

KANSAS BOARD OF REGENTS

MINUTES

June 15-16, 2022

The June 15, 2022, meeting of the Kansas Board of Regents was called to order by Chair Cheryl Harrison-Lee at 12:30 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:

Cheryl Harrison-Lee, Chair
Jon Rolph, Vice Chair
Bill Feuerborn
Mark Hutton
Carl Ice
Shelly Kiblinger
Cynthia Lane
Allen Schmidt
Wint Winter

EXECUTIVE SESSION

At 12:30 p.m., Regent Rolph moved, followed by the second of Regent Hutton, to recess into executive session for 30 minutes in the Kathy Rupp Conference Room to discuss personnel matters of non-elected personnel. The subject of this executive session was to discuss individual CEO compensation and the purpose was to protect the privacy of the individual Board employees involved. Participating in the executive session were members of the Board and General Counsel Julene Miller. The motion carried. At 1:00 p.m., the meeting returned to open session.

BREAK

At 1:00 p.m., Chair Harrison-Lee called for a break and resumed the meeting in the Board room at 1:33 p.m.

APPROVAL OF MINUTES

Regent Rolph moved that the minutes of the May 18-19, 2022 meeting be approved. Following the second of Regent Kiblinger, the motion carried. Regent Schmidt commented that the minutes on the National Institute for Student Success captured the Board's thoughts on how to use the playbooks to move the system forward and believes it will be a good reference for future conversations.

GENERAL REPORTS

REPORT FROM CHAIR

Chair Harrison-Lee presented a video that highlighted the Board's and the higher education system's many accomplishments this year. During the 2021 retreat, the Board established an ambitious agenda to address how the system can better serve Kansas families and businesses and create economic prosperity for Kansas. The Board had several initiatives that focused on student access, affordability, and success. To increase access and success, the Board engaged with Georgia

State's National Institute for Student Success (NISS) and determined that the six state universities and Cowley County Community College would participate in the project. Each of the institutions received a unique playbook that outlines recommendations to address specific challenges related to student access and success. Chair Harrison-Lee stated that the development of the systemwide General Education (GE) package will allow students to chart their best path through the higher education system by increasing access and impacting affordability by reducing time to degree. She noted that the record amount of state support that the higher education system received this year has also positively impacted students by increasing the amount of student financial aid that is available, allowing the state universities to maintain flat tuition for next year, and closing the funding gap in the tiered and non-tiered state aid for the two-year colleges. She stated that the Board also commissioned a review of the state universities' student health centers to ensure that best practices are in place to better serve students and that federal funds were leveraged by the Board to increase student mental health services and fund university food pantries. Chair Harrison-Lee highlighted that each of the research universities launched economic prosperity plans this year that are connected to the Board's strategic plan, *Building a Future*. Under these plans, the universities' will increase their engagement efforts with Kansas communities and businesses, and together their efforts will create 10,500 new jobs and bring \$6 billion in investment to Kansas during the next decade. Additionally, Chair Harrison-Lee spoke about the Board's groundbreaking facilities initiative, strategic program review, and the three university presidential searches. Chair Harrison-Lee thanked Governor Kelly and the Legislature for their support of higher education and the faculty, staff and students for their dedication and work.

(PowerPoint filed with Official Minutes)

REPORT FROM PRESIDENT AND CEO

President Flanders congratulated John Masterson, President of Allen County Community College, on his upcoming retirement. President Masterson is stepping down after serving for nearly 30 years. President Flanders also thanked President Dennis Rittle for his service to Cowley County Committee College. President Rittle announced earlier this year that he will serve as the president of NorthWest Arkansas Community College located in Bentonville, Arkansas beginning in July. Additionally, President Flanders reported that he attended the Kansas Hospital Association retreat earlier this month and noted that staffing challenges in healthcare are reaching critical levels. He plans to continue to work with the Association to identify initiatives to help address staffing shortages.

STANDING COMMITTEE AND OTHER REPORTS

ACADEMIC AFFAIRS

Regent Kiblinger reported that the Board Academic Affairs Standing Committee discussed National American University's ability to continue operating in Kansas and approved the recommendation for it to continue serving under a conditional status. The Board will consider the recommendation later in the agenda. Board staff presented the annual Private Post-Secondary report, which focuses on the enrollment activities of the private institutions in Kansas, which are regulated by the Board. The Committee discussed the Performance Agreement Model and agreed to use a project-based performance funding system in lieu of the current practice for next year. Regent Kiblinger stated that this will provide funding to the institutions based on completing

specific projects that align with *Building a Future*. The Board's academic staff will work with the institutions to identify projects over the next month that will be presented and discussed at the Board's retreat. Regent Kiblinger stated that a more long-term solution to address performance funding will also be discussed at the retreat. The Committee also received the annual concurrent enrollment partnership report, which highlighted participation levels.

FISCAL AFFAIRS AND AUDIT

Regent Hutton reported that the Fiscal Affairs and Audit Standing Committee discussed the universities' tuition and fee proposals. The Committee was pleased that the proposals focused heavily on the students. Setting aside the tuition rate adjustments that were submitted before the Governor's veto to reinstate the tuition freeze requirement, Regent Hutton stated that the Committee recommended approval of each of the state universities' proposals as presented during the May Board meeting. Fiscal Affairs then discussed the \$35 million capital renewal appropriation that will have a \$70 million impact on the university campuses, giving a real boost to the capital renewal initiative. The Committee believes the Board should seek authority to carry unspent money forward because projects are experiencing staffing and supply chain challenges. Additionally, the Committee discussed several scenarios on how the \$10 million could be allocated across the universities for IT infrastructure needs while reserving the other \$10 million for a future date to support a systemwide infrastructure need. The Committee acknowledged that the need for investment in this area far exceeds available resources and agreed that the two scenarios presented as alternatives introducing a factor that relies on how the cybersecurity premium is allocated would be preferable to the original scenario. These alternative scenarios will be presented to the Board later in the agenda.

RETIREMENT PLAN

Regent Harrison-Lee reported that the Retirement Plan Committee (RPC) held a special meeting to approve what the industry calls "fee leveling," which will allow for a more equitable assessment of recordkeeping and administrative expenses paid by Plan participants. After hearing recommendations from an RPC Subcommittee and ACG (the retirement plan consultant), the RPC approved Tiered Pricing for TIAA participants. Participants with very low account balances (under \$5,000) will receive a "fee holiday," and fees will increase based on account balances until capped at \$114 annually for participants with balances over \$200,000. For Voya participants, the RPC approved continuing to collect the recordkeeping fee pro rata, so that all Plan participants pay the same percentage of assets. Under this method, participants with large account balances pay a higher dollar amount than participants with smaller balances. These changes will be effective October 1, 2022 and will reflect the reduced required fees recently negotiated with both recordkeepers. The RPC also selected the Vanguard Target Retirement suite of funds as the default investment for Voya participants, based on an age-appropriate fund. Default funds are used if the participant fails to complete the required paperwork to select investment funds and attempts to secure that paperwork are unsuccessful. ACG recommended selection of the target date funds based on ERISA standards and what other ACG clients use. Regent Harrison-Lee thanked RPC members Debbie Amershek, Rick LeCompte, Stacey Snakenberg, and Jeff DeWitt for their service to the Committee.

APPROVAL OF CONSENT AGENDA

Regent Winter moved, with the second of Regent Schmidt, that the Consent Agenda be approved. The motion carried.

Academic Affairs

BACHELOR OF PROFESSIONAL STUDIES – KU

The University of Kansas received approval to offer a Bachelor of Professional Studies (30.0000). This program will total 120 semester credit hours and will be offered at the KU Edwards Campus. The estimated cost of the program for the first three years is as follows: year one - \$210,370, year two - \$219,602, and year three - \$213,857. Student tuition/state funds and Johnson County Education Research Triangle funds will finance this program.

EDUCATION SPECIALIST DEGREE IN SCHOOL COUNSELING – KSU

Kansas State University received authorization to offer an Education Specialist Degree in School Counseling (13.1101). This program will total 60 credit hours and will be taught on-campus and online. The estimated cost of the program for the first three years is as follows: year one - \$554,441, year two - \$461,249, and year three - \$461,249. Student tuition and state funds will finance this program.

BACHELOR OF SCIENCE IN REAL ESTATE AND COMMUNITY DEVELOPMENT – KSU

Kansas State University received approval to offer a Bachelor of Science in Real Estate and Community Development (04.1001). This program will total 120 credit hours. The estimated cost of the program for the first three years is as follows: year one - \$48,752, year two - \$71,673, and year three - \$71,673. Student tuition and fees along with Architecture Planning & Design Fees will finance this program.

BACHELOR OF SCIENCE IN OPERATIONS AND SUPPLY CHAIN MANAGEMENT – KSU

Kansas State University received approval to offer a Bachelor of Science in Operations and Supply Chain Management (52.0203). This program will total 120 credit hours. The estimated cost of the program for the first three years is as follows: year one - \$411,802, year two - \$411,802, and year three - \$411,802. Student tuition/state funds and student fees will finance this program.

BACHELOR OF SCIENCE IN DIGITAL INNOVATION IN MEDIA – KSU

Kansas State University received authorization to offer a Bachelor of Science in Digital Innovation in Media (09.0702). This program will total 120 credit hours. The estimated cost of the program for the first three years is as follows: year one - \$207,662, year two - \$196,168, and year three - \$198,732. Student tuition/state funds and student fees will finance this program.

NEW CERTIFICATE OF APPROVAL FOR DEGREE GRANTING AUTHORITY FOR FULLER THEOLOGICAL SEMINARY

Fuller Theological Seminary received a Certificate of Approval with degree granting authority to operate in Kansas. Fuller Theological Seminary is accredited by the Association of Theological Schools and the Western Association of Schools and Colleges; both accreditation agencies are recognized by the U.S. Department of Education. The Seminary offers master and doctoral programs to students in the areas of theology, intercultural studies, psychology, and marriage and family therapy. The programs approved under the Board-issued certificate of approval will be offered to Kansas students online.

Fiscal Affairs and Audit

AMEND THE FY 2023 CAPITAL IMPROVEMENT PLAN AND ACCEPT THE PROGRAM STATEMENT FOR THE COLLEGE OF VETERINARY EAST LOCATION PROJECT – KSU

Kansas State University received authorization to amend its FY 2023 Capital Improvement Plan to include the College of Veterinary Innovation Center project. The project includes replacing the air handling unit and modernizing the buildings control system. The estimated project cost is \$1,259,920 and will be funded from a combination of restricted use funds, general fees, and deferred maintenance funds. The project's Program Statement was also approved.

AMEND THE FY 2023 CAPITAL IMPROVEMENT PLAN AND ACCEPT THE PROGRAM STATEMENT FOR THE JUSTIN HALL RENOVATION PROJECT – KSU

Kansas State University received approval to amend its FY 2023 Capital Improvement Plan to include the Justin Hall renovation project. The Department of Kinesiology will relocate faculty offices and specialized instructional space from the Natatorium to Justin Hall. The estimated project cost is \$1,327,855 and will be funded from deferred maintenance matching funds, departmental funds, and Kansas State's allocation from the Educational Building Fund. The project's Program Statement was also approved.

AMENDED MEMORANDUM OF AGREEMENT BETWEEN FORT HAYS STATE UNIVERSITY AND THE FORT HAYS STATE UNIVERSITY CHAPTER OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, REPRESENTING FACULTY – FHSU

The amended Memorandum of Agreement between Fort Hays State University and the Fort Hays State University Chapter of the American Association of University Professors (FHSU-AAUP) was approved. The amendments will address salary terms, clarifications to the Article on Tenure, and other updates. The Board's Chair was authorized to execute the Agreement, as amended, on behalf of the Board.

DISTRIBUTION OF FY 2023 STATE APPROPRIATIONS TO COMMUNITY COLLEGES, TECHNICAL COLLEGES, AND WASHBURN INSTITUTE OF TECHNOLOGY

The following distributions were approved:

Table 1			
Tiered Technical Education State Aid Distribution			
Institution	FY 2022 Funding	FY 2023 Funding	Increase/ (Decrease)
Allen County Community College	\$1,327,658	\$1,327,658	\$ --
Barton County Community College	3,519,749	3,519,749	--
Butler Community College	4,210,634	4,548,260	337,626
Cloud County Community College	1,364,522	1,364,522	--
Coffeyville Community College	1,221,598	1,221,598	--
Colby Community College	877,805	1,243,172	365,367
Cowley County Community College	2,522,575	2,522,575	--
Dodge City Community College	1,175,503	1,175,503	--
Flint Hills Technical College	1,837,319	1,837,319	--
Fort Scott Community College	1,508,066	1,508,066	--
Garden City Community College	1,058,862	1,058,862	--
Highland Community College	1,833,613	1,833,613	--
Hutchinson Community College	4,341,047	5,492,609	1,151,562
Independence Community College	558,687	558,687	--
Johnson County Community College	6,750,474	7,198,191	447,717
Kansas City Kansas Community College	4,371,269	4,371,269	--
Labette Community College	1,129,158	1,129,158	--
Manhattan Area Technical College	1,942,694	1,954,845	12,151
Neosho County Community College	1,387,305	1,387,305	--
North Central Kansas Technical College	2,824,381	2,824,381	--
Northwest Kansas Technical College	2,167,114	2,167,114	--
Pratt Community College	1,189,790	1,201,730	11,940
Salina Area Technical College	1,902,328	1,902,328	--
Seward County Community College	1,186,472	1,186,472	--
Washburn University Institute of Technology	3,077,922	3,077,922	--
Wichita State University Campus of Applied Science and Technology	5,680,903	8,451,570	2,770,667
Total	\$60,967,448	\$66,064,478	\$5,097,030

Table 2			
Non-Tiered Credit Hour Grant Distribution			
Institution	FY 2022 Funding	FY 2023 Funding	Increase/ (Decrease)
Allen County Community College	\$3,557,200	\$3,956,632	\$399,432

Barton County Community College	5,086,886	8,084,870	2,997,984
Butler Community College	11,246,168	14,265,276	3,019,108
Cloud County Community College	3,063,686	3,063,686	--
Coffeyville Community College	1,798,887	1,798,887	--
Colby Community College	1,379,179	1,660,560	281,381
Cowley County Community College	4,410,683	4,410,683	--
Dodge City Community College	1,512,063	1,561,844	49,781
Flint Hills Technical College	532,205	806,304	274,099
Fort Scott Community College	1,935,369	1,935,369	--
Garden City Community College	1,731,655	1,946,126	214,471
Highland Community College	3,984,114	3,984,114	--
Hutchinson Community College	5,304,419	6,666,660	1,362,241
Independence Community College	1,429,492	1,429,492	--
Johnson County Community College	15,637,795	17,550,506	1,912,711
Kansas City Kansas Community College	5,988,313	5,988,313	--
Labette Community College	1,705,732	1,953,748	248,016
Manhattan Area Technical College	519,857	711,658	191,801
Neosho County Community College	1,639,180	2,068,300	429,120
North Central Kansas Technical College	774,707	848,632	73,925
Northwest Kansas Technical College	681,387	913,900	232,513
Pratt Community College	1,244,496	1,414,658	170,162
Salina Area Technical College	240,190	727,124	486,934
Seward County Community College	1,831,297	1,831,297	--
Washburn Institute of Technology	226,887	373,848	146,961
WSU Campus of Applied Science and Technology	2,533,192	5,455,428	2,922,236
Total	\$79,995,039	\$95,407,915	\$15,412,876

Table 3			
Career Technical Education Capital Outlay Aid Distribution			
Institution	FY 2022 Funding	FY 2023 Funding	Increase/ (Decrease)
Coffeyville Community College	\$119,497	\$380,814	\$261,317
Cowley County Community College	135,156	410,613	275,457
Dodge City Community College	118,847	374,330	255,483
Flint Hills Technical College	132,531	396,678	264,147
Highland Community College	125,919	386,689	260,770
Hutchinson Community College	209,777	584,955	375,178
Johnson County Community College	355,522	845,468	489,946
Kansas City Kansas Community College	204,122	536,493	332,371
Manhattan Area Technical College	133,806	408,394	274,588

North Central Kansas Technical College	148,082	433,810	285,728
Northwest Kansas Technical College	134,568	406,015	271,447
Pratt Community College	121,629	389,587	267,958
Salina Area Technical College	123,153	383,942	260,789
Seward County Community College	127,939	384,404	256,465
Washburn Institute of Technology	171,351	446,311	274,960
WSU Campus of Applied Science and Technology	257,412	650,808	393,396
Total	\$2,619,311	\$7,419,311	\$4,800,000

Table 4			
Technology Grants Distribution			
Institution	FY 2022 Technology Grant	FY 2023 Technology Grant	Increase/ (Decrease)
Allen County Community College	\$14,168	\$14,168	\$ --
Barton County Community College	19,482	19,482	--
Butler Community College	24,794	24,794	--
Cloud County Community College	16,824	16,824	--
Coffeyville Community College	16,824	16,824	--
Colby Community College	16,824	16,824	--
Cowley County Community College	19,482	19,482	--
Dodge City Community College	16,824	16,824	--
Fort Scott Community College	16,824	16,824	--
Garden City Community College	16,824	16,824	--
Highland Community College	18,597	18,597	--
Hutchinson Community College	25,678	25,678	--
Independence Community College	16,824	16,824	--
Johnson County Community College	38,962	38,962	--
Kansas City Kansas Community College	25,678	25,678	--
Labette Community College	14,170	14,170	--
Neosho County Community College	16,824	16,824	--
Pratt Community College	12,401	12,401	--
Seward County Community College	16,824	16,824	--
Washburn University	33,647	33,647	--
TOTAL	\$398,475	\$398,475	\$ --

Technical Education Authority

DEGREE AND CERTIFICATE PROGRAMS SUBMITTED BY MANHATTAN
AREA TECHNICAL COLLEGE AND NORTHWEST KANSAS TECHNICAL
COLLEGE

Manhattan Area Technical College received approval to offer a Technical Certificate B (37 credit hours) and an Associate of Applied Science degree (61

credit hours) in Industrial Engineering Technology (15.0613). The College plans to begin offering the program in the fall of 2022. The estimated initial cost of the program is \$54,600 in salaries. The program will be funded with the Higher Education Advanced Manufacturing & Information Technology Equipment Grant, student tuition and fees, Perkins funds (if approved), and donations from the BILT.

Northwest Kansas Technical College received authorization to offer a Technical Certificate C (53 credit hours) and an Associate of Applied Science degree (68 credit hours) in Mechanical Engineering Technology (15.0805). The College plans to begin offering the program in the fall of 2022. The estimated initial cost of the program is \$68,850.

EXCEL IN CTE FEES FOR PROGRAMS SUBMITTED BY CLOUD COUNTY COMMUNITY COLLEGE AND NORTHWEST KANSAS TECHNICAL COLLEGE

The Excel in Career Technical Education fees for the below programs were approved:

- Cloud County Community College: Welding for a total of \$961. Fees include \$514 for textbooks, \$222 for personal protective equipment, and \$225 for welding certifications and OSHA testing.
- Northwest Kansas Technical College: Mechanical Engineering Technology for a total of \$1,200. Fees include \$1,200 for a laptop.

ADDITIONAL PROMISE ACT PROGRAMS FOR MANHATTAN AREA TECHNICAL COLLEGE AND NORTHWEST KANSAS TECHNICAL COLLEGE

The below programs were approved to become Promise Eligible programs:

- Manhattan Area Technical College: Industrial Engineering Technology, which falls under the Advanced Manufacturing and Building Trades category, which is specified in legislation.
- Northwest Kansas Technical College: Mechanical Engineering Technology, which falls under the Advanced Manufacturing and Building Trades category, which is specified in legislation.

2022-2023 EXCEL IN CTE QUALIFYING CREDENTIAL INCENTIVE LIST

The 2022-2023 Excel in CTE Qualifying Credentials Incentive List was approved.

(List filed with Official Minutes)

REAPPOINTMENT TO THE KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY

Mark Hess was reappointed to the Kansas Postsecondary Technical Education Authority. Mr. Hess will serve a three-year term from July 2022 through June 2025.

Other MattersAPPOINTMENTS TO THE STATE BOARD OF EDUCATION'S KANSAS ADVISORY COUNCIL FOR INDIGENOUS EDUCATION WORKING GROUP

Melissa Peterson, Director of Tribal Relations at the University of Kansas, and Daniel Archer, Vice President of Academic Affairs, were appointed to the Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG), which was a Council formed by the Kansas State Board of Education. Director Peterson will serve as the Board's state university representative and Vice President Archer will serve as the Board's representative.

APPOINTMENTS TO THE RETIREMENT PLAN COMMITTEE

The following individuals were each appointed to serve a three-year term on the Board's Retirement Plan Committee beginning on July 1, 2022: President Rick Muma, Wichita State University; Werner Golling, Wichita State University; Dr. Emily Breit, Fort Hays State University; Dr. Ted Juhl, University of Kansas; and Adrienne Kordalski, University of Kansas Medical Center Associate Vice Chancellor - Controller. Jay Stephens from Kansas State University was reappointed for a new three-year term beginning on July 1, 2022.

AMENDMENTS TO BOARD STRATEGIC PLAN, *BUILDING A FUTURE*

The following amendments to the Board's strategic plan, *Building A Future*, were approved: 1) adding a supporting metric for On-Time Graduation that will show on-time graduation for underserved populations, including by race and ethnicity and Pell grant recipients; 2) developing an attainment goal that will serve as a foundational metric to reflect progress in the Family Pillar as an indicator of success and in the Business Pillar as an indicator of the talent pipeline; and 3) adding the Capital Renewal Initiative and the metrics from the facilities dashboard.

CONSIDERATION OF DISCUSSION AGENDAPresentationREPORT FROM TASK FORCE ON STATE UNIVERSITY STUDENT HEALTH CENTERS

One of the Board's goals this year was to study best practices for universities' student health centers. To accomplish this task, the Board appointed a Task Force on State University Student Health Centers and asked the Task Force to perform the following: 1) a high-level assessment of the six university student health centers' ability to collect student health insurance reimbursement as compared to industry standards, and 2) a high-level assessment of existing management controls in place at each center to ensure effective safety, security and oversight of providers, center staff, and clinical information and services. The Board appointed Dr. Debbie Haynes, former President of the Kansas Academy of Family Physicians, to chair the Task Force and asked that the Task Force provide a report that summarizes the findings by university and for the system, including best practice recommendations prioritized by areas of greatest concern or greatest potential risk, as well as the impact on the student experience.

Dr. Haynes thanked the members of the Task Force (Bob Copple, Mark Finucane, Dr. Thomas Lane, Lauren Lucht, Russell Rein, Dr. Kathleen Sandness, Brian White, and Steve Kelly) for the work on this topic and noted that Board staff and ECG Management Consultants also helped a great deal with this project. The Task Force met several times throughout the year to review data and had the opportunity to visit each of the university student health centers. Dr. Haynes stated that the assessment of the health centers showed that the centers differ significantly from one another due to their sizes and geographic locations. The total number of students who access the services on the campuses and the percentage of students paying health fees also varies widely in the system. Dr. Haynes noted that each campus has a clear focus on meeting the health care needs of the students while also managing financial barriers. She highlighted the medical and behavioral health services that are offered across the system and noted that the larger universities are also able to offer specialty care services, pharmacy services, and more in-depth testing options. Looking at the financial operation of the centers showed that the total revenue used to fund the services varies significantly in both normalized value and composition. Dr. Haynes stated that student fees, Medicaid, private fees (which is income received from student health insurance that was filed and paid), and other resources are collected by the health centers. She noted that the revenue collected from third party insurance companies varies by campus and that the Task Force believes this is an area that should be further reviewed for improvement. Dr. Haynes stated that the centers should consider developing consistent insurance billing practices and protocols to help standardize some of the practices used by the universities to reduce the financial burden on students. Dr. Haynes also reviewed the cost structure and the financial models used by the health centers.

Dr. Haynes stated that the Board should consider appointing a committee with representatives from each campus to do the following: 1) establish standards for student health services among KBOR universities, as well as mechanisms to evaluate and maintain accountability, 2) establish a consistent funding model for student health services across campuses, and 3) oversee the development and deployment of a shared infrastructure to facilitate ongoing knowledge sharing and best practices between student health centers. Additionally, Dr. Haynes reported that the Task Force recommends the Board consider the tactics listed below as immediate next steps to address specific findings and opportunities: 1) consider requirements for AAAHC accreditation among all student health centers to maintain common standards of management and operations, 2) conduct a deep dive into the pharmacy and medication dispensing services available at each campus, 3) focus near-term investments in behavioral health patient access, and program growth through virtual health options and service scholarship programs for behavioral health professionals to serve in the State of Kansas, 4) continue to grow health education activities to promote preventive care benefits, and 5) consider expanding hours of operation to ensure access to services after hours and/or on weekends.

Regent Winter thanked Dr. Haynes for presenting the Task Force report and asked whether the group reviewed the procedures and protocols related to student safety. Dr. Haynes stated that nationally student abuse cases were associated with student athletes and that the Task Force did not review the student athletic training procedures. However, she believes it is important to review those protocols to make sure best practices are being utilized. Regent Winter concurs and believes one of the next steps for the system should be to review the protocols and procedures in the athletic departments. Regent Lane stated that the report recommends system approaches while also allowing each university to maintain the uniqueness of their campus. She asked Dr. Haynes to

provide some examples of those system actions that allow for flexibility. Dr. Haynes stated that it is important to allow the universities to run their own individual practices on the campuses. However, some of the systemwide recommendations included creating billing and financial protocols, seeking accreditation, and addressing how medications are handled. Regent Hutton stated that one of the reasons the Board wanted to look at the health centers was to determine if the system can gain revenues from third party payers. He asked whether the universities should consider contracting with one processor to do all the billings, which would take the burden off the individual health centers, and whether the universities should look at affiliation models similar to what the University of Kansas has with the University of Kansas Health System. Dr. Haynes stated that the system should look at several models to determine the best approach for cost saving and those models could include using the same vendor for collections or affiliating with a local health system. She also believes the impact of third-party payers would help keep student fees low but would not lower the current cost of healthcare for students.

Following discussion, Regent Hutton praised the Task Force for how quickly and thoroughly they completed the review of the student health centers. He then moved that the Board accept the report presented by Chair Haynes on behalf of the Task Force and that a Council be formed with representation from each university to facilitate their collaboration and sharing of expertise. The Council is to consider the five recommendations presented in this report and is directed to return to the Board of Regents next academic year with recommendations for the Board addressing those items. Regent Hutton also moved that the Board extend the work of the Task Force into the coming academic year and ask that they examine the oversight of medical providers who treat our universities' student athletes. Regent Winter seconded, and the motion carried.

(Report filed with Official Minutes)

Academic Affairs

GENERAL EDUCATION POLICY AND PROPOSED AMENDMENTS TO THE TRANSFER ARTICULATION POLICY

Daniel Archer, Vice President of Academic Affairs, reported that in October 2020, the Board adopted the following goal: "Improve academic program transfer by creating a systemwide general education (GE) package to align programs under a common framework that guarantees seamless transfer and evaluate the pilot program that increased the number of credit hours eligible for transfer." He stated that, based on conversations with the Board and individual Regents, it was clear that the Board wanted the Kansas higher education system to have the best transfer system in the nation. This included creating a policy structure that eliminates barriers and simplifies the processes that create avenues to maximize the application of transfer credit. Vice President Archer noted that in the central United States, 11 of the 15 states have a general education package requirement for transfer associate and baccalaureate degrees, and three states have a general education package requirement for transfer associate degrees. Kansas is the only state in the region that has no required general education package for transfer degrees. Vice President Archer reviewed the proposed General Education policy and amendments to the Transfer and Articulation policy, which if approved will establish the framework for the systemwide General Education package and how it will work in the state. Dr. Archer stated that the proposed framework will allow students to transfer 34-35 credit hours in the following categories: English Discipline Area

– 6 hours, Communications Discipline Area – 3 hours, Math Discipline Area – 3 hours, Natural & Physical Sciences Discipline Area – 4-5 hours, Social & Behavioral Sciences Discipline Area – 6 hours, Arts & Humanities Discipline Area – 6 hours, and Institutionally Designated Area – 6 hours. It was noted that specific common courses are listed under each category and that there is flexibility built in the framework to allow institutions to offer unique courses.

Dr. Archer reviewed how the transfer process will work for students. If a student completes the general education requirements, a notation will be displayed on his or her transcript. The receiving institution cannot require additional general education courses if this notation is on the transcript; however, there are some exceptions. Vice President Archer stated that some programs do require specific courses for accreditation, and students will be required to take those courses even if it is a general education course, which is why the policy has flexibility built into it to allow for these types of situations. For students who do not complete the GE requirements before transferring, the receiving institutions will use the Board’s systemwide transfer framework to apply credit towards a requirement. Vice President Archer thanked the General Education Working Group who helped develop the framework and noted a General Education Council will be formed to monitor the program.

Regent Kiblinger thanked Vice President Archer and the Working Group for all the work that has gone into creating this framework. Regent Lane asked about the process for ensuring program quality. Vice President Archer stated that the current data on transfer students shows that they perform very well at the transfer institutions and that the GE Council will continue to monitor and collect data on the GE transfer students. Regent Rolph asked about the implementation timeline and whether it applies to current students after it takes effect. Dr. Archer stated that the institutions will have until the fall of 2024 to implement the framework and that more discussion is needed on how it will impact students who have already transferred. Following discussion, Regent Rolph moved to approve the policies. Regent Kiblinger seconded, and the motion carried. The following policies were adopted:

CHAPTER III: COORDINATION¹ - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

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

...

18. SYSTEMWIDE GENERAL EDUCATION PROGRAM

For the purposes of this policy:

“Coordinated institution” means each community college and Washburn University.

“Kansas public institution” means each state university and each participating coordinated institution.

¹ See Chapter I., Section A.3 for definition of Coordination.

“Major” means a field of study within a degree program, having its own curriculum. A degree program may have more than one major.

“Systemwide transfer course” means a course approved by the Board, for which faculty develop and update learning outcomes. These courses transfer to any Kansas public institution offering an equivalent course.

a. General Education Requirements at State Universities and Participating Coordinated Institutions.

The general education requirements at each state university and each participating coordinated institution shall consist of the following:

i. Effective no later than the 2024 fall semester, each Kansas public institution shall use a common systemwide general education framework within associate of arts (A.A.) degrees, associate of fine arts (A.F.A) degrees, associate of science (A.S.) degrees, and all baccalaureate degrees.

ii. The systemwide general education framework shall include 34-35 credit hours within the following seven areas. A student shall be considered to have completed the systemwide general education framework for A.A. degrees, A.F.A degrees, A.S. degrees, and all baccalaureate degrees by meeting the following requirements:

(1) English Discipline Area – 6 Credit Hours

(2) Communication Discipline Area – 3 Credit Hours

(3) Math and Statistics Discipline Area – 3 Credit Hours

(Must be college level. Intermediate algebra shall not meet any of the math degree requirements)

(4) Natural and Physical Sciences Discipline Area – 4-5 Credit Hours

One course with a lab from the following subject areas:

Anatomy

Astronomy

Biochemistry

Biology

Botany

Chemistry

Earth Science

Ecology

Environmental Science

Geology

Meteorology

Microbiology

Physical Geography

Physical Sciences

Physics

Physiology

Zoology

Other subjects that the offering institution determines fit within the natural and physical sciences area

(5) Social & Behavioral Sciences Discipline Area – 6 Credit Hours

A minimum of two courses from two of the following subject areas:

Anthropology

Criminal Justice

Economics

Ethnic and/or Gender Studies

Geography

Political Science

Psychology

Social Work

Sociology

Other subjects that the offering institution determines fit within the social sciences area

(6) Arts & Humanities Discipline Area – 6 Credit Hours

A minimum of two courses from two of the following subject areas:

Art *

Communications

Cultural Studies

Dance*

English

General Humanities

History

Literature

Modern and Classical Languages

Music*

Philosophy

Religion

Theater*

Other subjects that the offering institution determines fit within the arts and humanities

*The application of performance courses in this subject area is at the discretion of the institution.

(7) Institutionally Designated Area – 6 Credit Hours

This area provides flexibility for each Kansas public institution to define requirements to account for societal issues, local needs, and institutional priorities (Intermediate algebra shall not meet any of the requirements in this area).

iii. Each Kansas public institution that verifies that the student has met the requirements in paragraphs 18.a.ii.(1)-(7) of this policy section shall note “KS Systemwide General Education Completed” on its official transcript.

iv. The application of the systemwide general education requirements for transfer students is detailed in the Board’s transfer and articulation policy.

b. Incorporating Credit by Exam into the General Education Framework

i. To ensure that students have comparable opportunities to earn general education credit by demonstrating requisite knowledge and skills on national assessments, a Kansas public institution shall award credit, consistent with the provisions established in the Board’s credit by exam policy, for general education courses in:

(1) the subjects detailed in paragraphs 18.a.ii.(1)-(6) of this policy section; and

(2) any applicable subjects within the institution's institutionally designated area selected from paragraph 18.a.ii.(7) of this policy section.

ii. General education credit earned based on achieving a requisite score on an exam detailed in the Board's credit by exam policy shall be noted on each Kansas public institution's transcript and apply towards satisfying a general education requirement on the same basis as if the credit had been earned through completing the course(s).

iii. Transferring credit awarded through credit by exam is addressed in the Board's transfer and articulation policy.

c. Request for a Major to Deviate from Systemwide General Education Requirements

i. A Kansas public institution may request that a specific major include general education requirements that deviate from the systemwide general education requirements established by this policy by submitting a request to the General Education Council. A Kansas public institution that receives approval to modify one or more requirements of the systemwide general education framework for a specific major shall use the remaining portions of the systemwide general education framework that were not included in the approved modification. The General Education Council shall issue a recommendation to approve or deny the request. The General Education Council's recommendation shall be submitted for review to the Board President and Chief Executive Officer who will determine if the request is approved or denied. Each request shall include a degree requirements sheet outlining the proposed general education requirements (disciplines, course title options, and credit hours), the major requirements (course titles and credit hours), and any other course requirements that are needed to complete the degree and shall address the following:

(1) Identify the major for which the institution is requesting to modify the systemwide general education requirements and/or add to the systemwide general education requirements.

(2) If requesting a modification, identify the discipline area(s) of the systemwide general education framework that the institution seeks to modify.

(3) If requesting to add credit hours to the systemwide general education requirements, identify the addition being requested.

(4) Identify the challenges the systemwide general education requirements create for students in this major (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a major).

(5) Identify the systemwide transfer courses that can be applied to satisfy the modified systemwide general education requirements and/or additions to the systemwide general education requirements.

(6) Identify any accreditation and/or licensure requirements associated with this major that make it impossible to employ the systemwide general education requirements.

(7) Detail how the institution will ensure that the potential modified general education or additional general education requirements will not create barriers to transfer students.

d. Coordinated Institutions Opting Out of this Policy

i. Any coordinated institution may opt out of participating in this policy and its required application to the Board's transfer and articulation policy in Chapter III.A 2.g. If a coordinated institution wishes to opt out, the institution's president shall submit written notification to the Board, which will be discussed as an informational agenda item at a regular Board meeting. For each coordinated institution that opts out, all systemwide general education program and transfer-related academic advising, marketing, and general information content will explicitly note that the institution declined to participate in the systemwide general education program.

e. Reporting

i. Annual Submissions

(1) Each Kansas public institution shall annually submit the following, which will be subject to verification from the General Education Council. Some of these elements will be published on the Board of Regent's website:

(a) a list of the courses meeting the systemwide general education discipline area requirements in paragraphs 18.a.(1)-(6) and the institutionally designated area in paragraph 18.a.(7);

(b) a list of the majors in which the Board President and Chief Executive Officer has granted permission to deviate from the systemwide general education requirements; and

(c) a list of the majors in which the Board President and Chief Executive Officer has granted permission to continue requiring a specific general education course – and not waive such a course requirement – for a transfer student who has completed the systemwide general education or completed a systemwide general education discipline area requirement. See 2.g.v. for more information.

(2) Board Staff Report

(a) Board staff shall submit an annual report to the Board that includes:

(i) a list of the majors at each Kansas public institution in which the Board President and Chief Executive Officer has granted permission to deviate from the systemwide general education requirements; and

(ii) a list of the majors at each Kansas public institution in which the Board President and Chief Executive Officer has granted permission to continue requiring a specific general education course – and not waive such a course requirement – for a transfer student who has completed the systemwide general education or completed a systemwide general education discipline area requirement.

ii. Other Submissions

(1) As determined by the Board of Academic Affairs Standing Committee, Kansas public institutions shall submit a degree map for each major it offers. These are term-by-term sample course schedules that specify milestones, courses, and special requirements that are necessary for facilitating timely degree completion. The review of the degree maps will include a focus on how the systemwide general education is integrated into the maps. Additionally, an emphasis will be placed on interpreting the pathway to completion through the lens of a prospective, current, and transfer students because this tool will serve as a planning resource for all of these students; and

(2) As needed, the General Education Council may request additional information pertaining to this policy and/or general education transfer.

f. General Education Council

i. A General Education Council comprised of college and university representatives shall be established. The members of the General Education Council shall be approved by the Board President and Chief Executive Officer. The General Education Council shall:

(1) Review and verify the annual submissions detailed in subsection 18.e.;

(2) review and issue recommendations to the Board President and Chief Executive Officer when an institution submits a request to deviate from the systemwide general education requirements, as detailed in subsection 18.c.;

(3) investigate and act upon institutional and/or student complaints, with input from the Board President and Chief Executive Officer and/or Board, as needed, regarding the systemwide general education program requirements policy and its application to the Board's transfer and articulation policy;

(4) issue guidance, with input from the Board President and Chief Executive Officer and/or Board, as needed, regarding the Board's systemwide general education requirements policy and its application to the Board's transfer and articulation policy; and

(5) develop a procedures document to guide the Council's activities.

CHAPTER III: COORDINATION² - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

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

...

2 TRANSFER AND ARTICULATION

...

f. General Transfer Provisions

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

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

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

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

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

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

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

² See Chapter I., Section A.3 for definition of Coordination.

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

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

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

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

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

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

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

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

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

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

~~*Performance courses are excluded.~~

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

~~iv. Many of the Board approved systemwide transfer courses meet general education requirements at the public postsecondary educational institutions in Kansas.~~

~~v. Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in paragraph f.iii. above.~~

~~vi.~~ Public universities ~~may~~ are encouraged to develop program-to-program articulation agreements for the AAS degree, particularly when offering applied baccalaureate degrees.

~~vii~~ iv. Completed technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:

(1) As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.

(2) On a course-by-course basis.

~~(a) General education courses may be transferred according to paragraphs d.vi., f.iii., and f.v. above.~~

~~(b) Substantially equivalent courses may be transferred on a course-by-course basis according to paragraph d.v. above.~~

~~(c) Other courses may be transferred as electives according to paragraph d.vii. above.~~

g. Transfer of Systemwide General Education Requirements

This subsection refers to the application of the systemwide general education requirements, established in Chapter III.A.18., for transfer students at Kansas public institutions. For the purposes of this policy subsection:

“Acceptable grade” means that systemwide course transfer credit, as detailed in 2.g.i.(1)(a)(ii), 2.g.i.(2)(a)(ii), or 2.g.iii., shall not be denied by a receiving Kansas public institution based on a grading standard when a transfer student earns “C” (2.0) or higher. The receiving Kansas public institution may apply a “D” (1.0) if it is also acceptable for its native students (the application of a “D” must apply equally to both resident and native students).

“Coordinated institution” means each community college and Washburn University.

“Institution-specific communication course” means a distinct communication course that is taught at a Kansas public institution that is required to meet a communication general education requirement.

“Institution-specific English/writing course” means a distinct English/writing course taught at a Kansas public institution that is required to meet an English general education requirement.

“Kansas public institution” means each state university and each participating coordinated institution.

“Major” means a field of study within a degree program, having its own curriculum. A degree program may have more than one major.

“Program-specific communication course” means a communication course that is required for students pursuing a specific major(s) to meet a communication general education course requirement (e.g., public speaking for business majors).

“Program-specific English/writing course” means an English course that is required for students pursuing a specific major(s) to meet an English general education course requirement (e.g., English for business majors).

“Specialized program grade requirement” means a grade standard that is required by a selective admission program or is necessary to meet programmatic accreditation or licensure standards.

“Systemwide transfer course” means a course approved by the Board, for which faculty develop and update learning outcomes. These courses transfer to any Kansas public institution offering an equivalent course.

i. Application of General Education English and/or Communications Courses When the Receiving Kansas Public Institution Uses a Program- or Institution-Specific Course.

Historically, three of the most common general education transfer courses, English composition I and II and public speaking, have not met general education English and communication requirements at some Kansas public institutions because such institutions have required students, or some specific majors, to take a program- or institution-specific course. Unless the Board President and Chief Executive Officer has granted an exception, as detailed in 2.g.v., a Kansas public institution offering a program- or institution-specific-English or communication course shall operate within the following parameters when serving a transfer student.

(1) English Requirement

(a) A transfer student meeting one of the following shall not be required to complete a program- or institution-specific-English course to meet the English general education requirement in paragraph 18.a.ii.(1) of the Board’s policy:

(i) The transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting “KS Systemwide General Education Completed” and, if applicable to the student’s major, the grades earned in the English courses meet any specialized program grade requirement; or

(ii) The transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting three-credit hours of systemwide transfer course credit in English composition I with an acceptable grade and three-credit hours of systemwide transfer credit in English composition II with an acceptable grade, and, if applicable to the transfer student’s major, the grades earned in such courses meet any specialized program grade requirement.

(b) A transfer student meeting one of the criteria in paragraph 2.g.i.(1)(a)(i) or 2.g.i.(1)(a)(ii) of this policy shall only be required to complete a program- or institution-specific English course if:

(i) the receiving Kansas public institution transfers and applies the six-credit hours of transfer English general education courses towards meeting the six-credit hour English requirement defined in 18.a.ii.(1);

(ii) the transfer student selects a major at the receiving Kansas public institution that requires all majors (transfer and native students) to complete the program- or institution-specific English/writing course as a credit-hour requirement that is separate from the six-credit hour English general education requirement in 18.a.ii.(1);

(iii) the receiving Kansas public institution notes on the official degree sheet on its website that the program- or institution-specific English/writing course is a requirement in the major area or an additional non-general education requirement area of the degree; and

(iv) any changes made to meet the requirements in 2.g.i.(1)(b)(ii)-(iii) do not result in increasing the total number of credit hours required to complete the degree for a native or transfer student.

(2) Communication Requirement

(a) A transfer student meeting one of the following criteria shall not be required to complete a program- or institution-specific communication course to meet the communication general education requirement detailed in 18.a.ii.(2):

(i) the transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting “KS Systemwide General Education Completed” and, if applicable to the student’s major, the grade earned in the communication course meets any specialized program grade requirement; or

(ii) the transfer student provides the receiving Kansas public institution an official transcript from a Kansas public institution noting three-credit hours of systemwide transfer course credit in public speaking with an acceptable grade and, if applicable to the student’s major, the grade earned in such a course meets any specialized program grade requirement.

(b) A transfer student meeting the criteria in 2.g.i.(2)(a)(i) or 2.g.i.(2)(a)(ii) shall only be required to complete a program- or institution-specific communication course if:

(i) the receiving Kansas public institution transfers and applies the three-credit hours of transfer communication general education towards meeting the three-credit hour communication requirement defined in 18.a.ii.(2);

(ii) the transfer student selects a major at the receiving Kansas public institution that requires all majors (transfer and native students) to complete the institution- or program-specific communication course as a credit-hour requirement that is separate from the three-credit hour communication requirement detailed in 18.a.ii.(2);

(iii) the receiving Kansas public institution notes on the official degree sheet on its website that the program- or institution-specific communication course is listed in the major area or an additional non-general education degree requirement area; and

(iv) any changes made by the receiving Kansas public institution to meet the requirements in 2.g.i.(2)(b)(ii)-(iii) do not result in increasing the total number of credit hours required to complete the degree for a native or transfer student.

ii. Transfer Students Who Complete the Systemwide General Education Framework.

(1) Except as provided in 2.g.ii.(2), when a transfer student has successfully completed the systemwide general education requirements specified in paragraphs 18.a.ii.(1)-(7) and provides an official transcript from a Kansas public institution noting “KS Systemwide General Education Completed,” the receiving Kansas public institution shall not require the student to complete any additional general education requirement.

(2) The Board’s expectation is for the systemwide general education program to provide a vehicle for students to complete general education at one Kansas public institution and not be required to complete any additional general education courses at a second Kansas public institution. While this systemwide general education program establishes a powerful policy lever to allow many students to complete the general education and not need additional general education courses after transferring, it should be recognized that there will be some situations in which a student who completes the systemwide general education at one Kansas public institution and subsequently transfers may pursue a major at the receiving Kansas public institution that requires an additional course(s) that is classified in the general education area of the degree. When a transfer student provides an official transcript from a Kansas public institution noting “KS Systemwide General Education Completed,” the receiving Kansas public institution shall only be permitted to require an additional general education requirement(s) if the transfer student:

(a) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as detailed in 2.g.v., to continue requiring – and not waive – a specific course requirement that is classified in the general education area of the degree and the transfer student did not complete such a course prior to transferring;

(b) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as defined in 18.c, to deviate from the systemwide general education requirements; or

(c) pursues a major at the receiving Kansas public institution in which there is a specialized program grade requirement in a specific general education course and such a grade was not successfully achieved prior to transferring. Refer to 2.g.i.(1)-(2) for information about transfer credit associated with a program- or institution-specific English/writing or communication course requirement.

iii. Transfer of Coursework for Students Who Do Not Complete the Systemwide General Education Framework

(1) Except as provided in 2.g.iii.(2), when a transfer student who did not complete the systemwide general education requirements provides an official transcript(s) from a Kansas public institution, the receiving Kansas public institution shall apply credits earned in systemwide transfer courses that fit under one of the general education discipline areas detailed in 18.a.ii.(1-6) toward meeting credit-hour requirements within the applicable general education discipline area. A systemwide general education discipline area in which a transfer student completed the requisite systemwide transfer credit hours shall be considered completed. For example, if a transfer student completed three-credit hours of systemwide transfer credit in American government with an acceptable grade and three-credit hours of systemwide transfer credit in introduction to psychology with an acceptable grade, it shall complete the social and behavioral sciences discipline area requirement in 18.a.ii.(5).

(2) When a transfer student has not completed the systemwide general education, the application of any general education transfer course that is not designated as a systemwide transfer course shall be at the discretion of the receiving Kansas public institution. When a transfer student has completed a systemwide transfer course that fits within a systemwide general education subject in a discipline area requirement noted in paragraphs 18.a.ii.(1)-(6), the receiving Kansas public institution shall only be permitted to exclude such a course from meeting a requirement in the general education discipline area when the transfer student:

(a) completed a performance course, as noted in 18.a.ii.(6);

(b) did not earn an acceptable grade in the systemwide transfer course in the discipline area;

(c) pursues a major at the receiving Kansas public institution in which there is a specialized program grade requirement in a specific general education course in the discipline area and such a grade was not successfully achieved prior to transferring. Refer to 2.g.i.(1)-(2) for information about transfer credit associated with a program- or institution-specific English or communication course requirement;

(d) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as detailed in 2.g.v., to continue requiring – and not waive – a specific course requirement that is classified in the general education discipline area of its degree and the transfer student did not complete such a course prior to transferring; or

(e) pursues a major at the receiving Kansas public institution for which the Board President and Chief Executive Officer has granted permission, as defined in 18.c, to deviate from the discipline area in the systemwide general education requirements.

iv. Application of Transfer Credit Earned by Exam Toward Completing Systemwide General Education Requirements.

(1) Credit by exam in a general education subject detailed in paragraphs 18.a.(1)-(6), once recorded on Kansas public institution's transcript, is transferable on the same basis as if the credit had been earned through completing the course(s) at the awarding Kansas public institution.

(2) When a Kansas public institution awards credit by exam in any general education subject detailed in paragraphs 18.a.(1)-(6), the receiving Kansas public institution shall not be permitted to require the transfer student to provide official copies of the exam scores.

v. Request to Require a Specific General Education Course – in Lieu of Waiving a Requirement – For Transfer Students Who Completed the Systemwide General Education or Completed a Systemwide Transfer Course Discipline Area Requirement

(1) It should be noted that Kansas public institutions have a role and responsibility in removing barriers, promoting affordability, and advancing timely completion. As such, Kansas public institutions should recognize these core tenets when redesigning degree programs around the systemwide general education requirements and thinking about the impact of such decisions on transfer students.

(2) When a Kansas public institution wishes to require an explicit general education course for students in a specific major – even when a student has completed the systemwide general education or completed the systemwide general education discipline area requirement that is linked to the explicit general education course – it shall submit a request to the Board President and Chief Executive Officer. (e.g., a Kansas public institution requests for all transfer students who completed the social and behavioral sciences discipline area requirement and are majoring in social work to take introduction to psychology – in lieu of waiving it– within the social and behavioral sciences discipline area of the general education because of programmatic accreditation).

(3) This request can be for one major or all the majors in a degree (e.g., bachelor of arts), college (e.g., college of arts and sciences), or department (e.g., social sciences department). For example, if a Kansas public institution wishes to require all transfer majors pursuing a bachelor of arts degree to take a specific course – in lieu of waiving it – it could be submitted in one request.

(4) This request shall include a degree sheet with the general education requirements (disciplines, course title options, and credit hours), the major requirements (course titles and credit hours), and any other degree requirements (course titles and credit hours) that are needed to complete the degree and shall address:

(a) the requested course title, total number of credit hours for the requested course, and the systemwide general education discipline area in which the requested course requirement fits;

(b) academic rationale;

(c) reason for why this is classified as a general education course and not included in the major or another non-general education area of the degree; and

(d) if based on accreditation or licensure, include background.

(5) After review of the request, additional information on how such a requirement would financially impact transfer students may also be required.

(6) Board staff shall provide a timeline each year for institutions to submit requests based on the criteria herein.

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

Fiscal Affairs and Audit

STATE UNIVERSITY TUITION AND FEE PROPOSALS FOR FY 2023 – SYSTEM

Elaine Frisbie, Vice President of Finance and Administration, stated that last month the Board received the state university tuition and fee proposals for FY 2023 and noted that the Governor’s veto essentially mandates a tuition freeze for FY 2023. Vice President Frisbie highlighted each university’s requests, which included fee proposals, tuition waiver programs, and market-based tuition proposals. Regent Ice moved to approve the proposals as presented. Regent Kiblinger seconded, and the motion carried.

(State University Proposals filed with Official Minutes)

DISTRIBUTION OF FY 2023 APPROPRIATION FOR CAPITAL RENEWAL INITIATIVE

Vice President Frisbie reported that \$35 million was appropriated to the Board for its capital renewal initiative. These funds require a match of nonstate moneys on a \$1-for-\$1 basis, from either the state educational institution or private funds. Vice President Frisbie stated that the recommendation is to allocate the funds to the state universities pursuant to the “adjusted square footage” formula, which has been used by the Board since 2007 to allocate the annual Educational Building Fund. She also noted that the approved distributions are contingent upon the Board’s assessment of each institution’s performance pursuant to the performance agreement process and confirmation of the required match from university or private sources. Regent Hutton stated that these funds will boost the Board’s initiative to address the deferred maintenance backlog and thanked Legislature for its support. He then moved to approve the below distribution, and Regent Schmidt seconded. The motion carried.

	<u>% of Total</u>	<u>Allocation</u>
University of Kansas	26.87	\$9,404,500
University of Kansas Medical Center	11.25	3,937,500
Kansas State University	29.90	10,465,000
Wichita State University	10.98	3,843,000
Emporia State University	6.04	2,114,000
Pittsburg State University	7.38	2,583,000
Fort Hays State University	<u>7.58</u>	<u>2,653,000</u>
Total	100.00	\$35,000,000

DISTRIBUTION OF FY 2023 APPROPRIATIONS TO STATE UNIVERSITIES

Vice President Frisbie stated that the state appropriations to the Board for the postsecondary operating grant totaled \$37.5 million for FY 2023 and that the Legislature also appropriated \$20 million to be distributed to the state universities in FY 2023 for information technology infrastructure and cybersecurity. Regarding the operating grant for the state universities, the recommendation is to first distribute \$4.7 million to the universities to restore their FY 2021 budget

cuts and then allocate the remaining by applying a 1.9 percent inflationary factor and a two percent tuition buy down. Vice President Frisbie stated for the \$20 million IT infrastructure and cybersecurity funds it is recommended that the Board allocate half of the funds now so that the universities can address immediate needs and then ask the university Chief Information Officers to research how best to apply the other half to a systemwide IT infrastructure need. Vice President Frisbie then reviewed the following allocation scenarios/options for distribution of the first \$10 million: A) \$500,000 base plus headcount employees and students, B) Cybersecurity premium allocation, C) ½ on scenario A and ½ on scenario B, and D) 75 percent on scenario A and 25 percent on scenario B. Regent Hutton thanked the Legislature for this allocation and indicated that he believes the Board should make this an ongoing request because the cost of IT infrastructure and cybersecurity will continue to increase. The Board discussed the different scenarios and the split of the \$20 million. Regent Hutton believed scenario A is the best option with the addition of adding \$500,000 to the University of Kansas Medical Center's total to address its unique IT needs. Regent Schmidt concurred and believed Kansas State University should receive an additional \$200,000 for its Agriculture Research and Extension Service. Following discussion, Regent Schmidt moved to approve the distributions in scenario A plus an extra \$500,000 to the Medical Center and \$200,000 to KSU for its Extension program. He noted that the additional funds will be taken from the other half of the allocation. Regent Hutton seconded, and the motion carried. Regent Rolph moved to approve the state university operating grant distribution as presented. Regent Lane seconded, and the motion carried. The following distributions were approved.

State University Operating Grant

	Restore Budget Reductions	Allocation Based on Board's Request	Total Allocation
University of Kansas	\$1,282,408	\$11,023,022	\$12,305,430
University of Kansas Medical Center	\$304,436	\$3,330,869	\$3,635,305
Kansas State University	\$1,043,388	\$8,043,611	\$9,086,999
KSU Extension & Ag Research Program	\$410,061	\$774,807	\$1,184,868
KSU Veterinary Medical Center	\$129,396	\$814,745	\$944,141
Wichita State University	\$942,580	\$3,977,873	\$4,920,453
Emporia State University	\$163,753	\$1,278,031	\$1,441,784
Pittsburg State University	\$154,258	\$1,573,576	\$1,727,834
Fort Hays State University	\$288,213	\$1,964,973	\$2,253,186
Total	\$4,718,493	\$32,781,507	\$35,700,000

IT Infrastructure and Cybersecurity

State University	IT Infrastructure Allocation
University of Kansas	\$2,214,257
KU Medical Center	\$1,390,417
Kansas State University	\$2,196,239
Wichita State University	\$1,628,419
Emporia State University	\$925,250

Pittsburg State University	\$981,768
Fort Hays State University	\$1,363,650
Total State Universities	\$10,700,000

PROPOSALS FOR AMERICAN RESCUE PLAN RECOVERY ACT APPROPRIATIONS FROM STATE UNIVERSITIES

Vice President Frisbie reported that the 2022 Legislature appropriated a total of \$243.4 million out of the federal American Rescue Plan Act (ARPA) allocation to Kansas for postsecondary institutions of higher education. A total of \$185 million was appropriated to the state universities and the remainder went to the other institutions of higher education in the state. Vice President Frisbie reviewed the types of initiatives that the funds can be used on and noted that some projects may have a funding match requirement. Each state university CEO outlined how their campus plans to use the ARPA funds as described in the table below.

Institution	Project	Amount	Match Requirement
State Universities	Challenge Grants: Projects that (1) attract and recruit students and aid in the retention of such students; and (2) build the state work force through increased enrollment	\$75,000,000	\$3 Private:\$1 ARPA
University of Kansas	Supplement private donations, public-private partnerships and revenues to fund strategic initiative projects at KU that develop and strengthen local and national partnerships	\$35,000,000	None
Kansas State University	Fund projects at KSU's Grain, Food, Animal and Agronomy Research and Innovation Centers that address current and emerging problems in the biosciences field, advance countermeasures for disease, drive economic revitalization and provide training	\$25,000,000	None
University of Kansas + Wichita State University	Develop a health sciences education center in Wichita to consolidate and align the health-related educational, biomedical research, healthcare delivery and population health activities of KU and WSU	\$25,000,000	None
Wichita State University	Digital Transformation	\$10,000,000	\$1 nonstate moneys: \$1 ARPA
Fort Hays State University	Gross Coliseum Improvements	\$5,000,000	None
Emporia State University	Nursing Program Relocation and Staffing	\$5,000,000	None
Pittsburg State University	Tyler Research Development Park and Block 22	\$5,000,000	None

Vice President Frisbie noted the University of Kansas is still considering specific projects for its funds and that specific information on the \$75 million for University Challenge Grants will come to the Board at a later date. It was noted that Kansas State University's Grain, Food, Animal and Agronomy Research and Innovation Centers project included a proposal to apply for an additional \$25 million of the Challenge Grant funds, with a \$75 million private philanthropy and industry partnerships match. Regent Winter stated that he supports the proposed projects and asked about

next steps in this process. President Flanders stated the state universities will fully develop their proposals and bring them back to the Board for approval before submitting them to the Governor's Recovery Office, which has been tasked with administering the ARPA funds.

BOND RESOLUTION TO APPROVE THE ISSUANCE OF REVENUE BONDS TO FUND THE RENOVATION AND EQUIPPING OF CLINTON HALL – WSU

General Counsel Julene Miller introduced Wichita State University's request for a bond resolution in an amount not to exceed \$16.4 million plus costs of issuance, costs of interest, credit enhancement costs, and any required reserves. The proceeds will be used to finance the costs for the renovation and equipping of Clinton Hall Shocker Success Center and paying certain costs of issuance of the Bonds. The bonds will be secured with a pledge of generally available unencumbered funds of the University, excluding restricted revenues as defined in the K DFA 2022G Bond Resolution. However, General Counsel Miller noted that WSU plans to pay the debt service with a combination of general revenues and student fees. Regent Rolph moved to approve the resolution and to authorize the Board Chair, and the President and CEO to execute all necessary documents. Following the second of Regent Schmidt, the motion carried.

(Resolution filed with Official Minutes)

EXECUTIVE SESSION

At 4:00 p.m., Regent Rolph moved, followed by the second of Regent Schmidt, to recess into executive session for 60 minutes in the Kathy Rupp Conference Room to discuss personnel matters of non-elected personnel. The subject of this executive session was a regular annual university CEO evaluation, and the purpose was to protect the privacy of the individual Board employee involved. Participating in the executive session were members of the Board, President Flanders, and President Muma. The motion carried. At 5:00 p.m., the meeting returned to open session.

RECESS

Chair Harrison-Lee recessed the meeting at 5:00 p.m.

RECONVENE

Chair Harrison-Lee reconvened the meeting at 8:31 a.m. on Thursday, June 16, 2022.

MEMBERS PRESENT:

Cheryl Harrison-Lee, Chair
Jon Rolph, Vice Chair
Bill Feuerborn
Mark Hutton
Carl Ice
Shelly Kiblinger
Cynthia Lane
Allen Schmidt
Wint Winter

CONSIDERATION OF DISCUSSION AGENDA

Academic Affairs

PITTSBURG STATE UNIVERSITY'S REORGANIZATION PLAN

President Shipp presented Pittsburg State University's request to reorganize the academic structure within three of its four colleges. He stated that the University's proposal for restructuring is based on data and will yield efficiencies with cost reductions while also maintaining quality instruction for students. President Shipp thanked the faculty and deans for all their work on this project. Regent Rolph moved to approve. Following the second of Regent Kiblinger, the motion carried. The following changes will be implemented:

College of Arts & Sciences and College of Education – Merge two Departments

- Merge Department of Family & Consumer Sciences, currently in the College of Arts & Sciences, into the Department of Teaching & Leadership in the College of Education

College of Technology – Merge four Departments to Create two New Schools

- Department of Automotive Technology and Department of Engineering Technology merge to create School of Automotive & Engineering Technology
- Department of Graphics & Imaging Technologies and Department of Technology & Workforce Learning merge to create School of Technology & Workforce Learning

College of Arts & Sciences – Merge two Departments and Create three New Schools

- Department of Mathematics and Department of Physics merge into Department of Mathematics and Physics
- Create School of Science & Mathematics, which will house the following departments
 - Mathematics & Physics
 - Biology
 - Chemistry
- Create School of Humanities & Fine & Performing Arts, which will house the following departments
 - English & Modern Languages
 - Communication
 - Art
 - Music
- Change name of Department of History, Philosophy, & Social Sciences to School of History, Philosophy, & Social Sciences

DUAL CREDIT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH COOPERATIVE AGREEMENTS ENTERED PURSUANT TO THE KANSAS CHALLENGE TO SECONDARY STUDENTS ACT POLICY

Daniel Archer, Vice President for Academic Affairs, stated that the Kansas Challenge to Secondary School Pupils Act was implemented in 1993 to “provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities in this state.” The original Challenge Act pertained only to concurrent enrollment of students which was defined in policy as courses taught by high school faculty to high school students during the regular high school day within a Concurrent Enrollment

Partnership (CEP). This year, the Legislature revised the Act to also include college courses taught to high school students by postsecondary institutional faculty and now requires the college-level courses to count for high school credit as well as college credit. Vice President Archer stated that the Board's policy on concurrent enrollment needs to be amended based on the statutory changes that were implemented. Regent Kiblinger moved to approve the policy amendments. Regent Winter seconded, and the motion carried. The following amendments were adopted:

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

A ACADEMIC AFFAIRS

- 13 ~~CONCURRENT~~ DUAL CREDIT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH ~~CONCURRENT ENROLLMENTS PARTNERSHIPS~~ COOPERATIVE AGREEMENTS ENTERED PURSUANT TO THE KANSAS CHALLENGE TO SECONDARY SCHOOL STUDENTS ACT

~~It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05~~

The Kansas Challenge to Secondary School Students Act, K.S.A. 72-3220 through 72-3224, (Challenge Act) provides a means for school districts, in cooperation with eligible postsecondary institutions, to challenge high school students by procuring early college these opportunities. The Kansas Board of Regents encourages all system postsecondary institutions to collaborate with local school districts and provide dual credit opportunities to high school students through cooperative agreements entered pursuant to the Challenge Act. The Challenge Act does not mandate system postsecondary institutions to offer dual credit enrollment to students in local school districts. However, if an eligible system postsecondary institution chooses not to offer dual credit enrollment with local districts pursuant to the Challenge Act, in accordance with Board policy for Off-Campus Delivery of Academic Courses and Programs, the home institution shall allow eligible system postsecondary institutions outside the institution's service area to provide the Challenge Act opportunities with those school districts. The Challenge Act requires dual credit to be offered only through a cooperative agreement.

~~through the Kansas Challenge to Secondary School Students Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements defined as a Concurrent Enrollment Partnership.~~

- a. Purposes of ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

~~As established by the Kansas Board of Regents, the Systemwide purposes of Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are ~~threefold:~~

- i To Reduce Time-to Degree and Lower Costs

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

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

~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are aimed at providing a college-level learning experience for qualified students by enhancing the amount,

level, and diversity of learning in high school beyond the traditional secondary curriculum. ~~First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school.~~ Systemwide Transfer courses are especially encouraged.

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

~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

- b. Procedures and Standards for Implementing ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

- i. Requirements of Dual Credit Cooperative Agreements Entered into Pursuant to the Kansas Challenge to Secondary School Students Act

Each eligible postsecondary educational institution that accepts high school students for dual credit enrollment pursuant to the Kansas Challenge to Secondary School Students Act must have a cooperative agreement with the respective school district. The cooperative agreement shall include, but need not be limited to, the following:

(1) The academic credit to be granted for course work successfully completed by the student at the institution, which credit shall qualify as both high school and college credit;

(2) The requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;

(3) Except as otherwise provided in subsection b.ii below, the requirement that the student shall pay the negotiated amount of tuition and related costs charged by the institution for the student's enrollment; and

(4) The requirement that the eligible postsecondary educational institution shall notify the student or the student's parent or guardian if the course the student enrolled in is not a systemwide transfer course approved by the Board of Regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

- ii. Payment for Dual Credit Courses

(1) The board of education of a school district, in its discretion, may pay all or a portion of the negotiated amount of tuition and related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution. As part of any agreement entered into pursuant to this section, the board of education of a school district shall not be required to pay any amount of tuition and required fees that are waived for an eligible foster child pursuant to the foster child educational assistance act, K.S.A 75-53,111 et seq., and amendments thereto, except that the board, in its discretion, may pay any related costs that are not waived pursuant to that act. Any such payment shall be paid directly to the eligible postsecondary educational institution and shall be credited to the student's account.

(2) Except as otherwise provided in K.S.A. 72-3223(b), and amendments thereto, each student enrolled in dual credit enrollment courses at an eligible postsecondary educational institution pursuant to K.S.A. 72-3220 et seq., and amendments thereto, shall be responsible for

the payment of the negotiated tuition and related costs, including fees, books, materials and equipment, charged by such institution for the student's enrollment.

(3) The board of education of a school district, in its discretion, may provide for the transportation of a student to or from any eligible postsecondary educational institution.

(4) School districts are precluded from paying tuition for any technical education courses that are funded as part of the Excel in Career Technical Education program, but in its discretion a school district may pay all or a portion of the negotiated amount of related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution.

c. Definitions³

For purposes of this policy and the Kansas Challenge to Secondary School Students Act:

i. ~~“Concurrent Enrollment Partnership student~~ “Student” means a person who:

(1) is enrolled in grades 10, 11, or 12 maintained by a school district, or who is a gifted child who is enrolled in any of the grades and is in grade 9 through 12 maintained by a school district (see paragraph b.v.(2));

(2) has an individualized plan of study or an individualized education program;

(3) has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary institutions;

(4) has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary educational institution; and

(5) is acceptable or has been ~~admitted~~ accepted for enrollment to at an eligible postsecondary educational institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

ii “Dual Credit Courses” as defined by the Higher Learning Commission are courses taught to high school students for which the students receive both high school and college credit and involve the accredited institution's responsibility for the quality of its offerings.

iii ~~“Concurrent Enrollment Partnership~~ Dual Credit Cooperative Agreement” means a written memorandum of understanding between an eligible postsecondary institution and a school district entered pursuant to the Kansas Challenge to Secondary School Students Act for the purpose of offering ~~college level learning~~ dual credit courses to eligible students who receive both high school credit and college credit are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.

iv “Eligible postsecondary educational institution” means any state university, community college, technical college, municipal university, or affiliated institute of technology, or accredited independent institution.

³ These definitions apply for purposes of this policy and the Kansas Challenge to Secondary School Students Act. Different definitions may apply for other purposes, such as data collections requiring IPEDS terminology and definitions.

- v. “Dual credit enrollment” is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by a postsecondary educational institution faculty member in which students receive both high school credit and college credit for completing the course.
 - vi. “Concurrent enrollment” is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by high school teachers during the regular high school day in which students receive both high school credit and college credit for completing the course.
 - vii. “Dual enrollment” means enrollment of high school students in college courses **outside** a cooperative agreement between the district and postsecondary institution entered pursuant to the Kansas Challenge to Secondary School Students Act, in which a transcript is issued for credit from the institution without regard to high school credit. All modes of delivery of academic offerings and all campus locations are appropriate for dual enrollment courses including main campus, additional locations, and distance delivery.
- a. ~~While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.~~

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

ii. Agreement between Eligible Postsecondary Institutions and School Districts

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

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

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

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

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

~~(5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;~~

~~(6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)~~

~~(7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and~~

~~(8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.~~

d. Curriculum Standards, Course Content/Materials, and Assessment of Students Applicable to Public Eligible Postsecondary Educational Institutions

i Courses administered through a dual credit cooperative agreement ~~Concurrent Enrollment Partnership~~ shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles, and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.

ii The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

iii Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.

~~(4) If a course has been approved by Board staff as competency based, the competencies for the courses must be the same as those for courses not taught to concurrent enrolled students.~~

(54) College faculty at the postsecondary partner institution shall annually, or as necessary, review ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses in their discipline to ensure that:

(1) Concurrent enrollment ~~Enrollment Partnership~~ students are held to the same equivalent grading standards and standards of achievement as those expected of students in on-campus sections;

(2) Concurrent enrollment ~~Enrollment Partnership~~ students are being assessed using the same equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(3) High school faculty are utilizing the same an equivalent final examination for each ~~Concurrent Enrollment Partnership~~ concurrent enrollment course, as is given in a representative section of the same course, taught at the public postsecondary institution awarding the course credit; and

(4) High school faculty are applying the same equivalent scoring rubrics for the assigned course as is used in the on-campus course; and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

- (5) Remedial/developmental course work shall not be offered as a ~~Concurrent Enrollment Partnership~~ concurrent enrollment course.
- iv e High School Faculty Teaching Concurrent Enrollment Courses Pursuant to a Cooperative Agreement with a Public Eligible Postsecondary Educational Institution
- i Qualifications
- (1) High school faculty teaching college-level, non-tiered ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses through a dual credit cooperative agreement shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.
- (2) Faculty teaching college-level tiered technical courses through a ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution ~~addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.~~
- (3) Postsecondary partner institutions may set higher standards and are responsible for meeting the accreditation requirements for all course offerings.
- ii Orientation, Professional Development, and Evaluation
- (1) ~~Before approving high school faculty to teach college-level Concurrent Enrollment Partnership courses,~~ The postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and ~~Concurrent Enrollment Partnership~~ administrative requirements.
- (2) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.
- (3) Orientation and/or professional development activities shall include collaborative faculty development ~~programming~~ such as pedagogy, instructional design, course management, instructional delivery ~~skill improvement~~, curricular reform initiatives, and student ~~success~~ assessment strategies.
- (4) The postsecondary partner institution shall ~~annually~~ conduct evaluations of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses within campus faculty evaluation schedules ~~to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.~~
- v f Student Eligibility for Enrollment, Advising, and Student Guides Applicable to Dual Credit Cooperative Agreements with Public Eligible Postsecondary Educational Institutions
- i High school students enrolled in dual credit courses administered through a ~~Concurrent Enrollment Partnership~~ cooperative agreement shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each ~~Concurrent Enrollment Partnership~~ dual credit enrolled student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. ~~Concurrently~~ Dual credit enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a ~~Concurrent Enrollment Partnership~~ dual credit course, students shall achieve the same score or sub score on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner

institutions may establish higher standards and are responsible for meeting the accreditation requirements for all course offerings.

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

ii ~~The Only~~ students meeting the above requirements and must be authorized by the high school principal, or designee, as having an individualized plan of study or individualized education program may to apply for dual credit enrollment at an eligible postsecondary educational institution pursuant to the Kansas Challenge to Secondary School Students Act.

iii ~~Advising of students who desire to enroll in Concurrent Enrollment Partnership~~ dual credit courses must be carried out by both the high school and postsecondary institution.

iv Students shall be provided with a student guide created as part of the ~~Concurrent Enrollment Partnership~~ cooperative agreement that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system. Student guides shall include a link to the KBOR Transfer Kansas website and/or a link to the institution’s course catalog if Systemwide Transfer (SWT) courses are clearly indicated to provide notification to students of courses approved for SWT. Student guides will include implications of student enrollment in courses not approved for SWT.

v In order to remain eligible for participation in dual credit enrollment, a student shall remain in good standing at the eligible postsecondary educational institution.

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

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

e g. Reporting of Concurrent Dual Credit Enrollment Entered Pursuant to the Kansas Challenge to Secondary School Students Act Partnerships

i Each eligible postsecondary educational institution that accepts students for enrollment pursuant to the Kansas Challenge to Secondary School Students Act shall submit a report annually to the state board of regents. Such report shall include, but not be limited to, the following:

(1) The number of students from each school district enrolled at the eligible postsecondary educational institution, including the number of students in the custody of the secretary for children and families;

(2) the number of students who successfully complete the courses in which such students are enrolled at the eligible postsecondary educational institution;

(3) the tuition rate charged for students compared to the tuition rate charged to individuals who are regularly enrolled and attending the eligible postsecondary educational institution; and

(4) the amount and percentage of tuition each school district is paying pursuant to K.S.A. 72-3223, and amendments thereto.

- ii The state board of regents shall compile and prepare a summary report of the submitted reports pursuant to subsection g.i. above, and shall submit such report to the house standing committee on education and the senate standing committee on education on or before February 1 of each year.
- iii Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:
 - (1) ~~Directory~~ Demographic information for each high school student enrolled;
 - (2) ~~Credit hours generated by each high school student;~~
 - (3) Credentials of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses; and
 - (4)(3)~~Concurrent Enrollment Partnership~~ College credit hours generated by each high school student regardless of enrollment type.
- iv By January 31 of each year ~~odd-numbered years~~, each public postsecondary institution shall provide to Board staff a list of high schools with which it has ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreements. ~~For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each~~ All institutions will also submit the following to the Board office:
 - (1) A sample copy of the ~~Concurrent Enrollment Partnership~~ dual credit enrollment cooperative agreements used with local school districts that includes the criteria described in b.ii.; and
 - (2) A sample copy of the student guides for ~~Concurrent Enrollment Partnership~~ dual credit enrollment students ~~as described in b.v.(5); and.~~
 - (3) ~~Reports resulting from the annual reviews of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5)).~~
- ~~iii By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).~~
- v All reports and information shall be reviewed for compliance and the results will be ~~reported~~ provided to the Board President and Chief Executive Officer.

CONDITIONED CERTIFICATE OF APPROVAL FOR NATIONAL AMERICAN UNIVERSITY

Vice President Archer reported that in November 2021 the Board voted to put conditions on the Certificate of Approval for National American University (NAU) to operate in Kansas. The certificate is set to expire on June 19, 2022, and the University submitted a renewal application to continue to operate in the state. After reviewing the NAU's application materials, Board staff determined that the University's financial statements for the year ending on May 31, 2020 did not meet the minimum requirements set by regulation. NAU's financial calculations for the year resulted in a current ratio of less than one, a negative net worth and a net loss before income taxes. Vice President Archer stated that K.A.R. 88-28-2 requires that the financial statements of an institution meet at least one of the following requirements for the most recent fiscal calendar year or for the two most recent fiscal or calendar years combined: a) demonstrate a minimum ratio of

current assets to current liabilities of at least 1:1 (this asset ratio shall be calculated by adding the cash and cash equivalents to the current accounts receivable and dividing the sum by the total current liabilities); b) exhibit a positive net worth in which the total assets exceed the total liabilities; or c) demonstrate a profit earned. He also noted that in 2021, the Legislature amended the Private and Out-of-State Postsecondary Educational Institution Act (Act) to give the Board authority to impose conditions on an institution's certificate of approval if the Board has reasonable cause to believe additional information is necessary, a violation of the Act occurred, or it is in the students' best interest for the institution to continue operating. Vice President Archer stated that Board staff recommends issuing a certificate of approval with the following conditions attached:

- Require NAU to submit quarterly financial statements.
- Prohibit NAU from any new enrollments of Kansas residents until NAU meets the minimum financial requirements.
- Require a per term listing of enrolled Kansas students, to include the program in which each student is enrolled, and the anticipated graduation date. NAU has previously provided formal written teach-out agreements. Any modifications to these agreements must be disclosed to the Board office immediately.
- Require additional bonding in an amount reasonable to protect Kansas students in the event of a closure. The bond amount shall be sufficient to cover the amount of tuition held for Kansas students. The bond shall be renewed annually, and the amount updated based on current Kansas student enrollments.

Regent Kiblinger stated that the Board's Academic Affairs Standing Committee reviewed this request and believes the staff recommendations are the best options. She also noted that NAU is required to hold a bond that covers the amount of tuition held for the 20 students who are currently enrolled. Regent Lane expressed her concern with issuing another conditional certificate based on the information provided. Crystal Puderbaugh, Director of Academic Affairs, stated that there is a teach-out plan in place for the students and that the bond amount being held is sufficient to cover the current students. She also noted that Board staff will be receiving updated financial statements from the University because its fiscal year ended on May 31. Regent Kiblinger stated that the teach-out plan is critical and believes it would be more harmful to the students to revoke the certificate because they would need to move to another institution. Following discussion, Regent Rolph moved to approve the conditional certificate of approval with the staff's recommendations. Regent Ice seconded, and the motion carried. Regent Lane stated that she voted for the motion but with hesitation.

Fiscal Affairs and Audit

RECOMMENDATIONS OF COMPREHENSIVE GRANT PROGRAM ADVISORY COMMITTEE

Vice President Frisbie stated the Board administers the Kansas Comprehensive Grant (KCG), which "is a program under which the state, in recognition that the provision of higher education for all residents of the state who have the desire and ability to obtain such education is an important public purpose and in response to the concern that many residents of the state are deterred by financial considerations from attending institutions of higher education, provides assistance to

students with financial need through the award of grants.” (K.S.A. 74-32,120). The annual appropriation to the KCG is approximately \$16.3 million from the State General Fund and is distributed to eligible students enrolled at eligible institutions (public and not-for-profit institutions with four-year degree programs). This year, the Legislature added \$19 million with a \$1:\$1 matching requirement. Vice President Frisbie noted the matching requirement applies only to the \$19 million and not the other \$16.3 million. The \$16.3 million will continue to be distributed as it has in the past with 50 percent going to the public institutions and 50 percent going to the not-for-profit institutions.

Vice President Frisbie stated that in April the Board appointed an Advisory Committee of institutional representatives to assist the Board in administering the program, including making recommendations on the formula for the funding allocation. The Committee agreed to the following recommendations, which would be effective beginning in FY 2023:

1. Remove Priority Application Deadline. It is recommended that the April 1st priority date be removed. Institutions can already request an extension of this priority date yearly to allow for further students to be considered for KCG funding that institutions still have available. Removing the April 1st priority date would allow institutions the flexibility to determine their own priority dates, and extend the date as needed.
2. Increase Maximum Student Award. The KCG individual student award maximum has been set at \$3,500 for non-profit institutions and \$1,500 for public institutions since 2009. In 2020, the maximum award amount was increased to \$2,000 for public institutions. The purchasing power of the award has diminished as educational costs have increased. Thus, the ability of the maximum KCG to meet real need has diminished substantially.

Type of Institution	Current Maximum Student Award Allowed	Recommended Maximum Student Award
Public Institutions	\$2,000	\$4,000
Non-Profit Institutions	\$3,500	\$10,000

3. The amount an individual institution would match \$1:\$1 would be equal to the amount of match dollars an individual institution is allocated each year.
4. Because it is raised by the institutions, the institutional match should have flexible eligibility parameters. Institutions should be allowed to award institutional match amounts to students they deem eligible (who may or may not be eligible for KCG funding), as long as the institutional match is awarded to students with financial need as calculated by federal methodology of the FAFSA. Requiring any further limitations to the institutional match could result in issues with finding/raising funding to meet the match.
5. Allow institutions to use current institutional need-based funds to count towards their institutional match for their allocation of state match funding. The appropriation outlines that \$19.0 million of the KCG expenditures shall require a match of local nonstate or private moneys on a \$1:\$1 basis. The KCG Advisory Committee reads this to mean and proposes that:
 - a. **Match dollars could include:** Institutional scholarships, institutional grants, institutional waivers, or other local non-state or institutional private funding. Any institutional match funding would be required to have a financial need component as defined by federal methodology.

- b. **Match dollars cannot include:** Federal aid, state aid, loans, or non-local, non-private, or non-institutional funding.
- 6. Institutions would be required to report how much of the state match funding they were able to match with institutional match funding each year by July 31st.
- 7. If an institution is not able to match their full required amount in any given year, any unmatched funding at an institution would be returned and redistributed the next academic year to all institutions based on the distribution formula for state match funding. This would ensure that the full state match funding is eventually matched and spent among the institutions.

Vice President Frisbie stated the Committee developed two formula proposals to allocate the new \$19 million for the Board’s consideration. The first proposal would distribute the funds based on the Pell Grant index formula. Using this formula would maximize the award amounts and would result in awarding 11,001 students with financial need at the maximum award level. This formula will 1) incentivize all institutions to provide access to Kansas students with the greatest financial need, by encouraging the recruitment/retention of these students as well as mitigating higher tuition costs for those most adversely affected, 2) have a benchmark that is widely accepted within the higher education community as a proxy for student need, and 3) increase institutions engagement with first generation and underserves populations. Vice President Frisbie reviewed the total number of Pell eligible students enrolled across the three sectors (counting both in-state and out-of-state), and the percentage of allocation funding for each section using this model, which is illustrated below.

Sector	Enrolled Pell Grant Recipients
State Institutions	17,994
Washburn University	1,665
Non-Profit Institutions	5,864

	% of Legal Base Funding	% of Enhancement Funding	% of Match Funding	Total Funding
State Universities	40%	57%	71%	59%
Washburn	2%	5%	7%	5%
Non-Profit Sector	58%	38%	23%	36%

Vice President Frisbie stated that the second proposal allocates the funding (including the legal base, enhancement funding, and state match funding) equally among the sectors. This proposal equally distributes the match funding among sectors, equalizing the burden of providing private non-state match dollars across sectors. In order to do so, it changes the amount of enhancement funding each sector receives – increasing the public share and reducing the non-profit share - to ensure that the aggregate amount of funding remains equal among sectors. This proposal would result in an allocation of funding as follows:

	% of Legal Base Funding	% of Enhancement Funding	% of Match Funding	Total Funding
Public Sector	40%	63%	48%	48%

Washburn	2%	8%	4%	4%
Non-Profit Sector	58%	28%	48%	48%

This proposal seeks to maintain the historical commitment and intent to seek to equally share the need-based funds among public and non-profit colleges, in accordance with 20+ years of past precedent premised on the concept of balancing the needs of students who attend public and non-profit institutions. It also increases postsecondary choice, and access, and success by widening the choices available to all students with need (not merely those with the highest need), enhances the likelihood of keeping Kansas residents in Kansas to pursue a bachelor's degree, thus improving Kansas' workforce, and reduces marginal overall cost of educating a Kansas student because those who choose a Kansas-based non-profit college do not require any additional state spending on residential or classroom facilities or operational costs. Vice President Frisbie stated that under this proposal, the maximum award amounts would be awarded to 9,658 students with financial need at the maximum award level.

The Board discussed the history of the KCG and the new matching requirement with the new funds. It was noted that this is the first time the Legislature has added a matching requirement to this program. Regent Rolph believes the intent was to match real dollars so that more students can be served. He does not believe an institution should be allowed to discount tuition for the match. Following discussion, Regent Rolph moved to require the matching funding on the \$19 million to be a real dollar to dollar match and noted it cannot be a tuition discount. Regent Kiblinger seconded, and the motion carried.

The Board then discussed the two funding models. Regent Hutton believes it was the intent of the Legislature for the Board to allocate the new money as it has historically been distributed with half going to the public institutions and half going to the not-for-profit institutions. He stated that the Board needs to work with the Legislature next year to clarify the language in the statute. Regent Winter stated that the legislation was written to give the Board discretion on how to distribute the funds and noted that the Board's original legislative request was to seek increased state funding for student financial aid in order to serve more students in the state, which was guided by the Board's strategic plan. Several Regents concurred and believed that the first proposal is the best option for Kansas students. Matt Lindsey, President of the Kansas Independent College Association, spoke about the number of Pell eligible students served at the not-for-profit institutions and provided his opinion on the Committee's work. Following discussion, Regent Rolph moved to approve the Pell Grant index formula (proposal one) and the other seven Committee recommendations. Regent Winter seconded, and the motion carried. Regent Hutton voted against the motion.

PROPOSALS FOR THE BOARD'S FY 2024 UNIFIED STATE BUDGET REQUEST

Vice President Frisbie reviewed the proposed items for the Board's FY 2024 Unified Budget request. The Board will continue to review the proposed items at its retreat and will act on the requests at the September Board meeting.

(Proposals filed with Official Minutes)

BREAK

Chair Harrison-Lee called for a break at 9:48 a.m. and resumed the meeting at 10:05 a.m.

GovernanceCEO PRESENTATIONS ON THE KANSAS BOARD OF REGENTS FREEDOM OF EXPRESSION INITIATIVE – KSU AND ESU

President Linton stated that Kansas State University is committed to diversity, equity, inclusion, and belonging and a big part of that is freedom of expression. Kansas State adopted a statement on Free Speech and Expression that outlines the University's commitment to protecting all different viewpoints while also describing the limited exceptions permitted by the law. President Linton reported that Kansas State has several programs dedicated to protecting and promoting different views across its diverse campus and highlighted the Multicultural Center as a place where people from diverse backgrounds can converse and broaden their perspectives. President Linton stated that faculty, staff, and students have ongoing training on the First Amendment and Free Expression and noted that the University reviewed and updated some of its policies in this area. President Linton also reported that the University changed its structure to create a Vice President for Diversity, Equity, Inclusion and Belonging. This individual, once hired, will report to the President and will provide strategic and programmatic leadership for diversity, equity, and inclusion programs and initiatives.

Interim President Hush reported that Emporia State University reviewed and updated its policies to incorporate the Board's Freedom of Expression Statement. He introduced Kevin Johnson, ESU's General Counsel, who led the University's review. General Counsel Johnson stated that ESU has increased its communication with faculty, staff, and students on the importance of Freedom of Expression and noted a link to the Board's Free Expression policy was added to the University's website footer. Moving forward the University will conduct campus training and Interim President Hush stated he liked Wichita State's educational video that explained the elements of the First Amendment and how it applies to the University.

(PowerPoints filed with Official Minutes)

AMENDMENTS TO BOARD BY-LAWS TO ALLOW BOARD STAFF TO ADJUST MARCH MEETING DATES TO AVOID CONFLICTS WITH SPRING BREAK

General Counsel Julene Miller stated that the Board's regular meeting calendar is set by Board By-Laws in Article 1 – Meetings, Section 1, which states in part: "The Board shall meet regularly from September through June. The regular meeting date of the Board shall be the third Thursday of each month and the Wednesday preceding it. With adequate notice and with good cause, the Chair shall have the authority to change the date of or cancel any particular meeting." This provision allows the Regents and individuals who want to attend the Board meetings to set their calendars accordingly, well in advance of each year's regular meetings. However, because the calendar fluctuates from year to year, occasionally the March Board meeting lands on the same week as spring break. General Counsel Miller noted that in 2020, the Board and the State Board of Education aligned the spring break schedules for the entire Kansas education system to benefit Kansas students and their families. To honor the intent of aligning the spring break schedules, Board staff recommends amending the Board's By-Laws to allow the Board President and CEO to adjust the meeting dates for February, March, and April as necessary to avoid a meeting over spring break but still allow adequate time between meetings for preparation of the agenda. Regent

Rolph moved to approve, and Regent Ice seconded. The motion carried. The following amendments to the By-Laws were approved:

ARTICLE I - MEETINGS

Section 1. The Board shall meet regularly from September through June. Prior to the submission of the Board's unified state budget request, the Board shall meet to conduct a workshop for the sole purpose of reviewing the appropriations requests that state universities and others will propose for the upcoming state budget and appropriation process. The place of meeting shall be determined by the Board. Five members shall constitute a quorum to transact business, provided that a smaller number may meet and adjourn to a definite time and place. The regular meeting date of the Board shall be the third Thursday of each month and the Wednesday preceding it, except when the third Thursday and spring break coincide the Board President and CEO shall adjust the meeting dates for February, March, and April as necessary to avoid a meeting over spring break but still allow adequate time between meetings for preparation of the agenda. With adequate notice and with good cause, the Chair shall have the authority to change the date of or cancel any particular meeting.

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Other Matters

NAME A BUILDING – KSU

President Linton requested that the new Indoor Practice Facility, which will be constructed on the Kansas State University Athletics Complex, be named in honor of Bill and Dianne Ryan, Martin and Deb Ryan, and their company Shamrock Trading Corporation. President Linton stated the construction on the \$32.5 million facility will be completed in November 2022. Regent Ice moved to approve, and Regent Schmidt seconded. The motion carried. The facility will be named the Shamrock Practice Facility.

KANSAS PROMISE SCHOLARSHIP ACT ELIGIBLE INSTITUTION-DESIGNATED FIELDS OF STUDY

Scott Smathers, Vice President of Workforce Development, reported that the Kansas Promise Scholarship Act awards service scholarships to students who attend an “eligible postsecondary educational institution” (which for this Act includes the community colleges, technical colleges, Washburn Institute of Technology, and the Kansas independent institutions) and who are enrolled in specified programs. The Act benefits both students and businesses by increasing the number of skilled workers while also improving the opportunity for people to earn a livable wage. Vice President Smathers stated that approximately 700 students were awarded the scholarship in the first semester it was offered (Fall of 2021) and the average award was \$2,308.

During this year’s legislative session, the following amendments were made to the Act: 1) the total scholarship amount allocated to the Promise Act is set at \$10 M per year, 2) awards must now be made on a first come first serve basis, 3) students must be US citizens, 4) the age limit was removed so the “doughnut” hole between high school graduation and being 21 no longer exists, 5) students now have 36 months rather than 30 months to complete their Promise eligible program, 6) the

scholarship is limited to 68 hours or \$20K whichever occurs first, 7) only high wage, high demand, or critical need programs qualify although for some areas this requirement has been effectively deferred for a couple of years, and 8) the Board office is now responsible for all student scholarship service agreements and clawbacks, if necessary, as recipients are required to live and work in Kansas for two years after they finish their education or they are required to repay the scholarship. Vice President Smathers stated that the Act was also amended to allow institutions to select a field of study but they can no longer select an additional program. The selected field of study must 1) be from one of the following areas – Agriculture, Food and Natural Resources, Education and Training, Law, Public Safety, Corrections and Security, and Distribution and Logistics, 2) include high wage, high demand, or critical need programs, and 3) include at least one high wage, high demand, or critical need program that the institution already offers.

Vice President Smathers presented the proposed list of Promise Act fields of study for each of the institutions and noted there was only one new critical need program requested this year, which was Veterinary Nursing at Colby Community College. He noted that the Technical Education Authority reviewed the list and recommended approval. Vice President Smathers stated that because of the short timeline to implement the changes in the Act, Board staff also recommend that the Board authorize the Board President and CEO, or designee, to approve any additional qualifying program under each institution's designated field of study as long as they are either high wage, high demand, an associated transfer program, or an associated 2+2 program. Regent Kiblinger moved to approve the listed Promise Act fields of study and authorized the Board President and CEO, or designee, to approve any additional qualifying program as described. Regent Rolph seconded, and the motion carried.

(Promise Act Field of Study List filed with Official Minutes)

APPLY KS "ALL STAR" AWARD WINNERS

Vice President Archer stated the All Star High School program was established to recognize high schools that held an APPLY Kansas Application Event along with a FAFSA completion event and a college signing/national decision day in a single school year. The All Star program builds on the APPLY Kansas mission to increase college access by continuing through the application process. Vice President Archer stated that 54 Kansas high schools qualified as 2022 APPLY Kansas All Star High Schools. Each school will receive a certificate and large vinyl banner to recognize their accomplishment. Chair Harrison-Lee thanked Board staff for developing this program to honor high schools and congratulated all the high schools for their hard work and dedication to helping students move forward with their academic careers. Regent Kiblinger believes it is important for the Board to promote and build excitement around this program and would like to see Regents going to the high schools in their region to present these banners. The other Regents concurred.

(List of All Star Award Winners filed with Official Minutes)

FY 2023 CEO COMPENSATION

Regent Rolph stated that aside from the 2.5% increase in Fiscal Year 2020 provided for all state employees and a \$10,000 increase to the base pay of Presidents Mason and Garrett in Fiscal Year 2022, the Board has not significantly increased university CEO base salaries since Fiscal Year 2016. For Fiscal Year 2023, the State has provided for a 5% merit pool for most employees,

including state university employees. Regent Rolph moved to approve a 5% merit increase to the current base salary for Chancellor Girod and Presidents Mason, Muma, and Flanders, rounded up to the nearest \$5,000 increment, for Fiscal Year 2023. He noted that Interim President Hush is not considered eligible for this increase and Presidents Linton and Shipp are also not considered eligible as their service began and salaries set within the last six months. Regent Rolph also moved that the Board delegate to himself and the Board President and CEO the authority to negotiate retention compensation agreements as appropriate for FY 2022 and FY 2023. Regent Lane seconded, and the motion carried.

ADJOURNMENT

Regent Rolph thanked Regents Feuerborn, Schmidt, and Hutton for their service on the Board and recognized Chair Harrison-Lee for her leadership this year. Chair Harrison-Lee adjourned the meeting at 10:54 a.m.

Blake Flanders, President and CEO

Jon Rolph, Chair-Elect