duties, is contrary to the best interests of the ~~university~~ employer;

iii discloses without lawful authority any confidential student information, protected health care information, personnel records, personal financial information, or confidential research data; or

iv subject to the balancing analysis required by the following paragraph, impairs discipline by superiors or harmony among co-workers, has a detrimental impact on close working relationships for which personal loyalty and confidence are necessary, impedes the performance of the speaker's official duties, interferes with the regular operation of the ~~university~~ employer, or otherwise adversely affects the ~~university's~~ employer's ability to efficiently provide services.

In determining whether ~~the~~ an employee's communication ~~constitutes an improper use of social media~~ is actionable under subparagraph iv, ~~the chief executive officer shall balance~~ the interest of the ~~university~~ employer in promoting the efficiency of the public services it performs through its employees must be balanced against the employee's right as a citizen to speak on matters of public concern~~,~~ .

4 When determining whether a particular use of social media constitutes an improper use, the following shall be considered: academic freedom principles referenced in subsection b.2., ~~and may consider~~ the employee's position within the university, ~~and~~ whether the employee used or publicized the university name, brands, website, official title or school/department/college or otherwise created the appearance of the communication being endorsed, approved or connected to the university in a manner that discredits the university~~.~~ ~~The chief executive officer may also consider~~ whether the communication was made during the employee's working hours ~~or~~ and whether the communication was transmitted utilizing university systems or equipment ~~shall be considered~~.

4 5 The chief executive officer of a state university, or the chief executive officer's delegate, has the authority to make use of progressive discipline measures pursuant to Board or university policy, up to and including suspension, dismissal and termination, with respect to any faculty or non-student staff member who ~~makes~~ is found to have made an improper use of social media. Existing university grievance and review processes shall apply to any such action.

c. Application of policy

This policy on the use of social media <u>shall be construed and applied in a manner that is consistent with the First Amendment and academic freedom principles and</u> shall apply prospectively from ~~its~~ <u>the</u> date of <u>its original</u> adoption by the Kansas Board of Regents <u>on December 18, 2013</u>.

ORIGINAL BOARD POLICY LANGUAGE ADOPTED DECEMBER 18, 2013

C   CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF

. . .

6   SUSPENSIONS, TERMINATIONS AND DISMISSALS

    a   Felony Offenses

        i   Felony Conviction. The chief executive officer of a state university has the authority to discharge any employee, including a tenured faculty member, immediately upon conviction of any felony.

        ii   Felony Charge. The chief executive officer of a state university has the authority to discharge or place on leave without pay any employee, including a tenured faculty member, who has been charged with a felony offense. Prior to any such determination, the employee shall be given notice of the proposed action and an opportunity to respond.

    b   Other

    Faculty and staff may also be suspended, dismissed or terminated from employment for reasons of significant reduction in or elimination of the funding source supporting the position, program discontinuance, financial exigency, or for just cause related to the performance of or failure to perform the individual's duties or for violation of the reasonable directives, rules and regulations, and laws of the institution, the Board and the State of Kansas or the United States.

    The chief executive officer of a state university has the authority to suspend, dismiss or terminate from employment any faculty or staff member who makes improper use of social media. "Social media" means any facility for online publication and commentary, including but not limited to blogs, wikis, and social networking sites such as Facebook, LinkedIn, Twitter, Flickr, and YouTube. "Improper use of social media" means making a communication through social media that:

    i   directly incites violence or other immediate breach of the peace;

    ii   when made pursuant to (i.e. in furtherance of) the employee's official duties, is contrary to the best interests of the university;

    iii   discloses without authority any confidential student information, protected health care information, personnel records, personal financial information, or confidential research data; or

    iv   subject to the balancing analysis required by the following paragraph, impairs discipline by superiors or harmony among co-workers, has a detrimental impact on close working relationships for which personal loyalty and confidence are necessary, impedes the performance of the speaker's official duties, interferes with the regular operation of the university, or otherwise adversely affects the university's ability to efficiently provide services.

In determining whether the employee's communication constitutes an improper use of social media under paragraph (iv), the chief executive officer shall balance the interest of the university in promoting the efficiency of the public services it performs through its employees against the employee's right as a citizen to speak on matters of public concern, and may consider the employee's position within the university and whether the employee used or publicized the university name, brands, website, official title or school/department/college or otherwise created the appearance of the communication being endorsed, approved or connected to the university in a manner that discredits the university. The chief executive officer may also consider whether the communication was made during the employee's working hours or the communication was transmitted utilizing university systems or equipment. This policy on improper use of social media shall apply prospectively from its date of adoption by the Kansas Board of Regents.

c   Grievance Procedure

    i   Each state university shall establish and publish grievance procedures for use by faculty and staff in appealing employment decisions of the institution. The procedures shall provide the employee with notice of the action to be taken, the reasons for the action where appropriate, and an opportunity to be heard. A copy of all institutional grievance procedures shall be provided to the institution's general counsel for review prior to becoming effective.

    ii   The decision of the chief executive officer, or the chief executive officer's designee, concerning any grievance appealing employment decisions of the university shall be final and is not subject to further administrative review by any officer or committee of the university or by the Board of Regents.

WORKGROUP RECOMMENDATION – APRIL 8, 2014
(Highlights and footnotes indicate provisions the Governance Committee
included in its recommended revisions)

KBOR Policy
Chapter II: Governance – State Universities
F. Other[1]
7. Social Media Policy

SOCIAL MEDIA[2]

In keeping with the Kansas Board of Regents' commitment to the principles of academic freedom, the Board supports the responsible use of existing and emerging communications technologies, including social media, to serve the teaching, research, and public service missions of Kansas universities.[3] Each university shall adopt guidelines to advise all university employees on use of social media.[4] The guidelines shall encourage the responsible use of social media by all employees.[5]

Social media means any facility for online publication and commentary.[6]

The guidelines shall suggest ways in which social media technologies may be used to serve the university's mission and shall encourage these uses.[7] In doing so, the guidelines shall strive to assure all employees that existing protections for academic freedom and other expression remain in place in the following:

i   the content of any academic research and other scholarly activities;

ii   the content of any academic instruction;

iii   the content of any statements, debate, or expressions made as part of shared governance at a university whether made by a group or employee;[8] or,

iv   in general, any communication via social media that is consistent with First Amendment protections and that is otherwise permissible under the law.[9]

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1 The Governance Committee's revisions include moving the policy to another location, as recommended by the workgroup.
2 The Governance Committee's revisions include naming the policy "Use of Social Media by Faculty and Staff."
3 The Governance Committee's revisions include this statement. See subsection b. of the Committee's revisions.
4 The Governance Committee did not include a requirement for guidelines on each campus because state universities have the inherent power to adopt guidelines and policies that are consistent with the law and Board policy.
5 The Governance Committee incorporated this language in subsection b.: "The Board supports the responsible use of . . . social media . . . ."
6 The Governance Committee did not include this definition of social media because it is too broad and not descriptive; however, the Governance Committee's revisions do amend this definition to further clarify the limited scope of the policy.
7 The Governance Committee incorporated this language in subsection b. of the Committee's revisions: "The Board supports the responsible use of . . . social media . . . to serve the teaching, research, and public service mission of the state universities."
8 The Governance Committee incorporated these academic freedom assurances in subsection b.2.i.-iii. of the Committee's revisions.
9 Rather than placing this First Amendment assurance in a section that otherwise deals with academic freedom, the Governance Committee added the following sentence to the end of subsection a.: "In general, for both faculty and staff,

The guidelines shall remind employees that their <mark>authorship of content on social media may violate existing law or policy and may be addressed through university disciplinary processes</mark>[10] if, for example, it:

i   <mark>is directed to inciting or producing imminent violence or other breach of the peace and is likely to incite or produce such action;</mark>[11]

ii   <mark>violates existing university or Board of Regents policies;</mark>[12]

iii   <mark>discloses without lawful authority any confidential student information, protected health care information, personnel records, personal financial information, or confidential research data.</mark>[13]

The guidelines also shall advise employees that when using social media to speak as a citizen they should be mindful of the balance struck by <mark>the 1940 Statement of Principles of the American Association of University Professors:</mark>

> <mark>College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.</mark>[14]

These guidelines shall <mark>recognize the rights and responsibilities of all employees, including faculty and staff, to speak on matters of public concern as private citizens, if they choose to do so.</mark>[15]

This policy on use of social media shall apply prospectively from its date of adoption by the Kansas Board of Regents.

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any communication via social media that is protected by the First Amendment and that is otherwise permissible under the law is not precluded by this policy."

10 Subsections a. and b. of the Governance Committee's revisions combined make this point. Subsection b.4. of the Committee's revisions also clarify that progressive discipline is an option and that existing university grievance and review processes apply to any disciplinary action taken by the university President or Chancellor pursuant to this policy.

11 The Governance Committee's revisions include this language at subsection b.3.i.

12 See footnote 10.

13 The Governance Committee's revisions include this language at b.3.iii.

14 The Governance Committee's revisions include this excerpt from the AAUP 1940 Statement of Principles.

15 The Governance Committee's revisions include this language at subsection a.: "The Kansas Board of Regents recognizes the First Amendment rights as well as the responsibilities of all employees, including faculty and staff, to speak on matters of public concern as private citizens, if they choose to do so, including through social media."

    C.   Academic Affairs   Regent Moran

        1.   Act on Request for Approval of a Clinical Doctorate   **Gary Alexander,**
              in Speech-Language Pathology – KUMC   **VP, Academic Affairs**

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of in the Kansas Board of Regents Policies and Procedures Manual. The University of Kansas Medical Center submitted an application for approval of a Post-Masters Clinical Doctorate in Speech-Language Pathology and has responded to all requirements of the program approval process.

The University of Kansas/University of Kansas Medical Center offer a doctorate utilizing this Classification of Instructional Program (CIP) code. That doctoral degree is research focused and not clinical in nature. Beyond the KU/KUMC doctoral degree, no other institution offers a doctoral degree using this same CIP code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

	Criteria	Program Summary
1.	Program Identification	Doctor of Speech-Language Pathology (SLPD) CIP Code: 51.0203
2.	Academic Unit	University of Kansas Intercampus Program in Communicative Disorders (IPCD), which is comprised of the Hearing and Speech Dept at KUMC and the Speech-Language-Hearing Dept at the KU-Lawrence campus, is the academic unit responsible for the degree. This degree will be conferred through the School of Health Professions (KUMC).
3.	Program Description	The Doctor of Speech Language Pathology (SLPD) will be a professional doctoral program for practicing speech-language pathologists seeking to acquire advanced and state-of-the-science information and clinical skills. The proposed degree is not designed nor expected to compete with the current PhD program in Speech-Language Pathology offered by IPCD. Individuals in the PhD program in SLP intend to pursue research careers while the clinical doctorate is designed for post-master's, clinically certified individuals. Graduates of the clinical doctorate program will be prepared for independence, leadership, and excellence in clinical practice in medical, rehabilitation and other clinical settings, as well as clinical faculty positions in academic settings.
4.	Demand/Need for the Program	The need for a professional/clinical doctoral degree in Speech-Language Pathology (SLP) has attracted national attention and several university SLP programs (including all of the programs listed in the "top 10" by US News &World Report) are in the process of planning and/or preparing such degrees. Graduates will work in a clinical setting or as faculty in an academic setting. KUMC/KU administered a survey to 600 attendees of the 2011 annual convention of the Kansas Speech-Language-Hearing Association. One hundred fifty surveys were completed for a return rate of 25%. Almost 90% of the respondents saw the value in creating a clinical doctorate in SLP, and 50% of these individuals indicated an interest in obtaining this degree. Based on the finding of this and other surveys, the American Speech-Language-Hearing Association conducted surveys and found that a substantive need for and interest

		in the degree and a significant need for standards and accreditation for these degree programs.
5.	Comparative/ Locational Advantage	Only two universities currently offer clinical doctoral degrees in SLP: the University of Pittsburgh (Doctor of Clinical Science – with emphasis in SLP), and Nova Southeastern University (SLPD). Thus, if approved, the KU IPCD will be the third program in the USA (and world) to offer this degree. Several other universities are anticipated to begin offering clinical doctoral degrees in SLP over the next 5 years.
6.	Curriculum	The degree is customized to each student's needs. The student develops a plan of study with a faculty advisor which consists of 10-12 credit hours in an area of primary concentration; 8-10 hours in an area of secondary concentration; and 12 hours in an applied research concentration relating to primary/secondary concentrations and including a capstone project.

7.	Faculty Profile	Faculty members in Speech-Language-Pathology or Speech Science from the KU IPCD, as well as KU/KUMC faculty in other departments/units who teach courses and/or conduct research and/or perform clinical services in areas related to primary/secondary concentrations. Current IPCD SLP faculty comprises 16.5 FTE positions (11 FTE on the Lawrence campus, and 5.5 FTE on the KUMC campus as detailed below).
		
		KUMC Campus SLP Faculty *Lawrence Campus SLP Faculty*
		Debora Daniels, PhD Jonathan Brumberg, PhD
		Marc Fey, PhD Betty Bunce, PhD
		Lindsey Heidrick, MA (0.5 FTE) Hugh Catts, PhD
		Susan Jackson, PhD Matt Gillispie, PhD
		Kathy Johnston, MA (0.5 FTE) Janet Choy, PhD
		Jeff Searl, PhD Diane Frome Loeb, PhD
		Peggy Waggoner, MA (0.5 FTE) Lynn Murphy, MA
		                                                        Kristin Pedersen, MA
		                                                        Mabel Rice, PhD
		                                                        Holly Storkel, PhD
		                                                        Jane Wegner, PhD

8.	Student Profile	This degree program will be offered to individuals who have already earned a master's degree in SLP and hold the Certificate of Clinical Competence in SLP awarded by the American Speech-Language-Hearing Association.
9.	Academic Support	Academic support needed for the new degree is currently available within the KU IPCD and are used to offer the program's other degree options (MA – SLP; PhD – SLP and Audiology; AuD (Doctor of Audiology).
10.	Facilities and Equipment	All facilities and equipment needed for the new degree are currently available within the KU IPCD and are used to offer the program's other degree options (MA – SLP; PhD – SLP and Audiology; AuD (Doctor of Audiology).

11. Program Review, Assessment, Accreditation	Internal review and assessment will be assigned to a special sub-committee of the KU IPCD and will occur yearly until the program is well established. At this time, no accreditation is necessary to offer a clinical doctoral degree in SLP. However, the American Speech-Language-Hearing Association currently is developing accreditation standards for such programs. KU/KUMC will see Board approval to pursue such accreditation and if given, the American Speech-Language-Hearing Association intends to use the KU/KUMC program as one of the models in this process.
12. Costs, Financing	The primary costs for the program will come from internal reallocation of funds primarily from within the Hearing and Speech Department at the KUMC. Faculty from both departments of the IPCD will participate in teaching and mentoring of students. No new resources will be needed at this time to develop and implement the program for the first two years. Additional funding in the amount of $85,000 in Year 3 to hire a full-time faculty member and to accommodate growing numbers of students will be provided from department endowment and restricted fee funds (Hearing and Speech Department).

Curriculum Outline

Proposed Post-Masters Clinical Doctorate in Speech-Language Pathology

	Course Name and Number	**Credit Hours**
Core Courses	Students will create individual plans of study with the advice of their mentors. The plans will provide primary and secondary concentrations of study.	
	Courses from the student's "Primary Concentration" of study. Courses may come from such study areas as voice, neuro-developmental disorders, adult language disorders, child language disorders, left lip/palate, supervision, hearing impairment, etc.	10-12 hours
	Courses from the student's "Secondary Concentration" of study. Courses may come from such areas as ENT resident curriculum, Audiology, Special Education, Public Health, Applied Behavioral Sciences, etc.	8-10 hours
Electives	As requested	n/a
Research	Seminar in Evidenced Based Practices in Communicative Disorders A	3 hours
	Seminar in Evidence Based Practices in Communicative Disorders B	3 hours
	Applied Research Experience (capstone project)	6 hours
	Total	30-34 hours

IMPLEMENTATION YEAR FY 2014

Fiscal Summary for Proposed Doctor of Speech-Language Pathology Program
Institution: University of Kansas/KU Medical Center

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	2	2	2	2	2	5
B. Total SCH taken by all students in program	124		124		210	
Part II. Program Cost Projection						

A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

	Implementation Year 2014	Year 2	Year 3
<u>Base Budget</u> Salaries	$0	$0	$85,000
OOE	$0	$0	$0
Total	$0	$0	$85,000

Indicate source and amount of funds if other than internal reallocation:
Additional funding to accommodate growing numbers of students after 2015 will be provided from department endowment and restricted fee funds (Hearing and Speech Department).

Site Visit Report

On-Site Review of the Proposed Post Master's Doctoral Degree in Speech-Language Pathology (SLPD)
University of Kansas Medical Center

Dates of Review: March 5-7, 2014

Reviewers: Lee Ann C. Golper, Ph.D. (Chair) Richard E. Talbott, Ph.D.
Julie J. Masterson, Ph.D.

Submitted to Jean Marie Redeker, Senior Director for Academic Affairs

The Kansas Board of Regents

Summary of Recommendations

These reviewers strongly recommend approval of the new post master's, doctoral degree program leading to the degree of *Doctor of Speech-Language Pathology* (SLPD) proposed by the co-directors of the University of Kansas Intercampus Program in Communication Disorders. Comments specific to each standard are provided below. The reviewers concluded all standards were fully met; however, given the individualized nature of the curriculum and the anticipated student population (working clinicians), the reviewers raised questions for the oversight committee to consider related to the comparative quality consistency of the curriculum and plans of study between and within cohorts, access to courses for part time students, and delineation of outcome measures. The reviewers recommend these logistic and policy and procedure concerns be addressed by the Program's faculty.

The reviewers find the proposed SLPD program uses an innovative model to address a widely acknowledged need and demand for the advanced preparation of high quality, doctoral level clinical practitioners in speech-language pathology to serve a variety of roles in the profession. The proposed degree program is well aligned with the mission of the University of Kansas and the University of Kansas Medical Center. The reviewers found good faculty and leadership support and evidence of compliance with each of the standards for new degree initiatives set forth by the Kansas Board of Regent's (KBOR).

This post master's doctoral program is unique and innovative, and there is good reason to expect growing student demand. Considering the historical academic scholarship and exemplary graduates of the Intercampus Program in Communicative Disorders and the quality of the proposed curriculum, the expertise of the principal faculty, and the learner objectives of the program, the reviewers have concluded the proposed SLPD will fulfill a societal need consistent with the missions of the university Kansas University Medical Center and Kansas University Lawrence campuses and that of other academic institutions in the state.

Review of Standards

Purpose of the Site Visit

This three-day site visit was conducted for the purpose of assessing the proposed program's compliance with the KBOR's standards for new degree initiatives and evaluating the feasibility, quality, and sustainability of a post-professional clinical doctoral degree in speech-language pathology within the Intercampus Program in Communication Disorders, comprised of the Hearing and Speech Department at University of Kansas Medical Center and the Department of Speech-Language-Hearing: Sciences and Disorders. Upon completion of their on-site visit, the reviewers were requested to provide a written report for the Kansas Board of Regents (KBOR) addressing their assessment and recommendations across the following areas: justification of need and student demand, rigor of the curriculum, quality of the faculty, academic support and resources, and sufficiency of facilities and equipment to support the new degree program.

Conduct of the Site Visit and Interviews

These three outside reviewers were provided with preparatory materials well ahead of the visit, including curriculum vitae for the principal faculty members attached to this new degree. Other materials provided at the time of the visit included program descriptions from established interprofessional leadership, policy, and clinical programs currently on the KUMC campus. The visit included a tour of the Hearing and Speech Department and face-to-face meetings or telephone interviews with seventeen (17) individuals, including: the chair of the KUMC Hearing and Speech Department chair and co-director of the Intercampus Program in Communicative Disorders; the three core faculty (professors) who prepared the proposal and will be the principal faculty for this new degree program; a senior staff speech-language pathologist working in the KUMC Hospital Rehabilitation program; two faculty administrators from the Center for Child Health and Development; an associate professor and

administrator within the Occupational Therapy Doctorate (OTD) program; an associate professor and Graduate Director for the Doctor of Physical Therapy (DPT) within the Physical Therapy and Rehabilitation Sciences Department; an ENT physician who is the Director of the Cleft and Craniofacial Surgery Division in the Department of Plastic Surgery and Otolaryngology; the Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the former Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the chair of the Lawrence campus' Department of Speech- Language-Hearing: Sciences and Disorders and co-director of the KU Intercampus Program in Hearing and Speech; a clinical assistant professor from the Lawrence campus who will serve as a faculty member and clinical educator in this new degree program; the chair of the Department of Speech-Language Pathology, Ft. Hays State University; the Dean of the School of Health Professions and Senior Vice Chancellor for Academic Affairs, KUMC; and three prospective students for this post master's professional doctoral degree.

Mission Alignment

The proposed professional doctoral degree, as submitted through the University of Kansas Intercampus Program in Communicative Disorders, is well-aligned with the central missions of both the Lawrence and the Medical Center campus locations. As stated in their mission statements, respectively: (1) *The University is committed to offering the highest quality undergraduate, professional, and graduate programs comparable to the best obtainable anywhere in the nation*; and (2) *The KU Medical Center trains professionals to meet a wide range of health needs in Kansas –from the critical need for primary care and prevention to the urgent need for highly innovative and specialized clinical care. Further, the Medical Center produces medical scientists who are essential for basic and translational research, supplying the state's bioscience and biotech workforce and creating economic development*

Review of both the written proposal and interviews with administrators, leadership and faculty from other disciplines, faculty, staff, prospective students, and interprofessional colleagues from both campuses confirmed that the proposed program would indeed be consistent with the mission of both institutions.

Strengths. As one of the earliest professional doctoral-level clinical speech-language pathology programs in the country, the proposed SLPD meets the two institutional goals of quality professional education and innovative and specialized clinical care education in the State. The historical quality of graduates from these programs, commitment to high academic and clinical standards of the faculty, commitment to admitting students with demonstrated high levels of academic and clinical achievement, and an individually tailored and rigorous program of study all are consistent with offering "the highest quality of … professional, and graduate programs." This program is likely to become a model and set the standards for other doctorates in SLP across the country.

Standard 1: Justification of Need and Student Demand

As shown in the data from a survey conducted at the state speech and hearing association meeting, referenced in the proposal, there is a substantial local interest suggesting a good demand from master's level clinicians for clinical doctoral-level training. The profession of communication sciences and disorders has for several years recognized the demand from practitioners and employers to develop clinician practitioners with specialized skills that exceed what can be reasonably achieved in a generalist, two-year master's degree. That observation resulted in the movement in the discipline of audiology to the Doctor of Audiology (AuD), which is now the mandated entry level degree. Currently, within the discipline of speech-language pathology, advanced practice knowledge and skills are achieved serendipitously from three directions: (1) by attracting individuals with research PhDs who have acquired a specialized line of expertise during their doctoral studies into predominantly clinical positions; (2) by practitioners who pursue advanced degrees outside of the discipline (doctorates in related sciences or disciplines, such as rehabilitation sciences, special education, or EdDs); or (3) through "on the job training" for select individuals with master's degrees who are able to advance to become master

clinicians by virtue of their employment in advantageous settings, such as university affiliated hospitals. A few of the latter have gone on to obtain credentials, such as "Board Recognition" from the American Speech-Language-Hearing Association (ASHA) in a specialty area. Clinicians who wish to obtain advanced degrees specific to business practices, management, or administration, may pursue degrees such as the MBA or a master's or doctorate in health services administration.

The demand for advanced clinical and post professional, doctoral-level speech language pathologists to fill a variety of vocational placements specifically relevant to speech-language pathology is essentially lacking. The profession has shown widespread interest in developing the clinical doctorate in speech- language pathology for several years, but to date only four programs are offering professional or clinical doctoral programs in SLP at either the entry level or post master's level. That number is likely to grow substantially over the next 5 to 10 years, principally because the demand from practitioners themselves for advanced clinical and professional practice knowledge is growing. There also is a high demand coming from the workplace for trained professionals with advanced clinical *specialty expertise;* clinical *leadership* and *supervision expertise* to assume administrative positions in hospital, rehabilitation, and educational settings; and demand for specific *education and experience in interprofessional service models*. In addition to the workplace settings, there is demand from institutions of higher education for individuals qualified to teach clinical skills and theory in supervision to fill *clinical faculty and supervisor positions*. That demand is evident across the country, but is particularly acute in state institutions with a primary education and service mission.

Several of the interviewees highlighted during the course if the visit referenced the demand from practitioners and employers for advanced clinical expertise and practitioner knowledge of interprofessional service delivery and health care and educational policy. The director of the KUMC craniofacial disorders team pointed out that physicians completing their training in medical specialty residencies and fellowships in otolaryngology, rehabilitation, and neurology move into community practice having acquired skills in the most advanced surgical practices for voice disorders, head and neck cancer, neuro-reconstructive procedures, and cleft palate repairs, but lack the support form skilled practitioners they require. He emphasized the point that the successful outcome of many of his surgeries (e.g., nerve reanimation, cleft palate repairs) is dependent upon quality services delivered pre- and post-surgery by the speech-language pathologist.   Even though KUMC otolaryngology residents and fellows get state of the art surgical training, when they leave for practice in other parts of the state (and region), the level of specialized skills provided by the local speech-language pathologist varies widely, and expertise in this area may not exist in some communities.

During the interview, a KUMC faculty member, who is the program's clinic director, discussed the increasing need for school-based SLPs to be proficient in tying their services to the Common Core standards, which are currently used to judge progress of K-12 students throughout the country. Although this topic may be mentioned in a single lecture in one or two master's level SLP courses, the degree of familiarity required to optimally work with other professionals to address how specific students can meet the standards requires additional instruction and preparation. Additional knowledge regarding educational policy in general is needed. Again, KU's SLPD is directed at meeting this need.

Additionally, the Chair of the Communication Sciences and Disorders department at Fort Hays State University highlighted a need for SLDs as educators. She emphasized the demand for faculty who had advanced training in clinical procedures, adult learning and clinical supervision, and evidenced-based practice. She described the challenge of recruiting and retaining faculty in her program, due in part to the university and departmental mission requiring a significant teaching and clinical supervision load for new faculty. These demands often are not viewed favorably by individuals with newly acquired research doctorates (i.e., PhDs), who need allocated time for scholarship as well as start up laboratory facilities. However, these academic positions could be a good fit for someone trained with a clinical doctorate. She indicated the proposed SLPD would support the mission of regional institutions such as Fort Hays.

Strengths. This SLPD program is unique in that it provides a post master's, clinical doctorate that aims at addressing both clinician and workplace demands for specialty clinical expertise and evidence-based clinical practice, along with addressing the demand for leadership knowledge and skills (e.g., experience and expertise in supervision, teaching, current public policy and service delivery models). There is strong support within the state speech and hearing association (KASHA), as indicated by a survey of KASHA conference attendees, and also by one of the interviewees who is an officer in KASHA. The exceptional qualifications of the first cohort of three students, who were also interviewed during this visit, provide additional positive support for the success of the program.

Standard 2: Faculty

The quality and range of expertise of the KUMC and Lawrence campus faculty members are definitely a major strength of the proposed degree program. The faculty on both campuses include strong scholars and clinicians, and there is significant expertise and scholarship within the faculty across the breadth of disorders in almost every area of SLP practice. The academic and clinical faculty credentials of the KUMC and Lawrence campus faculty are well-recognized nationally within the communication sciences and disorders discipline.

The curriculum vitae of the principal faculty members involved with the implementation and oversight of this program were reviewed and found to be outstanding with significant scholarship. Each of the core faculty (with the exception of one individual who was engaged professionally out of state during this visit) was interviewed during this visit. The faculty resources from departments outside of speech- language pathology (e.g., otolaryngology, the Leadership Education in Neurodevelopmental Disabilities Interdisciplinary Training Program, Center for Child Health and Development at KUMC and early intervention and special education at KU) are exceptional.

Strengths. The quality and range of faculty expertise available to this program is superb and all faculty, both within and outside of the KUMC Hearing and Speech Department, who were interviewed during this visit expressed their unqualified support and were enthusiastic about participating in the proposed curriculum and the potential for innovative interdisciplinary clinical and teaching collaborations.

Standard 3. Curriculum

The proposed curriculum and program of study is designed to be flexible to address the unique academic and specialty goals of each student while insuring a strong foundation in the scientific basis for advanced clinical practices in speech-language pathology, academic and clinical leadership and administration, and evidenced-based practice. The intercampus proposal offers a wide variety of academic courses and clinical training opportunities for tailoring the students' programs of study based on the unique background, experiences, and learning goals of students and providing a range from basic bench science to interdisciplinary behavioral rehabilitative sciences or school-based opportunities.

The curriculum includes five main learner objectives: (1) the acquisition of individualized, advanced clinical expertise beyond the current master's level training model in speech-language pathology; (2) the acquisition of knowledge and skills in evidence-based, clinically-applied research methods, e.g., effectiveness research, single subject research designs, and performance improvement/program quality outcome studies; (3) the development of clinical educator and supervisory skills; (4) the development of leadership, management, and administrative skills; and (5) the acquisition of knowledge of public policies and current service delivery models. All students are expected to complete core course work related to skills in evidence-based research and the completion of a capstone research project. The plan of study for each student is individualized, and although focused on advanced clinical practice and knowledge required for work in clinical settings, the curriculum is analogous to the course of study associated with the research doctoral degree. The student will be assigned a major advisor professor, and the program of study will be overseen by a doctoral committee. The coursework and specialty

clinical training experiences for the students are tailored to the individual. The range of combined specialties as well as the interdisciplinary and interprofessional learning opportunities already available the Medical Center and Lawrence campus, provide a unique opportunity for individualized plans of study that only a few universities in the country are positioned to offer. Each student will have tailored primary and secondary focus content areas. Potential specialty tracks discussed during the review included voice and craniofacial anomalies, autism, adult learning, language and literacy, and neurogenic cognitive and language disorders. Additionally, there are two courses in evidence-based practice that are taken by all students in the program, and a clinical research capstone requirement. The customized curriculum to meet the needs and interests of each doctoral student suggest the Kansas model is likely to serve as the model for future SLPD programs across the country.

Strengths. The greatest strength of the program is the individualized plans of study focused in the student's clinical specialty and professional development interests, modeled on the research PhD model, with a "major professor" and faculty doctoral committee overseeing student progress.

Concerns/Questions. Although the customization of the program is one of its strongest features, these reviewers note the individualized plans of study might also present a significant challenge to maintaining consistent quality within and between cohorts of graduates. There is a need to ensure that all graduates meet a common set of competencies or standards to ensure consistent academic fidelity across graduates. These competencies should be identified and addressed in each student's program of study, which should be developed and approved either early in the first semester of study or perhaps even prior to beginning the program. The competencies should be reflected both in formative and summative assessments of the students and the program in general. That is, assessments should include more than exams associated with specific courses or papers associated with independent studies. Rather, knowledge and skills that reflect the elements of the learner objectives, such as advanced practice and leadership, inherent to this program must be evidenced along the student's course of study. It may be helpful for faculty to consider what the outcome data would look like if they determined the program was not working optimally and then make sure their assessment system would help them catch this early. The reviewers encourage the faculty to decide how to address access of the program, both for the two current part-time faculty who are applying to enroll as the first cohort, as well as future students. There are other questions to consider. For example, what happens if a student cannot do 10-13 hours per semester? Is there a minimum level of expected enrollment and a maximum allowable duration? If students do matriculate through the program at different paces, will there be an undesired effect on cohesiveness? During the review, it sounded like the students would go through the two evidence- based practice courses as a cohort. How would this work if different students were advancing a different paces?

The oversight faculty also are encouraged to decide how to address access of the program and curriculum, both for the two current part-time faculty who will become the first students as well as future students. What aspects of the curriculum might be available via distance learning? It was noted that many of the other potential cognate areas (e.g., nursing) already offer distance courses. It is possible that the two core courses in EBP ultimately will need to be offered via distance learning, particularly to make the program feasible for future students who are not in the KC area. The program will need to develop policies and procedures regarding the potential transfer of advanced graduate coursework taken at other universities. This is particularly important for students who come from regions far away from the KC area (e.g., Fort Hays).

Standard 4. Academic Support and Resources

The availability of exceptional academic support and resources is another major strength of the proposed program. State-of-the-art clinics in neurodevelopment, craniofacial anomalies, cleft palate, autism, acute care, and numerous other areas are available. These clinics provide both teaching and research labs for ongoing research in assessment and intervention. There are schools in both the Kansas City metro area and in Lawrence that offer numerous opportunities for clinical work and applied research.

During the review, the reviewers met with two of the directors within the Center for Child Health and Development. Both were quite very supportive of the proposed SLPD program and mentioned possible special training slots for students enrolled in the program. All of the administrators interviewed during this site review were positive and supportive of the proposed program. The Senior Vice Chancellor and Dean of Allied Health Programs noted that KUMC has had years of experience in developing successful clinical doctoral programs across several health related disciplines, both at the entry and post- professional level. She expressed confidence that there would be sufficient resources for the program now and in the future, also indicating that any necessary increases in faculty lines would be provided.

The chairs of the academic departments on both campuses assured the reviewers there is currently sufficient faculty to support the proposed program. They indicated some faculty will participate to a greater extent than others and comparing this SLPD model to that of a PhD program, in that, depending upon the student's interests and learning objectives, the faculty members with the appropriate skills, expertise, and capacity will take responsibility for advising individual SLPD students through their plans of study and capstone projects, just as faculty members do for their PhD students.

Strengths. Given that this new degree program will be housed in an existing and well-established academic department, the quality of which has been documented, there is sufficient faculty quality and quality of academic support extant in the program. As individual students enroll, their specific interests and needs will warrant specialized support. Should the enrollment numbers expand substantially, it may become be necessary to appoint or hire a committed director of the SLPD program. The department chairs in the intercampus program, the dean, and all other affiliated administrators expressed their commitment to ensuring the program's continued support and success, including any future need for additional faculty or other personnel resources.

Standard 5. Facilities and Equipment

The proposal does not include a request for additional facilities or equipment resources during the first two years of the degree program. Should any need for support personnel, equipment, or other resources become evident, those requests will be submitted to the appropriate co-chair of the Intercampus Program in Communication Disorders for consideration and disposition.

Addendum: List of Interviewees and Titles/Affiliations

John A. Ferraro, Ph.D. Doughty-Kemp Professor and Chair, Hearing and Speech Department, KUMC *(SLPD committee member)*

Jean Redeker, Senior Director for Academic Affairs, Kansas Board of Regents

Debby Daniels, Ph.D., Clinical Associate Professor and Clinic Director, Department of Hearing and Speech, KUMC *(SLPD committee member)*

Susan T. Jackson, Ph.D., Associate Professor, Department of Hearing and Speech, KUMC (*SLPD committee member)*

Jeffrey P. Searl, Ph.D., Associate Professor, Department of Hearing and Speech, KUMC *(SLPD committee member)*

Candy Fuller, M.A. CCC-SLP, Speech-Language Pathologist, KUMC Hospital Rehabilitation

Matt Reese, Ph.D., Associate Professor and Director, Center for Child Health and Development

Louann Rinner, MSEd, OTR/L, Coordinator Occupational Therapist Training Program, Director, Leadership Education in Neurodevelopmental Disabilities Interdisciplinary Training Program, Center for Child Health and Development

Brian Andrews, M.D., Director, Cleft and Craniofacial Surgery, Departments of Plastic Surgery and Otolaryngology

Robert Klein, Ph.D., Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Allen Rawitch, Ph.D., Former Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Holly Storkel, Ph.D., Professor and Chair, Department of Speech-Language-Hearing and Disorders *(SLPD Committee member)*

Jayne Brandel, Ph.D., Chair, Department of Speech-Language Pathology and Audiology, Fort Hays State University

Karen L. Miller, RN, Ph.D., Professor and Dean, School of Nursing and School of Health Professions; Senior Vice Chancellor, for Academic and Student Affairs

Peggy Waggoner, M.A. CCC-SLP, Clinical Instructor, Hearing and Speech Department, KUMC

Lindsey Heidrick, M.A. CCC-SLP, Clinical Instructor, Hearing and Speech Department, KUMC

Janelle Stevens, M.A., CCC-SLP, Staff Speech-Language Pathologist, Children's Mercy Hospital, Kansas City, KS

KUMC Response to Site Visit Report
ADDENDUM TO SLPD PROPOSAL

This addendum addresses the relatively few concerns expressed in the site visit report regarding the University of Kansas Intercampus Program's proposal to offer a post-Master's, Doctor of Speech-Language Pathology (SLPD) degree. These concerns focused primarily on two general areas:

1) Maintaining quality consistency of the curriculum between and within cohorts, and delineating appropriate outcome measures to assure this quality/consistency; and

2) Issues related to course access for part-time and distance-education students.

1. Maintaining quality consistency of the curriculum between and within cohorts, and delineating appropriate outcome measures to assure this consistency.

The KU IPCD has developed a Program Assessment Plan and Report Template for all of its current graduate degree programs (MA and PhD In Speech-Language Pathology, AuD and PhD in Audiology). These quality assessment/outcome rubrics have served as a model for other programs not only within the University of Kansas, but for other universities across the country as well. They also were the basis for the Department Award for Exceptional Teaching and Learning, which was presented to the KU IPCD in 2008 by the KU Center for Teaching Excellence.

While not included in our original proposal, the program assessment plan and report templates designed for our current graduate degree programs have been modified to apply to our proposed SLPD degree.

2. Issues related to course access for part-time and distance-education students.

The second concern of the reviewers related primarily to program access for students who may be unable to take more than a minimal number of hours in any given semester, or are unable to attend classes at the KUMC or Lawrence campuses (e.g., students who live in other parts of the state). The KU IPCD offers multiple options to address these concerns, some that we can implement immediately and others that are in the stage of being developed. These options include the following:

1. Options for access that can be utilized immediately:
   a. Camtasia, other archiving options
      i. All KUMC/KU course lectures will be recorded using Camtasia, a web-based pod-casting system. Links to these lectures will be available to all students enrolled in these courses (including those at remote sites) and also archived for use at any time in the future. These recordings could serve as the basis (or possibly the full course) for coursework on an SLPD student plan of study.
      ii. Even for new courses/independent studies – faculty could utilize Camtasia to record new lectures specific to independent study for a given student. Assuming that students might come into the program in a few areas of concentration there ultimately would be an ever-growing library of archived courses that could be utilized for future SLPD students.
   b. Adobe Connect/Skype/Face Time
      i. We have utilized these real-time avenues to allow current students doing field study at remote sites to participate in our Professional Seminar courses. This technology can also be used for a variety of courses offered to off-campus SLPD students.
      ii. The above real-time options also can be used for off-campus SLPD students conducting independent studies with faculty mentors. Adobe Connect in particular

allows not only audio/video connection but also desktop sharing (i.e., articles, power point shows, etc.). As with Camtasia, these sessions can be recorded and archived – adding to the library of courses available to both current and future SLPD students.

   c. On-Line courses currently available

Several units within the KUMC and the School of Nursing in particular, offer a variety of on-line courses that may be suitable to the program of study for SLPD students.

2. Options under development/consideration:

   a. Faculty has begun the process of converting certain courses to web-based/on-line formats (completely or partially). As referenced by the reviewers, our Evidence Based Practice seminar A will eventually be converted into at least a partially web-based course since it is required for all SLPD students.

   b. The faculty will engage in creative scheduling options for face-to-face and/or concentrated synchronous distance courses. These options may include:

      i. Half-day courses or full day courses that meet less frequently during a semester – how often and how long depends on credit hour enrollment(E.g. , monthly/twice monthly meetings; Friday half/full day). It's possible that students might have to take vacation days from work to meet some of the course requirements, and also engage in readings and other activities leading up to the face-to-face meetings.

      ii. Saturday courses

      iii. Summertime or between semester concentrated coursework – multiple days, weeks. E.g., some courses could be offered in a concentrated time period for several hours/day versus the traditional hourly lectures spread over two-three days/week. An intensified schedule also could be offered over multiple days during the holiday break, and/or between spring-summer or summer-fall semesters. It is important to note that the KUMC faculty members in particular are all on twelve month appointments, and continue to work during semester breaks.

SLPD Mid-Program Formative Review

Student:
Chairperson/Advisor:
Other Members of SLPD Advisory Committee:
Semesters Enrolled in to Date:
Planned Last Semester of Required Coursework:
Planned Applied Research Project Defense Semester:
Requested/Planned Funding for Next Academic Year:

Instructions. *Only include items below that are relevant to you. You may delete any irrelevant items.*

Coursework and Exams
List coursework completed.

Course #	Course Title	Semester	Grade

List in progress coursework for the current semester.

Course #	Course Title	Semester	Hours

Provide a copy of an updated plan of study. Any requested changes to the plan of study since initially approved should be described below and highlighted on the plan of study with red font.

Describe the progress you have made since enrollment in the program.

Scholarship/Leadership
Briefly describe the scholarship and leadership activities you participated to date. Your description should include your mentor for the activities, the purpose of the activity, the tasks you have completed thus far, the tasks that are planned for the coming year, and the skills you are acquiring through this participation. Examples of scholarship and leadership activities include presentations, consultations, publications, dissemination, and clinical and/or didactic teaching.

Submit this report, an updated plan of study, your updated CV, and any supporting materials (e.g., summary of student evaluations of teaching) to the members of your SLPD Advisory Committee.

D. *Fiscal Affairs & Audit*   Regent McKechnie

1. **Receive Presentation and Discuss University Tuition**   **Diane Duffy**
    and Fee Proposals for FY 2015 (First Reading)   **VP, Finance & Administration**
    - **Fort Hays State University**
    - **Emporia State University**
    - **University of Kansas**
    - **Kansas State University**
    - **Pittsburg State University**
    - **Wichita State University**

Background

> *One of the Board's primary responsibilities, as defined in state law, is to set tuition and fees at the state universities. Typically, the state budget is finalized in early May so that tuition proposals are considered by the Board with the knowledge of the state funding available to the state universities for the upcoming fiscal year. The Legislature finished this year's session on Saturday May 3. The Board will receive presentations from the state universities on their tuition proposals on May 14 (first reading). The Board is scheduled to take final action at the June 18-19 meeting.*

2.   Act on Johnson County Research Triangle (JCERT) FY 2015 Budgets – KU and KSU

Summary

The Johnson County Education Research Triangle Authority legislation (KSA 19-5001 through 19-5005) was approved by the 2007 Legislature. On November 4, 2008, the voters of Johnson County approved a 1/8 cent sales tax to support three university projects: (1) medical education and life sciences and cancer research programs at the Johnson County locations of the University of Kansas Medical Center; (2) research and education programs in animal health and food safety and security at the City of Olathe location of Kansas State University; and (3) undergraduate and graduate programs at the Edwards campus of the University of Kansas in the City of Overland Park. The JCERT board can retain up to 2% of the revenues to cover administrative costs and the remainder of the annual revenue (original FY 2010 estimated total revenue from the sales tax was $15 million) is to be split evenly between the three projects.

The Act restricts the universities' expenditure of these tax revenues to certain purposes and states that "the Kansas Board of Regents shall remain responsible for the governance of these institutions, including approval of any academic programs and the regulation thereof, and shall be responsible to the authority for institutional compliance with the purposes of this act." An annual budget approval is required each year.

In accordance with Board policy, the Fiscal Affairs and Audit Committee reviewed and approved the budget proposals at the April 16, 2014 Committee meeting, and recommended the proposals move forward to the JCERT board for approval. The JCERT Board approved the budgets on April 23, 2014.

The Board will be asked to take action to approve the FY 2015 JCERT budgets for K-State Olathe Campus, KU Edwards Campus, and KU Medical Center at the May Board meeting.

Background

The Johnson County Education Research Triangle Authority http://www.jocotriangle.com/ legislation (KSA 19-5001 through 19-5005) was approved by the 2007 Legislature. In November 2008, the voters of Johnson County approved a 1/8 cent sales tax to support three projects at the University of Kansas, the University of Kansas Medical Center, and Kansas State University. The ballot language was as follows:

> *Shall the Johnson County Education Research Triangle Authority be created and, for its purposes, shall a one-eighth of a cent (0.125%) retailers' sales tax be imposed in Johnson County, pursuant to KSA 19-5002, for the purpose of supporting projects and programs related to (1) medical education and life sciences and cancer research programs at the Johnson County locations of the University of Kansas Medical Center; (2) research and education programs in animal health and food safety and security at the City of Olathe location of Kansas State University; and (3) undergraduate and graduate programs at the Edwards campus of the University of Kansas in the City of Overland Park, with the revenue from the tax being distributed in equal shares to the three institutions, consistent with the statute, and used for building construction, academic and research program development and growth, faculty and staff recruitment and retention, and operation and maintenance.*

In April, 2009, the Board established a budget approval and reporting process to help ensure university and Board compliance with the statutes, and in May, 2009, approved budgets for the three projects for the first year of this program, FY 2010. Because of a decline in sales tax revenues during the recession, the FY 2010 and FY 2011 revenue estimates were revised downward to $13.0 million and expenditures for each project were adjusted accordingly. For FY 2012 JCERT revenues were $14.6 million, and $15.0 million for FY 2013. The FY 2014 budget assumed total JCERT sales tax revenues of $15.3 million. The FY 2015 proposed budgets are

built assuming JCERT sales tax revenues of $16.2 million. Projected JCERT sales tax revenues are estimated to climb to $16.5 million in FY 2016.

In accordance with the Board's process, the universities prepare annual budgets for their portion of the JCERT revenue, to include debt service, maintenance, operations, and, where appropriate, research, and undergraduate and graduate educational programs. In order that the JCERT Board also has the opportunity to review the proposed use of funds, the Board of Regents Fiscal Affairs and Audit Committee reviewed the proposed budgets at its April meeting.

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

The following are the proposed FY 2015 budget plans for the development of the Business, Education, Science and Technology (BEST) Building and new degree programs at KU's Edwards Campus in Overland Park; Clinical Research Center at KUMC in Fairway; and the International Animal Health and Food Safety Institute at K-State's Innovation Campus in Olathe.

Proposed Fiscal Year 2015
JCERTA Budget
Edwards Campus
Business, Engineering, Science, and Technology (BEST)

Background
The Edwards campus of the University of Kansas will use the funds from the Johnson County Research Triangle Authority (JCERTA) sales tax for the construction, debt service and maintenance of a new 75,000 square foot building, and to pay the costs initially of 10 new degrees, including 4 bachelors and 4 masters degrees in business, engineering, science, and technology as well as two Professional Science Masters degrees.

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

Expenditure Categories
A draft two year budget is attached for reference and planning purposes. While only the FY 2015 budget is being approved at this time, the additional year provides a clear picture of all expenses for building support and operations, and the programmatic costs.

Below are details of the FY 2015 budget which is presented for approval.

Administrative/Student Services (including Scholarships): $ 1,330,812
KU and KSU have each agreed to establish a $50,000 scholarship program from JCERTA funds. The scholarships are to be awarded to Johnson County residents. The criteria for the scholarships at KU are as follows: students must be enrolled in an undergraduate or graduate program at the Edwards Campus that was funded by the JCERTA tax. The scholarship can be applied toward the cost of tuition, fees and/or books. Additional requirements include residence in Johnson County, a minimum cumulative grade point average of 2.5, and enrollment in a minimum of six hours at KU Edwards Campus. Preference will be given to students with financial need. Completion of the Free Application for Federal Student Aid (FAFSA) is required. In fall 2012 (fall 2011, spring 2012), 22 students received the Triangle award. The average amount was $3,000.00 per semester. In 2013, (fall 2012, spring 2013) 41 students received the Triangle award. The average amount per semester was $1,500.00. In 2014 (fall 2013, spring 2014) 24 students received the Triangle award, 10 of whom received $3,000.00 each, and the remaining received $1,500.00 each. This fund will become increasingly competitive as we add additional programs.

Student advising, student services/administrative and public relations and marketing will increase while the programs are gearing up. Staff costs are estimated at $1,085,812 with the addition of 4 new staff to support recruitment, student services and communications/marketing. Other operating costs are $195,000. This amount differs from previous years in that Public Relations and Recruitment costs will be reported by program.

Programmatic Costs: $3,549,616
Ongoing costs in FY15 for the Bachelor's in Business Administration is approximately $1,000,000 from JCERTA funds. The Bachelor of Information Technology launched in fall 2012 ongoing costs are $450,250. Three programs launched in the fall of 2013, Master of Science in Project Management, Master of Engineering in Project Management, and Professional Science Masters (PSM) in Applied Science (Concentration in Environmental Assessment) have ongoing costs of $375,941 for the two project management degrees, and $188,725 for the PSM. Additionally, two programs were launched in the Spring of 2014, the Master of Science in Educational Technology with FY15 costs of $264,250, and a Bachelor's in Exercise Science with FY15 costs of $272,500. The Bachelor of Applied Science in Biotechnology will launch during FY15, with operational

costs of $327,950, and a one-time lab startup cost of $482,500. Future new degrees scheduled to launch over the next year include the Master of Accounting, and the Professional Science Master in GIS.

Facility Expense (including Debt Service): $2,314,062
The annual debt service is just under $2 million per year. The total principal on the 2010M bonds is $20,990,000 and the repayment term is 15 years. The bonds were a combination of tax exempt bonds ($6,125,000) and taxable Build America Bonds ($14,865,000) with an all-inclusive interest rate of 3.11%. The University expects to receive $216,980 in subsidies from the Federal Government for interest on the Build America Bonds.

The estimated cost of custodial services and building operations is $334,544.

Reserves
A capital reserve in the amount of $100,000 has been established for future deferred maintenance. As programming becomes more established, this reserve will continue to grow to offset maintenance issues as they arise. Additionally, an operations reserve in the amount of $100,000 has been established to cover operations should there be a decline in sales tax revenue. This, too, will grow as programs grow.

Johnson County Education Research Triangle
KU Edwards Campus Budget

	Approved FY 14 Budget			Proposed FY15 Budget			Estimated FY16 Budget		
	JCERT	Other Sources (Tuition)	Total	JCERT	Other Sources (Tuition)	Total	JCERT	Other Sources (Tuition)	Total
Revenue						-			-
JCERT Sales Tax	$ 5,100,000		$ 5,100,000	$ 5,400,000		$ 5,400,000	$ 5,500,000		$ 5,500,000
Interest Earnings	5,640		5,640	5,940		5,940	6,050		6,050
Tuition		600,000	600,000		660,000	660,000		1,070,625	1,070,625
Recovery of Prior Year Encumbrances						-			-
Build American Bonds Interest Subsidy	237,656	-	237,656	216,980	-	216,980	216,980	-	216,980
Total Revenue	**5,343,296**	**600,000**	**5,943,296**	**5,622,920**	**660,000**	**6,282,920**	**5,723,030**	**1,070,625**	**6,793,655**
Expenditures									
Administrative/Student Services									
Scholarships	50,000		50,000	50,000		50,000	50,000		50,000
Salaries and Fringes 15.49 FTE (staff)	942,814		942,814	1,085,812		1,085,812	1,208,778		1,208,778
Public Relations and Recruitment	420,000		420,000	25,000		25,000	25,000		25,000
Library	24,623		24,623	20,000		20,000	20,000		20,000
Administration and Travel	126,000	-	126,000	150,000	-	150,000	150,000	-	150,000
Total Administrative/Student Services	**1,563,437**		**1,563,437**	**1,330,812**		**1,330,812**	**1,453,778**		**1,453,778**
Programmatic									
BBA Spring 2011	1,005,480	354,270	1,359,750	1,000,000	397,500	1,397,500	835,000	562,500	1,397,500
BSIT Fall 2012	347,900	-	347,900	450,250	-	450,250	361,605	90,000	451,605
Project Management - MS & ME Fall 2013	268,340		268,340	375,941		375,941	264,960	67,500	332,460
PSMAS - Environmental Assessment Fall 2013	115,400		115,400	188,725		188,725	162,350	22,500	184,850
Educational Technology Spring 2014	127,100		127,100	264,250		264,250	190,141	82,500	272,641
Exercise Science Spring 2014	137,600		137,600	272,500		272,500	195,600	90,000	285,600
BAS in Biotech (includes Director) Fall 2014	268,660		268,660	327,950		327,950	239,109	75,000	314,109
Lab Cost	242,478	240,022	482,500	220,000	262,500	482,500	-		-
Graphic Design Spring 2014	129,080		129,080	-		-	-		-
Future Degrees	-	-	-	450,000	-	450,000	369,375	80,625	450,000
Total Programmatic	**2,642,038**	**594,292**	**3,236,330**	**3,549,616**	**660,000**	**4,209,616**	**2,618,140**	**1,070,625**	**3,688,765**
Facility Expense									
Building Maintenance	40,000		40,000	40,000		40,000	40,000		40,000
Communications	42,000		42,000	42,000		42,000	42,000		42,000
Custodial Service	58,000		58,000	58,200		58,200	58,200		58,200
Withheld by Trustee for Debt Service & Trustee Expenses	1,981,080	-	1,981,080	1,979,518	-	1,979,518	1,984,018	-	1,984,018
Security	38,000		38,000	38,760		38,760	38,760		38,760
Technology	40,000		40,000	40,000		40,000	40,000		40,000
Utilities	167,000	-	167,000	115,584	-	115,584	117,896	-	117,896
Total Facility Expense	**2,366,080**	**-**	**2,366,080**	**2,314,062**	**-**	**2,314,062**	**2,320,874**	**-**	**2,320,874**
Construction									
Total Expenditures	**6,571,555**	**594,292**	**7,165,847**	**7,194,490**	**660,000**	**7,854,490**	**6,392,792**	**1,070,625**	**7,463,417**
Revenue less Expenditures	(1,228,259)	5,708	(1,222,551)	(1,571,570)	-	(1,571,570)	(669,762)	-	(669,762)
Less Current Amount Set aside for Capital Reserve				100,000		100,000	100,000		100,000
Less Current Amount Set aside for Operations Reserve				100,000		100,000	100,000		100,000
Operating Account - Beginning Balance	4,054,673	28,480	4,083,153	2,751,359	-	2,751,359	979,789	-	979,789
Operating Account - Ending Balance	**$ 2,826,414**	**$ 34,188**	**$ 2,860,602**	**$ 979,789**	**$ -**	**$ 979,789**	**$ 110,027**	**$ -**	**$ 110,027**
			-			-			-
All Accounts - Ending Balance									
Operating Account	$ 2,826,414	$ 34,188	$ 2,860,602	$ 979,789	$ -	$ 979,789	$ 110,027	$ -	$ 110,027
Capital Reserve				100,000		100,000	200,000		200,000
Operations Reserve				100,000		100,000	200,000		200,000
Total All Accounts - Ending Balance	**$ 2,826,414**	**$ 34,188**	**$ 2,860,602**	**$ 1,179,789**	**$ -**	**$ 1,179,789**	**$ 510,027**	**$ -**	**$ 510,027**

Proposed Fiscal Year 2015
JCERTA Budget
The University of Kansas Clinical Research Center

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

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

Expenditure Categories
A draft two year budget is attached for reference and planning purposes. While only the FY2015 budget is being submitted for approval at this time, the additional year provides a clear picture of expenses for the clinical research program and building support and operations. Also provided is information on other revenue sources that support the operations of the CRC.

Below are details of the FY 2015 budget which is presented for approval.

Clinical Research Center Staff and Operating Expenses: $3,363,016
These funds will be used to fund staff salaries for clinical support positions and operating costs. These support positions will all be located in the new facility and are critical to the clinical trials activity.

Facilities Operating Costs including Debt Service: $2,038,036
The annual debt service is just over $1 million per year. The total principal on the 2010P bonds is $15,930,000 and the repayment term is 20 years (FY 2030). The bonds were a combination of tax exempt bonds ($3,950,000) and taxable Build America Bonds ($11,980,000) with an all-inclusive interest cost of 3.0%. The University will receive $169,182 in subsidies from the Federal Government for interest on the Build America Bonds.

JCERT funds of $817,421 will be used to provide utilities cost, custodial and security staff, other facility services.

Reserve for Capital Expenditures: $50,000
These funds will be used to repair, renovate, or improve equipment at CRC.

Reserve for Operations:
In FY2014, $400,000 was put aside as reserve for operations. There is no additional reserve needed in FY2015.

Johnson County Education Research Triangle
KUMC Clinical Research Center Budget

	Approved FY14 Budget			Proposed FY15 Budget			Proposed FY16 Budget		
	JCERT	Other Sources	Total FY14 Budget	JCERT	Other Sources	Total FY15 Budget	JCERT	Other Sources	Total FY15 Budget
Sources of Funds									
Revenue									
JCERT Sales Tax	$ 5,100,000		$ 5,100,000	$ 5,400,000		$ 5,400,000	$ 5,500,000		$ 5,500,000
Clinical Trial Collection		313,684	313,684		450,000	450,000		585,000	585,000
Facility Rent Collection		500,080	500,080		500,080	500,080		-	-
Interest Earnings									
Build American Bond Subsidy	175,500	-	175,500	169,182	-	169,182	169,182	-	169,182
Total Revenue	**5,275,500**	**813,764**	**6,089,263**	**5,569,182**	**950,080**	**6,519,261**	**5,669,182**	**585,000**	**6,254,182**
Total Sources of Funds	**5,275,500**	**813,764**	**6,089,263**	**5,569,182**	**950,080**	**6,519,261**	**5,669,182**	**585,000**	**6,254,182**
Expenditures									
Payroll									
Director, Phase I Program & startup	178,458		178,458	247,650		247,650	247,650		247,650
2 Physician Positions	205,325		205,325	223,520		223,520	325,120		325,120
Research Leadership	321,671		321,671	360,074		360,074	445,799		445,799
Research Scientists	325,830		325,830	380,720		380,720	380,720		380,720
Research Laboratory Staff	200,864		200,864	60,536	45,000	105,536	47,036	58,500	105,536
Research Nursing & Study Coordination	275,817	313,684	589,501	251,467	250,000	501,467	283,542	321,000	604,542
Research Administrative Support	206,467	-	206,467	157,387	135,000	292,387	116,887	175,500	292,387
Total Payroll	**1,714,432**	**313,684**	**2,028,116**	**1,681,353**	**430,000**	**2,111,353**	**1,846,753**	**555,000**	**2,401,753**
Other Operating Expenses									
Operating Expenses	125,700		125,700	155,700	20,000	175,700	114,840	30,000	144,840
Telephone & Networking	15,000		15,000	15,000		15,000	15,000		15,000
Mass Spec Lease	160,963		160,963	160,963		160,963	160,963		160,963
KUH Clinical Services Settlement Cost - Operations	1,350,000		1,350,000	1,350,000		1,350,000	1,350,000		1,350,000
KUH Clinical Services Settlement Cost - Facility Rent	-	500,080	500,080	-	500,080	500,080	-	-	-
Total Other Operating Expenses	**1,651,663**	**500,080**	**2,151,742**	**1,681,663**	**520,080**	**2,201,742**	**1,640,803**	**30,000**	**1,670,803**
Facility Expenses									
Facility Operating Costs	793,613		**793,613**	817,421		**817,421**	841,944		**841,944**
Withheld by Trustee for Debt Service & Trustee Expenses	1,227,822	-	**1,227,822**	1,220,615	-	**1,220,615**	1,220,615	-	**1,220,615**
Total Facility Expenses	**2,021,435**	**-**	**2,021,435**	**2,038,036**	**-**	**2,038,036**	**2,062,558**	**-**	**2,062,558**
Construction Costs									
Total Expenditures	**$ 5,387,529**	**$ 813,764**	**$ 6,201,293**	**$ 5,401,051**	**$ 950,080**	**$ 6,351,131**	**$ 5,550,114**	**$ 585,000**	**$ 6,135,114**
Revenue less Expenditures	**(112,029)**	**-**	**(112,029)**	**168,131**	**-**	**168,131**	**119,068**	**-**	**119,068**
Less Current Amount Set aside for Capital Reserve	**50,000**		**50,000**	**50,000**		**50,000**	**50,000**		**50,000**
Less Current Amount Set aside for Operations	**400,000**		**400,000**			**-**			**-**
Operating Account - Beginning Balance	**3,037,659**	**186,469**	**3,224,128**	**2,719,478**	**348,986**	**3,068,464**	**2,837,609**	**348,986**	**3,186,595**
Operating Account - Ending Balance	**2,475,630**	**186,469**	**2,662,099**	**2,837,609**	**348,986**	**3,186,595**	**2,906,676**	**348,986**	**3,255,663**

All Accounts - Ending Balance									
Operating Account	$ 2,475,630	$ 186,469	$ 2,662,099	$ 2,837,609	$ 348,986	$ 3,186,595	$ 2,906,676	$ 348,986	$ 3,255,663
Capital Reserve	100,000		100,000	150,000	-	150,000	200,000	-	200,000
Operations Reserve	400,000	-	400,000	400,000	-	400,000	400,000	-	400,000
Total All Accounts - Ending Balance	**$ 2,975,630**	**$ 186,469**	**$ 3,162,099**	**$ 3,387,609**	**$ 348,986**	**$ 3,736,595**	**$ 3,506,676**	**$ 348,986**	**$ 3,855,663**

**Proposed Fiscal Year 2015
Kansas State University Olathe
JCERTA Budget**

Narrative summary
The first building of the K-State Olathe campus opened in April 2011. Financed through a KDFA $30 million, 30 year bond with the pledge of JCERTA revenue, the 108,000 square foot International Institute for Animal Health and Food Safety occupies 8 acres on the 38 acre campus and is part of the Kansas Biosciences Park.

The first cohort of graduate students pursuing JCERTA-supported programs in animal health and food safety were enrolled in Fall 2013. As of Spring 2014, five biosciences-related graduate degree programs are being offered in addition to three other programs in adult education (Master's and PhD level). There currently are almost 30 faculty and administrative staff directly supporting educational and research programs.   Over 160 faculty from K-State's Manhattan and Salina campuses have also contributed to various academic programs over the last three years.

Research activities at K-State Olathe are well underway representing the broad areas of veterinary medicine and animal health, food science and food/produce handling, biological and agricultural engineering, and water. The first faculty member hired in January 2013 recently received top ranking for her team's project resulting in a $1 million, four year award from the U.S. Department of Agriculture for a project focused on food security and handling of post-harvest vegetables.

Other highlights include (1) the Merck Animal Health sponsored Microbial Surveillance Laboratory in partnership with K-State's Veterinary Diagnostic Laboratory; and (2) the K-State Olathe Innovation Accelerator funded through a $1.25 million, five year award from the Economic Development Administration.

Engagement activities include science-based partnerships with K-12 schools in Johnson County including assistance in curriculum development with Blue Valley CAPS and Olathe 21st Century programs. In the last two years, over 10,000 students and teachers have engaged in food and health focused programs with K-State Olathe.   An additional 30,000 plus individuals have participated in various professional development and educational activities over the last three years.

Economic development is also a strategic priority of this campus through workforce training and entrepreneurial partnerships with the private sector. As an example, the partnership initiated in 2011 with SmartVet USA (subsidiary of Australian SmartVet Pty Ltd) has resulted in a patented technology for delivering pharmaceuticals to cattle. SmartVet is already developing plans for a manufacturing facility with anticipated employment capacity of over 50 people.

EXPENDITURE CATEGORIES

Debt Service on Bonds – $2,023,084
Bonds were issued in September, 2009 and debt service payments began in March, 2010. Payments escalated until reaching $2,019,275 in FY 2012 and continue at approximately that level for the remaining 28 years.

Special District Assessment and Taxes – $252,619
Kansas State Olathe owns 38 acres within the 91 acre Kansas Biosciences Park in Olathe, Kansas. A special benefit district was created to develop the infrastructure in the park and expenses are split proportionately between Kansas State and the Kansas Biosciences Authority.   In addition, the property is subject to approximately $24,000 in additional special assessments in the area.   K-State Olathe is responsible for payment of 41% of the $6.5 million in special assessments on the benefit district for the next 20 years.

Scholarships – $50,000
Kansas State University agreed, with the University of Kansas, to provide $50,000 per year in scholarships for residents of Johnson County. Any unspent funds will carry forward to the next year. As programs increase in FY 15, these funds will begin to be spent more rapidly.

Facilities Operations, Maintenance and Deferred Maintenance - $1,365,000
This amount represents the utilities and maintenance costs for the facility, including custodial, engineering, security, AV/IT, and landscape services. In addition, $500,000 is being set aside to fund a deferred maintenance reserve.

Programmatic Personnel Costs - $817,740
This includes the salaries and fringe benefits for the administrative staff.

Academic Programs - $1,613,480
These funds are used for personnel, fringe benefit costs, and program costs for the academic and research programs in Animal Health, Food safety and security, and K-12 outreach programs in those focus areas. In addition, significant KSU funds and the tuition collected from Olathe courses fund several graduate programs.

Office and Administrative - $209,000
This category covers office supplies, travel, marketing, audit, legal, and other administrative expenses.

Kansas State Olathe Campus Budget
Fiscal Year 2015 - Proposed

	Current year Budget FY 2014	Proposed TOTAL FY 2015	Proposed FY 2015 JCERT	Proposed FY 2015 KSU	Proposed TOTAL FY 2016	Proposed FY 2016 JCERT	Proposed FY 2016 KSU
REVENUE							
JCERT tax revenue	5,100,000	5,400,000	5,400,000	-	5,500,000	5,500,000	-
Transfer to bond reserve	(2,030,495)	(2,023,084)	(2,023,084)	-	(2,022,585)	(2,022,585)	-
KSU Allocation	868,615	856,630	-	856,630	856,630	-	856,630
Urban Water Institute	90,000	90,000	-	90,000	90,000	-	90,000
Tuition estimate	168,000	200,000	-	200,000	250,000	-	250,000
Campus Fee estimate	61,000	72,500		72,500	90,715		90,715
Building use fees	66,500	80,810	92,810	(12,000)	80,810	92,810	(12,000)
Interest income	3,000	3,000	3,000	-	3,000	3,000	-
Total Revenue	4,326,620	4,679,856	3,472,726	1,207,130	4,848,570	3,573,225	1,275,345
EXPENDITURES							
Special Tax Assessment - Benefit district	258,585	252,619	252,619		246,898	246,898	
Salaries - Administration	695,878	817,740	711,440	106,300	840,000	732,000	108,000
KSU Foundation (development)	141,676	140,000	-	140,000	140,000	-	140,000
Information Technology	39,122	160,000	40,000	120,000	160,000	40,000	120,000
Operations & Maintenance	488,750	517,600	517,600		535,000	535,000	
Utilities	300,000	330,000	330,000		330,000	330,000	
Deferred maintenance	400,000	500,000	500,000		500,000	500,000	
Subtotal - Operations & Maintenance	1,188,750	1,347,600	1,347,600	-	1,365,000	1,365,000	-
Other Operating Expenses	200,000	209,000	209,000		220,000	220,000	
Program Budget - Academic							
Academic administration & support	261,050	340,760	100,000	240,760	340,760	100,000	240,760
Urban Water Institute	90,000	115,000	-	115,000	115,000	-	115,000
Sensory and Consumer Research Center	118,000	55,000	-	55,000	-	-	-
General Academic Programs	33,000	40,000	40,000		40,000	40,000	
Adult Education Faculty+support	98,000	100,165	-	100,165	100,165	-	100,165
Bio-Ag Engineering Faculty+support	227,000	196,330	184,330	12,000	196,330	184,330	12,000
Food Science Faculty+support	126,424	133,165	97,165	36,000	133,165	97,165	36,000
Horticulture Faculty+support	90,000	92,165	92,165	-	92,165	92,165	-
Veterinary Medicine Faculty+support	41,673	95,000		95,000	95,000		95,000
Tuition return to depts	108,000	100,000		100,000	100,000		100,000
Innovation Accelerator	100,000	100,000	100,000	-	100,000	100,000	-
Scholarships	50,000	50,000	50,000		50,000	50,000	
Food program Manager+support	102,650	97,820	97,820		97,820	97,820	
K-12 outreach Director+support	121,250	113,075	113,075		113,075	113,075	
Subtotal - academic programs	1,567,047	1,628,480	874,555	753,925	1,573,480	874,555	698,925
TOTAL EXPENDITURES	4,091,058	4,555,439	3,435,214	1,120,225	4,545,378	3,478,453	1,066,925
Net (Rev-Exp)	235,562	124,417	37,512	86,905	303,192	94,772	208,420
Carry forward - JCERT funds	3,408,959	3,644,521	3,644,521		3,644,521	3,644,521	
Carry forward - KSU funds	1,230,997	1,230,997		1,230,997	1,230,997		1,230,997
Balance Forward - All funds	4,875,518	4,999,935	3,682,033	1,317,902	5,178,710	3,739,293	1,439,417

VI.   **Executive Session**
       Board of Regents – Personnel Matters Relating to Non-Elected Personnel

CONSENT AGENDA

VII.   Introductions and Reports
   A.   *Introductions*
   B.   *Report from System Council of Presidents*   President Heilman

VIII. Approval of Consent Agenda
   A.   *Academic Affairs*
   1.   **Act on Requests for Additional Degree Granting**   **Gary Alexander,**
        Authority for: **VP, Academic Affairs**
        a) **Bryan University**
        b) **Colorado Technical University – Online**
        c) **University of Nebraska**

Staff Recommendation

The following institutions request approval for additional degree granting authority: (1) Bryan University, (2) Colorado Technical University Online, and (3) University of Nebraska. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the listed institutions demonstrate they meet and maintain compliance with all of the statutorily imposed requirements described below. Staff recommends approval for additional degree granting authority.

Summary of Institution Requirements
The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully "operate" in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas but also schools that offer or provide on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by KBOR staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, instructor credentials; a statement of the objectives of the programs; and qualifications of administrators and owner information.

Institution Requests:

Bryan University
Bryan University was previously approved by the Kansas Department of Education in May of 1982. This certification continued under the Kansas Board of Regents with the enactment of Senate Bill 345 placing control of "proprietary schools" under the Kansas Board of Regents. Bryan University has been in existence since 1982 and offers programs in Computer Networking, Computer Programming, Allied Health and Wellness, Business Administration, Gaming and Robotics. In addition to the campus located in Topeka, KS, Bryan University has two other degree granting campuses located in Springfield, MO and Rogers, AR. The University offers distance education out of the Springfield, MO campus location. The program in this request will be offered through

distance education out of the Springfield, MO campus location and the Topeka location. The online distance education division of Bryan University is currently approved by the Kansas Board of Regents to offer seven (7) programs at the associate, bachelor and master level. The Topeka campus is currently approved to offer ten (10) programs at the associate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 48% of entering students at Bryan University - Online were counted as "full-time, first-time" in 2012 and a graduation rate of 45% for students who began their studies at Bryan University - Online in fall 2009. The reported cohort default rate for fiscal year 2010 was 31.4%. The U.S. Department of Education reports that 100% of entering students at Bryan University - Topeka were counted as "full-time, first-time" in 2012 and a graduation rate of 48% for students who began their studies at Bryan University - Topeka in fall 2009. The reported cohort default rate for fiscal year 2010 was 30.2%.

Bryan University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award diplomas, associate, bachelor and master degrees. ACICS is a nationally recognized accrediting agency recognized by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree and non-degree granting approval on its campuses.

Degrees Requested by Bryan University for Approval:
- Associate of Applied Science in Medical Billing and Coding

Colorado Technical University
The Kansas Board of Regents first approved Colorado Technical University in September of 2011. Colorado Technical University was established in 1965 with a focus on training former military personnel in technical and vocational subjects. The university maintains Colorado campuses in Colorado Springs (main campus), Denver, Pueblo, and Westminster, as well as out-of-state campuses in Sioux Falls, South Dakota. Additionally, a number of CTU's degree programs can be completed entirely or primarily online. The University currently enrolls 23,000 undergraduates and 3,000 graduate students. Colorado Technical University is currently approved by the Kansas Board of Regents to offer 102 programs at the associate, bachelor, master, and doctoral level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 32 percent of entering students in the online campus were counted as "full-time, first-time" in 2012 and a graduation rate of 13% for students who began their studies in the fall of 2006. For the reported fiscal year 2010, the three-year cohort default rate for Colorado Technical University Online is 22.8%.

Colorado Technical University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools. The Higher Learning Commission is recognized by the U.S. Secretary of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees Requested by Colorado Technical University
- Bachelor of Science in Cyber Security

University of Nebraska
The Kansas Board of Regents first approved the University of Nebraska for degree granting authority in October of 2013. The University of Nebraska is a four-campus, public university that was founded in 1869. Today the University serves students online through its University of Nebraska Online Worldwide division. The Online Worldwide division is a system-wide distance education initiative made up of campuses in Kearney, Lincoln,

Omaha and the Medical Center located in Omaha. The University of Nebraska Worldwide is currently approved by the Kansas Board of Regents to offer 142 programs at the bachelor, master, graduate certificate and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 56% and cohort default rate of 5.5% for the Kearney campus, a graduation rate of 65% and cohort default of 3.7% at the Lincoln campus and a graduation rate of 46% and cohort default of 7.5% at the Omaha campus. The Medical Center does not admit full time first time undergraduate students therefore graduation rate data is not available. The Medical Center has a cohort default rate of 1.6%.

Nebraska University is accredited by the North Central Association of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Secretary of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees Requested by University of Nebraska:
- Doctor of Nursing Practice

**2. Act on Requests for Degree Program Submitted   Blake Flanders,
    from Manhattan Area Technical College   VP, Workforce Development**

Summary and Recommendation

Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received a request from Manhattan Area Technical College to offer an Associate of Applied Science in Biotechnology Laboratory Technician. The program submitted addressed all criteria requested and was subject to the 14 day comment period required by policy. The program was reviewed by the Technical Education Authority and is recommended for approval.

Background

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

Description of Proposed Programs

Manhattan Area Technical College requests approval for the following program:

- Biotechnology Laboratory Technician (41.0101)—AAS degree/65 credit hours

The proposed Biotechnology Laboratory Technician associate of applied science degree is an expansion of an existing technical certificate program at the college. The program prepares individuals to apply scientific principles and technical skills in support of a variety of laboratory settings. The program includes instruction in standard laboratory practices and procedures; techniques for analysis, testing and inspection; laboratory instrumentation, equipment operation and maintenance; laboratory and materials handling safety; and computer applications applicable to a broad spectrum of biotechnology industries.

The existing certificate program was originally designed as an "advanced" certificate requiring a number of pre-requisite credit hours in lab based science courses as well as an associate degree or higher prior to admittance and has been fully operational for two years. During that period six students have completed the required coursework for the certificate, all are employed in the field. Currently there are four students in the certificate program. Expanding the program to an associate of applied science degree program will allow interested students to attain an associate degree after completing the previously pre-requisite course work in addition to the advanced level courses in the existing certificate program. The advanced certificate remains available to

students who previously have completed a postsecondary degree in the sciences. Graduates will be prepared to work in a variety of biotechnology industries and research laboratories as chemical technicians, environmental science and protection technicians, geological and petroleum technicians, agricultural and food science technicians or environmental engineering technicians. Employment demand in these occupational fields is anticipated in the region due to the opening of the National Bio and Agro Defense facility in Manhattan as well as other biotechnology companies locating in the region. The US Occupational Outlook Handbook and Kansas Department of Labor confirm that growth in this sector in Kansas will increase between 7% and 14% from 2010 to 2020. Projected Kansas salaries for these occupations range from approximately $37,170 to $45,000.

The proposed program includes an internship component that has resulted in the development of partnerships with area businesses to provide these opportunities as well as sharing of used equipment, donations of supplies and other items for use in the student laboratories, and specific technical assistance. In addition, letters from local businesses in support of the program include commitments to hire program graduates, assistance with course development, serving as adjunct instructors and guest lecturers, and maintaining a strong presence on the program advisory committee.

Currently two colleges are approved to offer associate of applied science degrees in Bio or Agri technology. These colleges include: Cloud County Community College and Johnson County Community College. The curriculum in MATC's program address laboratory skills required in the biotechnology industry such as cell culture, molecular techniques and biomanufacturing which are not taught in the other programs. An articulation agreement between Cloud County Community College and Manhattan Area Technical College has been developed allowing for the transfer of coursework/credits between the two colleges. MATC also has a collaborative agreement with Butler Community College.

The college has established a partnership with the School-Business Consortium (Frankfort, KS) to help support the district's Bio-Medical and Bio-Chemistry pathways for high school students. MATC developed an "Emerging Technologies" course for high school students in these pathways in the nine high schools that comprise the consortium. During the current year, 10 high school students at three high schools participated in this new course. For the 2014-2015 academic year, the curriculum will be delivered to 8 high schools in the consortium to approximately 25 students. Students completing the course will be able to articulate that credit into MATC's proposed program. The college will also work with Kansas State University's Division of Continuing Education on a 2+2 articulation agreement leading to a Bachelor of Science in Technology Management to support the growing biotechnology needs of the state.

MATC began their existing approved technical certificate program in 2010. Through successful grant writing, all equipment and instructor materials were purchased. The college estimates the cost to expand the program to the AAS level is approximately $35,850 for 7 adjunct hours (at $550/cr hr) = 3,850, 1/3 of Director Bioscience salary = $20,000 and ½ time lab assistant = $12,000.

The proposed program was subject to the 14-day comment period during which one letter of comment from Emporia State University was received. While stating that the university does not oppose the proposed new program, the letter included some clarifying comments in response to statements made in the proposal regarding collegiate level science courses and areas of student preparation.

Recommendation
The new program request submitted by Manhattan Area Technical College for an AAS degree in Biotechnology Laboratory Technology was reviewed by the Technical Education Authority and is recommended for approval.

3.   Act on Request to Approve the Industrial Machine Mechanic Program Alignment

Summary

After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed Industrial Machine Mechanic program alignment and map as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the aligned Industrial Machine Mechanic program.

Background

Program Alignment Objectives
- Business/industry identification of common program exit points
- Business/industry identification of industry-recognized credentials
- Identification of common courses and competencies as well as institutional program flexibility
- Established common program length for all aligned programs

Program Alignment Process
Phase I—Research and Business/Industry Input
Survey local college advisory committees and employers in the field
Complete research on current programs at colleges and industry-based credential options
State business and industry representatives establish recommendations
14 day comment period for business and industry committee

Phase II—Program and Course Alignment
Statewide program faculty curriculum meeting #1
Administrative Review #1
14 day comment period for college presidents
Statewide program faculty curriculum meeting #2
Administrative Review #2
14 day comment period for college presidents
State business and industry review and endorsement
14 day comment period for college presidents

Phase III—Approval of Aligned Program
Technical Education Authority Program/Curriculum Committee review and recommendation
Technical Education Authority review and recommendation
Board Academic Affairs Standing Committee review and recommendation
Kansas Board of Regents approval

Phase IV—Implementation of Aligned Program
Institutions make program/curricular modifications to implement the aligned program

Phase V—Review of Aligned Programs
Periodic review of previously aligned programs to ensure programs/courses continue to meet business and industry needs as well as program accreditation and/or licensing requirements.

Industrial Machine Mechanic Program Alignment (CIP: 47.0303)

EXECUTIVE SUMMARY

This program alignment began as one program area, Industrial Machine Mechanic. After considerable discussion between educational leaders and representatives from the Business and Industry committee, the groups decided that the curriculum being delivered fell within two separate program areas (Industrial Machine Mechanic and Automation Engineer Technology) and should be aligned accordingly.

The institutions include:

Institutions	
Johnson County Community College	Washburn Institute of Technology
Hutchinson Community College	Wichita Area Technical College

Phase I: State Business & Industry Recommendation:

The statewide business and industry committee, comprised of representatives from businesses employing industrial machine mechanics, met on November 8, 2013 to discuss current and future employment needs, hiring challenges, and skill requirements. Members agreed that within the next five years 30 percent or more of the current employees will need to be replaced due to retirements at both the technician and supervisor levels. The group also noted due to broad spectrum of industrial, mechanical, and electrical skills required by the occupation that new employees usually lack the skills that come with experience and time on the job and that apprenticeships and hands-on training are essential in a program. The committee also identified an extensive list of skills areas needed by entry-level workers in this field. After considerable discussion and a review of the work completed by the state curriculum committee, the business and industry committee recommended the Certified Maintenance and Reliability Technician (CMRT) credential through the Society of Maintenance and Reliability Professionals as the preferred industry credential for the Industrial Machine Mechanic program. The group also agreed that the silver level WorkREADY certificate would be recommended but not required.

Phase II: State Curriculum Committee:

Program faculty from all four institutions, representatives from the Business and Industry committee and KBOR staff met on January 27, 2014 to begin the process aligning programs at community colleges and technical colleges.

After considerable discussion among educational leaders and representatives from the Business and Industry committee, the group decided the curriculum focus in the current programs fell within two separate program areas based on the specific areas of emphasis as requested local businesses advisory committees and should be aligned accordingly. The two areas include:

> Industrial Machine Mechanic (CIP 47.0303) is a program that prepares individuals to apply technical knowledge and skills to repair and maintain industrial machinery and equipment such as cranes, pumps, engines and motors, pneumatic tools, conveyor systems, production machinery, marine deck machinery, and steam propulsion, refinery, and pipeline-distribution systems.

> Automation Engineer Technology (CIP 15.0406) is a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, installing, calibrating, modifying and maintaining automated systems. Includes instruction in computer systems; electronics and instrumentation; programmable logic controllers (PLCs); electric, hydraulic and pneumatic control systems; actuator and sensor systems; process control; robotics; applications to specific industrial tasks; and report preparation.

As a result of these discussions, program faculty and business representatives split into two alignment groups based on the focus of each program.

Industrial Machine Mechanic CIP 47.0303: Faculty from Washburn Institute of Technology and Wichita Area Technical College and business representatives reviewed the skill areas necessary to prepare students for the CMRT industry credential and created the alignment map with two agreed upon exit points—Certificate C (with a maximum of 57 credit hours) and the AAS (with a maximum of 68 credit hours). The aligned curriculum includes 13 credit hours of common courses and competencies and 14-19 credit hours of support courses, as noted on the program alignment map.

The attached proposed alignment map, reflecting the final recommendations from faculty and business representatives on the curriculum committee and the business and industry committee, were issued for presidential comment from March 10, 2014 through March 27, 2014. No comments were received.

Phase III: Approval

TEA Recommendation:

The TEA recommends adoption of the proposed Industrial Machine Mechanic program alignment and for state funding purposes all Industrial Machine Mechanic programs must be delivered within the established credit hour maximums, and include the common/agreed upon and support courses as designated on the Industrial Machine Mechanic program alignment map.

Industrial Machine Mechanic Program Alignment – Kansas Board of Regents
CIP 47.0303

2014
4/24/2014

Industrial Machine Mechanic
CMRT Credential

➤ **Certificate C**
Maximum of 57 Credits

Industrial Machine Mechanic Degree
- CMRT Credential
- 15 Credit Hours of General Education (minimum)

➤ **A.A.S.**
Maximum of 68 Credits
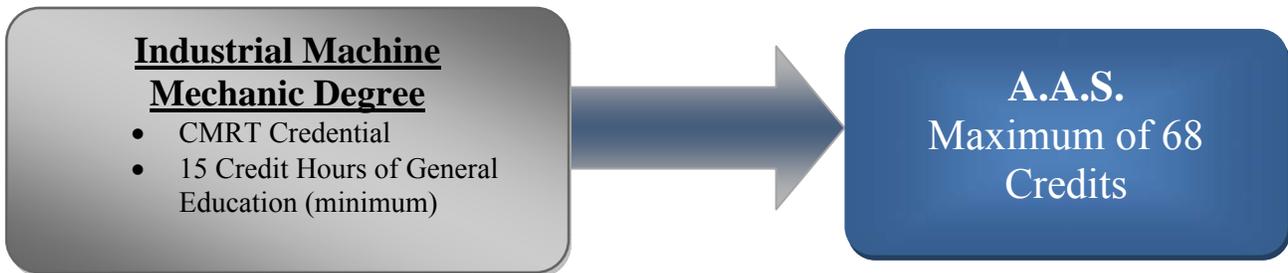
Required Courses within Program

Common Courses	*13 credits:*
OHSA 10	*1 credit*
Industrial Programmable Logic Controls (PLC)	*3 credits*
Mechanical Systems	*3 credits*
Mechanical Systems Reliability	*3 credits*
Industrial Process Control	*3 credits*

Support Courses	*14-19 credits:*
Direct & Alternating Current/Basic Electricity	*3-4 credit*
Fundamentals of Motor Control/ Electrical Control Systems I	*2-3 credits*
Variable Speed Motor Controls/ Electrical Control Systems III	*2-3 credits*
Industrial Fluid Power/Fluid Power I & II	*4-6 credits*
Math	*3 credits*

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Notes

Specifics pertaining to Industrial Machine Mechanic programs:

1. Graduates will take and are expected to earn the Certified Maintenance and Reliability Technician (CMRT) certification through the Society for Maintenance and Reliability Professionals Certifying Organization (SMRP).

2. Educational Competencies align with CMRT requirements.

3. The common course may represent opportunities for colleges to connect to K-12 CTE pathways.

4. Level C certificates that do not include any general education course and lead to the AAS degree cannot be greater than 53 credit hours to maintain the 68 credit hour maximum for the AAS degree.

5. Students are encouraged to obtain the Kansas **WORK**Ready! Certificate (Silver- Level).

4.   Act on Request to Approve the Automation Engineer Technology Program Alignments

Summary

After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed Automation Engineer Technology program alignment and map as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the aligned Automation Engineer Technology programs.

Background

Program Alignment Objectives
- Business/industry identification of common program exit points
- Business/industry identification of industry-recognized credentials
- Identification of common courses and competencies as well as institutional program flexibility
- Established common program length for all aligned programs

Program Alignment Process

Phase I—Research and Business/Industry Input
Survey local college advisory committees and employers in the field
Complete research on current programs at colleges and industry-based credential options
State business and industry representatives establish recommendations
14 day comment period for college presidents

Phase II—Program and Course Alignment
Statewide program faculty curriculum meeting #1
Administrative Review #1
14 day comment period for college presidents
Statewide program faculty curriculum meeting #2
Administrative Review #2
14 day comment period for college presidents
State business and industry review and endorsement
14 day comment period for college presidents

Phase III—Approval of Aligned Program
Technical Education Authority Program/Curriculum Committee review and recommendation
Technical Education Authority review and recommendation
Board Academic Affairs Standing Committee review and recommendation
Kansas Board of Regents approval

Phase IV—Implementation of Aligned Program
Institutions make program/curricular modifications to implement the aligned program

Phase V—Review of Aligned Programs
Periodic review of previously aligned programs to ensure programs/courses continue to meet business and industry needs as well as program accreditation and/or licensing requirements.

Automation Engineer Technology Program Alignment (CIP: 15.0406)

EXECUTIVE SUMMARY

This program alignment began as one program area, Industrial Machine Mechanic. After considerable discussion between educational leaders and representatives from the Business and Industry committee, the groups decided that the curriculum being delivered fell within two separate program areas (Industrial Machine Mechanic and Automation Engineer Technology) and should be aligned accordingly.

The institutions include:

Institutions	
Johnson County Community College	Washburn Institute of Technology
Hutchinson Community College	Wichita Area Technical College

Phase I: State Business & Industry Recommendation:

The statewide business and industry committee, comprised of representatives from businesses employing industrial machine mechanics, met on November 8, 2013 to discuss current and future employment needs, hiring challenges, and skill requirements. Members agreed that within the next five years 30 percent or more of the current employees will need to be replaced due to retirements at both the technician and supervisor levels. The group also noted due to the broad spectrum of industrial, mechanical, and electrical skills required by the occupation that new employees usually lack the skills that come with experience and time on the job and that apprenticeships and hands-on training are essential in a program. The committee also identified an extensive list of skills areas needed by entry-level workers in this field. After considerable discussion and a review of the work completed by the state curriculum committee, the business and industry committee recommended the International Society of Automation Control System Technician (CST) associate recognition credential for the Automation Engineer Technology program. The group also agreed the silver level WorkREADY certificate would be recommended but not required.

Phase II: State Curriculum Committee:

Program faculty from all four institutions, representatives from the Business and Industry committee and KBOR staff met on January 27, 2014 to begin the process aligning programs at community colleges and technical colleges.

After considerable discussion among educational leaders and representatives from the Business and Industry committee, the group decided the curriculum focus in the current programs fell within two separate program areas based on the specific areas of emphasis as requested local businesses advisory committees and should be aligned accordingly. The two areas include:

> Industrial Machine Mechanic (CIP 47.0303)—a program that prepares individuals to apply technical knowledge and skills to repair and maintain industrial machinery and equipment such as cranes, pumps, engines and motors, pneumatic tools, conveyor systems, production machinery, marine deck machinery, and steam propulsion, refinery, and pipeline-distribution systems.

> Automation Engineer Technology (CIP 15.0406)—a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, installing, calibrating, modifying and maintaining automated systems. Includes instruction in computer systems; electronics and instrumentation; programmable logic controllers (PLCs); electric, hydraulic and pneumatic control systems; actuator and sensor systems; process control; robotics; applications to specific industrial tasks; and report preparation.

As a result of these discussions, program faculty and business representatives split into two alignment groups based on the focus of each program.

Automation Engineer Technology CIP 15.0406: Faculty from Johnson County Community College and Hutchinson Community College and business representatives reviewed the skill areas necessary to prepare students for the CST associate recognition credential and created the alignment map with two agreed upon exit points—Certificate C (with a maximum of 57 credit hours) and the AAS (with 68 credit hours). The aligned curriculum included 16 credit hours of common courses and competencies and a 1-3 credit hour support course, as noted on the program alignment map.

The attached proposed alignment map, reflecting the final recommendation from faculty and business representatives on the curriculum committee and the business and industry committee, were issued for presidential comment from March 10, 2014 through March 27, 2014. No comments were received.

Phase III: Approval

TEA Recommendation:

The TEA recommends adoption of the proposed Automation Engineer Technology program alignment and for state funding purposes all Automation Engineer Technology programs must be delivered within the established credit hour maximums and include the common/agreed upon and support courses as designated on the Automation Engineer Technology program alignment map.

Automation Engineer Technology Program Alignment – Kansas Board of Regents **CIP 15.0406**	*2014* *4/24/2014*

Automation Engineer Technician
ISA CST Exam

→

Certificate C
Maximum of 57 Credits

Automation Engineer Technician Degree
- ISA CST Exam
- 15 Credit Hours of General Education (minimum)

→

A.A.S.
Maximum of 68 Credits
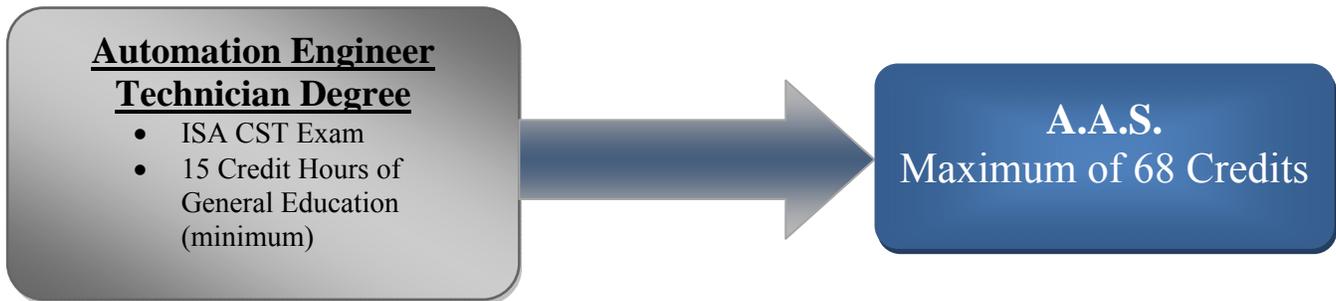
Required Courses within Program

Common Courses	16 credits:
AC/DC Circuits	4 credits
Programmable Logic Controls (PLC)	3 credits
Industrial Fluid Power	3 credits
Actuator & Sensor Systems	3 credits
Industrial Robotics	3 credits

Support Course	1-3 credits
OHSA 10 or 30	1 -3 credits

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Notes

Specifics pertaining to Automation Engineer Technology programs:

1. Graduates will take and are expected to pass the Control Systems Technician (CST) exam through the International Society of Automation.

2. Educational Competencies align with ISA requirements.

3. The common courses may represent opportunities for colleges to connect to K-12 CTE pathways.

4. Level C certificates that do not include any general education course and lead to the AAS degree cannot be greater than 53 credit hours to maintain the 68 credit hour maximum for the AAS degree.

5. Students are encouraged to obtain the Kansas **WORK***Ready*! Certificate (Silver- Level).

DISCUSSION AGENDA

IX.   **Consideration of Discussion Agenda**
    A.   *Presentation*
        1.   **Receive Panel Presentation on Post-Tenure Review**   **Gary Alexander,**
             Policies at the State Universities   **VP, Academic Affairs**
             •   **Emporia State University**
             •   **Kansas State University**
             •   **University of Kansas**
             •   **University of Kansas Medical Center**
             •   **Wichita State University**

Summary

In December of 2012, the Board adopted a policy requiring each university to develop a process for post-tenure review. The Board asked that policies be developed by April of 2014 and allowed additional time, if needed, for Fort Hays State University and Pittsburg State University to include this process in the respective bargaining agreements. As stated in the policy, "The primary purpose of this post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the university." A panel of Chief Academic Officers will review their policies and discuss how their respective campuses developed and implemented this policy.

Panel Members

•   David Cordle, Provost and Vice President for Academic Affairs, Emporia State University
•   April Mason, Provost and Senior Vice President, Kansas State University
•   Jeff Vitter, Executive Vice Chancellor and Provost, University of Kansas
•   Alan Rawitch, Special Assistant to the Executive Vice President, University of Kansas Medical Center
•   Tony Vizzini, Vice President for Academic Affairs, Wichita State University

Background
It is the policy of the Kansas Board of Regents that each public university adopts and implements a post-tenure review plan that is developmental in nature. Its principal purpose is

> …to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the university. Such review is intended to provide a longer term perspective than is usually provided by an annual review. The expectation is that each tenured faculty member will be assessed five to seven years after award of tenure, and reviews will continue at intervals of five to seven years unless interrupted by a further review for promotion. This review shall be in addition to, not in lieu of, annual evaluations.

The five institutions represented today have completed the process of implementing post-tenure review policies: Emporia State, Kansas State, the University of Kansas, the University of Kansas Medical Center, and Wichita State. Their policies are attached.

Two universities, Fort Hays State and Pittsburg State, are developing policies in collaboration with their bargaining units and thus unable to report at this time. Both are near completion of the process.

EMPORIA STATE UNIVERSITY
POST TENURE REVIEW POLICY

Post Tenure Reviews of all tenured faculty members shall be conducted at seven-year intervals, with the first review in the seventh year after tenured employment is initiated with some necessary exceptions stated below. If a tenured faculty member receives a promotion in rank within seven years of the anniversary of his or her previous review, the next review shall be conducted in the seventh year after the promotion takes effect.

Starting with the year of policy implementation, all tenured faculty must undergo Post Tenure Review within seven years. No faculty member may seek Post Tenure Review without six prior years of post tenure or promotion employment. Post Tenure Review shall be in addition to, not in lieu of, annual evaluations.

Exceptions:
a.   Since this is a new policy anticipated to begin in the academic year 2014-5, the seventh-year review will be phased in through the initial seven-year period with volunteers having first priority.
b.   If a tenured faculty member becomes an administrator (i.e., reports to an administrator higher than a department chair or equivalent and is teaching less than half of the normal teaching load in the department), the schedule of performance reviews shall be suspended until the faculty member returns to regular faculty status. If the term of administrative duties exceeds three years, the next review will be rescheduled in the seventh year after the resumption of faculty duties.
c.   A faculty member may delay the review by one year in order to accommodate a sabbatical leave or change in family status (i.e., birth, death, adoption, marriage, or divorce); these delays may not occur more than twice in a review cycle. Other compelling reasons, such as a major health issue, may also allow for a delay of a year provided both the faculty member and the academic supervisor (department chair or equivalent) approve.
d.   Tenured faculty in phased retirement are excluded since they already have contractually agreed to a retirement date.
e.   Tenured faculty who retire or resign at the end of the seventh year following a previous review are excluded from this policy.
f.   For a tenured faculty member who is subject to the Chronic Low Performance and Corrective Faculty Development Policy, the Post Tenure Review shall be delayed until the faculty member successfully emerges from the Chronic Low Performance and Corrective Faculty Development Policy or is terminated per the policy.

The Post Tenure Review shall be conducted by the Department Chair or by the Faculty Recognition Committee, as set forth in the department's Faculty Recognition Document, and shall be based upon the previous six Annual Evaluations (missing evaluations may be replaced by additional documentation provided by the faculty member) the materials submitted by the faculty for these annual evaluations, and any additional materials the faculty member chooses to submit. The Post Tenure Review shall consist of an evaluation of the faculty member's performance in teaching, scholarship, and service as those factors are weighted in the relevant Faculty Recognition Document.

The faculty of the department shall adopt such additional procedures as are deemed necessary and appropriate for the Post Tenure Review.

The Post Tenure Review shall identify any observed trends, strengths upon which to build or weaknesses to improve.

When warranted, the Post Tenure Review may recommend a faculty member be moved into the beginning of the Chronic Low Performance and Corrective Faculty Development process if the Post Tenure Review finds failings consistent with those designated by the Chronic Low Performance and Corrective Faculty Development Policy.

In short, this Post Tenure Review Policy is not intended to delay entry into the Chronic Low Performance and Corrective Faculty Development process.

The faculty member shall be given a copy of the Post Tenure Review and shall have the opportunity to reply to the Review Committee or the Chair (i.e., if the Chair conducted the Review) before the review is officially submitted; this reply is expected within ten (10) class days after receiving the initial review.

Kansas State University
Post-Tenure Review Policy Draft

I.   **Purpose, Principles, and Objectives**

   A.   The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. The process is intended to encourage intellectual vitality and professional proficiency for all members of the faculty throughout their careers, so they may more effectively fulfill the mission of the university. It is also designed to enhance public trust in the University by ensuring that the faculty community undertakes regular and rigorous efforts to hold all of its members accountable for high professional standards.

   Kansas State University recognizes that the granting of tenure for university faculty is a vital protection of free inquiry and open intellectual debate. It is expressly recognized that nothing in this policy alters or amends the University's policies regarding removal of tenured faculty members for cause (which are stipulated in the University Handbook). This policy and any actions taken under it are separate from and have no bearing on the chronic low achievement or annual evaluation policies and processes.

   1.   In no case should post-tenure review be used to shift the burden of proof from the institution's administration (to show cause why a tenured faculty member should be dismissed) to the individual faculty member (to show cause why he or she should be retained).

   2.   The written criteria for faculty post-tenure review should be developed and periodically reviewed by the faculty. The basic standard for appraisal should be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position, not whether the faculty member meets the current standards for the award of tenure or promotion.

   3.   Post-tenure review should be generally developmental and supported by available resources for professional development or a change of professional direction.

   4.   Post-tenure review should be flexible enough to acknowledge different expectations in different disciplines and changing expectations at different stages of faculty careers.

   5.   Except when faculty appeals procedures direct that files be available to aggrieved faculty members, the outcome of evaluations should be confidential, that is, confined to the appropriate college or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion or with the consent of the faculty member or when required by law.

II.   **Procedures**

   A.   All tenured faculty members of the University are required to undergo a performance evaluation annually. At a minimum, the Post-Tenure Review process may be based solely upon an evaluation of the materials submitted for the previous six annual performance evaluations. Other materials may be substituted for the performance evaluation or added to the review depending on the specific policy determined by the department/unit (e.g., see department/unit expectations for materials submitted for Professorial Performance Award, promotion to full professor, or nomination packets for prestigious awards).

B.   A review is then conducted of the materials submitted. The review may be conducted by the faculty member's academic supervisor or an appropriate advisory group as defined in the department/unit policy.

C.   The specific standards for the review are determined by the faculty in the department/unit and defined in the department/unit policy. At a minimum, the post-tenure review should assess the faculty member's strengths and areas for improvement to determine whether he/she is making appropriate contribution to the University or whether additional plans or activities need to be developed.

D.   The faculty member shall be given a copy of the review. A face-to-face meeting between the faculty member and the reviewer(s) is encouraged. If the determination of the review suggests that a plan for additional professional development should be identified, a face-to-face meeting to discuss options and develop a plan is required. The development plan should be utilized in future annual evaluations and post-tenure reviews to review progress toward any goals set in the plan.

E.   In general, post-tenure review shall be conducted for tenured faculty every six years and shall conform to the timeline associated with the annual evaluation review as outlined in the University Handbook. The six-year post-tenure review clock shall be further defined to mean that post-tenure review will be conducted for all tenured faculty either every six years, or in the sixth year following promotion or awarding of a major university performance award. More specifically, the following events shall modify and reset the post-tenure review clock:

- application for promotion to full professor;
- application for the Professorial Performance Award (University Handbook C49);
- receipt of a substantial college, university, national or international award requiring multi-year portfolio-like documentation, such as University Distinguished Professor, University Distinguished Teaching Scholar, an endowed chair or other national/international awards (see list of Faculty Awards http://www.k-state.edu/provost/resources/natlawards.html).

The schedule for post-tenure review could also be delayed for one year to accommodate sabbatical leave, a major health issue, or another compelling reason, provided that both the faculty member and department/unit head approve the delay.

F.   Exceptions for Post-Tenure Review: If the faculty member has already been identified as not meeting minimum standards according to the policies and department procedures relating to chronic low achievement, that process will be considered to serve in lieu of post-tenure review. Those who have formally announced their retirement through a written letter to the department/unit head, or have begun phased retirement, are exempt from post-tenure review.

G.   Reviews shall be conducted within each department/unit according to the policies and procedures established by the department/unit. The outcomes of the review will be submitted to the respective Dean, who will review the materials to ensure the review is consistent with the criteria and procedures of the university and those established by the department. The dean should forward to the Provost a summary of all reviews conducted in the college.

Development and Implementation of this Policy

In establishing post-tenure review policies and conducting the post-tenure review process, departments are encouraged to review the procedures in the university handbook for the Professorial Performance Award (FS

2/14/06, added PPA policies) as well as the section entitled "General Issues of Faculty Evaluations" (revisions FS 10/13/2009), and to look to the same for guidance in avoiding repetition of annual evaluation procedures. Post-tenure review should never supplant annual evaluation by infringing on the purpose of annual evaluation or the chronic low-achievement process; post-tenure review should avoid repeating or reiterating annual evaluation elements and should focus on developing faculty on a long-term basis.

In implementing the post-tenure review process, it is not likely that all departments/units will be able to process all tenured faculty members in one year. Departments/units are encouraged to begin with those who have the longest running post tenure review clock, continuing to incorporate faculty each year thereafter until all are through the process. Smaller departments/units might be able to include all tenured faculty in one year, but larger departments/units might need to process 20-25% of their faculty in the first year, and the same thereafter until all have been processed.

Link: http://www.k-state.edu/academicpersonnel/fhbook/fhxw.html

University of Kansas Post-Tenure Review Policy

Link: http://policy.ku.edu/provost/post-tenure-review

Purpose: To describe the process for post-tenure review of tenured faculty

Applies to: Tenured faculty members, University of Kansas, Lawrence

Campus:
Lawrence
Edwards

Contents:
1. Review Period
2. Development of Unit Expectations and Procedures
   a. Relation to Annual Evaluation
   b. Articulation of Unit Expectations
   c. Composition of the Review Committee
   d. Post-tenure Review File
   e. Committee Review
   f. Committee Report
   g. Review by Unit Administrator
3. Review by Deans in the College and Schools with Departments
4. Appeals
5. Report to the Provost

Policy Statement:

In recognition that an outstanding faculty is essential to the accomplishment of its teaching, scholarship, and service mission, and in accordance with Kansas Board of Regents policy, the University of Kansas has adopted this post-tenure review policy. Post-tenure review must be conducted in accordance with fundamental principles and policies recognized by the University, including academic freedom, tenure, due process, and confidentiality of personnel matters. Post-tenure review supplements annual evaluations by providing a long-term peer assessment of a faculty member's past accomplishments and future directions. It is a formative and developmental review that facilitates and encourages professional vitality through collaborative discourse concerning the faculty member's role in the unit, the college or school, and the university, as well as in the discipline or field. Post-tenure review promotes faculty development and achievement by recognizing and rewarding contributions and accomplishments, identifying the support needed to facilitate faculty success, and addressing areas of performance that need improvement.

Review Period

Faculty members will be reviewed once every seven years following the receipt of tenure with the review occurring in the unit that conducts their annual evaluation. The period is restarted if a faculty member is considered for promotion or awarded a distinguished professorship. The time period when a faculty member is on medical or familial leave or that would otherwise be excluded when computing time in rank does not count toward this period. In addition, time serving as department chair, program director, dean or associate dean, or other administrative position subject to administrative review is excluded. The review may be postponed if it falls in a year when the faculty member is on leave. Faculty members on phased retirement or whose retirement date has been approved by the university will be exempt from review under this policy. The dean of the college

or school will notify faculty members scheduled for post-tenure review no later than March 15 in the spring semester preceding the academic year of review.

Development of Unit Expectations and Procedures

Each unit will adopt post-tenure review expectations and procedures following the procedures in its bylaws. The College and schools with departments or programs that conduct reviews may establish general procedural provisions to ensure consistency across units. As with other policies for faculty performance, deans shall approve unit procedures and expectations for performance and submit them for posting in the University Policy Library.

Relation to Annual Evaluation

A unit's post-tenure review policy relates to the faculty evaluation policy and annual evaluations in one of two ways. If the unit's faculty evaluation policy provides for evaluation by a faculty committee, the unit may elect to have that committee conduct post-tenure review pursuant to the faculty evaluation policy, in which case the post-tenure review and annual evaluation are combined into a single process. In other cases, the post-tenure review will be conducted separately from the annual evaluation, but the post-tenure review file is incorporated into the documentation for the annual evaluation.

Articulation of Unit Expectations

Each unit will define its expectations in the areas of teaching, scholarship, service, and (where appropriate) professional performance. These expectations will reflect the customs and practices of the unit, the professional norms of the discipline, and the overall mission of the unit as part of an international research university. Expectations should be consistent with established criteria for faculty performance, with an overall level of productivity commensurate with the period of review. In view of the many different kinds of contributions made by faculty members during the course of their careers, unit expectations must be sufficiently flexible to take into account the variability of faculty interests, activities, and strengths.

Composition of Review Committee

Each unit will adopt procedures that provide for a committee of tenured faculty to conduct the post-tenure review. The College and schools with departments or programs may establish a committee for smaller departments or programs to use when conducting review or a department or program may elect to form committees with members from other units. To prevent conflict of interest, no faculty member scheduled for post-tenure review in a given academic year or whose spouse or partner is scheduled for post-tenure review shall serve as a member of a post-tenure review committee during that year. The unit procedures should also include a means of addressing other conflicts of interest.

Post-tenure Review File

The unit's procedures should provide for the preparation of a confidential file as the basis for review. The faculty member should submit a short narrative statement, a current curriculum vitae, and a list of additional activities not covered by the CV. The narrative statement should briefly outline the faculty member's goals for professional development and describe past accomplishments and future objectives specific to those goals. The faculty member may also identify barriers to or necessary resources for the accomplishment of these objectives. In addition, the unit should provide annual evaluations for the relevant six-year period preceding the review.

Committee Review

The committee shall consider the faculty member's accomplishments and objectives as reflected in the post-tenure review file in light of the unit's expectations and assess whether the faculty member's performance in each area during the review period exceeds expectations, meets expectations, or fails to meet expectations. In conducting the post-tenure review, the committee must account for an individual faculty member's responsibilities and, when applicable, differential allocation of effort. The review should recognize that faculty members make many different kinds of essential contributions to the University's mission, that a faculty member's activities and contributions are likely to vary over time, and that innovative work may take time to reach fruition and may sometimes fail. Although a significant goal of post-tenure review is to provide feedback that will assist associate professors in advancing to promotion to full professor, faculty members may meet or exceed expectations without qualifying for promotion to full professor or equivalent rank due to the variety of faculty contributions over time.

Committee Report

The post-tenure review committee will prepare a report for inclusion in the post-tenure review file. The committee's report should summarize its findings and assessment (exceeds expectations, meets expectations, fails to meet expectations) regarding the faculty member's productivity and contributions in each area of responsibility during the review period; and include recommendations for acknowledgement of contributions and suggestions for future development of the faculty member. A faculty member shall be given a copy of the report and may submit a written response for inclusion in the post-tenure review file before it is forwarded to the chair, director, or dean (in schools without departments).

Review by Unit Administrator

The post-tenure review file will be forwarded to the chair, director, or dean (in schools without departments). If the chair, director, or dean (in schools without departments) agrees with the report, he or she will indicate that agreement in writing to the faculty member and place a copy in the post-tenure review file. If the chair, director, or dean disagrees with the committee's evaluation, he or she may request that the committee provide additional information or reconsider the review. The chair, director, or dean will explain the reasons for any disagreement in writing, with a copy to the faculty member and the committee, and the faculty member may submit a written response for inclusion in the file.

The chair, director, or dean (in schools without departments) will discuss the review with the faculty member as part of or in conjunction with the annual evaluation process. This discussion should concentrate on the future professional development of the faculty member with an aim toward enhancing meritorious work and improving less satisfactory performance, including adoption of a performance improvement plan, if necessary. Any action on the review that is within the scope of the Faculty Evaluation Policy must be taken pursuant to that policy. Accordingly, unless the review indicates the failure to satisfy a performance improvement plan that was previously in place and performance that constitutes sustained failure to meet academic responsibilities, a recommendation for dismissal cannot follow from post-tenure review.

Review by Deans in the College and Schools with Departments

In the college and schools with departments, chairs and directors will forward to the dean copies of the post-tenure review file for each faculty member undergoing post-tenure review. If the dean agrees with the committee's evaluations, he or she will so indicate in writing to each faculty member with a copy to the department chair or director for placement in the faculty member's post-tenure review file. If the dean disagrees with the committee's evaluation of a faculty member, he or she may request that the committee and chair/director provide additional information or reconsider the review and may also ask the faculty member to provide additional information. The dean will explain the reasons for any disagreement in writing, with a copy

to the faculty member and the committee, and the faculty member may submit a written response for inclusion in the file.

Appeals

Following the completion of review by the dean, if a disagreement between the committee and the unit administrator or dean (in schools with departments or programs) cannot be resolved or if the faculty member wishes to appeal an evaluation of "fails to meet expectations" in any category, the matter will be handled as an appeal under the Faculty Evaluation Policy.

Report to the Provost

Deans will provide a summary of the results in the college or school and copies of the post-tenure review file to the Provost. The post-tenure review file will be placed in the faculty member's personnel file.
Contact:

Vice Provost for Faculty Development
Mary Lee Hummert
785-864-4904

Approved by:
Chancellor
Approved on:
Wednesday, December 11, 2013

Effective on:
Wednesday, December 11, 2013

Review Cycle:
Annual (As Needed)
Related Policies:

Faculty Evaluation
Board of Regents Policy on Evaluation of Faculty and Post-Tenure Review (Regents Policy Manual, II.C.8.)
Keywords:

faculty, review, professional, development, differential, effort, redistribution, post, tenure, evaluation, PTR
Review, Approval and Change History:

In 2012, the Kansas Board of Regents revised its policy on faculty evaluation to mandate that state universities develop and implement a process for regular post-tenure review. The KU Lawrence policy was drafted by a Post-tenure Review Committee composed of faculty selected by the Office of the Provost and leaders of Faculty Senate. Faculty Senate approved this policy on December 5, 2013, prior to final endorsement by the Provost and approval by the Chancellor.

The University conducts annual evaluations and periodic post-tenure review pursuant to policies developed cooperatively and approved by the Provost's Office and the Faculty Senate. Changes to these policies will require approval of both the Provost's Office and the Faculty Senate.

March 2014: Revised to require the dean, director, or chairperson to put in writing their reasons for disagreement with the recommendations of the post-tenure review committee.

KUMC POLICY ON POST TENURE REVIEW

Purpose: Tenured faculty members will undergo a post tenure review ("PTR") process to insure continued support and additional development on both a scheduled and an as needed (or "triggered") basis, as defined below. In order to limit the administrative burden for faculty, the PTR process will incorporate the annual faculty assessment that takes place for all full time faculty members at KUMC as a factor that is considered during the PTR process. At the time of PTR, faculty will be asked to provide a current CV and a completed Self-Assessment/Post Tenure Review Form. The Department or the School will provide Annual Faculty Assessments from the interim years. This policy is not intended to supersede or replace any other existing processes or rights of KUMC administration as described in the Handbook for Faculty and Unclassified Staff.

Scheduled review: Each tenured faculty member will undergo a scheduled PTR every 7 years. During the year of review, the PTR will replace the annual assessment. For newly tenured faculty members, PTR will be scheduled for seven years following the date tenure is granted.

Impact of leave on the scheduled review: If a faculty member is granted and takes a sabbatical or other sanctioned leave, the scheduled review process will be delayed by the amount of time that the faculty is on sabbatical/leave. Similarly, if the faculty member takes an unexpected leave of absence of 12 weeks or more, the scheduled review will be delayed during the absence.

Triggered review: Triggered Review of tenured faculty may occur in the following settings:

  i. Three Unsatisfactory Annual Assessments within a 7 year timeframe (these do not have to be consecutive). This would be initiated by the chair of the faculty member's primary department.
  ii. By request of the faculty member
  iii. By request of the Dean of the School

Materials: The faculty member will be required to have materials prepared and submitted by January 15th of the year for PTR review. Materials required will consist of the interim Annual Faculty Assessments, an updated CV, and the Post Tenure Review Form (*To be developed by the schools' APT committee).*

  *   The PTR form will be no more than two pages in length and should focus on capturing the faculty members 7 year trajectory.

PTR Committee: Each school will have its own PTR committee that will function as an *ad hoc* committee appointed from the School's APT committee. (*Bylaws of the PTR committee and standards for satisfactory outcome, are to be determined by the schools' APT committee.)*

Outcomes: The PTR committee decision will be categorized into one of two outcomes.

  i. Satisfactory (*next review at seven years).*
  ii. Unsatisfactory – *Depending on the seriousness of the concerns found, an outcome of unsatisfactory may will result in a recommendation for either:*
      a. Remediation based on individualized faculty development during a probationary period prescribed by the PTR committee, followed by repeat review
      b. Initiation of a recommendation of dismissal based on sustained failure to meet academic responsibilities.

Appeals/Grievances: Will be addressed in the appeals process pertaining to faculty dismissal as established in the Faculty Handbook.

Reporting Structure: A confidential report will be submitted to the Faculty member, the Department Chair (where applicable), the Dean of the respective school, the Vice Chancellor for Academic Affairs and the Executive Vice Chancellor.

Wichita State University

Policies & Procedures

5.14 / Post-Tenure Review for Faculty

Purpose:
The purpose of this statement is to set forth University policy regarding a post-tenure review process for tenured faculty.

Preamble:
Kansas Board of Regents policy requires that each state university implement a plan to supplement its annual faculty evaluation system to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the University.

Policy Statement:
In accordance with Item C.8.d(4) of Chapter 2 of the *Kansas Board of Regents Policy Manual*, post-tenure reviews of all tenured faculty members shall be conducted at five-year intervals, with the first review to take place five years after tenure is awarded. All of the faculty evaluation aspects of this Post-Tenure Review Policy will be conducted in accordance with Section 4.22 of the *WSU Policies and Procedures Manual*. The following guidelines shall apply:

- If a tenured faculty member receives a promotion in rank or a successful Professor Incentive Review (PIR), the five year timeline will begin with the date of that promotion or PIR.
- If a tenured faculty member takes an administrative appointment, the schedule of post-tenure reviews shall be suspended until the faculty member returns to faculty status. If the term of administrative duties exceeds two years, the next review will be scheduled five years after the resumption of faculty duties.
- The schedule for reviews may be delayed by one year in order to accommodate an approved leave (as defined in Section 5.05 of the *WSU Policies and Procedures Manual*).

The post-tenure review shall be based upon an evaluation of the materials submitted by the faculty member for the previous five annual Faculty Performance Evaluations. Based on a review of these materials, the faculty member's current academic supervisor shall provide an assessment of the faculty member's performance over the past five years in each area of the faculty member's responsibility. The faculty member shall be given a copy of the academic supervisor's evaluation.

After completing the Review, the department academic supervisor must select one of the following three outcomes:

1. The faculty member's performance meets expectations and no further action is necessary.

2. The faculty member's performance does not meet expectations in two of the past four annual evaluations, and remediation is recommended in accordance with Section 4.22 of the *WSU Policies and Procedures Manual*. The faculty member may request a review of the recommendation to be conducted as specified in Section 4.22.

3. The faculty member's performance does not meet expectations in three of the last five annual evaluations, and the academic supervisor, in conjunction with the Dean, may recommend to the Vice President for Academic Affairs that the Dismissal for Cause Policy, under Section 4.23 of the *WSU Policies and Procedures Manual* be invoked.

Implementation:
This policy shall be included in the *WSU Policies and Procedures Manual* and shared with appropriate constituencies of the University.

The Vice President for Academic Affairs shall have primary responsibility for publication and implementation of this University policy.

Effective Date: November 1, 2013

B.   *Academic Affairs*   Regent Moran
   1.   Receive Annual Program Review Report   Gary Alexander,
                                                              VP, Academic Affairs

Summary and Recommendations

Board policy requires that, "in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission." These reviews are "institutionally based and follow the departmental or unit structure of the institution." [Policy Manual, II.A.5.]. This item is the report on programs reviewed in academic year 2012-2013. Copies of individual campus reports are available at http://www.kansasregents.org/program_review_2014. *Staff recommends acceptance of this report.*

Background
The Kansas Board of Regents' program review policy reads as follows:

   a. In cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission.

   b.   The review of degree programs shall encompass all levels of academic degrees from associate to doctoral. Program reviews are institutionally based and follow the departmental or unit structure of the institution. "Program" means an academic plan that is approved by the appropriate governing board and leads to an award, for example, a degree or a career/technical certificate.

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

Program Review reports are based on information provided by the universities as a result of their review. It is comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed in 2012-2013; (3) analysis of data compiled in Kansas Postsecondary Database (KSPSD) regarding minimum requirements for majors, graduates, faculty, and average ACT scores; and (4) follow-up summary on concerns raised in the previous year.

The Academic Program Review Process
State universities are required to review approved programs at least once every eight years to ensure academic quality. It is important to note that universities are not required to review programs every year of the eight year cycle, but must review all programs within that timeframe. As appropriate, universities establish their review schedules that generally align with accreditation requirements.

A. Criteria

The following criteria are used in reviewing academic programs:
   1.   centrality of the program to fulfilling the mission and role of the institution;
   2.   quality of the program as assessed by the strengths, productivity and qualifications of the faculty;
   3.   quality of the program as assessed by its curriculum and impact on students;
   4.   demonstrated student need and employer demand for the program;
   5.   service the program provides to the discipline, the university and beyond; and

6.   cost-effectiveness.

Additional criteria consistent with institutional mission may also be added.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accreditation reports, and various institutional data, e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality. Specific and/or additional information that relate to these criteria and that are meaningful and appropriate for the institution can be developed by individual universities.

B. Data and Minima Tables

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

Undergraduate programs:
- number of majors (25)
- number of graduates (10)
- number of faculty FTE to deliver the program (3)
- average ACT score (>=20)

Master's and Doctoral programs
- number of majors (20)
- number of graduates (5)
- number of faculty FTE to deliver the program (additional 3 beyond baccalaureate for master's; additional 2 beyond master's for doctorate

C. Programs Requiring Additional Review or Monitoring for Improvement

Based on review of both qualitative reports and program review data, Board staff and/or institutions identify areas of possible concern and consult with institutions to determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review, beyond that provided by the regular review cycle. In addition, some programs may require monitoring for a period of time to assess their progress in rectifying problems identified in the regular program review. Guidelines for prompting intensive review or monitoring include minimum data criteria in specific categories. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive reviews in addition to the regularly scheduled self-study.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources, such as assessment results, and accreditation reports, pertaining to the program's quality or relationship to institutional mission.

Board staff monitors campus activities regarding programs identified for intensive review or monitoring until those issues are resolved and include that information as part of this annual program review. For programs that are discontinued, each university allows students in the program to complete their program, but does not accept new enrollments.

D. Final Report and Recommendations

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

Summary of 2012-2013 Reports from ESU, PSU, KUMC and WSU
For the 2012-2013 program review cycle, Emporia State University, Pittsburg State University, the University of Kansas Medical Center and Wichita State University reviewed a total of 28 academic programs at the baccalaureate, master's and doctoral levels. What follows is a brief summary of the programs reviewed in 2012-2013 by these institutions as part of its regular eight-year cycle for program review. In addition, a brief overview of the institution's review process is included.

Emporia State University (ESU)
ESU reviewed twelve academic majors. Programs in the areas of communication, biology, biochemistry and molecular biology, chemistry, earth science, physics, theatre, art, health promotion and nursing were recommended to continue. The master's program in physical science was recommended for continuation, however the undergraduate programs were recommended for discontinuance because they do not meet minima requirements and because they do not meet a critical need. In addition, the Athletic Training program will be monitored for compliance with KBOR minima standards, and strategies will be developed to improve completion rates.

The review also provided an update on the master's degree in social sciences which in previous reviews was identified as not meeting minima requirements. The institution has discontinued the program. ESU places responsibility to organize program review with the administrative units. Those units gather both quantitative and qualitative data and, based on that information, engage in formal and informal dialogue about its implications. Department chairs develop written summaries, including recommendations for individual programs, and provide them to their respective deans and to the provost.

Pittsburg State University (PSU)
The 2012-2013 program review cycle was the second year that PSU implemented its new program review process. The process is designed to enhance overall institutional quality and accountability. The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plan and resource allocation. This new process includes a review by an external accrediting agency or by an external reviewer**.**

In a process aligned with the KBOR program review cycle, Pittsburg State reviewed four programs in the areas of mathematics, French, Spanish and music. All degrees in music were recommended for continuation as were the B.S. and M.S. degrees in mathematics.

Several programs and degrees were slated for closure. The B.A. in mathematics was recommended for discontinuance due to low enrollments and because the curriculum is similar to the B.S. in mathematics. The B.A. degree in French and the B.A. degree in Spanish were recommended for closure because of chronic, unresolved problems with low enrollment.

The University also included an update on 18 programs that did not meet minima requirements during reviews conducted from 2009 to 2012. Six programs have made satisfactory progress toward meeting minima requirements. PSU continues to monitor seven programs for improvement. The Department of Art

discontinued its master's degree. Degrees in Art Education, Graphics Communication Management, Commercial Graphics and Technology Management were also discontinued.

University of Kansas Medical Center (KUMC)

KUMC reviewed five programs in the areas of cell biology and anatomy, microbiology, pharmacology, toxicology, and medicine and is recommending all for continuation.

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

To take advantage of the activities associated with accreditation, the KUMC coordinates the review year of a program with accreditation review cycles, where appropriate. Each department housing a reviewed program writes a 5-7 page narrative describing the program, its recent history, and current state using an institutionally-developed format. KUMC's Office of Academic Affairs and the Office of Enterprise Analytics review each program narrative and consult with the respective department regarding program recommendations. Because of the specialization or research or service support focus of many of the Medical Center's graduate programs, those that fall below Board of Regents minima are asked to qualify the reasons for not meeting thresholds. Following narrative review, summary assessments are written for each program and an institutional recommendation is made regarding the program.

Wichita State University (WSU)

WSU program review is organized around a year-long preparation and review of a self-study that is intended to create a thoughtful assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

At the university level, each program is reviewed on a 3-year cycle. The triennial reporting cycle allows for continuous review of each program. The triennial reports are fed into the report that the Board requires institutions to submit every eight years for each program.

For the Board's eight-year cycle, Wichita State reviewed programs in the areas of music education, graphic design, performance arts, art/art studies (general), studio arts, music and nursing. All programs are recommended to continue. The review also included four programs identified in previous reviews as not meeting minima requirements. The institution has monitored these programs for improvement and all four now meet minima requirements.

Status of Program Review at FHSU, K-State and KU

Fort Hays State University, Kansas State University and the University of Kansas completed the current review cycle early and thus had no programs on which to report. What follows is a brief summary of the review cycle for each institution and an update on programs identified in previous reviews as not meeting minima standards.

Fort Hays State University (FHSU)

FHSU has systematically conducted program review under the current review cycle. The university reviews programs by college, of which there are four: programs in the College of Education and Technology were reviewed in 2008-2009; programs in the College of Business and Entrepreneurship were reviewed in 2009-2010;

programs in the College of Health and Life Sciences were reviewed in 2010-2011; and programs in the College of Arts and Sciences were reviewed in 2011-2012 and 2012-2013.

While not reporting on review of programs for 2012-13, the University included an update on 18 programs that did not meet minima requirements during reviews conducted from 2009 to 2012. Three programs were moved online to build enrollments, two programs were merged together, two programs revised curriculum to better attract students, one program is focusing on retention to increase the number of graduates to minima standards, seven programs continue to be monitored for improvement and one program was discontinued.

FHSU has begun offering new programs since the current program review cycle started, three of which will be reviewed next year. In 2017-2018, the university will begin the next cycle of reviewing programs by college, starting with programs in the College of Education and Technology.

Kansas State University (K-State)
K-State used the 2012-13 reporting year to examine its process of program review for areas of improvement. The university will begin the next cycle of reviewing programs in the upcoming year and will report on programs housed in several different colleges.

While reporting no reviews for 2012-13 because it finished the review cycle early, Kansas State University identified in reviews conducted from 2009 through 2012 twelve programs flagged for additional review. K-State provided an update on those programs. Four have subsequently met the required minima, two are now only slightly below minima requirements and are expected to soon meet minima requirements, one program is being enhanced to meet minima and one is undergoing additional review. Three are interdisciplinary programs which are generally characterized by a significant contribution in donated faculty time from affiliated departments and thus maximize the efficient use of resources. The final program is a graduate feeder program and has low counts since students completing both the masters and Ph.D. or the Ph.D. directly from the bachelors are not counted as masters students.

The University of Kansas (KU)
KU is preparing its self-study for the Higher Learning Commission's (HLC) site visit in February 2015 in anticipation of its reaffirmation of accreditation. As part of this preparation, the University is undergoing intense review at the departmental, school/College, and University levels of its practices and programs. KU reviewed all of its programs in less than the allocated eight years, finishing the review cycle early so it could use the final year of the cycle to prepare for the HLC site visit. The institution used the information gained as part of the program review cycle to prepare for the HLC site visit. The institution has also launched comprehensive university-wide program-level assessment plans for student learning and is instituting an assessment of student learning in the new Core curriculum.

KU will use the information gained in the HLC process to more strategically align its program review process with program level assessment, review of faculty and faculty productivity, external reviews of academic programs, and accreditation reviews for professional programs. KU will begin program review reporting to KBOR in February 2016 and plan to complete the KBOR program review cycle over six years, with the final report in February 2021.

While reporting no reviews for 2012-13 because it finished the review cycle early, KU identified in reviews conducted from 2009 through 2012 programs in Design, Environmental Engineering, Environmental Science and Water Resource Science for additional review and provided an update on the status of those programs. The Design department increased faculty and realigned programs to better meet needs of the field at the undergraduate level. Graduate degrees were consolidated and recruitment was increased to attract more students. KU recommends continuing these programs. Leaders in the School of Engineering worked with faculty to make changes to attract more students to degrees in Environmental Engineering and Environmental Science. These

two programs now meet minima standards. The Water Resource Science degree was recommended for discontinuance.

Staff Recommendation
Staff recommends acceptance of this report.

Program Review Summary Tables
What follows is a list of programs reviewed by institutions, along with the institutional recommendation.

Emporia State University AY 2013 Review Summary

College/Program	CIP Code	Degree Level	Recommendation*	Explanation of recommendation**
Communication	09.0101	B	Continue	
Biology	26.0101	B, M	Continue	
Biochemistry & Molecular Biology	26.0210	B	Continue	
Physical Sciences	40.0101	B, M	Continue MS; Discontinue BA and BS	The BA/BS programs are not expected to meet minima and don't address a critical need.
Chemistry	40.0501	B	Continue	
Earth Science	40.0601	B	Continue	
Physics	40.0801	B	Continue	
Theatre	50.0501	B	Continue	
Art	50.0701	B	Continue	
Athletic Training	51.0913	B	Additional Review	Development of strategies for improving completion rate is needed.
Health Promotion	51.2207	B	Continue	
Nursing	51.3801	B	Continue	

   *Options are: Continue, Additional Review, Enhance, Discontinue
   **only required for programs that have a "recommendation" other than "continue

Pittsburg State University AY 2013 Review Summary

College Program	CIP Code	Degree Level	Recommendation*	Explanation of recommendation**
Mathematics	27.0101	B, M	BS-Continue BA-Discontinue MS-Continue	Committee supports dept in terminating the BA due to low enrollments and overlap of curriculum with BS.
French	16.0901	B	BA-Discontinue	Program not to extend beyond Spring 2017 due to chronic, unresolved problems with low enrollment.
Spanish	16.0905	B	BA-Discontinue	Program not to extend beyond Spring 2017 due to chronic, unresolved problems with low retention and graduation rates.
Music	50.0903	B, M	BA-Continue BM-Continue MM-Continue	

University of Kansas Medical Center AY 2013 Review Summary

College Program	CIP Code	Degree Level	Recommendation*	Explanation of recommendation**
Cell Biology & Anatomy	26.0407	M, D	Continue	
Microbiology	26.0503	M, D	Continue	
Pharmacology	26.1001	M, D	Continue	
Toxicology	26.1004	M, D	Continue	
Medicine (M.D.)	51.1201	D	Continue	

Wichita State University AY 2013 Review Summary

College/Program	CIP Code	Degree Level	Recommendation*	Explanation of recommendation**
Music Education	13.1312	B, M	Continue	
Graphic Design	50.0409	B	Continue	
Performing Arts	50.0501	B	Continue	
Art/Art Studies, General	50.0701	B	Continue	
Studio Arts	50.0702	M	Continue	
Music	50.0901	B, M	Continue	
Nursing	51.3801	B, M, D	Continue	

*Options are: Continue, Additional Review, Enhance, Discontinue
**only required for programs that have a "recommendation" other than "continue"

    C. Fiscal Affairs & Audit   Regent McKechnie
        1. Act on Distribution of FY 2014 Technical Education   **Diane Duffy,**
            Appropriation Authorized by K.S.A. 72-4417(c)(2)   **VP, Finance & Administration**
            (SB 155)

Summary and Kansas Postsecondary Technical Education Authority Recommendation

Senate Bill 155 became law in FY 2013, providing free college tuition for high school students in postsecondary technical education courses and incentives to school districts for students earning industry-recognized credentials in high-demand occupations. For FY 2014, the second year of the initiative, expenditures were estimated and budgeted to be in the range of $19.5 million, of which $18 million would cover the calculated costs (no tuition charged to students) and $1.5 million would provide incentive payments to school districts. The Governor and Legislature fully funded the FY 2014 budget estimate. The program is set up for the Board to make two distributions of appropriated state funds to community and technical colleges, based on each colleges' actual student enrollments and the calculated costs according to the KBOR cost model. The first distribution occurred in January, and the second will occur in May. The FY 2014 Tuition for Technical Education Spring Distribution Report was sent to each college for review, and was approved by the Technical Education Authority (TEA) on April 24, 2014. The Authority recommends this second distribution for final action by the Kansas Board of Regents at the meeting on May 14-15, 2014; and distribution of funds to occur shortly thereafter.

Background

In 2012, Senate Bill 155 became law, providing free college tuition for high school students in postsecondary technical education courses and incentives to school districts for students earning industry-recognized credentials in high-demand occupations. In the first full year (FY 2013), an estimated 6,100 secondary students enrolled in college-level technical education courses, generating over 44,087 credit hours. Following graduation in June 2013, the program awarded 711 secondary students industry-recognized credentials in high demand occupations. Actual FY 2013 expenditures totaled $12.7 million, of which $12.0 million was expended on tuition (a calculated rate to cover the total cost according to the KBOR cost model) and $694,168 on credential attainment incentives. The initiative has received national recognition including a "Top Ten Innovations to Watch" from the Brookings Institute.

For academic year 2013-2014 (FY 2014) two data submission dates were established for institutions to submit actual individual student record level data for secondary student credit hour enrollments in postsecondary tiered technical courses. The formula to determine the distribution amounts to each college takes the eligible secondary student credit hours multiplied by the course rate for each course per the KBOR cost model. The first submission included those secondary credit hours earned during the 2013 summer and fall semesters as of October 31, 2013. The Board distributed $8.4 million to the colleges in January, 2014. Student credit hour data by course was submitted for October 31, 2013 through March 31, 2014 and multiplied by the course rate for a May distribution of $8,590,043.

For FY 2014, the second year of the initiative, 8,208 students enrolled in college-level technical education courses (unduplicated headcount), generating 60,799 credit hours, an increase of 40% over the first year of the program. Expenditures (SGF) for the courses in FY 2014 totaled $16,969,784.

Recommendation

The TEA recommends the Kansas Board of Regents approve the following as the second of two distributions of FY 2014 appropriated state funds for the calculated costs associated with actual secondary enrollments.

Institution Name	May 2014 Proposed Final Distribution
Allen County CC	$207,590
Barton County CC	276,470
Butler CC	253,653
Cloud County CC	164,100
Coffeyville CC	277,151
Colby CC	65,454
Cowley County	220,904
Dodge City CC	107,473
Flint Hills TC	171,695
Fort Scott CC	317,886
Garden City CC	78,423
Highland CC	480,224
Hutchinson CC	992,901
Independence CC	68,536
Johnson County CC	348,299
Kansas City Kansas CC	457,236
Labette CC	64,372
Manhattan Area TC	34,784
Neosho County CC	360,489
North Central Kansas TC	96,269
Northwest Kansas TC	92,572
Pratt CC	83,118
Salina Area TC	259,239
Seward County CC	341,906
Washburn Institute of Technology	1,282,731
Wichita Area TC	1,486,568
TOTAL	$8,590,043

2. Receive Legislative and Budget Update   **Dan Murray,**
Interim Director,
Government Relations

Background

The Kansas Legislature concluded the legislative session on Saturday, May 4, 2014. Below is the status of each bill as of May 6th. The Board will receive an updated status report at the May14-15, 2014 board meeting. Also included below is a budget summary for the system which reflects changes to the FY 14 and FY 15 budget.

Regents' Bills	Original committee	1st chamber	2nd committee	2nd chamber	Action by Governor
SCR 1616 – 60% attainment	Hearing in Senate Education 1-27-14 Passed out on 2-11-14	Passed Senate 39-0 on 2-26-14	Referred to House Appropriations; Awaiting Hearing		
HB 2470 – property insurance	Hearing in House Appropriations 2-3-14	Passed House 120-0 on 2-17-14	Referred to Senate W&M; Hearing Held	Passed on Senate Consent Calendar	Signed By Governor
HB 2544 – SARA	Hearing in House Appropriations 2-6-14	Passed House 120-0 on 2-17-14	Referred to Senate W&M; Hearing Held	Passed on Senate Consent Calendar	Signed By Governor
SB 395 – EBF	Hearing in Senate W&M on 2-19-14				
SB 396 – raising construction limits and changing notice	Hearing in Senate W&M on 2-19-14	Passed Senate 39-1	Referred to House Appropriations; Awaiting Hearing		
HB 2021/2396 – ESU land transfer	Carry over from 2013 session. In Senate W&M	HB 2101 was amended into HB 2396	Placed in Senate Education Budget Bill		
HB 2506, 2507, 2142, 2148	Repeals various obsolete statutes.	HB 2506 passed House 122-1 on 2-26-14	2506 Referred to Ways and Means on 2-27-14 – Used as vehicle for Higher Ed Budget in Conference	No Repealer bill	

Other Bills of Interest

HB2506 – K-12 & Higher Ed Budget Bill	Started as Repealer Bill. Conference Cmte used shell for the budget	Conference Report Passed Senate 22-16 on 4-6-14	N/A – Bill was used in Conference as a shell for the budget	Conference Report Passed House 63-57 on 4-6-14	Signed By Governor
HB2231 – Omnibus budget bill; includes some Higher Ed items	Budget Bill that Passed the House and Senate – used as the vehicle for the omnibus conference report	Conference Report Passed Senate 22-18 on 5-2-14	N/A – Bill was used in Conference as a shell for the budget	Conference Report Passed House 70-54 on 5-2-14	Conference Report Passed. Pending Enrollment and Presentation to Governor
HB 2192 – in-state tuition	Carry over from 2013. In House Fed & State				

SB 325 – budget bill	Ways and Means; Placed in HB2506	Passed 23-17 on 4-4-14			
HB 2529 – budget bill	House Appropriations; Placed in SB218	On Floor 4-4-14			
SB 367 – Student Data Privacy	Passed out of Senate Education on 2-26-14	Passed Senate 39-0	Amended and Passed out of House Education	Passed House 119-4; in Conference	Conference Report Passed. Pending Enrollment and Presentation to Governor
SB 196 – Charter School bill	Hearing in Senate Education on 2-14-14; Bill has been "blessed"				
SB 343 – lobbying; govt entities	Passed Sen. Ethics 2-25-14	Passed Senate 28-10 on 2-27-14	Referred to House Ethics and Elections		
HB 2693 – Testing by CC's for Commercial DL's	Passed House Ag & NR 2-25-14	Passed House 123-0 on 2-27-14	Passed House Transportation	Passed Senate 40-0 on 3-25-14; In Conference	Conference Report Passed. Pending Enrollment and Presentation to Governor

State Appropriations for FY 2014 and FY 2015

On April 6, 2014, the Legislature passed, and on April 21, 2014, the Governor signed, Senate Sub for HB 2506 which contains appropriations for postsecondary education and various other provisions. In addition, during the veto session on May 2, 2014, the Legislature passed Senate Sub for HB 2231, which contained a few additional appropriation adjustments for postsecondary education. Senate Sub for HB 2231 is pending enrollment.

During the 2014 Session, changes were considered and made to the two- year budget (FY 2014 and FY 2015) that was enacted during the 2013 Session. The purpose of this memorandum is to generally describe the Board's request, Governor's recommendations and the approved changes to the FY 2014 and FY 2015 appropriations. Sen Sub for HB 2506 can be found at
http://www.kslegislature.org/li/b2013_14/measures/hb2506/ and
Sen Sub for HB 2231 at http://www.kslegislature.org/li/b2013_14/measures/hb2231/.

At the end of the 2013 Session, SGF appropriations stood at $754 million for both FY 2014 and FY 2015, reflecting approximately a 3% cut in both fiscal years from the FY 2013 appropriation of $776 million. At the end of the 2014 Session, SGF appropriations stand at $769 million and $799 million, respectively, an increase over the approved of $15 million in FY 2014 and $45 million in FY 2015. Excluding the shifting of existing funds from the Department of Commerce ($15 million) and change in financing from EDIF and SGF ($3 million), the net additional new SGF in FY 2015 totals $27 million.

Changes to the FY 2014 Approved Budget

SGF appropriations approved at the end of the 2013 Session for FY 2014 totaled $754.3 million.

Board's Request. The Board requested the following changes: restore 1.5% cut to institutions of higher education and 2% cut to Board Office ($9,395,569), restore state university salary cap/cut that had an aberrant impact on individual state university budgets ($10,225,517), correct technical error in the ESU appropriation ($99,832), and fully fund the estimate for Tiered Technical Education for high school students. The restoration of the state budget cuts to higher education for FY 2014 and FY 2015 was the Board's top system priority.

Governor's Recommendation. The Governor recommended SGF expenditures of $768.7 million in FY 2014. He concurred with the Board's request to fully fund the estimate for the Tiered Technical Education for high school students (an increase of $9,250,000 for a total of $19.5 million) and recommended funding to correct the error in the ESU appropriation. In addition he recommended half the amount requested to restore state university salary cap/cut ($5,112,760).

2014 Session Appropriations. The Legislature concurred with the Governor's recommended changes and made an additional adjustment to restore the 1.5% cut at Washburn University ($169,698).

In summary, SGF appropriations approved at the end of the 2014 Session for FY 2014 total $768.9 million, an increase of $14.6 million over the amount approved during the 2013 Session.

Changes to the FY 2015 Approved Budget

SGF appropriations approved at the end of the 2013 Session for FY 2015 totaled $753.7 million.

Board's Request.   The Board requested restoration of the 1.5% cut to institutions of higher education ($10,959,677),   state university salary cap/cut that had an aberrant impact on individual state university budgets ($5,840,791), and correction of technical error in the ESU and KUMC appropriations ($108,822). In addition, the Board's top state university request was the KUMC Health Education Building and top two-year college

priority was an increase of $8 million to close the gap in the Tiered Technical Education formula. Furthermore, the Board supported fully funding the estimate for the Tiered Technical Education for high school students program.

The Board also vetted and suggested the following enhancements for considerations: Adult Education Enhancement to meet Foresight 2020 Goal ($732,000); ESU Honors College ($1.0 million); ESU Bachelor of Science Nursing Program ($500,000); FHSU Information Systems Engineering Enhancement ($760,111), FHSU Kansas Academy of Math and Science ($248,000);KSU School of Architecture ($1.5 million); KSU College of Business (state funding for 15yr bonds - $1.5 million); KU Transforming Student Success/Retention Course Redesign and Online Technology ($2,835,000); KUMC Increase Stature of the Medical Center including the School of Medicine in Wichita($4.5 million); PSU Center for CTE Instructor Development and Innovation ($1.0 million); PSU Expansion of Kansas Technology Center (state funding for 15 yr bonds $1.5 million); WSU Technology Transfer Facility ($2 million); WSU Extend Capacities to Engage with Business and Support Technology Transfer ($1.2 million); and Washburn University /KBI Crime Lab Partnership ($920,000).

The Board also approved the following requests for bonding authority at the state universities (no State funds): FHSU Residence Hall (up to $25 million); KSU Chilled Water Plant Expansion (up to $56 million); KU Earth Energy Environment Center (up to $25 million).

Governor's Recommendations. In January, the Governor forwarded to the Legislature his recommendations which included an increase of $29.5 million in SGF expenditures. In addition to slight changes attributed to employee benefit rate adjustments, his January recommendations to the 2014 Legislature included the following: fully fund the estimate for the Tiered Technical Education for high school students; correct the error in the ESU and KUMC appropriations; full restoration of the state university salary cap/cut ($5,840,791); ESU Honors College ($1.0 million); FHSU Information System Engineering ($760,111); KSU School of Architecture ($1.5 million); KU Kansas Institute for Translational Chemical Biology ($2 million); KUMC Rural Health Bridging Program ($70,000); PSU Center for CTE Instructor Development and Innovation Enhancement ($1 million); WSU Technology Transfer Facility ($2 million). Later in the Session, the Governor recommended state funding for the debt service for up to $25 million in bonds for the KUMC Health Education Building.

2014 Session Appropriations. The Legislature concurred with the Governor's recommended changes for FY 2015, and made the following additional changes: restore the 1.5% cut to Washburn University's operating grant, ($169,698); restore 1.5% cut to Tiered and Non-tiered funding for community and technical colleges ($2,264,470), adjust the estimate for the technical education for high school program to a total of $22.5 million for FY 2015, also expressing legislative intent to fully fund actual enrollments in FY 2015; add $1.9 million (revenue transfer) for a new Postsecondary Education Performance Based Incentives (GED Accelerator) program; $500,000 for scholarships for adult students in the AO-K program, funding for the Kansas Academy of Math and Science ($316,853), add a net increase of $500,000 for WSU – Aviation Training and Equipment; eliminate the $2.0 million for the KU Kansas Institute for Translational Chemical Biology; deleted a total of $473,211 at FSHU, KSU, PSU, ESU, and WSU attributed to the classified longevity bonus program related to the conversion of classified staff to university support staff. During the veto session, the Legislature added $500,000 SGF for an IT Training Program for secondary students that will flow through KBOR to K-12 schools.

Also the Legislature made the following shifts in funding: move funding for the three research initiatives (KUMC Cancer Research, KSU Global Food Systems, and WSU Aviation Research - $5 million each) from the Department of Commerce budget to the respective university budgets; shift $3million in WSU- Aviation Training and Equipment from EDIF to SGF.

In addition to the KUMC Health Education Building capital project and associated bonding authority up to $25 million with the debt service paid by the State, the appropriation bill contains bonding authorizations (no State

funds) for: FHSU Residence Hall (up to $25 million); KSU Chilled Water Plant Expansion (up to $56 million); KU Earth Energy Environment Center (up to $25 million).

In summary, SGF appropriations approved at the end of the 2014 Session for FY 2015 total $799.1 million, an increase of $45.4 million over the amount approved during the 2013 Session. Excluding the shifting of existing funds from the Department of Commerce ($15 million) and change in financing from EDIF and SGF ($3 million), the net additional new SGF in FY 2015 totals $27 million over the original amount appropriated by the 2013 Session.

Aspects of the Budget Where There is No Change to the Approved Budget

- No change to the support in the Department of Commerce budget for the 10 year engineering expansion program with $10.5 million in FY 2014 and FY 2015.

- Continue EDIF/SGF spending on equipment for technical colleges and eligible community colleges ($2.6 million), technology innovation and internship ($179,284), community college competitive grants ($500,000), EPSCoR program ($993,265), KSU-ESARP ($299,295).

- Continue the SGF transfer for the Faculty of Distinction Program, in accordance with statute.

Other Aspects of the State Budget of Interest to the Board

- The Governor recommended a 1.5% general salary increase in FY 2015 for classified state employees only. The Legislature did not include the general salary increase, but included a $250 bonus for all state employees which would include university employees, added to the first paycheck in December.

The attached table lists for the major categories of SGF appropriations, the Board's requested changes to the approved, Governor's recommended changes to the approved, and changes to the approved made during the 2014 Legislative Session.

This memorandum is intended to be a summary so please let us know if we can provide any additional information.

Board's Unified Request and Results – FY 2014 and FY 2015

The table below summarizes the approved FY 13 appropriations, the FY 14 and FY 15 appropriations approved during the 2013 Session, the Board's request for changes to FY 14 and FY 15, and the final appropriations approved during the 2014 Session.

Kansas Board of Regents

Approved State General Fund, Board's Request, Governor's Recommendations, Legislative Adjustments

As of May 5, 2014

Item	Approved State General Fund Base (2013 SB 171)	Board's Request Changes to App'd (September)	Governor's Rec Changes to App'd (January)	Legislative Changes to App'd - S Sub for HB 2506 and HB 2231 (pending enrollment)
FY 2014	$754,263,612			
Restore 1.5% Cut (IHEs)/2% KBOR Office (Legislature add WU)		9,395,569		169,698
Restore State University Salary Cap/Cut		10,225,517	5,112,760	5,112,760
Tiered Technical Education for High School Students - fully fund current estimate		15,250,000	9,250,000	9,250,000
Technical Correction of Legislative Staff Error (ESU)		99,832	99,832	99,832
TOTAL	$754,263,612	$34,970,918	14,462,592	14,632,290
FY 2015	$753,685,972			
Restore Cut 1.5% (IHEs)/2% KBOR Office (Legislature add CC/TC Tiered, Non-tiered, WU)		10,959,677		2,264,470
Restore State University Salary Cap/Cut Funding		5,840,791	5,840,791	5,840,791
KUMC - Health Education Building (cap. project/15 yr bond financing, plus FICA)		1,400,000		FICA to SGF, add $25M bonding (paid by state funds)
Close the gap in Tiered Technical Education Formula		8,000,000		
Tuition for Technical Education for High School Students - fully fund current estimate		15,250,000	15,250,000	12,000,000

Tuition for Technical Education for High School Students proviso for AO-K $500,000				Add proviso
Adult Education Budget Request to Meet Foresight 2020 Goal	732,000		
Technical Corrections of Legislative Staff Errors (ESU, KUMC)	108,822	108,822	108,822
ESU - Honors College Enhancement	1,000,000	1,000,000	1,000,000
ESU - Bachelor of Science Nursing Program Enhancement	500,000		
FHSU - Information System Engineering Enhancement	760,111	760,111	760,111
FHSU - Kansas Academy of Math and Science - Expand Summer Academy	248,000		316,853
FHSU - Bonding authority of $25 million for residence hall replacement (no SGF)			Add authorizing language
KSU - School of Architecture Enhancement (cap project/15 yr bond financing)	1,500,000	1,500,000	1,500,000
KSU - College of Business Building (cap. Project/15 yr bond financing)	1,500,000		
KSU - move funding from Commerce - Animal Health Research (change name to Global Food System Program)			5,000,000
KSU - Bonding authority of $56 million for chilled water plant expansion (no SGF)			Add authorizing language
KU - Kansas Institute for Translational Chemical Biology Enhancement	2,500,000	2,000,000	
KU - Transforming Student Success/Retention Course Redesign and Online Technologies	2,835,000		
KU - Bonding authority of $25 million for Earth Energy Environment Center (no SGF)			Add authorizing language
KUMC - Increase Stature of the Medical Center including School of Medicine in Wichita	4,500,000		
KUMC - Rural Health Bridging Program Enhancement		70,000	70,000
KUMC - move funding from Commerce - Cancer Research			5,000,000
PSU - Center for CTE Instructor Development and Innovation Enhancement	1,000,000	1,000,000	1,000,000
PSU - Expansion of Kansas Technology Center (cap. project/15 yr bond financing)	1,500,000		

WSU - Technology Transfer Facility Enhancement (planning for cap project)		2,000,000	2,000,000	
WSU - Technology Transfer Facility Enhancement (operating expenditures)				2,000,000
WSU - Extend Capacities to Engage with Business and Support Technology Transfer		1,200,000		
WSU - move funding from Commerce - Aviation Research				5,000,000
WSU - delete funds for Aviation Infrastructure (EDIF - $2,981,537)				Delete $3 million EDIF
WSU - Aviation Training and Equipment				3,500,000
FHSU, KSU, KSU-ESARP, KSU-VMC, PSU - Remove longevity expenditures				(473,211)
ESU & KU land swap				Add authorizing language
Washburn University/KBI Crime Lab Partnership Enhancement		920,000		
Postsecondary Ed Performance-based Incentives (GED Accelerator) program				1,905,228 (special revenue)
Information Technology Education Opportunities				500,000
KBOR Office - 1.5% Classified Salary Increase			2,592	
TOTAL	$753,685,972	$64,254,401	$29,532,316	$45,387,836
TOTAL - Net of Funding Shifts from EDIF or Other State Agencies	$753,685,972	$64,254,401	$29,532,316	$27,406,299

3. **Initial Discussion of the Board's Unified Budget Request Preparations for FY 2016 and FY 2017**

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 every year. Capital improvement requests are submitted earlier (July 1), and also included in the official state budget submission. Based on verbal guidance from the Governor's budget office about the state budget process for the coming year, staff recommends the Board develop a two-year budget request (FY 16 and FY 17), and utilize a calendar similar to that used last year. The proposed process begins in June with institutions/sectors submitting any budget requests for the Board's consideration. In addition, the Board must approve capital improvement requests for submission by July 1. The official approval of the final unified request (operating and capital) will occur at the September, 2014, Board meeting. The issue paper summarizes the Board's guiding principle, key themes, proposed budget calendar, and summary of prior years' Board requests and results.

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)(2). This statement provides the foundation for an approach to state funding that reflects the recurring theme of maintaining a system-wide focus on requesting and advocating for increases in state general fund appropriations for public postsecondary education.

Key Themes

- Kansas public higher education is a system of 32 institutions representing a $3.3 billion dollar enterprise, financed through a mix of state, student, local, federal, and private revenues sources. While State General Fund monies represent 22% of the total revenues for the system, State General Fund support is a critical component for leveraging other funding sources.
- The Kansas public higher education system is a major engine of economic growth, both as an employer and as an educator of future workers. The Kansas public higher education system is committed to *Foresight 2020,* a 10-year plan that sets long-range achievement goals that ensure the state's higher education system meets the needs of Kansans and Kansas.

Calendar

May, 2014	Institutional Leadership (SCOPS) discusses system-wide, sector, and institution specific requests
May, 2014 Board Mtg	Capital improvement requests for state universities (First Reading by Fiscal Affairs and Audit Committee)
June, 2014 Board Mtg	Board staff reviews potential areas of request. Board receives institution and sector specific requests. (If possible, request sector/institution proposals should be submitted to the Board Office by Friday, June 6.) Board acts on capital improvement requests for July 1
July, 2014	Board conducts university budget work session to further discuss FY 16-17 requests
August, 2014 Board Retreat	Board continues discussion of system-wide, institution, and sector specific requests and indicates preference for inclusion in FY 16-17 Budget Request
Sept, 2014 Board Mtg	Board officially approves FY 16-17 unified budget request
October 1, 2014	Board's FY 16-17 unified budget request submitted

Prior Years' Unified Budget Requests and Results
This section summarizes the Board's request and the results for FY 2014 through FY 2008.

FY 2014 Unified Budget Request and Result.

Summary of KBOR Unified Appropriation Request	Amount
Operating Grant Inflation Increase (HEPI 1.7%)	$12,325,000
Salary Increase for State University Employees (1% GU est.)	$7,400,000
State Student Financial Assistance Programs	
1.7% Student Financial Assistance HEPI Increase	$455,600
Kansas Comprehensive Grant backfill from loss of Federal Funds	$800,000
Revamped Technical Education Workforce Grant	$400,000
Adult Education Budget Request to Meet Foresight 2020 Goal	$500,000
Increase State Funding for EPSCoR	$1,000,000
Board's Transfer & Articulation Web Portal and Process	$741,496
Two-Yr Colleges Close the Gap in the Tiered Technical Education Formula	$8,000,000
Governor's CTE Initiative	Board is Supportive of Governor's Initiative
Washburn University/KBI Crime Lab Partnership	$920,000
ESU - Establish an Honors College	$1,000,000
FHSU - Information Systems Engineering	$760,111
FHSU - Kansas Academy of Math and Science - Expand Summer Academy	$248,000
KSU - Strengthen the College of Architecture, Planning, Design	$5,000,000
PSU - Complete the funding of the Polymer Chemistry Program	$500,000
PSU - Create the Kansas Center for CTE Instructor Development and Innovation	$500,000
KUMC Health Education Building[1]	$1,000,000
KUMC – Increase Funding for Medical Center	$2,800,000
WSU - Support Aviation Research and Workforce Training	Board is Supportive of Industry Request
Advanced Education in General Dentistry Program--Full Funding for Both Years of the Program[2]	$1,245,600
Physician Assistant Program--Increase Annual Student Cohort by 25% from 48 to 60 Students Per Year	$750,000
Physical Therapy Program--Increase Annual Cohort by 50% from 40 to 60 Students Per Year	$750,000
Total	**$47,095,807**

1. Financing up to $30 million of project cost from a combination of $1 million SGF in FY 14 and bonds in the amount of $29 million with debt service financed with SGF approx. $3.8 million annually beginning in FY 2016 matched by $30 million in private funds/KUMC funds (bonds might be necessary) and $15 million in Medical Resident FICA recovery funds.
2. Two year proposal - FY 14 $1,245,600 and FY 15 an increase of $2,515,000 for a total of $3,750,000

The Governor proposed and the Legislature enacted a two year budget (FY 2014 and FY 2015) during the 2013 Legislative Session. None of the Board's enhancement requests were included in the approved budget. Each state university's operating grant line item was reduced to reflect (a) a 1.5 percent across the board reduction, (b) self-funding of the longevity program, and (c) a salary reduction that varies greatly in percentage among the universities. Total SGF appropriations for the state universities in FY 2013 were $568.6 million. The FY 2014 amount reflected a reduction of $18.9 million. The FY 2015 appropriations total $554.7 million which is $5 million more than FY 2014, but $13.9 million less than FY 2013. For both years, the total dollar amount is almost $33 million SGF. Washburn University's operating grant was reduced by 1.5%, or $169,698, in FY 2014 and FY 2015. For Community Colleges, Technical Colleges and Washburn Institute of Technology, the primary appropriations (tiered technical education state aid and non-tiered grant) were held flat in FY 2014, and were reduced by 1.5% in FY 2015. The reduction to the tiered technical education state aid appropriation is $884,319 and to the non-tiered grant is $1,172,238. Board Office operations ($106,329), student financial assistance ($437,832) and other programs such as Adult Basic Education were reduced by 2% in FY 2014. Also, the bill contained language transferring $1 million from the Board Office Private Postsecondary Fund to the State General Fund.

FY 2013 Unified Budget Request and Result. The Board reviewed proposals totaling nearly $60 million and the Board forwarded to the Governor and Legislature a request for enhancements totaling $36.8 million (SGF).

Below is a recap of the components of the Board's request and final results.

- **System – 1.8% Postsecondary Education system Operating Increase based on the Higher Education Price Index ($12.7 million)**

The state budget did not include an operating grant increase.

- **System – Student Financial Assistant Programs ($2.7 million SGF)** including $1.8 million for the Kansas Comprehensive Grant, $400,000 for the redesign of the out-dated Vocational Scholarship Program into a new Technical Education Grant Program, and a 2.6% increase for all other Board administered student financial assistance programs.

The state budget did include $1 million for the Comprehensive Grant program.

- **Targeted Institutional/Sector Investments.** The Board's request and final approval is described in the table below.

	KBOR Request	Approved
KU - KUMC Medical Student Scholarship Program	$1,866,779	$1,866,769
KU - "Foundation Professors"	$3,000,000	3,000,000
KSU – Veterinary Medicine Improvements	$5,000,000	$5,000,000
ESU - Workforce Development		
Nursing Informatics Degree	$250,000	$250,000
e-Commerce Degree	$250,000	
Sustainability Degree	$250,000	
FHSU - Increase KAMS Class Size	$203,200	$203,200
FHSU - Information Systems Engineering Program	$750,000	0

		500,000 FY13 500,000
PSU - Expand Polymer Science Program	$1,000,000	FY 14
WSU - Support Aviation Research and Workforce Training	No request via KBOR	
Technical Education Formula	$8,000,000	$8,000,000
Technical Education – Governor's CTE Initiative for Secondary Students		$10,250,000
Research Services and Databases	$800,000	Appropriated to State Library
TOTAL		

FY 2012 Unified Budget Request and Result. The Board adopted a legislative request entitled *The Kansas Commitment*. The Kansas Commitment was a five-part $50 million initiative to boost the Kansas economy. Also, the Board requested new funding for the new distribution formula for technical education, in response to the Legislature's directive to develop a new tiered formula. The Board's request for $11.6 million would jumpstart the change to the new formula. The 2011 Legislature did not provide new funding for technical education for FY 2012, but did authorize legislation that creates the new tiered funding structure.

Below is a brief recap of the components of the Board's request and the response to the proposal.
- Request an inflationary increase based on the 3-year rolling average of the Higher Education Price Index (HEPI) which is 2.73% and would cost $20.5 million SGF.

> This component was not funded for FY 2012.

- Restore the Legislature's 5-year deferred building maintenance funding commitment.

> This component was not funded for FY 2012.

- Create KAN-HELP, a new $10 million need-based financial aid program for qualifying state university students.
  - Resident state university students whose families are at or below the statewide median family income level (currently $50,174) would be eligible for a KAN-HELP Loan that would be applied to tuition and fee costs.
  - Funding would come from a $6 million transfer of the state sales tax generated on the state university campuses and a $4 million match by the state universities.
  - Specific program details are still being finalized.

> This component was not funded for FY 2012.

- Create KAN-GROW – a systemwide initiative to grow the Kansas workforce and economy. Invest $14.5 million SGF that will be matched by $7.075 million from the state universities to create a $21.225 million program.
  > KU, KSU, WSU: Increase the number of engineering graduates by 490 from 875 to 1365. Invest $5.4 million SGF with a $2.7 million university match for a total of $8.1 million which would fund the first two years of the five year proposal by the Engineering Deans. Funding would be appropriated to the Board for distribution among the three state research universities.

KUMC: Increase the number of nursing graduates by 50 and expand the Kansas Medical Student Loan Program by 22, thereby increasing the number of primary care physicians serving under-served Kansas counties. Invest $1 million SGF with a $500,000 medical center match for a total of $1.5 million.

ESU, FHSU, PSU: Expand program offerings in high need and emerging fields. Invest $2.25 million SGF with a $1.125 million match from the three regional state universities for a total of $3.375 million.
- ESU: New degree programs – eCommerce, Student Affairs Administration, Sustainability.
- FHSU: New Bachelor of Science in Information Systems Engineering degree program and a new KAMS Summer Engineering Institute.
- PSU: New School of Construction.

Washburn: Expand program offerings in high need and emerging fields. Invest $500,000 SGF with a $250,000 university match for a total of $750,000.
- New Doctorate of Nursing degree program.
- New Bachelor of Science in Biotechnology degree program.

Community and Technical Colleges: Expand targeted workforce initiatives. Invest $5 million SGF with a $2.5 million college match for a total of $7.5 million.
- The Kansas Board of Regents would solicit targeted workforce development proposals and select ones that directly met critical workforce needs.

The KAN-GROW Engineering Initiative for KU,KSU, and WSU ($1 million FY 2012 and $10.5 million from ELARF FY 2013-FY2023, new School of Construction for PSU ($750,000) and competitive grant program for the community colleges ($500,000) were all funded for FY 2012.

- Continue Kan-ed funding for FY12 through the Kansas Universal Service Fund ($10 million KUSF)

The 2011 Legislature funded Kan-Ed at $6 million from the KUSF for FY 2012.

FY 2011 Unified Budget Request and Result. The Board proposed a modest increase comprised of the following:

- **Postsecondary Education - Postsecondary Education Operating Grant Increase -- $16 million (SGF)**
  The Board requested a combined Postsecondary Education Operating Grant line-item appropriated to the Board for all new funding rather than the individual sector operating grant line-item increases. The request totaled $16,423,992 in new SGF funding. The request is entirely comprised of a necessary inflationary increase based on inflation as measured by the Higher Education Price Index (HEPI). HEPI, an inflation index designed specifically for higher education, is a more accurate indicator of cost changes for colleges and universities than the Consumer Price Index or other inflation indices. The increased funding will be used to address increasing health insurance costs, increasing utility costs, unfunded longevity bonuses and death and disability premiums; as well as funding for significant increased community and technical college enrollments.

- **Student Financial Assistance – HEPI Increase for High-Demand Program - $343,533 (SGF) --** The Board requests enhancement funding for the Comprehensive Grant Program. These funds provide

need—based grants to students attending state universities, Washburn University, and private Kansas universities.

- **MHEC Dues --** An enhancement of $4,331 (SGF) will be necessary for the increase in the Midwestern Higher Education Compact (MHEC) state membership dues. The state membership dues increased from $90,000 to $95,000 for FY 2009, and the Board's current level of funding is $90,669 for FY 2010. The MHEC Commission has decided to keep this same payment level through FY 2011.FY 2011

> With the exception of required SGF debt service payments, the FY 2011 state appropriation was in effect "flat" – at the FY 2006 level.

FY 2010 Unified Budget Request and Result. The Board requested only enhancement funding for a 4% HEPI increase ($32 million). The Board held extensive budget discussions and seriously considered including (1) a 1% budget increase to begin to close the faculty salary deficit which would help institutions catch up with peers and competitors and $21 million to fund specific investment proposals to address critical workforce shortages. Ultimately, because of the harsh reality of the national economy and the uncertainty of the state budget, the Board made the judgment to not include a funding request for these very real and critical needs.

> The original FY 2010 SGF appropriation at the close of the 2009 session was $767 million. July and November allotments cut a net total of $20 million leaving $747 million, a level of SGF funding equal to the FY 2006 level and the level required for federal ARRA compliance. The FY 2010 appropriation of $747 million is over $100 million or nearly 13% less than the original FY 2009 appropriation.

FY 2009 Unified Budget Request and Result. The Board presented a two-pronged request for increased funding on the program side. One part of the request ($27 million) sought to keep pace with higher education inflation (HEPI), and the second part asked for an increased investment ($25 million), the Board would fund institutions to produce specific results for the people of Kansas. A workgroup with representatives from each of the higher education sectors completed a thorough study of how Kansas compared to other states based on state appropriations per student FTE. Among all states, Kansas ranked 39th in state appropriations per student FTE of $5,448. The Board established the 75th percentile as a realistic funding goal. This year's investment is 1/5 of the overall funding goal developed by multiplying the difference between the 2005 state appropriation per FTE student ($5,448) and the75[th] percentile amount ($6,439) by the total number of system wide FTE students (127,747). The Board then assigned target figures and required each university and the sector leaders to develop proposals that describe how the increased funding would be used to produce specific results for the people of Kansas.

> For FY 2009, there were increased state appropriations for postsecondary education totaling approximately $30.0 million, including *an additional $25 million, a 3.2 percent increase, in state appropriations for the postsecondary educational institutions' "block grant"; however, mid-year reductions were made in response to the State's financial circumstances.*

FY 2008 Unified Budget Request and Result. The Board requested a total operating increase of $50.5 million comprised of nine separate enhancements the most significant being a 6% HEPI increase ($45 million)

> The FY 2008 operating increases totaled $46.3 million and equated to a 5.7 percent increase.

    D.   Other Matters

       1.   Receive Recommendation on the Fort Hays State   President Hammond
           University/Dodge City Community College Proposal

Summary

For several years, Dodge City and Fort Hays State University have been exploring a partnership that would bring a university presence to southwest Kansas. In April, the Board heard an initial report from President Hammond about a proposal to establish such a partnership. Included below is a proposal from Fort Hays State University and Dodge City Community College to formalize this partnership. The Dodge City Community College Trustees have voted to forward this proposal to the Board of Regents to seek their support and advocacy for this proposal.

<p align="center">FORT HAYS STATE UNIVERSITY AT DODGE CITY</p>

INTRODUCTION

Economic prosperity for individuals and the state relies on an educated workforce. For Kansans to succeed in the workforce, they must have an education that provides skills aligned with demand occupations and labor market value.

In the workforce, level of degree matters, and although most degrees and credentials have value, certain credentials are more responsive to workforce and economic demands. To meet Kansas' goal of increasing to 60% the number of adults who have a certificate, associate or bachelor's degree by 2020, our two- and four-year public postsecondary institutions must produce an additional 60,203 postsecondary credentials (degrees and certificates of value) over and above current production.

Research by economists and workforce experts is clear. Demand for postsecondary education supporting business advanced skills needs will continue to grow. The most recent report (2013) from Georgetown University's Center on Education and the Workforce indicates 65% of all jobs in the economy will require some level of postsecondary attainment by 2020.

MISSION

Fort Hays State University at Dodge City will provide accessible quality education to support the traditional and anticipated needs of Ford County, Southwest Kansas, and business and industry.

The creation of a regional baccalaureate center for Southwest Kansas will result in an economic development engine that will be responsive to the needs of industry and the broader state of Kansas. The industry-driven corporate model of applied co-op learning, successfully demonstrated by Oklahoma State University Institute of Technology, provides an effective model of curricular development between the Fort Hays State University campus and business/industry. The existing two-year and certificate programs of Dodge City Community College should remain largely unaffected by the integration and merger. Appropriate applied technology programs will meld into a series of pathway offerings that allow the student to pursue a unique, industry-sponsored educational program from initial certification potentially through an associate and/or baccalaureate degree.

PRIMARY BENEFITS OF THE SOUTHWEST BACCALAUREATE CENTER

Fort Hays State University at Dodge City will provide not only continued support of academic programs currently offered at Dodge City Community College, it will provide for expanded programmatic opportunities

for the Southwest regional community, including access to baccalaureate offerings not presently available. As a consequence of these expanded offerings, Hispanic residents of the Southwest corridor will have access to a residential, educational experience that has not been open to this population until this point. Further, the expanded offerings, which will include workforce development opportunities at a heightened level of delivery through the Institute of Applied Technology, will benefit the local economy and regional industry in immeasurable ways.

For Dodge City Community College, the creation of the new entity will provide for a wider range of administrative services and educational programming. As well, Dodge City Community College will evolve to levels well beyond the scope of its present mission, with the ability to serve residents, the state of Kansas, corporate partners and the community in ways that its present structure does not allow for. Similarly, the evolution of Dodge City Community College into Fort Hays State University at Dodge City will expand the scope, educational focus through the corporate sponsor/partnership model of the Institute of Applied Technology and the service to a traditionally underserved minority population for Fort Hays State University as a whole.

The centralized access to custom training through the innovative technology model to be developed in the Institute of Applied Technology will provide the region and the state of Kansas with a model for corporate-education partnerships. This model will combine innovative technologies with innovative cooperative educational experiences for students ultimately creating a more educated workforce that better suits the needs of employers and creates a mechanism for these students to more easily move into high paying jobs they are qualified for. Further, the abilities to re-enter educational pathways at multiple points will create a model for continuing education in the workforce.

In short, the development of Fort Hays State University at Dodge City with an upper-division college and an Institute of Applied Technology will not only provide educational access to an underserved region, but will do so with a model program of corporate-education partnerships that will be replicable across the state and beyond. Maximized efficiencies between the current FHSU and DCCC are reason enough to pursue this arrangement. However, when the economic development benefits to the southwest corridor are considered along with the innovative approach that will benefit students, employers, the state of Kansas and stakeholders beyond, the creation of this baccalaureate center and accompanying Institute of Applied Technology will fuel benefits well beyond those to Southwest Kansas.

THE CORPORATE SPONSOR MODEL

The curriculum of the Institute would be cooperatively developed. Corporate partners who sponsor individual applied technology programs would formulate individualized curricula that serve the students, the state and industry needs. These arrangements would ideally involve a corporate sponsor. These sponsors would partner with the Institute to provide a year-round blended learning experience to a pre-determined number of students. The classroom in this model of learning becomes a blended combination of the traditional learning space and the intern-style workplace. These business or industries will help establish curricula and determine competencies. Since program inclusion in academic offerings is to a degree employer driven, commitments are often made by the corporate partners with respect to the program that they are individually aligned. These commitments may include the equipment necessary to turn a classroom setting into a workplace-lab, commitments to otherwise fund programs, "scholarshipping" students that are part of their respective offering and commitments to hire program graduates upon completion.

CREDENTIALIZING THROUGH STACKING

This program completion comes in many forms. Through the use of stackable credentials, the applied technology programs are designed to have several potential "stop-out" and re-entry points. In short, the student

may progress from one-year certificates/certifications or other industry recognized credentials to a two-year associates degree, onward to a four-year baccalaureate program and commencing to an online graduate education. In this sense, the student and the corporate sponsor will have student's progress to the appropriate academic exit point as is appropriate for workplace needs and skill development.

FOUNDATIONAL CURRICULAR PATHWAYS/ACADEMIC INFRASTRUCTURE

The concept of the Fort Hays State University Institute of Applied Technology would involve a melding with the current one and two-year curricula of Dodge City Community College offerings as a base for the development of the industry-driven corporate partnerships. The Dodge City campus already has an infrastructure that supports academic programs in:

- Automobile Mechanics Technology
- Building Construction Technology
- Business Technology
- Diesel Engine Mechanic Repair
- Electrical and Power Transmission
- Electrical Transmission System Technology
- Welding

These programs are offered toward the attainment of certificates and certifications, associate of arts degrees, associate of science degrees, associate of general studies degrees and associate of applied science degrees.

The Institute of Applied Technology would provide the sequence of these programs of study and others developed by the needs of the corporate partners to complete certificates and degrees in the field of technology studies as well as a specialized Bachelor of Technology Leadership degree that articulates particularly well with those who possess associate of applied science degrees. In addition, the curriculum would also develop needed workplace skills.

CONCERNS AND FURTHER DISCUSSION POINTS

Since this industry-education partnership is an on-going, organic arrangement, given an agreed upon curriculum, an agreed upon set of stop-out and re-entry points, and an agreed upon number of program registrants, each program has an established pathway to success. This pathway is articulated with learning outcomes and an employer ready to hire the student participants. It will serve students, employer needs and provide invaluable support to economic development for the state of Kansas and beyond.

DEFINE THE AUTHORITY AND RESPONSIBILITIES OF THE LOCAL BOARD (CURRENTLY THE DODGE CITY COMMUNITY COLLEGE BOARD OF TRUSTEES)

The local board, currently known as the Board of Trustees of Dodge City Community College, will continue to exist with its function as a taxing authority following the transition to Fort Hays State University at Dodge City on authority granted it by K.S.A. 71-204. This local board will retain ownership of the current Dodge City Community College facilities as well as the new Institute of Applied Technology facilities to be created as a result of this transformation to Fort Hays State University at Dodge City. As a consequence of this arrangement, maintenance and operations of these physical facilities will be the responsibility of the taxing authority, being the local Board of Trustees. Existing leases and bonds supporting the academic functions will remain the responsibility of the local taxing authority.

The Trustees will further be responsible for the operation of auxiliary functions. These include, but may not be restricted to, residential life and food service as self-funded entities. Further, the Board of Trustees will have the authority to disseminate scholarships to Ford County residents and others from funds garnered from its function as a taxing authority.

Additionally, the local board will have the authority to determine and fund which level of athletics they wish to have Fort Hays State University at Dodge City compete at. The cost of said athletic programs will be borne by the local board through its authority as the local taxing authority.

Though the aforementioned authorities and responsibilities are ascribed to the local board in Dodge City, it is assumed that decisions of consequence should be made in consultation with corresponding authorities at Fort Hays State University. This includes the ability to dissolve this arrangement if it fails to benefit Dodge City, Ford County and the region.

PROPOSED STRUCTURE

GENERAL TERMS

- There shall be established a Kansas Board of Regents institution campus in Dodge City consisting of a lower division college containing the existing programs of Dodge City Community College (DCCC), an upper division college that offers baccalaureate degrees, and a technical institute, all operated by Fort Hays State University (FHSU) as a separate campus through the Kansas Board of Regents (Regents). Naming of the campus and the technical institute will be determined by the Regents upon the recommendation of FHSU following consultation with DCCC Board of Trustees (Trustees), but is hereinafter referred to as FHSU at Dodge City.
- The current functionality of DCCC and its programs will remain in place and baccalaureate programs may be offered on the FHSU at Dodge City campus as determined necessary by FHSU in consultation with the Trustees.
- A Technical Institute will be established with appropriations from the Kansas Legislature and private funding. A building will be built on the campus of FHSU at Dodge City to house programs of the Technical Institute which at present contemplates up to ten partnerships with corporations to engage in workforce development of students who are current or prospective employees of the partners. It is the intent of the parties that, subject to legislative approval, the building will be owned and maintained by the Trustees.
- The Trustees shall enter into an Agreement with FHSU to establish FHSU at Dodge City and address transition and operational issues.
- The Agreement officially establishing the affiliation described generally herein to be further developed and approved by the Kansas Board of Regents will include provisions allowing for the affiliation to be terminated, in which case all functions and responsibilities assigned to FHSU through such Agreement will be returned to the Trustees.
- Following approval of the affiliation concepts by the Kansas Board of Regents and Governor of Kansas, legislation authorizing the affiliation will be sought from the Kansas Legislature.
- FHSU at Dodge City will continue to compete in intercollegiate athletics at a division and/or conference to be determined by the Trustees in consultation with FHSU.
- It is the intent of the parties that all current funding sources available to the Trustees for operation of DCCC be maintained and used for the benefit of FHSU at Dodge City, with the proceeds of the mill levy being used as specified herein and as may be further clarified in the Agreement to be entered into.
- The future Agreement may contain any and all additional provisions necessary to effectuate the affiliation contemplated and the purposes and intent expressed herein.

RESPONSIBILITIES OF FHSU

- FHSU will operate FHSU at Dodge City and will employ and supervise employees of FHSU at Dodge City and will be responsible for all financial and other affairs of the same except those specifically retained by the Trustees as set forth herein.
- FHSU will provide oversight for all activities and functions of FHSU at Dodge City, except those specifically retained by the Trustees as set forth herein, and will determine the programmatic offerings for the academic units in consultation with the Trustees.
- Tuition for programs of FHSU at Dodge City will be established by the Regents upon the recommendation of FHSU following consultation with the Trustees, and according to applicable policy and procedure.
- FHSU will follow all policies and procedures of the Kansas Board of Regents relating to FHSU at Dodge City.

RESPONSIBILITIES OF TRUSTEES

- The Trustees will have responsibility for ownership, development, security and maintenance of all physical facilities and grounds existing on the Dodge City campus or otherwise owned or leased by the Trustees as of the date of the future Agreement to be developed or until otherwise agreed by the parties.
- The Trustees will lease or assign to FHSU the right and authority to access all real and personal property existing on the Dodge City campus for the purpose of fulfilling FHSU's obligations under any future Agreement developed between the parties. It is the express intent of the parties, however, that FHSU not assume any responsibility for ownership, upkeep or maintenance of any physical facilities existing on the Dodge City campus or otherwise owned or leased by the Trustees as of the date of the future Agreement.
- The Trustees shall retain all taxing authority granted by K.S.A. 71-204 and any other applicable statutes, and amendments thereto, and will be responsible, at their sole discretion but upon consultation with FHSU, for providing funding from tax receipts as they deem necessary for the following: intercollegiate athletics, maintenance and operation of facilities and grounds, including providing for security, funding auxiliary enterprises on the Dodge City campus(dorms), including providing for the payment of indebtedness thereon, scholarships for Ford County residents to attend FHSU at Dodge City, and for any other lawful purpose the Trustees deem appropriate for the benefit of FHSU at Dodge City and the residents of Ford County. All other obligations necessary to operate FHSU at Dodge City shall be the responsibility of FHSU. The parties will establish a process whereby the Trustees reimburse FHSU for the costs associated with employees within the operations identified above to be paid out of tax receipts resulting from the Trustees' taxing authority.
- In the event the Agreement is terminated by either party, the Trustees shall resume responsibility for operation, oversight, and supervision of all programs and employees as previously existed.

FUNCTIONS AND AUTHORITY OF LOCAL FOUNDATIONS

Foundations will continue to operate independently. Whether this arrangement continues beyond this milestone event is the subject of future discussion between appropriate parties.

ATTACHMENT A
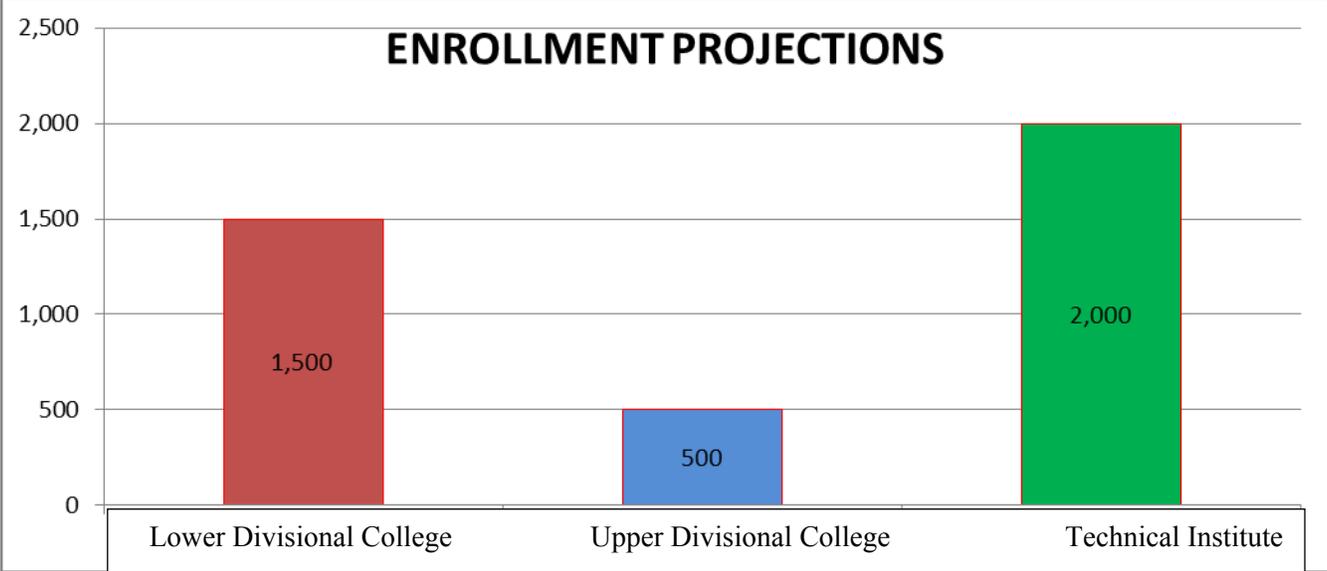
ATTACHMENT B

REVENUE AND EXPENSE ASSUMPTIONS

Cash Flow Analysis		Operations		Plant	Athletics	Auxiliairies		DCCC Financials FY 2013
FHSU/DCCC Merger								
Student Fees		$ 1,619,320						$ 1,930,367
Tuition		$ 4,299,100						$ 1,804,712
Charges for Services						$ 3,039,650		$ 428,843
SGF		$ 7,809,459						$ 2,960,427
Local			(1,2)	$ 8,769,197	$ 2,012,208			$ 9,681,346
Federal Support		$ 231,150						$ 6,491,480
Private Gifts		$ 35,000						$ 1,404,278
Investment Earnings		$ -						$ 5,443
Misc		$ 150,000						$ 148,941
Revenue		$ 14,144,029		$ 8,769,197	$ 2,012,208	$ 3,039,650		$ 24,855,837
Expenses:								
Institutional Support		$ 4,841,000						$ 4,377,626
Instruction		$ 5,954,322						$ 5,763,204
Student Services		$ 1,036,592	(1)		$ 2,012,208			$ 2,697,905
Academic Support		$ 1,040,300						$ 1,172,921
Operation and Main				$ 2,610,000		$ 2,765,000		$ 2,362,145
Scholarships and Grants		$ 400,000	(2)	$ 789,080				$ 5,852,272
Community Service		$ -						$ 613,911
Capital Outlay				$ 3,017,731				$ 2,711,324
								$ -
Principal						$ 574,723		$ 696,084
Interest								$ 29,508
Total Expenditures		$ 13,272,214		$ 6,416,811	$ 2,012,208	$ 3,339,723		$ 26,276,900
Excess/(Deficiency)		$ 871,815		$ 2,352,386	$ -	$ (300,073)		$ (1,421,063)
Debt Issue Proceeds								$ 1,360,000
Transfers In								$ 1,730,934
Transfers Out								$ (1,740,934)
Net Change in Fund Bal								$ (71,063)

The table above is created using documents provided by DCCC staff including current year budgets and audited financial statements for FY 2013 and 2012. A number of assumptions have been made in preparing a projected cash flow model as a result of the expansion of DCCC programs into a four-year degree program. All are listed below.

- Credit hours produced during the 2014 academic year at DCCC are used to determine the estimated tuition and fees upon conversion to FHSU tuition using a differential tuition model. Tuition charged for the first two years of education is at a rate slightly higher than the current level of tuition charged at DCCC but lower than the existing rate at FHSU. Student fees, for the purpose of this model, remain at the current DCCC rate.
- A minimum investment of an additional $5 million in ongoing State General Funds would be necessary to support the educational function of the new operation. Current state support, both community college and technical education, would be retained.

- Local taxes remain in place and are used to support the operation and maintenance of the physical plant and continuing and/or expanding the athletic programs. According to DCCC staff athletics accounts for 66% of the total expenditures identified as Student Services. The table above shows the funding adjustment with the Athletics costs moved to local support. (1)
- Auxiliary functions including residential life, food service and the student union are to be self-funded with all debt applicable serviced by cash flow created from services provided and remain the responsibility of the local Board. Adjustments in pricing are to be made to ensure a positive cash flow creating a maintenance reserve sufficient for future improvements.
- A scholarship is funded from local taxes for the benefit of Ford County residents to help offset overall costs for those students attending FHSU. Total cost of the scholarship is determined by using FY 2014 credit hours multiplied by the difference between current tuition and fees and those anticipated in the future. (2)
- A small adjustment to existing budgets (3%) is included to compensate for possible increases in overall benefits costs as a result of the change in management.
- All existing leases and bonds supporting the academic functions will be the responsibility of the local taxing authority. This does include those resulting from improvements and other transactions supporting the auxiliaries and would include those for athletic facilities. As stated earlier auxiliaries should be expected to operate with a cash flow sufficient to pay all debts and create reserves for future needs.
- Existing balances in the healthcare fund, approximately $1.6 million as of FY 2013, would be placed in a reserve with a use to be determined as the result of future events. For instance, if the partnership is reversed at some future time the funds would be available for creating the necessary health insurance reserves.
- Unfunded liabilities for Other Postretirement Employee Benefits (OPEB) are the responsibility of the local taxing authority. FHSU will not provide cash flow to support the annual contribution to this plan as required by certain actuarial standards.

2.   Receive Report from Kansas Postsecondary   Blake Flanders,
      Technical Education Authority   VP, Workforce Development

Summary

The Kansas Postsecondary Technical Education Authority met in the Board office on Thursday, April 24, 2014. Members approved a new technical program and two program alignments. Additionally, the process of program approval was discussed and additional considerations will be included in the process. The TEA had extensive discussion of the policy assumptions related to the Tiered Technical Education Funding and approved the proposed FY 2015 Tiered Technical Education Funding distribution. The TEA also approved the proposed second distribution for the FY 2014 Tuition for Technical Education (SB 155) funding and three grants supporting internships for technical education faculty. The TEA heard reports on the Accelerating Opportunity Initiative and the Workforce AID program. Finally, Bruce Akin (Westar) was elected Chair of the TEA and Kathy Howell was elected Vice Chair for the 2014-2015 term.

3.   Elect FY 2015 Board Chair and Vice Chair   Regent Logan

X.   Executive Session
      Board of Regents – Personnel Matters Relating to Non-Elected Personnel

XI.   Adjournment

AGENDA

KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
AGENDA

May 14, 2014
10:30 a.m.

I.   Approve April 29, 2014 Minutes

II. Updates
  1. BAASC 13-02, Transfer and Articulation: Update – Karla Wiscombe and Gary Alexander

  2. BAASC 13-04, Developmental Education Update – Susan Fish and Gary Alexander

III. Discussion
  1. Credit for Prior Learning – Karla Wiscombe

  2. Student Success Plans – Gary Alexander

  3. Performance Funding – Jean Redeker and Gary Alexander

MINUTES

Kansas Board of Regents
Academic Affairs Standing Committee

Tuesday, April 29, 2014
Conference Call
MINUTES

The Academic Affairs Standing Committee of the Kansas Board of Regents met by Conference Call at 11:00 a.m. on Tuesday, April 29, 2014. This meeting had been properly noticed pursuant to the Kansas Open Meetings Law on April 23, 2014.

In Attendance:

Members: Regent Robba Moran, Chair
Regent Mildred Edwards
Regent Tim Emert
Regent Helen Van Etten

Staff: Gary Alexander, Jean Redeker, Karla Wiscombe, Julene Miller, and Renee Burlingham

Others: Scott Rothschild, Lawrence Journal World; Rustin Clark, Hutchinson Community College; Rick Muma, Wichita State University; Robert Klein, University of Kansas Medical Center; Mike Werle, University of Kansas Medical Center; John Ferraro, University of Kansas Medical Center; Sara Rosen, University of Kansas; Lynette Olson, Pittsburg State University; Janet Smith, Pittsburg State University; Petar Dvornic, Pittsburg State University; Karl Kunkel, Pittsburg State University; Chris Crawford, Fort Hays State University; Ruth Dyer, Kansas State University; David Cordle, Emporia State University; Randy Pembrook, Washburn University; Clark Coco, Washburn Institute of Technology; Gillian Gablemann, Washburn Institute of Technology; John Masterson, Allen Community College; Andy Anderson, Johnson County Community College; Natalie Allman-Byers, Johnson County Community College; Clarissa Clark, Johnson County Community College; Corey Isbell, North Central Kansas Technical College; Jennifer Brown, North Central Kansas Technical College; Barb Wenger, Manhattan Area Technical College; Marilyn Mahan, Manhattan Area Technical College; Greg Nichols, Colby Community College; Regena Lance, Fort Scott Community College; Darlene Wood, Fort Scott Community College; Dean Hollenbeck, Flint Hills Technical College; Steve Loewen, Flint Hills Technical College; Lisa Kirmer, Flint Hills Technical College; Eric Webb, Pratt Community College; Greg Goode, Salina Area Technical College; Bruce Exstrom, Garden City Community College; Mike Ahern, Dodge City Community College; Sherri Utash, Wichita Area Technical College; and Scott Lucas, Wichita Area Technical College

Meeting called to order at 11:00 a.m.

Approve April 16, 2014 Minutes
The April 16, 2014 Minutes were approved by consensus.

Agenda item II. Agenda Planning 2.b. Approve Proposed Private Postsecondary Fee Regulation Amendments was moved to Other Business by consensus.

Consent Agenda
    a. **Act on Requests for Additional Degree Granting Authority for:**
        - **Bryan University**
        - **Colorado Technical University Online**
        - **University of Nebraska**
    b. **Act on Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges – Manhattan Area Technical College**
    c. **Act on Request to Approve the Industrial Machine Mechanic and Automation Engineer Technology Program Alignments**
    d. **Act on Request for Approval of a Bachelor of Science in Health Studies – FHSU**
    e. **Act on Request for Approval of a Bachelor of Science in Polymer Chemistry – PSU**

Regent Van Etten moved, and Regent Edwards seconded the motion, to recommend placing the consent agenda items a. – e. on the May consent agenda of the Board of Regents. Motion carried.

Discussion Agenda
Act on Request for Approval of a Clinical Doctorate in Speech Language Pathology - KUMC
Jean Redeker indicated that KUMC is proposing a clinical doctorate in Speech Language Pathology focusing on the clinical aspects. John Ferraro, Chair of the Hearing and Speech Department, provided a brief overview of the proposed program. It is primarily designed as a post masters level certified speech language pathologists who want to upgrade to a doctoral degree. There is a market place demand.

BAASC complimented KUMC regarding the proposed program and noted the resources available at the Medical Center are assets for this program.

Regent Van Etten moved, and Regent Edwards seconded the motion, to recommend placing the Request for Approval of a Clinical Doctorate in Speech Language Pathology - KUMC on the May discussion agenda of the Board of Regents. Motion carried.

Received Annual Program Review Report
Gary Alexander presented the annual program review report to the Standing Committee. The current program review eight-year cycle which began in AY2006-2007. Emporia State University, Pittsburg State University, University of Kansas Medical Center and Wichita State University, reviewed twenty-eight programs. Fort Hays State University, Kansas State University and the University of Kansas did not report on programs this year. These universities have completed their program review cycles early because they reviewed complete colleges one at a time. All of the universities reported on programs previously identified for further review.

BAASC indicated this is the essence of what KBOR does and is a big part of the quality assurance from the program level. The Standing Committee appreciates the work that goes into this every year.

Regent Edwards moved, and Regent Emert seconded the motion to place the annual Program Review Report on the May discussion agenda of the Kansas Board of Regents. Motion carried.

Other Business
Discussion:

Approve Proposed Private Postsecondary Fee Regulation Amendments
Gary Alexander presented the proposed amendments to the Private Postsecondary Fee Regulation. These amendments will reduce fees to make them more in line with the operating costs we incur aligning revenues with expenditures.

Regent Van Etten moved, and Regent Emert seconded the motion, to approve proceeding with the rules and regulations process to amend the Private Postsecondary Fees. Motion carried.

Review Performance Reports

Review Performance Agreement Reports
Jean Redeker reminded BAAS this is the last report that uses the old performance agreement model. The next report, which covers Academic Year 2014, will be based on the new performance agreements that this committee reviewed in the Fall and the Board approved in January.

The Board Academic Affairs Standing Committee reviewed the following:

1. Emporia State University
   David Cordle was present representing Emporia State University (ESU). Jean Redeker gave a brief overview of Emporia State University's performance agreement report. ESU focused on its first goal dealing with increasing diversity and exceeded targets or showed directional improvement for all indicators. Student learning outcomes is a focus, and ESU established baselines for indicators 1 and 4. No scores were reported for indicators 2 and 3 as the institution felt neither indicator assessed student learning. Instead ESU is focusing efforts on the June report to the Board that outlines student learning outcomes. Two of the four indicators on serving the needs of the Kansas economy goal improved, but there were decreases in the number of grant proposals submitted and the number of small businesses supported. However, ESU saw significant increases in the number of students completing programs in critical teaching areas and the number of students entering professional, medical and doctoral degree programs. The institution also achieved directional improvement on a number of the indicators dealing with enhancing the learning experience. It increased the number of students studying abroad and the number of students participating in research projects or creative activities. However the number of students participating in first-year experiences decreased as did the number of students completing an internship, practicum or field experience. Full funding is recommended.

2. Washburn University
   Randy Pembrook was present representing Washburn University (WU). Jean Redeker gave a brief overview of the Washburn University's performance agreement report. The institution's indicators dealing with student learning outcomes did not meet targets and did not show directional improvement. In the narrative, WU has outlined plans for improvement. On the workforce development goal the institution saw a slight decrease in the number of students enrolled in the Occupational Therapy Asst program, but saw increases in the number of masters-level nursing graduates and the number of leadership studies certificates awarded. WU saw significant increase in high school student enrollments, saw a drop in the number of transfers from community and technical colleges, and also increased the number of GED and at-risk learners served. Despite the institution's struggles, it did meet the criteria for full funding using the criteria in place when the agreement was signed. Thus full funding is recommended.

3. Washburn Institute of Technology
   Randy Pembrook, Clark Coco and Gillian Gablemann were present representing Washburn Institute of Technology (WIT). Jean Redeker gave a brief overview of the Washburn Institute of Technology's performance agreement report. WIT showed directional improvement in the number of high school students enrolled and the number of articulation agreements signed. It saw a slight dip in the number of students

who go onto enroll in Washburn University from WIT, but those numbers are still significantly above the baseline. WIT saw directional improvement in all indicators that deal with foundational skills and certifications. The school also exceeded targets on the last three indicators which dealt with training workers and placing students who complete the Advanced Systems Technology program. Full funding is recommended.

4. Flint Hills Technical College

Lisa Kirmer, Steve Loewen, and Dean Hollenbeck were present representing Flint Hills Technical College (FHTC). Jean Redeker gave a brief overview of Flint Hills Technical College's performance agreement report. Flint Hills exceeded two targets focused on increasing the percentage of students successfully completing math and science courses. The number of students on probation decreased as a result of the implementation of an early alert system. For the workforce development goal the institution focused on new programs in sustainability and welding. FHTC struggled with completions for the sustainability program and is working to increasing the number of completions for welding. The institution did increase the number of credit hours delivered nontraditionally. For Goal D, the institution maintained enrollment, retention and graduation targets for specific populations which are all significantly above the baseline. And finally, for Goal 4, Flint Hills had directional improvement or exceeded targets for increasing the number of donors, the amount of dollars given to the foundation and the amount of scholarships awarded. The institution met the criteria for full funding and full funding is recommended.

5. North Central Kansas Technical College

Corey Isbell and Jennifer Brown were present representing North Central Kansas Technical College (NCKTC). Jean Redeker gave a brief overview of NCKTC's performance agreement report. NCKTC had directional improvement for graduates in Construction Technology and exceeded targets for retention in Computer Information Technology. However, retention rates in the Automotive Technology program dropped. For the workforce development goal, North Central had directional improvement, met targets or exceeded targets for all measures. NCKTC increased the number of follow-up surveys from employers, maintained the number of articulation agreements with state universities, and exceeded targets for K-12 student participation in technical learning activities. The institution met the criteria for full funding and full funding is recommended.

6. Salina Area Technical College

Greg Goode was present representing Salina Area Technical College (SATC). Jean Redeker gave a brief overview of SATC's performance agreement report. SATC exceeded or met targets for the first three indicators which dealt with alignment between higher education and K-12. The institution saw a decrease in the number of adults enrolling in full-time programs, but achieved directional improvement with the number of students earning an AAS degree and the number of students with GEDs enrolling. SATC saw a decrease in measured learning outcomes as reflected in indicator 1 and 2. The institution saw an increase in the number of students completing internships. Full funding is recommended.

7. Wichita Area Technical College

Sheree Utash and Scott Lucas were present representing Wichita Area Technical College (WATC). Jean Redeker gave a brief overview of WATC's performance agreement report. WATC exceeded targets on 4 of 5 indicators that dealt with increasing enrollment of various populations. The institution had five indicators that dealt with increasing completions and exceeded targets or had directional improvement on 4 of them. The last five indicators for WATC focused on aligning with the state's workforce development needs. The institution exceeded targets on 4 of 5 indicators. The institution achieved directional improvement on 12 of 15 indicators and full funding is recommended.

8. Allen County College

John Masterson was present representing Allen Community College (Allen CCC). Karla Wiscombe gave a brief overview of Allen County College's performance agreement report. All indicators maintained or improved. Indicators 1 through 5 focus on increased completion and all show directional improvement in: online learning credit hours, graduation rate, college level writing courses, STEM degrees, and system wide transfer courses. Indicator 6 targets retention of first time students. Indicator 7 targets increasing articulation agreements with Kansas Regent Universities

Full funding is recommended.

9. Colby Community College

Gregory Nichols was present representing the Colby Community College (Colby). Karla Wiscombe gave a brief overview of Colby Community College's performance agreement report. Ten of thirteen indicators maintained or improved. Two indicators measured the number of articulation agreements and both improved. The indicator measuring the number of students completing career and technical programs declined. Four indicators measured increasing the number of students achieving competencies in a variety of science courses and all of these indicators improved. Three indicators targeted completion: the numbers of students completing the Nursing program maintained and the number of inmates completing a skills class improved (please note the number in the table is actually 105 rather than 57); the number of students earning state certification using distance education declined. Three indicators targeted increased credit hours in distance education: credit hours in English, Reading and Writing increased as well as credit hours in Social and Behavioral Science; credit hours in the Humanities declined, but remained above the three year average. Full funding is recommended

10. Dodge City Community College

Michael Ahern was present representing the Dodge City Community College (DCCC). Karla Wiscombe gave a brief overview of Dodge City Community College's performance agreement report. Seven of ten indicators maintained or improved. All three indicators focusing on aligning education systems increased: 2+2 agreements with 4 year institutions, placements tests administered to local high school students, and technical education articulation agreements with Kansas high schools. Four indicators targeted the Hispanic Student population: retention of first time Hispanic students increased, as did the number of Hispanic students completing degrees. The number of Hispanic students enrolled in Allied Health programs declined, as did the number completing certificates; however the 2013 numbers were above the three year average for these indicators. Three indicators targeted completion of industry-recognized credentials. Certified modules completed in Construction Management maintained and students earning welding credentials increased. Numbers decreased in the electrical programs. Full funding is recommended

11. Fort Scott Community College

Darlene Wood and Regena Lance were present representing the Fort Scott Community College (FSCC). Karla Wiscombe gave a brief overview of Fort Scott Community College's performance agreement report.

Six of nine indicators maintained or improved and five indicators provided a baseline. Five indicators focused on participation and success of students in the Qualified Admissions partnership. Two indicators increased: student participation in the Qualified Admissions partnership and the number of students maintaining a 2.0 at FSCC. Three indicators decreased: the number of students completing 24 hours at FSCC declined, as well as the number of students enrolling at PSU, and students maintaining a 2.0 GPA at PSU. Four indicators targeted the Adult Basic Education/GED program. All four of these indicators improved: number of students enrolled, number of students completing, number of students earning a Gold-level Work-Ready certificate, percentage of students completing postsecondary education, Completion rates increased for certificates/degrees, but decreased for STEM programs. Baseline performance was determined for five indicators targeting student performance on basic skills. Full funding is recommended

12. Garden City Community College

Bruce Exstrom was present representing Garden City Community College (GCCC). Karla Wiscombe gave a brief overview of Garden City Community College's performance agreement report. Two of seven indicators maintained or improved and one provided baseline data. Garden City increased the headcount enrolled through distance education. Garden City maintained the number of Hispanic students earning an associate degree in a STEM major, and determined a baseline for the number of reverse transfer agreements with 4 year partner institutions. Indicators that decreased were: number of certificates completed, success rate in initial college level writing course, number of adults age 25-64 enrolled, and the number of credit hours in technical courses. 90% funding is recommended

13. Highland Community College

Peggy Forsberg and Harold Arnett were present representing Highland Community College (Highland). Karla Wiscombe gave a brief overview of Highland Community College's performance agreement report. Seven of ten indicators maintained or improved. Four indicators targeted completion and retention. Two indicators increased: percentage of students achieving Satisfactory Academic Progress after placed on academic warning, number of students earning welding certificates or secured employment. Two indicators declined: number of Heating Ventilation Air Conditioning & Plumbing students completing or securing employment, and number of Computer Assisted Drawing. Three indicators focused on student achievement. The number of Tech Center students obtaining Kansas Certificate of Workforce Readiness increased, as did the number of Tech Students obtaining satisfactory ratings on learning outcomes measuring responsibility. The number of Tech Center students meeting at least 85% of work competencies declined. Three indicators targeted alignment with the needs of the Kansas economy. The pass rate for the exam for registered nurses improved, and the number of students enrolled in LPN to AND (Associate of Applied Science Degree in Nursing) bridge program maintained, as well as the percentage of program completers gaining improved employment within 6 months of RN testing. Full funding is recommended

14. Hutchinson Community College

Rustin Clark was present representing Hutchinson Community College (Hutch). Karla Wiscombe gave a brief overview of Hutchinson Community College's performance agreement report. Five of nine indicators maintained or improved. Three indicators targeted increased enrollment. The percent of high school graduates enrolling within one year increased. Credit hours in face to face courses and credit hours offered through distance education both declined from the previous year, but both were above the three year average. Three indicators targeted participation in technical programs. The percent of students graduating within four years increased. The number of students enrolled in stackable credential programs declined, as well as the number of students completing Level II credentials. Again, the indicators that declined from the previous year were still above the three year average. Four indicators targeted student success. All indicators maintained or improved: Three improved: competence on institution wide outcomes, targeted courses, retention of full time students. One maintained: competence on technical program outcomes. Full funding is recommended

15. Johnson County-Community College

Andy Anderson, Natalie Alleman Beyers, and Clarissa Clark were present representing Johnson County Community College (JCCC). Karla Wiscombe gave a brief overview of Johnson County Community College's performance agreement report. Six of nine indicators maintained or improved. Three indicators targeted student success. The percentage of Hispanic students enrolled increased, while the GED completers continuing on to postsecondary education declined as well as the successful completers of the English for Academic Purposes (EAP) sequence. All indicators remained above the three year averages. Three indicators targeted retention and completion. Career Pathway Student completion rates and completer success rates in Business Math and Algebra increased, while fall to fall retention rates declined for Career Pathway students. All three indicators targeting foundational skills increased: technical math, tech. writing, and Comp. I. Full funding is recommended

16. Kansas City Kansas Community College
    Sangki Min was present representing Kansas City Kansas Community College (KCKCC). Karla Wiscombe gave a brief overview of Kansas City Kansas Community College's performance agreement report. Six of nine indicators maintained or improved. KCK achieved directional improvement in two indicators measuring participation in higher education: increased Tech. Ed. students enrolled in associate level programs, and increased concurrent enrollment students after high school. The percent of Adult Basic Ed students enrolled in certificate or associate level programs declined, but remained above the three year average. Two indicators measuring the success rate of developmental students increased: success rate of Work Keys tests and success rate in developmental writing classes. The success rate in developmental math classes declined. Two indicator measuring participation and success of Hispanic students improved: total number of Hispanic students enrolled and the total number of Hispanic graduates. The number of entering Hispanic students declined from the previous year, but remained above the three year average. Full funding is recommended

17. Pratt Community College
    Eric Webb was present representing Pratt College (Pratt). Karla Wiscombe gave a brief overview of Pratt Community College's performance agreement report. Five of nine indicators maintained or improved. Pratt achieved directional improvement in two indicators measuring efficiency and effectiveness of online instruction: increased number of online Allied Health completers, and increased number of Non-online Technical credit hours generated. The number of Technical credit hours generated declined. One indicator measuring student success increased: fall to fall retention rate of student athletes. The number of students passing math courses and the graduation rate of student athletes declined, although both indicators remained above the three year average. Pratt achieved directional improvement in two of three indicators measuring the participation of ethnic minorities. Ethnic minority headcount enrollment increased and the number of degree/certificates awarded to ethnic minority cohorts increased. A slight decrease occurred for minorities completing industry credential/certification, but this indicator remained above the three year average. No information was available for participation in the diversity leadership program as it was discontinued after budget cuts. Full funding is recommended

    Regent Edwards moved, and Regent Van Etten seconded the motion, to approve the recommendations as presented by staff for the performance agreements reports. Motion carried.

    Other Business
    BAASC asked that the draft of the Credit for Prior Learning Guide be read prior to the Board Academic Affairs Standing Committee's Wednesday, April 14, 2014 meeting for discussion.

    Meeting adjourned at 11:55 a.m.

AGENDA

Board Fiscal Affairs and Audit Committee
Wednesday, May 14, 2014
10:00am-11:50am, Board Room

1. Follow up Questions from April 29, 2014 Conference Call

2. Questions/Clarifications about FAA Items on the Board's May 14-15, 2014 agenda

3. FAA 13-11 Development of the FY 2016 and FY 2017 Unified State Budget Request (Capital Budget Requests Due July 1 and Operating Budget Requests Due October 1)

    a. Committee Review and Approve FY 2016 and FY 2017 Requested Capital Improvement Projects, Five-Year Capital Improvement Plans, and Discussion of Capital Financing

        ▪ University of Kansas
        ▪ Kansas State University
        ▪ Wichita State University
        ▪ Fort Hays State University
        ▪ Pittsburg State University
        ▪ Emporia State University

4. Audits for Committee Review and Discussion (standing item)

5. Other Committee Business

6. Next FAA Meeting Dates
        i. AGENDA CALL, Tuesday, June 3, 2014, Noon, Teleconference
        ii. NEXT REGULAR MEETING, Wednesday, June 18, 2014, 10:00am-11:50am, Board Room

AGENDA

Board Governance Committee
Wednesday, May 14, 2014
8:45-10:00, Conference Room B

I.   APPROVE MINUTES FROM APRIL 16, 2014

II.   NEW BUSINESS

    A.   GOV 13-09, Receive report on student success plans progress

III.   OLD BUSINESS

    A.   GOV 13-11, Review proposed regulation amendments

        1.   Approve moving forward with coordinated institution regulations

        2.   Receive report on private postsecondary fees regulation

    B.   GOV 13-04, Discuss CEO performance review format, use of multi-rater feedback survey in 2015

IV.   EXECUTIVE SESSION

    A.   GOV 13-15, Recommend CEO monetary compensation for FY15

V.   OTHER COMMITTEE ITEMS

    A.   Next meeting dates

        1.   June 18
        2.

MINUTES

GOVERNANCE COMMITTEE
April 16, 2014 Minutes

The Kansas Board of Regents' Governance Committee met on Wednesday, April 16, 2014 in suite 530 of the Curtis State Office Building. Chairman Fred Logan called the meeting to order at 8:45 a.m. Proper notice was given according to law.

Members Present: Fred Logan, Chair
       Kenny Wilk
       Tim Emert

WORKGROUP RECOMMENDATION ON BOARD'S SOCIAL MEDIA POLICY
Regent Logan recognized and thanked the members of the workgroup. He noted the Board Governance Committee received a week ago the workgroup's recommendations and resolutions in support of the recommendations from the University of Kansas Senate; Kansas State University Faculty Senate, Classified Senate, and Student Senate; and Distinguished Professors. These resolutions will be attached to the official minutes.

The workgroup's co-chairs (Kevin Johnson and Charles Epp) presented the recommendations to the Governance Committee. Mr. Johnson stated the workgroup was charged to 1) review the Board's policy on improper use of social media, 2) as part of the review, honor the Board's goal in creating the policy while considering ways to address the concerns that have been expressed, and 3) present to the Board Governance Committee any recommended revisions to the policy by April 16, 2014. The workgroup met four times, for four to five hours each time, to discuss the policy and craft recommended revisions. In March, the workgroup drafted revisions to the Board's policy that advise university employees of their roles and responsibilities when using social media technologies. The draft revisions were made available for public comment before the workgroup finalized them. Mr. Johnson presented the Governance Committee with the workgroup's report that explains and supports the rationale of the workgroup's recommended revisions. The Governance Committee members asked questions and discussed with the two co-chairs aspects of both the workgroup's revisions and the Board's current policy including tone, academic freedom language, and current case law.

The members of the Governance Committee decided to amend the original policy to incorporate many of the workgroup's recommendations. The following changes to the board policy were recommended by the Committee:

1) Adopt the workgroup's recommendation to relocate the policy within the Board Policy Manual to Chapter II: Governance, Section F. Other
2) Change the title of the policy to "Use of Social Media by Faculty and Staff"
3) Add a new section a. titled "Commitment to Academic Freedom and First Amendment" that incorporates the workgroup's language on academic freedom and the First Amendment, including the excerpt from the 1940 Statement of Principles of the American Association of University Professors
4) Add a new paragraph under what would become subsection b. to provide additional context for the policy and include the first sentence of the workgroup's recommendation regarding the Board's commitment to the principles of academic freedom and the Board's support for the responsible use of existing and emerging communications technologies, including social media, to serve the teaching, research, and public service missions of the state universities
5) Maintain the original definition of "social media" but include an exception for e-mail

6) Incorporate the workgroup's language (romanette i-iii) regarding academic freedom assurances, which covers academic research or other scholarly activity, academic instruction, and statements, debate, or expressions made as part of shared governance whether made by a group or individual employee and move romanette iv to the earlier section on First Amendment expression because this form of commentary is applicable to both faculty and staff

7) Maintain the original language that is taken from prevailing United States Supreme Court cases dealing with public employee speech and certain unprotected speech, but have staff review the case law to see if any language needs to be updated

8) Relocate the discretionary discipline provision to the end and incorporate language regarding progressive discipline measures and existing university grievance and review processes

The Committee directed staff to revise the current policy to address the above recommendations. Once the revised policy is drafted, staff is to forward it to the Kansas Attorney General's Office for a review of its constitutionality, as was done for the original policy. Regent Logan stated the proposed revisions will then be placed on the Board's website where the public will be invited to comment on it. The Governance Committee will likely convene a special meeting to review the revised policy and comments. If the Committee approves the revisions, the amended policy will be forwarded to the Board for consideration in May.

(Resolutions and Workgroup's Report filed with Official Minutes)

MINUTES
Regent Emert moved to approve the March 12, 2014 minutes. Regent Wilk seconded, and the motion carried.

ADJOURNMENT
The meeting was adjourned at 9:40 a.m.

AGENDA

System Council of Presidents
Kansas Board of Regents Office
1000 S.W. Jackson
Topeka, KS
May 14, 2014
10:00 a.m.
Suite 530

1.   Approve minutes of March 12, 2014.

2.   Receive report from System Council of Chief Academic Officers

3.   Discuss planning for FY 2016 and FY 2017 state budget requests

4.   Other matters

MINUTES

System Council of Presidents
March 12, 2014
10:00 a.m.
Kansas Board of Regents Office
1000 SW Jackson
Suite 530

President Michael Shonrock called the meeting to order at 10:00 a.m.

1. Minutes of February 12, 2014 were approved.

2. Report from the System Council of Chief Academic Officers – Karla Fischer, Butler Community College
    a. Prior Learning – Continuing to discuss the statewide standards. They are accepting some credits but there are no consistencies. They are working on a guide book and will review that in April's meeting.
    b. Transfer and Articulation Council (TAAC) Update – Subgroups are working.
    c. Development Education Task Force Update – Updates were given.

3. Statewide Reverse Transfer Agreement Proposal – By consensus the effective date for implementation will be Fall 2014. Motion passed with one abstention.

4. Report from the System Council of Government Relations Officers – Kevin Johnson, Emporia State University
    a. Senate and House debate on how to respond to the current issue of the Gannon decision. The Senate support the Governor's budget amendment while the House has approved but are re-examining it.

5. Other Business
    a. None

    There being no further business, the meeting adjourned at 10:25am

Submitted by,

Sarah McKernan
Emporia State University

AGENDA

Council of Presidents
Kansas Board of Regents Office
1000 S.W. Jackson
Topeka, KS
May 14, 2014
11:00 a.m.
Suite 530

1.   Approve minutes of April 16, 2014.

2.   Report from Council of Chief Academic Officers

3.   Report from Council of Chief Business Officers

4.   Report from Council of Government Relations Officers

5.   Report from Council of Chief Student Affairs Officers

6.   Discuss proposed dept policies – Diane Duffy

7.   Act on amendments to Board policy on process for approval of new academic programs (Attachment)

8.   Act on Request for Approvals

9.   Other matters

Amend Board Policy on Process for Approval of New Academic Programs

Summary and Staff Recommendation

Board policy for approving new academic programs requires the Council of Chief Academic Officers (COCAO) to recommend proposed new academic programs to the Council of Presidents (COPS) for its consideration "at the next regularly scheduled meeting." COPS is proposing a revision to Board policy allowing COCAO, when its vote is unanimous, to convey its recommendation to COPS on the same day it is made. Staff recommends approval.

Background

The Council of Presidents requested that the Council of Chief Academic Officers consider a revision to Board policy dealing with the process for approving new academic programs. Specifically, the Presidents ask that the Academic Officers agree to a revision stipulating that "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." The stated reason for this change is to allow unopposed academic programs to move through the approval process more quickly.

Proposed Revision to Board Policy

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A   ACADEMIC AFFAIRS
. . .
7   NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS
. . .
c   Approval of New Academic Program Proposals
. . .
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. <u>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.</u>

(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.

Recommendation
Staff recommend approval of the proposed policy revision.

MINUTES

Council of Presidents
April 16, 2014
11:00 a.m.
Kansas Board of Regents Office
1000 SW Jackson
Suite 530

President Ed Hammond called the meeting to order at 11:00 a.m.

6. Minutes of March 12, 2014 were approved.

7. Report from the System Council of Chief Academic Officers – Dr. David Cordle, Provost and Vice President for Academic Affairs, Emporia State University
    a. New Program Requests –New Programs were heard.
        - KUMC – Approved the request for a Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) SECOND READING [Attachment 2]
        - WSU – Discussion on the request for an Honors Baccalaureate (CIP 30.999) FIRST READING [Attachment 3]
    b. Program Requests
        - ESU – Approved the request for Approval to Change the Name of the Department of Mathematics, Computer Science, and Economics to the Department of Mathematics and Economics [Attachment 4]
    c. Informational Items
        - PSU – New Technical Teacher Education Certificate

    d. Discussion
        - Approved to amend Board Policy on Process for Approval of New Academic Programs for expediting program requests.
        - Qualified Admissions Standards and need for flexibility during the transition.
        - Concurrent Enrollment: Communicating Rules with our partners.

8. Report from Council of Chief Business Officers – Mr. Ray Hauke, Vice President for Fiscal Affairs, Emporia State University
    a. Review of Debt policy – Responsibilities of KBOR
        i.   Consider impact of each issuance on debt burden
        ii. Annual review of each institution's debt capacity plan
        iii. Assess debt levels/capacity when considering approval of additional debt
    COPS has the desire to participate in the process and be able to be involved in the review of the debt policy.
    b. Responsibilities of Universities
        - Annual submission of debt capacity plan
        - Debt capacity plan, including ratios
        - Adopt debt policies and procedures, including designation of a bond compliance officer.
        - Move capital project submission to March 1
    c. State Employee Health Plan (SEHP)
        - Benefits Eligible definition prevails

- Affordable Care Act's definition of 1,560 hours govern health plan eligibility for all others that are not benefit eligible
- Specify that 1,560 hours govern eligibility for student employees rather than the suggested 1,000 hours. President Tompkins will present on this issue to Health Care Commission on April 21
  d. Multiple Issues – CEO Salary Survey, Performance Funding, Concealed Carry, Construction Streamlining

9. Report from Council of Government Relations Officers –Mr. Dan Murray, KBOR
    a. The Legislative Session will reconvene and wrap up starting on April 30.
    b. One enhancement for KU is missing but there is hope that it will be acted on.
    c. Motion was made and seconded to report thanks to the Regents for all their work and leadership during the entire session. Motion carried.

10. Report Council of Chief Student Affairs Officers – Jim Williams, Emporia State University
    a. No Report

11. Act on Request for Approvals - Motion was made and seconded to approve all of the program requests.
    a. Act on Request for Approval of a Bachelor of Science in Health Studies (CIP 51.9999) – FHSU
    b. Act on Request for Approval of a Bachelor of Science in Polymer Chemistry (CIP 40.0507) – PSU Expedited Program Request form COCAO
    c. Act on Request for Approval the request for a Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) SECOND READING [Attachment 2] - KUMC

12. Other matters
    Motion was made and seconded to approve the request for staff to change policy to allow COCAO to expedite policy on program requests and allow them to bring requests to COPS immediately. Motion carried.

    Motion was made and seconded to approve the amendment to the agenda to include the Clinical Doctorate in Speech-Language Pathology to be acted on. Motion carried.

    Kevin Johnson, Emporia State University and Chuck Epp, University of Kansas, Co-Chairs of the Social Media Policy, presented the newly drafted Social Media policy to Governance and it will be brought back to the board in May.

    There being no further business, the meeting adjourned at 12:00pm

    Submitted by,

    Sarah McKernan
    Emporia State University

AGENDA

System Council of Chief Academic Officers

Wednesday, May 14, 2014
8:45 a.m. – 9:15 a.m.
or upon adjournment
Kathy Rupp Conference Room
Kansas Board of Regents
Curtis State Office Building
1000 SW Jackson
Topeka, Kansas

1. Approve Minutes of April 16, 2014

2. Updates
    a. Transfer and Articulation Council (TAAC) Update
    b. Developmental Education Working Group Update
    c. Credit for Prior Learning – Zoe Thompson

3. Informational Item
    Clarifying Performance Funding Guidelines

4. Other Business

SCOCAO Schedule – September 2013 – June 2014

AGENDA MATERIALS DUE	MEETING DATES
August 23, 2013	September 18, 2013
September 20, 2013	October 16, 2013
October 25, 2013	November 20, 2013
November 22, 2013	December 18, 2013
December 20, 2013	January 15, 2014
January 22, 2014	February 12, 2014
February 19, 2014	March 12, 2014
March 21, 2014	April 16, 2014
April 18, 2014	May 14, 2014
May 23, 2014	June 18, 2014

MINUTES

System Council of Chief Academic Officers
Minutes

Wednesday, April 16, 2014
8:45 a.m.
Kathy Rupp Conference Room
Kansas Board of Regents

The System Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas, at 8:45 a.m. on Wednesday, April 16, 2014.

The System Council of Chief Academic Officers immediately recessed until 9:30 a.m. or at the conclusion of the Governance Committee's discussion of the social media policy.

SCOCAO reconvened at 9:40 a.m. in the Kathy Rupp Conference Room, Kansas Board of Regents office.

Members Present:

Jon Marshall, Allen County Community College   Robert Klein, University of Kansas Medical Ctr
David Cordle, Emporia State University   Jeffrey Vitter, University of Kansas
Lynette Olson, Pittsburg State University   Randy Pembrook, Washburn University
Chris Crawford, Fort Hays State University   Marilyn Mahan, Manhattan Area Technical College
Tony Vizzini, Wichita State University

Board Staff

Gary Alexander, Jean Redeker, Karla Wiscombe, Susan Fish, Jacqueline Johnson, Blake Flanders, Zoe Thompson, Kathy Hund, and Cynthia Farrier

Others Present:

Rick Muma, Wichita State University; Kimberly Engber, Wichita State University; Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Sue Maes, Kansas State University; John Ferraro, University of Kansas Medical Center; Gillian Gablemann, Washburn Institute of Technology; Andy Anderson, Johnson County Community College; Steve Vacik, Colby Community College; Duane Dunn, Seward County Community College; Brenda Chatfield, Northwest Kansas Technical College; Steve Loewen, Flint Hills Technical College; and Penny Quinn, Barton County Community College

Approve Minutes of March 12, 2014 Meeting Minutes

Chris Crawford moved, and David Cordle seconded the motion, to approve the March 12, 2014 minutes as submitted. Motion carried unanimously.

Updates
Transfer and Articulation Council (TAAC) Update

Karla Wiscombe updated SCOCAO regarding the status of the Transfer and Articulation Council (TAAC). The Quality Assurance sub-committee met Tuesday, April 15 and will report to TAAC tomorrow. TAAC will continue its work on quality assurance and the related data report. TAAC will make recommendations regarding future transfer courses to be reviewed at its fall September 12th meeting. Breeze Richardson will meet again with TAAC regarding its website and marketing methods.

Developmental Education Working Group Update
Susan Fish gave SCOCAO an update of the Developmental Education Working Group. The working group met on March 25th at Flint Hills Technical College and is on target for reporting to the Board. The next meeting is on May 2nd. The working group will hear reviews from several academic officers who have agreed to comment on the draft report. It is the last meeting prior to presenting the report to the Board.

Prior Learning Assessment – Zoe Thompson
Zoe Thompson, Kathy Hund, Cynthia Farrier, Karla Wiscombe, Sue Maes, Andy Anderson, and Brenda Chatfield were present representing the steering committee. Kathy Hund gave a brief overview of the draft guidebook, "Credit for Prior Learning: Suggested Standards for Policy and Practice for Kansas Public Colleges and Universities."

The draft of the guidebook represents expertise and advice from the field and incorporates standard best practices from Council from Adult and Experiential Learning (CAEL). Academic Officers were asked to provide feedback to Vice President Alexander.

Sue Maes, Andy Anderson and Brenda Chatfield provided the following:
- There is little uniformity across the system regarding credit for prior learning
- Students need to have accessibility on campuses for obtaining credit for prior learning
- Credit for prior learning needs to be transparent across the system
    - What are the policies and procedures
    - How and why credit is awarded
    - How credit is reported
- National Trends on credit for prior learning reference:
    - CAEL and
    - American Council on Education (ACE)

SCOCAO provided feedback and input regarding the draft guidebook as follows:
- Need clarification on implementing credit for prior learning
- Assessment
    - Type of assessment
    - Cost of assessing
- The "accepting" institution will be responsible for verifying the quality of the credit
- Transcripts should reflect credit for prior learning
- Timeline

Credit for prior learning will be discussed at the May SCOCAO agenda.

Other Business

There was no other business.

Lynette Olson moved, and Penny Quinn seconded the motion, to adjourn the meeting. Motion carried.

Meeting adjourned at 9:13 a.m.

AGENDA

Council of Chief Academic Officers

Wednesday, May 14, 2014
9:15 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO
Kathy Rupp Conference Room
1000 SW Jackson Street, Suite 520
Kansas Board of Regents
Topeka, Kansas
and reconvene at noon

1. Approve Minutes of April 16, 2014

2. New Program Requests
    a. WSU -   Request Approval for an Honors Baccalaureate (SECOND READING)

    b. KU -   Request Approval for a Ph.D. in Atmospheric Science (FIRST READING)

3. Program Requests
    KU -   Request Approval for a Minor in Middle East Studies
4. Informational Item
    a. ESU -   Change the Name of a Minor in Public Affairs to Public Administration
    b. ESU -   Discontinuing the following programs: BA/BSE, Modern
                 Languages (discontinue French & German concentrations);
                 BS, Information Resource Studies; MAT, Social Sciences;
                 BA/BS, Social Sciences (retain the BSE); BA/BS, Physical Science;
                 BSB, Finance
    c. ESU -   Placing MS in Instructional Leadership on hold
    d. PSU -   Discontinuing the following programs: BA major in Spanish;
                 BA major in French; and BS in Education major in Psychology
    e. KU -   New minor in American Studies

5. Informational – Aligning KBOR Certificate Award Levels with IPEDs

6. Other Business

7. University Press of Kansas – Board of Trustees Meeting

MINUTES

Council of Chief Academic Officers

Wednesday, April 16, 2014
9:15 a.m. – 10:00 a.m.
Or upon adjournment of SCOCAO
Kathy Rupp Conference Room
Kansas Board of Regents
and reconvene at Noon
Kathy Rupp Conference Room

MINUTES

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas at 10:00 a.m. on Wednesday, April 16, 2014 and reconvened at noon in the Kathy Rupp Conference Room.

Members Present:
Chris Crawford Interim Provost, FHSU   David Cordle, Provost, ESU
Jeffrey S. Vitter, Provost and EVC, KU   Tony Vizzini, VPAA, WSU
Ruth Dyer for April Mason, Provost, KSU   Randy Pembrook, Washburn U
Lynette Olson, Provost, PSU   Robert Klein, VCAA, KU Med Ctr

Staff Present:
Gary Alexander, Jean Redeker, Jacqueline Johnson, and Karla Wiscombe

Others Present:
Rick Muma, Wichita State University; Sara Rosen, University of Kansas; Kimberly Engber, Wichita State University; and John Ferraro, University of Kansas Medical Center

Approve Minutes of March 12, 2014
Tony Vizzini moved, and Chris Crawford seconded the motion, to approve the March 12, 2014 minutes as submitted. Motion carried unanimously.

New Program Requests
KUMC - Request Approval for a Clinical Doctorate in Speech-Language Pathology (CIP 51.0203)
SECOND READING

Jeff Vitter moved, and Chris Crawford seconded the motion, to recommend approval for the University of Kansas Medical Center's Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) to be placed on the Council of Presidents' agenda. Motion carried.

Jeff Vitter moved, and Lynette Olson seconded the motion, to expedite the new program approval process by taking the University of Kansas Medical Center's Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) to the Council of Presidents today. Motion carried.

WSU - Request Approval for an Honors Baccalaureate (CIP 30.9999) FIRST READING
Wichita State University's request for approval for an Honors Baccalaureate (CIP 30.9999) is on the agenda for First Reading. Kimberly Engber, Wichita State University, was present to answer any questions. If anyone has input/concerns, please send them to Tony Vizzini prior to the May 2014 meeting.

Wichita State University's Honors Baccalaureate will be on the May COCAO agenda for second reading. If unanimously approved by COCAO, Tony Vizzini requests expediting the proposed degree to the Council of Presidents on the same day.

Program Requests
ESU - Request Approval to Change the Name of the Department of Mathematics, Computer Science, and Economics to the Department of Mathematics and Economics

Lynette Olson moved, and Jeff Vitter seconded the motion, to approve Emporia State University's request for approval to change the name of the Department of Mathematics, Computer Science, and Economics to the Department of Mathematics and Economics. Motion carried unanimously.

Informational Item
PSU - New Technical Teacher Education Certificate
The above listed item is informational and no action is required.

Discussion
Amend Board Policy on Process for Approval of New Academic Programs
Gary Alexander presented the proposed amendment of the Board policy for the Process for Approval of New Academic Programs.

Tony Vizzini moved, and Lynette Olson seconded the motion, to endorse the amendment of the Process for Approval of New Academic Programs. Motion carried.

Qualified Admissions Standards
Jean Redeker presented a review of Qualified Admissions Requirements as follows:
Beginning in summer 2015, applicants to state universities must have completed a precollege curriculum as one requirement for admission. Kansas residents may satisfy this requirement by completing either the Qualified Admissions Curriculum or the KS Scholars Curriculum with a 2.0GPA. Nonresidents may satisfy the precollege curriculum requirement by completing his or her home state's curriculum requirements with at least a 2.5 GPA.

Some university presidents have expressed concern about the possibility of losing significant numbers of new freshmen when the new requirements become operative. Staff was therefore asked to review the Qualified Admissions regulations to determine if solutions exist for dealing with such an eventuality.

Staff focused efforts on high school students who will have completed most, though not all, of the precollege curriculum requirements. The following solutions exist in regulation for students with some precollege curriculum deficiencies:

- Several regulations allow students to use college credit courses to meet QA curriculum requirements, whether taken during high school or after graduation.
- Board staff can approve courses to count toward precollege curriculum requirements if those courses are not on the officially approved list.

- For residents who did not attend a Kansas high school all four years, regulation 88-29a-18 provides for functional equivalents to the required curriculum.
- For nonresidents, regulation 88-29a-19 allows admissions officers to determine the adequacy of the curriculum in the state where the student attended high school, though the curriculum must be a rigorous as KBOR's. It also establishes meeting all four ACT college readiness benchmarks is equivalent to the precollege curriculum for nonresidents.

A detailed analysis of the regulations was attached to the memo provided by Jean Redeker.

Discussion followed:
- There are four exceptions windows
- Concern about unintentional consequences with the new standards

Concurrent Enrollment: Communicating the Rules
The Council discussed the recent revision of the concurrent enrollment faculty qualifications.

Other Business
There was no other business.

Lynette Olson moved, and Jeff Vitter seconded the motion, to recess until noon. Motion carried.

COCAO reconvene at 12:25 p.m. in the Kathy Rupp Conference Room.

University Press of Kansas – Board of Trustees
The University Press of Kansas Board of Trustees received a report from Charles Myers, Director of the University Press of Kansas. The Press is making good progress converting files for new books and e-books. A website designer has been hired and if possible, a new website with a shopping cart option will be launched in June. These initiatives will facilitate the sale of more books and reach a larger audience. Mr. Myers provided a summary of the sales and signings in FY 13 and the first three quarters of FY 14, publicity at the Press, awards, and prizes. He included costs and forecast for FY15 and provided the University Press of Kansas Operating Statement.

The Board of Trustees expressed their appreciation of the UPK presentation and budget materials. They will review the materials and take action on the request for an increase in contributions at its May meeting.

April Mason moved, and Jeff Vitter seconded the motion, to accept the University Press of Kansas report. Motion carried.

Tony Vizzini moved, and Lynette Olson seconded the motion, to adjourn. Motion carried.

The meeting adjourned at 12:30 p.m.

Sincerely,
David Cordle
Provost
Emporia State University

CURRENT FISCAL YEAR MEETING DATES

Fiscal Year 2014

Meeting Dates	Agenda Material Due to Board Office
August 13-15, 2013 Retreat	
September 18-19, 2013	August 28, 2013 at noon
October 16-17, 2013	September 25, 2013 at noon
November 20-21, 2013	October 30, 2013 at noon
December 18-19, 2013	November 27, 2013 at noon
January 15-16, 2014	December 26, 2013 at noon
February 12-13, 2014	January 22, 2014 at noon
March 12-13, 2014	February 19, 2014 at noon
April 16-17, 2014	March 26, 2014 at noon
May 14-15, 2014	April 23, 2014 at noon
June 18-19, 2014	May 28, 2014 at noon

TENTATIVE MEETING DATES

Fiscal Year 2015

Meeting Dates

August 19-21, 2014 – Retreat

September 17-18, 2014

October 15-16, 2014

November 19-20, 2014

December 17-18, 2014

January 14-15, 2015

February 18-19, 2015

March 18-19, 2015

April 15-16, 2015

May 20-21, 2015

June 17-18, 2015

COMMITTEES (2013-2014)

Fred Logan, Chair
Kenny Wilk, Vice Chair

Standing Committees

Academic Affairs	Fiscal Affairs and Audit	Governance
Robba Moran, Chair	Ed McKechnie, Chair	Fred Logan, Chair
Mildred Edwards	Shane Bangerter	Tim Emert
Tim Emert	Ann Brandau-Murguia	Kenny Wilk
Helen Van Etten	Kenny Wilk	

Regents Retirement Plan
Mildred Edwards, Chair
Fred Logan

Board Representatives and Liaisons

Education Commission of the States	Robba Moran
Postsecondary Technical Education Authority	Tom Burke Connie Hubble
Kansas Bioscience Authority	Kenny Wilk Jerry Boettcher
Kansas Campus Compact	Kenny Wilk
Midwest Higher Education Compact (MHEC)	Mildred Edwards
Washburn University Board of Regents	Robba Moran
Transfer and Articulation Advisory Council	Shane Bangerter Fred Logan
P-20 Workgroup	Robba Moran Helen Van Etten Christine Downey-Schmidt