



## **February 11, 2026 Kansas Board of Regents Board Meeting**

Curtis State Office Building  
1000 SW Jackson, Suite 520  
Topeka, KS 66612

### **2025 - 2026 Members**

Blake Benson, Chair  
Matt Crocker  
Neelima Parasker

Diana Mendoza, Vice Chair  
John Dicus  
Kathy Wolfe Moore

Pamela Ammar  
Alysia Johnston

### **Building a Future**

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

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

# February 11, 2026 Board Meeting

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## MEETING INFORMATION AND SCHEDULE

Unless noted, all meetings will take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, KS 66612 in the meeting room indicated. The Board meeting and all committee meetings can be viewed via [Livestream](#).

Time	Committee/Activity	Location
<b><u>Wednesday, February 11, 2026</u></b>		
8:30 am - 9:00 am	<a href="#">System Council of Chief Academic Officers</a>	Suite 530
9:00 am - Adjournment	<a href="#">Council of Chief Academic Officers</a>	Suite 530
9:00 am - 10:00 am	<a href="#">Governance Committee</a>	Kathy Rupp Room
9:00 am - 10:30 am	Council of Student Affairs Committee	Sunflower Room C
10:15 am - 11:45 am	<a href="#">Fiscal Affairs &amp; Audit Standing Committee</a>	Board Room
10:30 am - 11:00 am	<a href="#">System Council of Presidents</a>	Suite 530
10:45 am - 12:00 pm	<a href="#">Academic Affairs Standing Committee</a>	Kathy Rupp
11:00 am - Adjournment	<a href="#">Council of Presidents</a>	Suite 530
Noon - 1:00 pm	Council of Faculty Senate Presidents	Kansas Room A
Noon - 1:00 pm	Students' Advisory Committee	Kathy Rupp Room
Noon - 1:00 pm	Lunch <i>Board of Regents &amp; President Flanders</i>	Flint Hills Room B
1:15 pm - Adjournment	<a href="#">Board of Regents Meeting</a>	Board Room
Following Adjournment of Board Meeting	Roundtable <i>Board of Regents, President Flanders, and Student Affairs Officers</i>	Kathy Rupp Room
5:00 pm - 7:30 pm	Legislative Reception <i>Board of Regents, President Flanders, CEOs, Government Relations Officers, &amp; Legislators</i>	The Beacon 420 SW 9 <sup>th</sup> St Topeka, KS 66612
<b><u>Thursday, February 12, 2026</u></b>		
8:30 am - 9:30 am	Breakfast <i>Board of Regents, President Flanders, and Council of Faculty Senate Presidents</i>	Suite 530
9:45 am - 10:45 am	Commissioner of Education Search Listening Session <i>Board of Regents, President Flanders, and Frank Henderson, Search Consultant</i>	Kathy Rupp

## Agenda

### Meeting Schedule and Agenda for Wednesday, February 11, 2026

#### I. Call To Order

Presenter: Regent Benson

#### II. Approval of Minutes

**A. January 14, 2026 Meeting**

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**B. January 29, 2026 Special Meeting**

p. 24

#### III. Introductions and Reports

**A. Introductions**

**B. Report from the Chair**

Presenter: Regent Benson, Chair

**C. Report from the President & CEO**

Presenter: Blake Flanders, President & CEO

**D. Report from Council of Faculty Senate Presidents**

Presenter: Rochelle Rowley, ESU

**E. Report from Students' Advisory Committee**

Presenter: Azwad Zahraan, ESU

#### IV. Standing Committee Reports

**A. Academic Affairs**

Presenter: Regent Johnston

**B. Fiscal Affairs & Audit**

Presenter: Regent Dicus

**C. Governance**

Presenter: Regent Benson, Chair

#### V. Approval of Consent Agenda

**A. Academic Affairs**

**1. Act on Request to Approve BS in Financial Forensics & Fraud Investigation – FHSU**

p. 25

Presenter: Provost Arensdorf

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

**2. Receive Annual Institutional Review for the Accreditation Council for Graduate Medical Education – KUMC**

p. 42

Presenter: Vice Chancellor Robert Klein

*The University of Kansas Medical Center is required to submit an Annual Institutional Review Executive Summary to its governing board as a requirement for accreditation of its residency and fellowship programs. Board staff recommends acceptance of this report.*

**B. Fiscal Affairs & Audit****1. Act on Request to Amend the Fiscal Year 2026 Capital Improvement Plan and Approve Program Statement for Chiller Building #1 Restoration – KU** **p. 46**

Presenter: Chad Bristow, Director of Facilities

The University of Kansas seeks approval to update its FY 2026 capital improvement plan and proceed with restoring Chiller Building #1, originally built in 1973. Its major cooling equipment, last replaced in 1998, is aging and failing. The project will modernize the chilled water system to ensure reliable service, improve efficiency, add redundancy, and meet safety and code requirements. The estimated cost has increased from \$5 million to \$6 million due to inflation, labor shortages, and added equipment needs, funded through EBF and KCRA. Using a design-bid-build process, the project is expected to be completed by the end of 2027.

**2. Act on Request to Amend the Fiscal Year 2026 Capital Improvement Plan and Approve Program Statement for Chiller Expansion Project – KSU** **p. 47**

Presenter: Chad Bristow, Director of Facilities

*Kansas State University is requesting approval to update its FY 2026 capital improvement plan to expand its chilled water capacity. The project adds a 2,950-ton chiller and new infrastructure to support upcoming facilities like the Kansas Veterinary Diagnostics Laboratory and Derby Housing Complex. Growing cooling demands across campus are driving the need for expansion. The total project cost is now estimated at \$24.75 million, funded through multiple university and state sources, with completion expected in late 2028.*

**3. Act on Request to Allocate EPSCoR Appropriation – System** **p. 48**

Presenter: Jennifer Bonds-Raacke, VP Academic Affairs

*In accordance with the 2011 Guidelines for Coordination, Oversight and Fiscal Management of the Experimental Program to Stimulate Competitive Research (EPSCoR), the Kansas Board of Regents appointed a committee to review proposals for state funding. The EPSCoR Program Review Committee recommends the Board award \$300,000 in FY 2026 to fund proposals submitted by five researchers. If approved, all FY 2026 funding will have been awarded.*

**4. Act on Kansas Comprehensive Grant Program Distributions – System** **p. 51**

Presenter: Elaine Frisbie, VP Finance & Administration

*The Board of Regents administers the Kansas Comprehensive Grant Program (KCG). The 2024 Legislature appropriated \$40.3 million for FY 2026, with provisions that require (1) 50.0 percent of the state funding be allocated to the private independent institutions and 50.0 percent to the public universities and (2) that the state appropriation be matched by the institution on a \$1 for \$1 basis. The Board approved distribution of the KCG appropriation at the June 2024 meeting. From data provided by the institutions for AY 2025, two private independent institutions did not meet the match requirement, and they have been instructed to repay the amounts not matched to the Board Office. This makes \$395,763 available in FY 2026 to be redistributed among the institutions that did meet the match threshold.*

**C. Technical Education Authority****1. Act on Program Proposals for AAS in Heavy Equipment Operation and an AAS in Masonry - WSU Tech** **p. 53**

Presenter: April White, VP Workforce Development

*To develop and enhance the talent pipeline for Kansas business and industry, new programs and/or additional programs are required. The Board office received proposals from the Wichita State University Campus of Applied Sciences and Technology. The proposing institution has responded to all criteria*

*requested and was subject to the 10-day comment period required by Board policy. The programs were reviewed by the Kansas Postsecondary Technical Education Authority and are recommended for approval.*

## **2. Act on New Promise Act Programs**

**p. 57**

**Presenter:** April White, VP Workforce Development

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

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

## **3. Act on Academic Year 2027 Excel in Career Technical Education Fees**

**p. 59**

**Presenter:** April White, VP Workforce Development

*To enhance the talent pipeline for Kansas business and industry, the Legislature enacted the Excel in Career Technical Education (Excel in CTE) initiative to provide state-financed colleges tuition for high school students in postsecondary technical education courses. Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.*

## **4. Act on Updates to Excel in Career Technical Education Eligibility**

**p. 61**

**Presenter:** April White, VP Workforce Development

*K.S.A. 72-3819 established the Excel in CTE Initiative, which funds postsecondary technical courses for high school students and, when available, provides incentives for industry-recognized credentials. Funding is appropriated to the Kansas Board of Regents to reimburse colleges. Participation has grown steadily since 2013, with a FY2025 fiscal impact of approximately \$47 million.*

*The Kansas Postsecondary Technical Education Authority (TEA) identified challenges around rising costs and the need for greater accountability. A taskforce recommended:*

1. *No funding for retakes and development of system-wide guidelines,*
2. *Consistent placement measures using existing Multiple Measures initiatives, and*
3. *Funding prioritization aligned with Kansas Promise Act Scholarship eligible programs in high-demand, high-wage, or critical-need fields.*

*These recommendations were approved and incorporated into AY2026 goals to guide future program evaluation and funding decisions.*

## VI. Consideration of Discussion Agenda

### A. Academic Affairs

Presenter: Regent Johnston

**1. Act on Proposed Amendments to Spoken English Language Competency Policy** **p. 63**

Presenter: Jenn Bonds-Raacke, VP Academic Affairs

*Faculty and graduate teaching assistants are required to meet certain English proficiency speaking requirements detailed in Board Policy II.C.2.b.iii. The Test of English as a Foreign Language internet Based Test (TOEFL iBT) has undergone changes effective January 21, 2026, which affect the scoring range of the exam. As such, the Spoken English Language Competency policy needs updating to reflect the new scoring range of this exam.*

**2. Receive Report on Kansas Free Application Days**

Presenter: Mistie Knox, Consultant, Academic Affairs

**3. Act on Kansas Free Application Days (Academic Year 2027)** **p. 66**

Presenter: Mistie Knox, Consultant, Academic Affairs

*Kansas Free Application Days has been piloted over the past three years, providing Kansas residents of all ages and income levels the opportunity to submit general undergraduate admission applications to all Kansas public institutions at no cost. The events were held on November 7–9, 2023; October 7–9, 2024; and October 6–8, 2025, with private colleges also invited to participate.*

*Aggregate application and yield data were shared with the Board in February 2025. In addition, unit record data from the Kansas Higher Education Data System (KHEDS), linking 2023 application records to subsequent enrollment, were shared with BAASC in November 2025, providing a more detailed understanding of applicant behavior and outcomes.*

*Based on these results and feedback from multiple constituency groups, it is recommended that October 5–9, 2026 be designated as Kansas Apply Free Days for Academic Year 2027. Updated application, yield, and enrollment data will be shared with BAASC in November 2026, at which time BAASC will make a recommendation to the Board regarding whether Kansas Apply Free Days should transition from a pilot initiative to an annual Board-approved initiative.*

### B. Fiscal Affairs & Audit

Presenter: Regent Dicus

**1. Act on Student Health Insurance Benefits and Rates for Plan Year 2026-2027** **p. 67**

Presenter: David Miller, Student Insurance Advisory Committee Chair

*The Kansas Board of Regents (KBOR) manages voluntary student health insurance plans for state university students and their dependents, with UnitedHealthcare - Student Resources (UHC-SR) as the provider since 2007. The plans include several options catering to different student groups, with coverage periods running from August 1 to July 31 annually. For the 2026-2027 plan year, premiums are proposed to increase modestly, and a telehealth service will be added as a new benefit. The Student Insurance Advisory Committee (SIAC) and Council of Business Officers (COBO) reviewed and recommended the proposed rates. The Council of President (COPS) and the Board's Fiscal Affairs and Audit Standing Committee (FAA) will review on February 11 prior to the Board meeting.*

### C. Strategic Plan

**1. Receive Annual Report on the Board's Strategic Plan, Building a Future** **p. 69**

Presenter: Blake Flanders, President and CEO

*In June 2020, the Board adopted its new strategic plan, Building a Future. Building a Future aims to maximize the benefit of higher education for Kansas families and businesses and advance prosperity in the state. This month, the sixth annual report will be presented, covering the system’s progress through a review of promising practices and initiatives implemented across the system and progress made in key metrics.*

**D. Other Matters**

**1. Receive Pillar III University Reports**

**p. 70**

Presenter: President Linton; Chancellor Girod, & President Muma

*Pillar III of the Kansas Board of Regents’ Building a Future strategic plan focuses on advancing economic prosperity by leveraging public higher education to drive job creation, investment, workforce development, and community well-being across Kansas. Universities submit annual standardized Pillar III reports to document progress. Kansas State University, the University of Kansas, and Wichita State University will present their annual report on Pillar III of Building a Future this month. Reports from the remaining universities will be presented at future meetings.*

**2. Act on Request to Name Spaces - KSU**

Presenter: President Linton

**VII. Adjournment**

**January 14, 2026 Board Meeting Minutes**

The meeting was called to order by Chair Blake Benson at 1:30 p.m. on Wednesday, January 14, 2026. The meeting was held at the Board office, Curtis State Office Building, 1000 SW Jackson, Ste. 520, Topeka, Kansas. Proper notice was given according to the law.

MEMBERS PRESENT:	Blake Benson, Chair	John Dicus	Neelima Parasker
	Diana Mendoza, Vice Chair	Matt Crocker	Kathy Wolfe Moore
	Alysia Johnston	Pamela Ammar	

**APPROVAL OF MINUTES**

Regent Parasker moved to approve the minutes of the Board's December 10, 2025, special meeting; December 11, 2025, special meeting; and December 17, 2026, meeting. Regent Dicus seconded the motion. The motion carried.

**INTRODUCTIONS**

Chair Benson introduced Dr. Taylor Kriley, interim president of Emporia State University (ESU) and Dr. Susan Bon, Provost for Pittsburg State University (PSU), who was filling in for President Newsom. Provost Bon introduced David Weaver, President of the PSU Faculty Senate.

**GENERAL REPORTS**

**REPORT FROM THE CHAIR**

Chair Benson noted that the legislative session had begun and reaffirmed the Board's view that the Legislature is a vital partner in advancing higher education in Kansas. He emphasized the Board's commitment to collaborating with legislators to strengthen the state's higher education system. Chair Benson also welcomed students and faculty back to campuses following the winter break and was optimistic for a successful semester ahead.

**REPORT FROM THE PRESIDENT & CEO**

Blake Flanders, President and CEO, recognized Dr. Rusty Monhollon, Vice President of Academic Affairs, at his final Board of Regents meeting prior to retirement. He recognized Vice President Monhollon's extensive career in higher education leadership, including service as a state higher education commissioner, assistant commissioner, faculty member, and academic program director. President Flanders also highlighted Vice President Monhollon's nontraditional path from skilled trades to academia, his outstanding academic achievements, and his work as a published author. He commended Vice President Monhollon for his meaningful contributions to the academic community and the Board of Regents, and the Board joined in expressing its appreciation and congratulations.

**REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS**

Rochelle Rowley, Faculty Senate President at ESU, presented the Council of Faculty Senate Presidents' report. She reported that the Council is reviewing the potential impact of HB 2428, the Kansas Freedom from Indoctrination Act. She also noted that the Council is continuing its international baccalaureate (IB) program review and remains on track to submit recommendations to the Board by May. In addition, she noted discussions regarding the recent changes to faculty workload, tenure, and post-tenure review policies.

**REPORT FROM STUDENTS' ADVISORY COMMITTEE**

Azward Zahraan, Students' Advisory Committee Chair, shared the Committee's focus on the planning and coordination for the upcoming Higher Education Day. He explained during the Committee's meeting earlier in

the day, there were discussions about building continuity and refining priorities and goals for the event scheduled for February 4, with a contingency date of February 24 in the event of inclement weather. He concluded by noting the Committee's goals of actively observing the Board meeting and participating in a Capitol tour.

## **STANDING COMMITTEE AND OTHER REPORTS**

### **ACADEMIC AFFAIRS**

Regent Johnston reported that the Board Academic Affairs Standing Committee (BAASC) reviewed three new academic program proposals; two appear on the consent agenda and one, a proposed Bachelor of Science in Cybersecurity at ESU, is on the discussion agenda. She noted that Vice President Monhollon presented proposed amendments to tenure, post-tenure review, and workload policies, and that the Committee intends to recommend revisions to the draft policies during the Board discussion. Regent Johnston also reported on discussions led by Dr. Jenn Bonds-Raacke regarding the need for more formal systemwide oversight of associate transfer degrees to ensure seamless 60 credit hour transfer from community colleges to universities. BAASC tasked the Transfer and Articulation Council (TAAC) with developing policy recommendations. Additionally, Vice President Monhollon provided an update on reduced credit bachelor's degree policy considerations, with a work group scheduled to meet for further discussion. Finally, Dr. Cynthia Lane, Director of Literacy, updated the Committee on the Blueprint for Literacy initiative, highlighting progress in training educators in structured literacy and the science of reading, as well as efforts to expand clinical experiences while maintaining compliance with the 120 credit hour limit for a Bachelor's degree in Education.

### **FISCAL AFFAIRS & AUDIT**

Regent Dicus reported that the Fiscal Affairs and Audit Committee approved the December meeting minutes and reviewed several updates related to state funded university initiatives. The Committee received presentations on state investment projects from Dr. Susan Metzger of Kansas State University's Water Institute, Dr. Roy Jensen of the KU Medical Center regarding progress on the Cancer Center building, and Dr. John Tomlin of Wichita State University's National Institute for Aviation Research. In addition, the Committee reviewed internal audit plans for fiscal years 2025 and 2026 from Kansas State University, Pittsburg State University, and Fort Hays State University. Regent Dicus also noted discussion of upcoming Board agenda items related to bonding proposals at the University of Kansas, an update on the Unified Appropriations Request and the state legislative and gubernatorial budget processes, and review of a university specific item from the Kansas Annual Comprehensive Financial Report, which the Committee determined had been satisfactorily addressed.

### **GOVERNANCE**

Chair Benson reported that the Governance Committee received an overview regarding the Board leadership nomination process for the upcoming academic year and received Wichita State University's (WSU) Annual Campus Safety, Security, and Information Technology report.

### **RETIREMENT PLAN COMMITTEE**

Chair Benson reported that the Retirement Plan Committee approved amendments to the voluntary retirement plan documents to ensure compliance with Section 603 of the Secure 2.0 Act and to enable the implementation of in-plan Roth rollover features. The Committee's investment consultant provided fiduciary training for members and presented a snapshot of fund performance for the mandatory plan, with a comprehensive performance review of both retirement plan fund lineups scheduled for the Committee's May meeting. In addition, the Committee received presentations from TIAA and Voya outlining their participant engagement activities across Kansas Board campuses in 2025 and their planned engagement strategies for 2026.

**APPROVAL OF CONSENT AGENDA**

Regent Crocker moved to approve the consent agenda. Regent Ammar seconded the motion. The motion carried and the following items were approved:

*Academic Affairs*

**ACT ON REQUEST TO APPROVE BS IN APPLIED & INTERDISCIPLINARY STUDIES, KSU**

Kansas State University received approval to offer a 120 credit hour Bachelor of Science in Applied and Interdisciplinary Studies.

**ACT ON REQUEST TO APPROVE BS IN PHARMACEUTICAL & BIOMEDICAL SCIENCE, KU**

The University of Kansas received approval to offer a 120 credit hour Bachelor of Science in Pharmaceutical and Biomedical Science.

**CONSIDERATION OF DISCUSSION AGENDA**

*Academic Affairs*

**ACT ON REQUEST TO APPROVE BS IN CYBERSECURITY, ESU**

Provost Brent Thomas presented Emporia State University's (ESU) proposal for a new bachelor's degree in Cybersecurity. He emphasized the growing and urgent demand for cybersecurity professionals at the state, national, and global levels. He noted that cybersecurity threats affect every industry, including higher education, and that the number of available positions in Kansas far exceeds the current supply of graduates. The proposed program is designed to complement, rather than duplicate, existing programs within the state system and will emphasize collaboration and resource sharing across institutions. Provost Thomas highlighted ongoing and planned discussions with system partners to ensure the program supports statewide workforce needs. Provost Thomas was joined by Dr. Will Phillips, who addressed questions regarding curriculum content, including the integration of information security and identity management concepts within the cybersecurity program.

Regent Parasker moved to approve the Bachelor of Science in Cybersecurity at ESU. Regent Ammar seconded the motion. The motion carried.

**ACT ON AY 2025 PERFORMANCE REPORTS**

Vice President Monhollon presented the academic year 2025 Performance Reports, noting that state statute requires the Board to maintain performance agreements with state universities and community colleges. Over the past three years, these agreements have focused on implementing Board approved initiatives, including math pathways, corequisite academic support in math and English, systemwide course placement standards, and the development of academic degree maps. For the 2025 academic year, institutions were responsible for the soft implementation of math pathways, corequisite developmental support for gateway math and English courses, and systemwide placement measures across both subject areas. Institutions also updated all certificate and degree program maps to align with the systemwide general education framework where appropriate. Staff reviewed all submitted performance reports and recommends awarding each institution 100% of eligible funding under the program.

Regent Johnston moved to approve the recommendation for funding as presented. Vice Chair Mendoza seconded the motion. The motion carried.

**ACT ON PROPOSED AMENDMENTS TO THE BOARD'S POLICIES ON TENURE, POST-TENURE REVIEW, AND WORKLOAD (SECOND READ)**

Vice President Monhollon and Regent Johnston outlined revisions of the proposed amendments to the Board's policies on tenure, post tenure review, and workload, developed through several months of consultation with

faculty, provosts, university leaders, legislators, and Board stakeholders. Vice President Monhollon explained that the policies serve as a systemwide framework, allowing each institution to develop procedures consistent with shared principles while preserving campus level flexibility. Staff incorporated clarifying language, strengthened definitions, and addressed concerns related to due process, shared governance, and the appeals structure. Key updates include replacing automatic dismissal after two consecutive unsatisfactory reviews with broader options such as reassignment or other personnel actions, adjusting language to reflect institutional discretion, and incorporating BAASC’s recommendation to maintain the current rule that tenure decisions made by a chief executive officer remain final and not subject to Board appeal.

Additional amendments refine post tenure review procedures, including allowing department chairs or deans to form review committees for small departments and clarifying that faculty may appeal post tenure review outcomes to the Board solely on procedural grounds. Regent Johnston emphasized the importance of aligning the framework to work effectively for both research universities and regional institutions. She highlighted the foundational expectations that faculty develop annual work plans, undergo annual evaluations, and generate consistent benchmarks that inform review processes, including early post tenure review when warranted. She also stressed that the revised policies will, for the first time, enable the system to collect meaningful data to demonstrate the rigor and accountability of tenure, post tenure review, and workload oversight. Members of the Board noted appreciation for the extensive collaborative work behind the revisions and acknowledged the value of the workload framework for supporting public accountability. Clarification was given that institutions with existing agreements specifying six or seven year post tenure review cycles will retain those timelines until the agreements expire, after which the new five year cycle will apply.

Regent Ammar moved to approve the proposed amendments to the Board's policies on tenure, post-tenure, and workload. Regent Parasker seconded the motion. The motion carried, and the following amendments were approved:

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

...

12 FACULTY TENURE AND TENURE TRACK INSTRUCTIONAL WORKLOAD POLICY

~~a— It shall be the responsibility of the Provost (Chief Academic Officer) to prepare and implement, in consultation with the faculty through regular institutional shared governance procedures, an instructional workload standard policy for tenure and tenure track faculty.~~

~~b— At minimum, the instructional workload policy standard shall be:~~

~~i— structured in accordance with the university’s Carnegie Classification (Doctoral Universities: Very High Research Activity; Doctoral Universities: High Research Activity; or Master’s Colleges and Universities);~~

~~ii— measured in section credit hours or student credit hours; and~~

~~iii— defined on a on a per semester or per academic year time parameter.~~

~~c It is understood that the instruction at the University of Kansas Medical Center is significantly different compared to campuses that serve large undergraduate populations. Thus, the University of Kansas Medical Center is permitted to develop a workload standard that is based on alternative criteria.~~

Faculty are crucial in developing a higher education system in Kansas that focuses on access, excellence, accountability, research, and service. Their influence on the quality and value of a university education is clear in areas like curriculum design, teaching strategies, program development, and creating a vibrant learning environment. Additionally, faculty shape this experience through their research, scholarship, creative work, service to the university, community, and profession, as well as their engagement with students inside and outside the classroom, including advising. The Kansas Board of Regents' workload policy is designed to cover all these aspects by establishing standards for workload expectations, acknowledging faculty contributions in each area, and ensuring accountability to both the university and the state.

Within this policy framework, each university will develop workload policies and procedures, based on their specific mission and classification. The policies and procedures must establish consistent expectations for all full-time and full-time equivalent faculty across the institution, reduce conflicts over workload expectations, and promote reliable performance evaluations. Additionally, the policy aims to improve accountability and transparency.

The Kansas Board of Regents recognizes that workload types vary across campuses, departments, colleges, and disciplines. It also acknowledges that faculty workloads differ among individuals—both across the campus and within departments or divisions, based on the specific needs of each unit. With the adoption of this policy, the Board is not imposing an immutable workload standard that applies equally to each institution. The Board expects each university to develop faculty workload expectations that are equitable, fair, and balanced, and aligned with the unique needs of each department and the whole institution.

Faculty includes a diverse group of institutional staff. It encompasses tenured and tenure-track professors, as well as those not on the tenure track. It may also include clinical and research faculty, librarians, teaching, and others. Faculty members have various responsibilities, which are outlined below.

- a Each institution shall develop and implement a workload standard policy for all full-time and full-time equivalent faculty.
  - i The institution's chief academic officer, in consultation with the faculty through regular shared governance processes, is responsible for developing and implementing the workload policy.
  - ii The institution's workload policy must establish guidelines that enable each department chair (or head of a comparable academic unit), under the supervision of the dean (or an appropriate supervisor), to manage faculty workload within the department effectively to support student success and align with the missions of both the department and the university.
  - iii Institution-specific faculty workload policies, at a minimum, shall include:

- (1) the types of assignments and how effort is allocated for each faculty member across teaching; research, scholarship and creative activity; and service and engagement;
  - (2) clear statements of expectations and accountability that recognize merit and hold faculty responsible when they fall short, and also hold department chairs or division heads accountable for evaluating faculty based on these expectations.
  - (3) a process for assessing faculty performance relative to workload expectations and presenting the outcomes of these evaluations to the faculty member and the appropriate dean;
  - (4) assurances that faculty members meet their workload obligations properly and within acceptable performance standards;
  - (5) provisions for equitable workload variations within departments and schools, and among individual faculty.
- iv All faculty should have assigned teaching loads, although exceptions are permitted for clinical and research faculty, librarians, and others with non-instructional roles. The table below shows typical workload percentage ranges by institution type, setting fair expectations for teaching, research, and service, although these ranges are not intended to apply to every faculty member in all cases. Teaching loads, for example, Variations in teaching loads will vary among individuals within departments, schools, or colleges depending on the type of course (e.g., introductory or upper-division undergraduate, graduate seminars, directing theses and dissertations). The provost, on the recommendation of department chairs or division heads, may approve variations to these ranges based on the needs of both individual faculty and the institution as a whole. Some programs' accrediting standards might change the usual teaching load, and others may differ due to the program's intensity, such as studio programs in art and music. The Board's expectation is not for uniform workloads across the entire institution or among all state universities but for fair and equitable workload assignments at each campus based on its mission and classification.

<b>Average Faculty Workload across Academic Units Percent of Total Effort</b>				
<b>Institution Type</b>	<b>Teaching</b>	<b>Research</b>	<b>Service</b>	<b>Typical Teaching Load Per Semester</b>
<b>Doctoral Universities</b>	<u>40-55%</u>	<u>35-45%</u>	<u>5-20%</u>	<u>6-9 credit hours</u>
<b>Master's Colleges and Universities</b>	<u>60-75%</u>	<u>15-30%</u>	<u>5-20%</u>	<u>12 credit hours</u>

v Instruction at the University of Kansas Medical Center and the Kansas State University College of Veterinary Medicine differs significantly from that at other schools and colleges within the system. These institutions are permitted to establish workload standards for their faculty based on criteria that differ from those outlined in this policy.

b Essential elements of the workload policy

i Teaching

Teaching and instruction are essential components of faculty workload expectations. Faculty teach both undergraduate and graduate courses, but they also have additional instructional duties such as developing new courses and materials, updating existing content, creating courseware or other resources for technology-based teaching, supervising individual courses like directed readings, overseeing undergraduate research, master's theses, and doctoral dissertations, among other responsibilities. They also mentor students in co-curricular activities like plays, exhibits, and preparing and setting up new laboratories. Furthermore, they manage teaching assistants, oversee internships, and offer academic advising, mentoring, and other support activities that promote student success.

ii Research, Scholarship, and Creative Activity

- (1) Institutional policies should clearly define how research, scholarship, and creative activities contribute to a faculty member's total workload and specify the extent of their impact. These expectations may be higher at institutions where research is a primary mission.
- (2) Research productivity measures vary by discipline and subdiscipline within the same academic units and across colleges and schools. Therefore, institutional workload policies must clearly specify the research activities expected of faculty within the context and expectations of their specific discipline, such as writing and securing grants; applying for and receiving fellowships; innovation, partnerships, and licensure; the impact and importance of the research; supervising graduate students or postdoctoral associates, or both; and sharing scholarship through peer-reviewed journal articles, book reviews, monographs, book chapters, textbooks, conference papers and presentations, and producing other educational materials.

iii Service and Engagement

- (1) Faculty members engage in service that advances the institution's goals and supports its role in serving Kansas and beyond.
- (2) Faculty service activities may include efforts that strengthen the university or discipline's scholarly community, enhance the quality of life or society, or support the overall well-being of the institution, professional and academic societies, the community, the state, the nation, or the international community.

iv Faculty members may also have administrative duties, such as serving as department chair or head, program director, or center director, that impact their workload. Institutional policies should specify how and to what extent these responsibilities are included in a faculty member's total workload.

v Institutions may assign different weights to each of these activities and to other activities it considers essential parts of faculty workloads based on department, discipline or subdiscipline, and other considerations.

vi Institutions must create a process for reviewing and evaluating workload assignments.

c Annual Evaluation

- i Each full-time and full-time equivalent faculty member is required to have an annual work plan and undergo an annual evaluation by the department chair or division head.
- ii During the annual review, the department chair or head shall evaluate the faculty member's work against their approved work plan and decide whether the faculty member has met or not met the expectations outlined in the plan.
- iii The work plan should clearly delineate the expected outcomes and efforts a faculty member needs to achieve in the upcoming academic year, noting that these items may be part of longer-term or multi-year projects. Its objectives should support and align with the criteria for an upcoming summative or comprehensive review, such as reappointment, promotion, tenure, or post-tenure review. The plan must specify expectations for teaching, research, scholarship, and creative activities, as well as service and engagement, including percentage time allocations that correspond to the faculty member's FTE status.
  - (1) A faculty member who does not satisfactorily meet their workload expectations for the review period will be placed on an improvement plan.
  - (2) The improvement plan must include specific steps aimed at addressing deficiencies, a timeline for expected progress, and a statement of consequences if improvement does not happen within that period. In the academic year in which a faculty member is on an improvement plan, the assessment of the improvement plan will be the equivalent of an annual review.
  - (3) Faculty members who receive an unsatisfactory annual evaluation and have not satisfactorily completed their subsequent improvement plan are subject to dismissal, reassignment, an additional one-year improvement plan, or other personnel actions.
- iv Institutions are responsible for providing training to supervisors to ensure they have the necessary skills to perform their responsibilities effectively.
- v Faculty have the right to appeal the chair's evaluation through an appropriate institutional process based on the principles of shared governance. Final decisions rest with the institution's chief academic officer.

d Annual Reporting

- i Beginning with the 2025-2026 Academic year and continuing every other year thereafter, each campus provost will submit a faculty workload report to the Board's vice president for academic affairs. The report shall cover the two prior academic years. The annual report has two primary purposes:
  - (1) To illustrate the breadth and variety of faculty activities and how these activities contribute to students, the university's mission, the state, and society at large.

(2) To establish a systemwide level of transparency and accountability for how faculty allocate their work time.

ii The Board’s vice president for academic affairs, in consultation with the provosts, will create the report format.

(1) The annual report should include a narrative that highlights faculty responsibilities, the quality of their work, and how their efforts benefit students, the university, the state, and the broader community. It should also explain the institution’s workload policy and how it ensures faculty perform at a high level.

(2) Annual reporting metrics will include, at a minimum, the following data:

(a) Total credit hours produced, disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate).

(b) Percentage of all credit hours produced by full-time tenured/tenure track and full-time, non-tenure track instructional faculty, disaggregated by level of courses.

(c) Number of sections taught per semester by full-time tenured/tenure track and full-time, non-tenure track instructional faculty, disaggregated by level of courses.

(d) Average student credit hour production for core instructional faculty

(e) The number of bachelor’s degrees awarded

(f) Four-year undergraduate graduation rates

(g) Student retention rates

(h) Faculty publication and scholarship

(i) Amount of research funding secured by faculty

(3) This report shall be presented to the Board and shared widely with legislators and other constituents.

...

C. CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF

...

2 APPOINTMENTS

...

b Faculty and Staff

...

vii Tenure for Tenure-Track Faculty Appointments

- (1) This policy applies only to faculty who have been given tenure-track appointments. Faculty who have been awarded tenure may be terminated only for adequate cause, except in the case of program or unit discontinuance or under extraordinary circumstances because of financial exigency. “Adequate cause” is defined as serious misconduct or performance issues that significantly impact the employment relationship. Performance issues should be documented and addressed in the process of annual review or post-tenure review, as may be appropriate.
- (2) In the interpretation of the principles contained in paragraph (1) above, the following is applicable:
  - (a) The terms and conditions of every appointment shall be stated in writing and be made available to the tenure-track faculty member at the time of appointment.
  - (b) Beginning with the institution’s full-time appointment of the tenure-track faculty member, the probationary period shall not exceed seven years. Faculty health care providers whose sole practice is in connection with a KU practice plan, and/or a KU-affiliated VA hospital or pediatric provider, may be considered full-time solely for purposes of appointment to the Tenure Track. Medical school faculty researchers who are employed by the VA or by a pediatric provider to conduct medical research may be considered full-time solely for purposes of appointment to the Tenure Track. Physician faculty whose sole medical practice is in connection with a KU physician practice plan and who are appointed by the chief executive officer of the University of Kansas Hospital Authority (“KUHA”) to hold the position of Senior Vice President for Clinical Affairs or Physician in Chief of the KU Cancer Center as part of the Medical Center’s clinical integration with KUHA may be considered full-time solely for purposes of appointment to the Tenure Track as determined by the Chancellor to be in the best interest of the Medical Center. The chief executive officer, or the chief executive officer’s designee, may at his or her discretion reduce the probationary period at the time of appointment if it has been determined that the faculty member has served a partial probationary period at a comparable institution and such reduction is in the best interests of the institution. In no instance, however, may the probationary period for a tenure-track faculty member be reduced to less than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notices should be given at least one year prior to the expiration of the probationary period if the tenure-track faculty member is not to be continued in service after the expiration of that period.
  - (c) If an untenured faculty member becomes a parent through birth, adoptive placement, or adoption of a child under the age of 5 prior to May 1<sup>st</sup> of the fifth year of the probationary period, that faculty member, upon notification to the

institution's chief academic officer, shall be granted a one-year delay of the tenure review. Notification must occur within 90 days of the birth, adoptive placement, or adoption. Faculty members retain the right to opt out of this interruption policy.

- (d) Under unexpected special and extenuating circumstances, prior to the sixth year of service, and at the request of the faculty member and the appropriate dean, the chief academic officer of the university may grant an extension of the tenure clock for a maximum of one year.
  - (e) No more than two extensions of the tenure clock may be granted to a faculty member for any reason. Nothing in this provision shall be construed to guarantee reappointment of an untenured faculty member.
  - (f) Tenure is a privilege that must be affirmatively granted by the institution in recognition of meritorious performance. Tenure is not a privilege that can be achieved simply through continuous service at the institution, regardless of a faculty member's length of service. Absent an affirmative action by a state university to award tenure, a faculty member shall not qualify for tenure solely by virtue of completing the probationary period.
  - (g) Tenure and promotion guidelines are required for each academic unit at the institution. The guidelines should reflect expectations consistent with the university's mission and classification. The Board expects these guidelines will insulate faculty from viewpoint-based punishment for in-classroom instruction, unless the instruction/commentary are both not germane to the course and do not take up a significant amount of class time.
- (3) Within this general policy, each state university may make such operating regulations as it deems necessary, subject to the approval of the Board.
  - (4) Any tenure approved by the institution shall be limited to tenure for the recommended individual at the institution consistent with the tenure policies of that institution. (Effective 11/14/2002)
  - (5) In exceptional cases, the chief executive officer at a state university may hire faculty members with tenure without their having completed a probationary period.
  - (6) Decisions of the chief executive officer shall be final and are not subject to further administrative review by any office or committee of the institution or by the Board of Regents.
  - (7) Each university shall submit an annual tenure review report to the Board's vice president for academic affairs. The report shall include, at a minimum, data on the number of tenured faculty, faculty on a tenure-track, faculty awarded tenure in the past academic year, faculty denied tenure in the same period, and tenure-track faculty who have left the university before applying for tenure.

(a) The tenure review report may be combined with the post-tenure review report.

(b) The tenure review report shall include the tenure and promotion guidelines adopted by each academic unit at the institution.

...

## 8 EVALUATION OF FACULTY AND POST-TENURE REVIEW

It is the policy of the Kansas Board of Regents that merit increases for faculty shall be based on the annual evaluation of their performance as it relates to the mission of the institution, college/school and department. The Board of Regents holds the state university chief executive officers accountable for the development and implementation of evaluation systems in accordance with the following guidelines:

- a Faculty evaluation criteria, procedures and instruments shall be developed through faculty participation in each department, college or division and recorded to express the performance expectations of faculty therein. They will be documented in annual work plans so that all will understand performance expectations. Criteria, procedures and instruments shall be:
  - i Sufficiently flexible to meet the objectives of the unit.
  - ii Sensitive to multi-year faculty activities and outcomes.
  - iii Approved by the chief academic officer of each university.
  - iv Compatible with contemporary research and scholarly literature on faculty evaluation. For example, assessment of research, where research is part of the job assignment, should ordinarily include but not be limited to information on the quality of the research, the amount of research, the media in which findings were disseminated, and the reception and importance of the research. Similarly, the assessment of teaching, where teaching is part of the job assignment, should ordinarily include but not be limited to student ratings secured anonymously under standard conditions on norm-referenced instruments that adjust for initial student motivation, assessment of syllabi, and assessment of instructional materials.
- b Each state university shall make available to faculty a ratings instrument for securing student ratings of instruction in all appropriate courses. The instrument must be norm-referenced and corrected for major sources of bias as demonstrated by research.
- c The evaluation of faculty performance and future expectations, as detailed in each faculty member's annual work plan, [see Faculty Workload Policy, c. Annual Evaluation] ~~for the future~~ shall be discussed with them. Documentation recording the sense of the discussion shall be provided to the faculty member.
  - i The faculty member shall be given the opportunity to add comments to the documentation as part of the official record before it is considered at the next higher administrative level.

- ii Each state university shall establish a procedure by which faculty who disagree with their evaluation may request a review.
  
- d Each state university shall implement a plan to supplement its annual faculty evaluation system, and shall adopt and implement a post-tenure review plan consistent with this policy. Each plan shall include procedures and strategies for the following:
  - i Training of departmental chairpersons in the administration of faculty evaluation.
  - ii Linkage of the outcomes of faculty evaluation with assistance for renewal and development and, when necessary, reassignment and other personnel actions.
  - iii Training and supervision of graduate teaching assistants.
  
- iv e Regular post-tenure review.
  - i In addition to the annual evaluation required of all full-time and full-time equivalent faculty, tenured faculty members undergo a post-tenure review five years after receiving tenure. Post-tenure reviews will continue at five-year intervals unless a review for promotion is warranted.
  - ii The main goal of this primary purpose of this post-tenure review process is to help assist faculty members with identifying opportunities that will allow enable them to reach their full potential for contributing contribution to the university. Post-tenure reviews aim Such review is intended to provide a longer long-term perspective compared to the than is usually provided by an annual review. The expectation is that each tenured faculty member will be assessed five to seven years after award of tenure, and reviews will continue at intervals of five to seven years unless interrupted by a further review for promotion. This review shall be in addition to, not in lieu of, annual evaluations.
  - iii A post-tenure review committee shall conduct the review. The post-tenure review committee must consist of at least five individuals, two of whom must be from outside of the home department of the faculty member under review. The department chair or appropriate dean shall form the post-tenure review committee, which must consist of at least five individuals, no more than half of whom can be from the home department of the faculty member under review.
  - iv Tenured faculty members who receive an unsatisfactory post-tenure review evaluation will be placed on a one-year improvement plan, developed with input from the faculty to the chair or direct supervisor and approved by the appropriate dean and provost. The one-year improvement plan should set goals that address the deficiencies noted in the post-tenure review and which can reasonably be achieved in one academic year. Faculty who do not satisfactorily complete the improvement plan are subject to an additional one-year improvement plan, dismissal, reassignment, or other personnel actions, as determined by the provost.

- v The faculty member under review may appeal the post-tenure review committee's decision to the Board of Regents. Any appeal to the Board of Regents pursuant to this subsection shall be filed with the Board Vice President for Academic Affairs within 30 days of the post-tenure review committee's decision. Such appeal shall be limited to procedural grounds.

f Annual Reporting.

Each university must submit an annual post-tenure review report to the Board's vice president for academic affairs. The report should include, at a minimum, data on the number of faculty subject to a post-tenure review, those placed on an improvement plan, dismissals resulting from post-tenure review, and other faculty departures not directly related to a post-tenure review.

Fiscal Affairs & Audit

ACT ON RESOLUTION TO APPROVE THE ISSUANCE OF REVENUE BONDS, KU

Chad Bristow, Director of Facilities, presented the University of Kansas' (KU) request for approval of a resolution authorizing the issuance of revenue bonds to support several major capital initiatives. Director Bristow outlined KU's plan to issue up to \$100 million in revenue bonds for the Cancer Center research facility, which is part of a \$330 million project funded through philanthropy, state allocations, federal grants, affiliated entities, and university resources. Director Bristow then reviewed KU's request to issue up to \$100 million in revenue bonds to address student housing needs driven by enrollment growth and aging facilities, including \$35 million to acquire Hawker Apartments. Finally, Director Bristow reviewed KU's plan to issue up to \$276 million in revenue bonds to refinance the 2016 Central District lease development revenue bonds and to refund \$34 million of 2014 series bonds. This combined refinancing of nearly \$310 million is expected to save the university approximately \$27 million. In compliance with Board policy, Director Bristow reviewed KU's debt burden and coverage ratios, confirming the university remains within acceptable ranges and retains sufficient debt capacity. The bonds will be secured with generally available, unencumbered university funds, supported by various revenue sources. Jeff DeWitt, KU Chief Financial Officer, noted the institution's strong AA2 credit rating, which positions the university to secure interest rates in the low 4% range for both new money and refinancing transactions.

Regent Wolfe Moore moved to adopt the Resolution. Regent Johnston seconded the motion. The motion carried.

(Presentation on file with official minutes)

Other Matters

RECEIVE LEGISLATIVE UPDATE

Fred Patton, the Board's government affairs consultant, delivered a legislative update, focusing on the start of the new legislative session. Lawmakers convened on Monday and immediately began moving at a rapid pace with numerous bill hearings already underway. Mr. Patton reported that the Legislature began budget planning months in advance and released its budget proposal earlier in the week, while the Governor began releasing her proposed budget this morning. The Board's budget team is reviewing the Regents-related components and will work closely with legislative budget committees over the next several weeks to highlight priorities. Mr. Patton emphasized that both chambers intend to advance their budgets by February 14, creating an accelerated timeline. In addition to budget matters, he noted that the Board has three non-budget legislative requests related to scholarship programs. Those bills have been drafted, and communication is already underway to schedule hearings. Mr. Patton indicated that legislative activity will intensify next week and that he will continue engaging with committees and responding to issues as they arise.

RECEIVE PILLAR III UPDATE AND RECOMMENDATIONS

Kent Glasscock, Board consultant, delivered an update on Pillar 3 of the Board's strategic plan. Pillar 3 focuses on supporting Kansas' economy through direct job creation and investment attraction. He collaborated with April White, Vice President for Workforce Development. Mr. Glasscock reported that five universities submitted significantly improved Pillar 3 reports demonstrating intentional programming aligned with the state's framework for growth. From the 2019 baseline through 2025, universities have generated more than 4,000 direct jobs toward a 10,000 job goal and attracted approximately \$877 million in direct investment. Mr. Glasscock emphasized the importance of supporting metrics such as workforce development, community engagement, and talent pipelines, stressing that thriving communities are essential to statewide economic resilience. He outlined the Board's role in maintaining focus, monitoring progress, and aligning initiatives with research and economic development priorities, and he affirmed that universities have established internal systems to track outcomes and report annually. The Board will receive Pillar 3 reports from KU, KSU, and WSU in February, followed by FHSU and PSU in March and ESU in May. Board members expressed strong appreciation for the universities' growing role in economic development, underscoring the value of clear, measurable metrics, collaborative statewide engagement, and storytelling to communicate higher education's impact. The discussion affirmed the universities' strong collaboration with local economic development councils and stressed that talent development remains central to business recruitment, underscoring the value of a coordinated higher education presence in strengthening Kansas' competitiveness and economic growth.

(Presentation on file with official minutes)

BREAK

Chair Benson called for a break at 2:30 p.m. The meeting resumed at 2:41 p.m.

EXECUTIVE SESSION

Vice Chair Mendoza moved that the Board recess into executive session to discuss personnel matters of non-elected personnel. The subject of the executive session is to discuss personnel items in preparation for evaluation, and the purpose is to protect the privacy of the individual board employee involved. The session would last thirty minutes and would include members of the Board; President and CEO Blake Flanders; KSU President Richard Linton; KSU Vice President for Administration and Finance Ethan Erickson, for a portion; and General Counsel John Yeary. The Open meeting would resume at 3:15 p.m. Regent Parasker seconded the motion. The motion carried.

At 3:15 p.m., the Board returned to open session. Vice Chair Mendoza moved to extend the executive session for ten minutes to 3:25 p.m. Regent Johnston seconded the motion. The motion carried.

At 3:25 p.m., the Board returned to open session. Vice Chair Mendoza moved to extend the executive session for five minutes to 3:30 p.m. Chair Benson seconded the motion. The motion carried.

At 3:30 p.m., the Board returned to open session.

ADJOURNMENT

Chair Benson adjourned the meeting at 3:30 p.m.

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Blake Flanders, President and CEO

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Blake Benson, Chair

**January 29, 2026 Special Board Meeting Minutes**

The special meeting was called to order by Chair Blake Benson at 3:00 p.m. on January 29, 2026. The meeting was held virtually via Zoom. Proper notice was given according to the law.

MEMBERS PRESENT:	Blake Benson, Chair	John Dicus	Neelima Parasker
	Diana Mendoza, Vice Chair	Matt Crocker	Kathy Wolfe Moore
	Alysia Johnston	Pamela Ammar	

**Executive Session**

Vice Chair Mendoza moved that the Board recess into executive session to discuss personnel matters of non-elected personnel. The subject of the executive session was to discuss personnel matters of non-elected personnel, and the purpose is to protect the privacy of the individual Board employees involved. The executive session would last twenty minutes and would include members of the Board; Board President and CEO Blake Flanders, for a portion; and General Counsel John Yeary. The open meeting of the Board would resume at 3:21 p.m. Regent Ammar seconded the motion, and the motion carried.

At 3:22 p.m., the Board returned to open session. Vice Chair Mendoza moved to extend the executive session for ten minutes to 3:32 p.m. Regent Dicus seconded the motion, and the motion carried.

At 3:32 p.m., the Board returned to open session.

Regent Dicus moved that the Board authorize the Board Chair to take action consistent with discussions held and consensus reached in the executive session. Regent Johnston seconded the motion. The motion carried.

**Adjournment**

Chair Benson adjourned the meeting at 3:34 p.m.

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Blake Flanders, President and CEO

\_\_\_\_\_  
Blake Benson, Chair

**Act on Request to Approve BS in Financial Forensics & Fraud Investigation - FHSU****I. General Information**

**A. Institution** Fort Hays State University

**B. Program Identification**

Degree Level: Undergraduate – Bachelor’s  
 Program Title: Financial Forensics and Fraud Investigation  
 Degree to be Offered: Bachelor of Science in Financial Forensics and Fraud Investigation  
 Responsible Department or Unit: W.R. and Yvonne Robbins College of Business and Entrepreneurship,  
 Department of Economics, Finance, and Accounting  
 CIP Code: 43.0405 Financial Forensics and Fraud Investigation  
 Modality: Face-to-face and online  
 Proposed Implementation Date: August 1, 2026

Total Number of Semester Credit Hours for the Degree: 120 Credit Hours

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

**III. Justification**

The Accounting and Criminal Justice Programs at Fort Hays State University (FHSU) propose to develop an interdisciplinary Bachelor of Science in Financial Forensics and Fraud Investigation. This innovative program is designed to prepare program graduates successfully to complete the Certified Fraud Examiner (CFE) examination administered by the Association of Certified Fraud Examiners (ACFE) and to meet the increasing demand for professionals equipped to investigate and prevent financial crimes.

Launching a degree in Financial Forensics and Fraud Investigation offers a strategic and timely opportunity to expand FHSU’s academic portfolio in alignment with the evolving needs of the financial, legal, and regulatory sectors. It will provide students with specialized, market-relevant skills that are increasingly sought by employers in both the public and the private sectors.

The demand for financial fraud professionals continues to rise, driven by increased regulatory oversight, the growing complexity of financial systems, and heightened awareness of fraud risks. According to ACFE (n.d.), the need for skilled fraud investigators has grown significantly as organizations strive to strengthen internal controls and protect against financial misconduct. Professionals in financial forensics play a critical role in identifying, investigating, and preventing crimes such as embezzlement, tax evasion, and corporate fraud. These roles often require collaboration with law enforcement, attorneys, regulatory agencies, and internal compliance departments (Ohio University College of Business, 2024). The interdisciplinary nature of the field necessitates expertise in accounting, investigative methods, legal frameworks, and ethical practices. The proposed degree reflects the content of the CFE exam, which will ensure that graduates are well-prepared in core content areas including financial transactions and fraud schemes, law, investigation, and fraud prevention and deterrence (ACFE n.d.).

Students will complete a curriculum that integrates coursework from accounting, economics, and criminal justice. Courses will include fraud examination, financial statement analysis, digital forensics, criminal law, security administration, criminal investigation, ethics, and related cross-disciplinary courses. This combination of theoretical knowledge and applied skills will provide graduates with a competitive edge in a dynamic and fast-paced field.

FHSU has a well-established tradition of delivering accessible, high-quality academic programs that respond to workforce needs. The proposed degree builds on the university's strength in both the Department of Economics, Finance, and Accounting (within the Robbins College of Business and Entrepreneurship, or RCOBE) and the Criminal Justice Program (within the College of Arts, Humanities, and Social Sciences, or CAHSS). Leveraging existing faculty expertise, facilities, and instructional resources makes the program both feasible and sustainable. Moreover, the program aligns with FHSU's mission by 1) preparing students for professional careers through applied learning; 2) addressing state and national workforce shortages in fraud prevention and financial forensics; and 3) contributing to economic development in Kansas and beyond through a highly skilled talent pipeline (U.S. Bureau of Labor Statistics, n.d.).

Establishing a Bachelor of Science in Financial Forensics and Fraud Investigation program at FHSU is a forward-thinking investment in student success and workforce readiness. The proposed program will equip graduates with the knowledge, skills, and credentials necessary to pursue meaningful careers in accounting firms, government agencies, law enforcement, corporate compliance, and nonprofit organizations. This program reinforces FHSU's commitment to innovation, interdisciplinary collaboration, and educational excellence, and positions the university as a leader in meeting modern-day workforce demands.

#### **IV. Program Demand**

##### **A. Survey of Student Interest**

Number of surveys administered:..... 2023 (1,390 to RCOBE and 633 to CAHSS)

Number of completed surveys returned: ..... 179

Percentage of students interested in program:... 63%

The survey was distributed to the Spring 2025 RCOBE listserv, as the Fall 2025 list was not yet available and the Summer 2025 list was limited to currently enrolled students. As a result, the survey did not reach incoming freshmen or students who declared a major after early 2025. It did, however, include Spring 2025 graduates, which is reflected in the comments.

To gauge broader interest, the survey was also sent to students majoring in Communication Studies, Criminal Justice, Law, Leadership, Philosophy, Political Science, and Sociology, all of which are programs in the College of Arts, Humanities, and Social Sciences.

##### **Question 1: Personal Interest in the Degree**

- Very interested – 29 (20%)
  - Moderately interested – 63 (43%)
  - Neutral – 21 (14%)
  - Slightly interested – 15 (10%)
  - Not at all interested – 19 (13%)
- Average: 2.54 (on a 1–5 scale), SD: 1.27

Students provided thoughtful explanations for their interest levels.

##### **Question 2: Perceived Popularity Among Students**

- Very popular – 19 (14%)
  - Moderately popular – 68 (52%)
  - Neutral – 31 (23%)
  - Somewhat popular – 12 (9%)
  - Unpopular – 3 (2%)
- Average: 2.34, SD: 0.91

Despite the less-than-ideal timing and list limitations, the results are promising:

- 63% of respondents expressed at least moderate interest in the degree
- 66% believe it will be at least moderately popular

Additionally, three students reached out via email to inquire about program availability, level (graduate vs. undergraduate), and potential minor or certificate options.

Respondents included more than ten pages of comments, with just a few highlighted here:

- I am interested in this degree because it combines subjects that I find intellectually stimulating with practical applications that are highly relevant in today's job market. I believe it will not only enhance my academic foundation but also equip me with the skills and knowledge necessary to pursue a successful and meaningful career in this field. It's a specialty many are interested in, but few schools have programs for.
- I was torn between doing a criminal justice degree and a business degree and if this would have been an option I would have chosen it.
- A degree in Financial Forensics and Fraud Investigation is moderately popular among students because it appeals to a specific group interested in accounting, law, and criminal justice. With increasing concerns about white-collar crime, cybersecurity breaches, and corporate fraud, the demand for professionals in this field is growing. However, compared to broader degrees like Accounting, Finance, or Business Administration, it has a more specialized focus, which may not attract the general student population. Those drawn to investigative work, data analysis, and ethical enforcement will find it especially appealing.
- I believe that this degree program would be distinct from the current Criminal Justice focus areas offered here at FHSU, which would naturally attract students. Additionally, I think people interested in federal agency work would find this beneficial. I know many who want to join the FBI or other federal agencies but don't feel that a CJ degree alone will fully prepare them or help them secure the job offered here at FHSU, which would attract students in and of itself.

Overall, the survey results provide strong support for the proposed program.

## **B. Market Analysis**

A recent report from Hanover Research (2025) identified the top ten fastest-growing occupations that require at least a bachelor's degree. Of those ten, five are directly or indirectly related to fraud and financial forensics, including (numbered according to the top ten order; all projections are based on nationwide data):

2. Data scientist: a professional who solves problems to improve business decisions and outcomes, earning a median wage of \$108,020, and showing a growth rate of 36.0%;
3. Information security analyst: a professional who protects an organization's data and systems from unauthorized access, earning a median wage of \$120,360, and showing a growth rate of 32.7%;
7. Operations research analyst: a professional who solves complex business problems and helps businesses to make better decisions and operate more effectively, earning a median wage of \$83,640, and showing a growth rate of 23.0%;
8. Actuary: a professional who analyzes and manages financial risks, earning a median wage of \$120,000, with a growth rate of 21.9%; and
9. Financial examiner: a professional who examines financial records and operations of financial institutions to identify fraud and potential risks, earning a median wage of \$84,300, with a growth rate of 20.9%. The Bureau of Labor Statistics projects 21% job growth for financial examiners through 2033, with an average annual salary of \$90,400 (U.S. Bureau of Labor Statistics, n.d.).

A report from the Institute of International Finance and Deloitte (2023) estimates the amount of money laundered each year to range from 2% to 5% of global GDP, equating to nearly 1.87 trillion Euros annually. The PwC Global Economic Crime and Fraud Survey (2024) reports that 51% of surveyed organizations said they have experienced fraud in the past two years; this is the highest reported percentage in PwC’s 20 years of research on the topic. In addition, Kroll’s 2023 Fraud and Financial Crime Report indicates that 69% of global executives and risk professionals surveyed expect financial crime risks to increase over the next twelve months.

A comprehensive review of public universities in Kansas, including Washburn University, indicates that no institution currently offers a dedicated undergraduate degree in Financial Forensics and Fraud Investigation. While several universities incorporate related content into existing courses or minors, none provides an interdisciplinary major that integrates both business/accounting and criminal justice at the level we are proposing. The findings are as follows:

- University of Kansas (KU) offers a graduate-level accounting course in fraud/forensic accounting but no undergraduate concentration or major in this area.
- Kansas State University (KSU) provides a graduate accounting course related to fraud/forensics and has a forensics program; however, the program lacks a business or financial component.
- Wichita State University (WSU) offers a criminal justice course in white-collar crime but does not include a financial or accounting focus within a forensics context.
- Washburn University offers an undergraduate accounting course in fraud/forensic accounting and a criminal justice course in white-collar crime. It also has a forensics program, but there is no business or financial forensics track.
- Emporia State University offers a graduate-level accounting course in fraud/forensic accounting, with no indication of an undergraduate program in this area.
- Pittsburg State University offers a Fraud Examination minor, composed of 21 credit hours combining accounting and criminal justice coursework. While this is the closest offering to our proposed program, it remains a minor and not a standalone undergraduate major.

Notably, Pittsburg State acknowledges on its website the professional relevance of such coursework, stating: “Currently the Internal Revenue Service allows persons who have had a total of 15 hours of accounting and nine hours of other business-related classes to apply for ‘Special Agent’ positions. Justice Studies classes add to the qualifications of persons who are interested in such a career” (PSU, 2024).

This analysis underscores a significant gap in the Kansas higher education landscape. The proposed Bachelor of Science in Financial Forensics and Fraud Investigation will be the first of its kind in the state and will fill a critical niche by offering a fully integrated interdisciplinary major that prepares students for careers at the intersection of financial investigation, fraud detection, and criminal justice.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs. Per Year	
	Full-Time	Part-Time	Full-Time	Part-Time
Year 1	5	3	150	45
Year 2	10	6	300	90
Year 3	15	9	450	135

Projected enrollment includes an additional five full-time and three part-time students during years two and three, added to the previous year’s enrollment. The program is projected to reach 25 students by year four. Full-time credit hours, which are based on number of hours per semester/year included in recommended path to

degree (Section VII. B), equate to 30 credit hours each for years one, two, and three. Part-time credit hours are based on half the hours per semester of a full-time student (e.g., 15 hours rather than 30 hours per student per year).

## VI. Employment

A recent labor market analysis conducted by Gray DI (2025), including data for Kansas, Missouri, and Colorado, confirms strong and growing demand for professionals in the fields of accounting, financial examination, fraud investigation, and auditing, all of which are core competencies targeted by the proposed Bachelor of Science in Financial Forensics and Fraud Investigation.

- Total job postings (May 2025): 451
- Job postings (past 12 months): 6,060
- Year-over-year change: +759 postings (14.3% increase)
- Median salary (March 2025): \$71,500
- Salary growth (since March 2024): +\$4,400 6.7% increase)

The upward trend reflects a growing need for professionals with expertise in detecting, investigating, and preventing financial crimes across both public and private sectors.

Industries with the highest demand for the fields listed above are spread across a wide range of sectors, underscoring the interdisciplinary nature and versatility of the proposed program. A non-exhaustive list of key hiring industries includes:

- Government and Public Administration
- Accounting and Tax Services
- Financial Services
- Healthcare
- Business Consulting
- Education (including Colleges and Universities)
- Manufacturing
- Retail and Wholesale
- Energy and Utilities
- Real Estate
- Investment and Asset Management
- Telecommunications
- Banking and Lending

This wide distribution of potential employers underscores the value of the interdisciplinary training in both accounting and criminal justice that the proposed new degree program would offer.

The demand for graduates with skills in financial forensics and fraud investigation is concentrated in several major urban centers across the tri-state region, listed below in order of the top-ten highest number of job postings:

- |                        |                         |
|------------------------|-------------------------|
| 1. Denver, CO          | 6. Colorado Springs, CO |
| 2. Saint Louis, MO     | 7. Wichita, KS          |
| 3. Kansas City, MO     | 8. Topeka, KS           |
| 4. Shawnee Mission, KS | 9. Jefferson City, MO   |
| 5. Englewood, CO       | 10. Springfield, MO     |

These cities represent strong job markets with substantial opportunities for both entry-level and mid-career professionals. Many of these locations are readily accessible to FHSU graduates seeking employment within the region. While seven of the top cities fall within the Kansas Board of Regents (KBOR) primary region (Kansas and Missouri), we also recognize the significant number of FHSU graduates who return to Colorado to pursue careers in their home state.

The employment outlook for careers in financial forensics and fraud investigation is both strong and growing. The proposed Bachelor of Science in Financial Forensics and Fraud Investigation at FHSU responds directly to market needs and offers a career-focused academic path that aligns with current and future employer demand in Kansas, Missouri, and Colorado.

**VII. Admission and Curriculum**

**A. Admission Criteria**

The Qualified Admission criteria are used, as this program does not have separate admission requirements.

**B. Curriculum**

Students who earn a Bachelor of Science in Financial Forensics and Fraud Investigation will complete the KBOR approved 34 credithour general education requirements and an interdisciplinary program core that provides students with both foundational and upper-division material relevant to accounting, quantitative understanding, and criminal justice. Specifically, students will complete multidisciplinary courses totaling 30-33 credit hours through required and directed electives in accounting practices, the accounting information system, financial statement analysis, fraud examination, and other topics and 29 credit hours of courses through required and directed electives in criminal justice processes, crime and criminal behavior, investigation, cybercrime, corporate crime, social problems, and other topics. This will leave 24-27 credit hours of free electives, which majors can use to pursue a minor and/or certificates tailored to their personal, professional, and academic goals.

This proposed program is designed to equip students with entry-level skills in financial forensics and fraud investigation, along with foundational knowledge of financial processes and the criminal justice system. Given the multidisciplinary nature of the field, a comprehensive program covering all potential career paths would be impractical.

To support career-focused customization, the program includes Financial and Criminal Justice Directed Electives, along with a significant number of free electives. This structure allows students to tailor their education toward specific interests such as accounting, finance, economics, management, computer forensics, data analytics, or software development. It also supports preparation for criminal justice-related careers such as fraud investigator, forensic financial analyst, compliance officer, or white-collar crime analyst. Additionally, the program pairs well with certificates, minors, or second degrees to enhance specialized career pathways.

See Appendix A (Financial Forensics and Fraud Investigation Program Requirements) for a list of program requirements.

**Year 1: Fall**

**SCH = Semester Credit Hours**

Course #	Course Name	SCH
	***English Discipline Area (SGE010)	3
	***Math & Statistics Discipline Area (SGE030; Math Pathways: MATH 250 Elements of Statistics)	3

	***Arts & Humanities Discipline Area (SGE060)	3
	***Institutionally Designated Area 1 (SGE070)	3
	***Social & Behavioral Sciences Discipline Area (SGE050; CRJ 101 Introduction to Criminal Justice recommended)	3
	Total hours	15

**Year 1: Spring**

<b>Course #</b>	***English Discipline Area (SGE010)	3
	***Social & Behavioral Sciences Discipline Area (SGE050; ECON 201 or ECON 202 recommended)	3
	***Communication Discipline Area (SGE020)	3
	***Natural & Physical Sciences Discipline Area (SGE040)	4
CRJ 225	*Interview & Interrogation Techniques	2
	Total hours	15

**Year 2: Fall**

Course #	Course Name	SCH
	***Arts & Humanities Discipline Area (SGE060)	3
	***Institutionally Designated Area 2 (SGE070)	3
CRJ 200	Criminology	3
CRJ 302	Digital & Cybercrime	3
ACCT 203	Principles of Accounting I	3
	Total hours	15

**Year 2: Spring**

Course #	Course Name	SCH
CRJ 305	Corporate Crime & Deviance	3
ACCT 204	Principles of Accounting II	3
GBUS 204	Business Law	3
	Free Elective	3
	Free Elective	3
	Total hours	15

**Year 3: Fall**

Course #	Course Name	SCH
CRJ 355	Criminal Investigation	3
CRJ 331	Criminal Law	3
ACCT 310	Fraud Examination	3
	Financial Directed Elective	3
	Free Elective	3
	Total hours	15

**Year 3: Spring**

Course #	Course Name	SCH
CRJ 315	Security Administration	3
	Criminal Justice Directed Elective	3

ACCT 315	Financial Statement Analysis	3
	Financial Directed Elective	3
	Financial Directed Elective or Free Elective	3
	Total hours	15

**Year 4: Fall**

Course #	Course Name	SCH
CRJ 395	Crime Analysis	3
ACCT 360	Accounting Information Systems	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
	Total hours	15

**Year 4: Spring**

Course #	Course Name	SCH
	Criminal Justice Directed Elective	3
ACCT 410	**Financial Statement Fraud	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
	Total hours	15

\*Proposed new Criminal Justice course

\*\*Proposed new Accounting course

\*\*\*KBOR systemwide general education requirement

**Total Number of Semester Credit Hours .....120**

**VIII. Core Faculty**

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

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
<b>Accounting Faculty</b>					
Cole Engel, CPA	Professor	PhD	Y	Financial Accounting, Taxation	0.125
Glenn Growe	Assistant Professor	PhD	Y	Accounting, Generalist	0.125
Jessica Heronemus-Claiborn	Lecturer	MBA	N	Financial Accounting, Fraud Examination	0.25
Keting Jiang	Assistant Professor	PhD	Y	Accounting, Generalist	0.125
Kwadwo Ofori-Mensah	Associate Professor	PhD	Y	Managerial Accounting, Audit	0.125
Anh Pham	Assistant Professor	PhD	Y	Accounting, Generalist	0.125
<b>Economics Faculty</b>					
*Dosse Toulaboe	Professor	PhD	Y	International Economics and Finance	0.125
Samuel Schreyer	Professor	PhD	Y	Applied Macroeconomics, Developing Economies,	0.125

				Financial Crises, International Capital Flows, Inflation	
Jesse Jacobs	Assistant Professor	DBA	Y	Economic Principles, Forecasting	0.125
Julie Yu Du	Assistant Professor	PhD	Y	Macro-health Economics, Applied Macroeconomics, Household Finance	0.125
Mohamed Ismyl Al Masud	Instructor	PhD	N	Applied Microeconomics, Labor Economics, Energy and Environmental Economics	0.125
<b>Management Faculty</b>					
Tony Gabel	Professor	JD	Y	Public Finance, Taxation, Business Law	0.125
Christiana Pruden	Instructor	JD	N	Business Law	0.125
<b>Criminal Justice Faculty</b>					
*Tamara Lynn	Professor	PhD	Y	Criminal Justice, Generalist	0.125
April Terry	Professor	PhD	Y	Criminal Justice, Theory	0.125
Ziwei Qi	Associate Professor	PhD	Y	Criminal Justice, Theory, and Ethics	0.125
Morgan Steele	Associate Professor	PhD	Y	Criminal Justice, Policing and Quantitative Methods/Crime Analysis	0.125
Troy Terry	Instructor	MLS	N	Criminal Justice, Generalist	0.125

Number of graduate assistants assigned to this program – none

**IX. Expenditure and Funding Sources**

<b>A. EXPENDITURES</b>	<b>First FY</b>	<b>Second FY</b>	<b>Third FY</b>
<b>1. Personnel – Reassigned or Existing Positions</b>			
Faculty	\$0	\$0	\$0
Administrators <i>(other than instruction time)</i>	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration <i>(e.g., secretarial)</i>	\$0	\$0	\$0
Fringe Benefits <i>(total for all groups)</i>	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>2. Personnel – New Positions</b>			
Faculty	\$0	\$0	\$0
Administrators <i>(other than instruction time)</i>	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration <i>(e.g., secretarial)</i>	\$0	\$0	\$0
Fringe Benefits <i>(total for all groups)</i>	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
<b>Total Existing Personnel Costs – New Positions</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>3. Start-up Costs - One-Time Expenses</b>			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Program Marketing	\$7,500	\$5,000	\$5,000
New Course Development	\$5,000	\$0	\$0
<b>Total Start-up Costs</b>	<b>\$12,500</b>	<b>\$5,000</b>	<b>\$5,000</b>
<b>4. Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$0	\$0	\$0
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Professional Development Funding	\$4,000	\$4,000	\$4,000
<b>Total Operating Costs</b>	<b>\$4,000</b>	<b>\$4,000</b>	<b>\$4,000</b>
<b>GRAND TOTAL COSTS</b>	<b>\$16,500</b>	<b>\$9,000</b>	<b>\$9,000</b>

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition and Student Fees / State Funds	\$3,056	\$40,522	\$82,665	\$126,477
Other Sources	N/A	N/A	N/A	N/A
<b>GRAND TOTAL FUNDING</b>		<b>\$40,522</b>	<b>\$82,665</b>	<b>\$126,477</b>
<b>C. Projected Surplus/Deficit (+/-)</b> <i>(Grand Total Funding minus Grand Total Costs)</i>		<b>\$24,022</b>	<b>\$73,665</b>	<b>\$117,477</b>

**X. Expenditures and Funding Sources Explanations**

**A. Expenditures**

**1. Personnel – Reassigned or Existing Positions**

All core faculty are currently employed by Fort Hays State University in the Robbins College of Business and Entrepreneurship or the College of Arts, Humanities, and Social Sciences. Faculty in the Robbins College of Business and Entrepreneurship teach the existing courses in the proposed program except for one new course (ACCT 410: Financial Statement Fraud), which will be developed. Faculty in the College of Arts, Humanities, and Social Sciences teach the existing courses in the proposed interdisciplinary program except for the one new course (CRJ 225: Interview and Interrogation Techniques), which will be developed.

Because program courses, except for the two program-specific courses that will be developed, are currently offered as part of existing programs and as part of faculty’s teaching responsibilities in their respective units, the proposed new program will not affect faculty teaching loads, except for the potential of increased class size due to enrollment in the new program. Faculty expenses are calculated at a rate of 0.125 except for the faculty who will each one of the newly created courses, whose rate is calculated at 0.25. Teaching schedules for faculty teaching the newly created courses will be adjusted to include changes in course rotation and frequency of offerings for other courses to avoid the need for overload teaching assignments. The university will not incur additional personnel costs related to existing positions for implementation of the new program, as these expenditures are already in place for existing programs. Because it is not anticipated that program courses will reach capacity in the first three years of the program, no additional new faculty lines are required.

**2. Personnel – New Positions**

None

**3. Start-up Costs – One-Time Expenses**

We request a marketing budget for years one through three to promote the new program, with a preliminary request of \$7,500 for year one and \$5,000 each for years two and three. An exact budget will require an assessment by University Marketing. This funding is requested from the Robbins College of Business and Entrepreneurship; the College of Arts, Humanities, and Social Sciences; and through the Strategic Enrollment Plan. In addition to marketing funding, we request \$1,000 per credit-hour to develop the two new program-specific courses at a rate of \$3,000 for the three-credit hour accounting class and \$2,000 for the two-credit hour criminal justice course, for a total of \$5,000.

**4. Operating Costs – Recurring Expenses**

We request an increase in professional development funding in the amount of \$2,000 per year per department (Economics, Finance, and Accounting, and Criminal Justice). Given the highly specialized nature of the proposed curriculum, it is essential that faculty remain current with emerging research, instructional innovations, and best practices within their disciplines. Increased funding will enable faculty to attend relevant conferences, participate in specialized training, and engage in professional networking opportunities that will enhance both individual expertise and program quality. This investment will be critical to maintaining academic rigor, supporting faculty growth, and ensuring that students receive instruction aligned with the most current trends and standards in the field.

**B. Revenue: Funding Sources**

Projected tuition and fees are calculated using undergraduate resident/regional tuition (FHSU offers in-state tuition to residents from Kansas and 13 other states) to align with the proposed curriculum map (30 credit-hours in year one, assuming a 2% increase over 2025-2026 tuition; 30 credit hours in year two, assuming a further 2% increase over year one tuition; and 30 credit hours in year three, assuming a 2% increase over year two tuition). Tuition/fees are calculated each year based on a projection of five new full-time students and three new part-time students enrolling each year for the first three years.

Current Tuition (2025 – 26)	\$3,055.95 (at 15 credit hours per semester)
Program Year 1 (2026 – 27)	\$3,055.95 + 2% (\$61.12) = \$3,117.07 per semester
Program Year 2 (2027 – 28)	\$3,117.07 + 2% (\$62.34) = \$3,179.41 per semester
Program Year 3 (2028 – 29)	\$3,179.41 + 2% (\$63.59) = \$3,243.00 per semester

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

**C. Projected Surplus/Deficit**

Projected Surplus	
Year 1	\$24,021.91
Year 2	\$73,664.66
<u>Year 3</u>	<u>\$117,477.00</u>
Total	\$215,163.57

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## Appendix A: Financial Forensics and Fraud Investigation Program Requirements

General Education Program – 34 hours  
Financial Core – 21-24 hours  
Financial Directed Electives – 6-9 hours  
Criminal Justice Core – 23 hours  
Criminal Justice Directed Electives – 6 hours  
Electives – 24 -27 hours  
**Total – 120 hours**

### **Financial Core (21-24 hours):**

ACCT 203 Principles of Accounting I (3)  
ACCT 204 Principles of Accounting II (3)  
ACCT 310 Fraud Examination (3)  
ACCT 315 Financial Statement Analysis (3)  
ACCT 360 Accounting Information Systems (3)  
\*ACCT 410 Financial Statement Fraud (3)  
GBUS 204 Business Law (3)  
\*\*ECON 201 Microeconomics OR ECON 202 Macroeconomics (3)

**Faculty requests that MATH 250 Statistics be designated as the Math Pathway course for this program. This is already the Math Pathway course for CRJ. Currently, Bachelor of Business Administration Programs use MATH 110 – College Algebra as the Math Pathway.**

### **Financial Directed Electives (6-9 hours):**

ACCT – any course with an Accounting prefix  
ECON – any course with an Economics prefix  
FIN – any course with a Finance prefix  
BCOM 301 Strategic Business Communication (3)  
GBUS 403 Commercial Law (3)  
INF 304 Management Information Systems (3)  
INF 604 Data Analytics (3)  
MGT 301 Management Principles (3)  
MGT 475 Business, Society and Ethics (3)

### **Criminal Justice Core (23 hours):**

CRJ 200 Criminology (3)  
\*CRJ 225 Interview and Interrogation Techniques (2)  
CRJ 302 Digital and Cybercrime (3)  
CRJ 305 Corporate Crime and Deviance (3)  
CRJ 315 Security Administration (3)  
CRJ 331 Criminal Law (3)  
CRJ 355 Criminal Investigation (3)  
CRJ 395 Crime Analysis (3)

### **Criminal Justice Directed Electives (6 hours):**

CRJ 335 Criminal Procedure (3)  
CRJ 375 Serial Predators (3)

CRJ 377 Crime and Society (3)  
CRJ 665 Corporate Crime (3)  
SOC 344 Social Deviance (3)

\*Indicates new course

\*\* This course is a required major course and is also part of Core 34: Systemwide General Education. If this course is not taken to fulfil Core 34 requirement, it must be taken in place of elective hours.

**Fort Hays State University BS in Financial Forensics & Fraud Investigation  
Program & Employment Analysis – Provided by KBOR Staff**

**1. Market Share Figures for CIP 43.0405**

There are no other baccalaureate programs in the state that share the same Classification of Instructional Program (CIP) code as this proposed program.

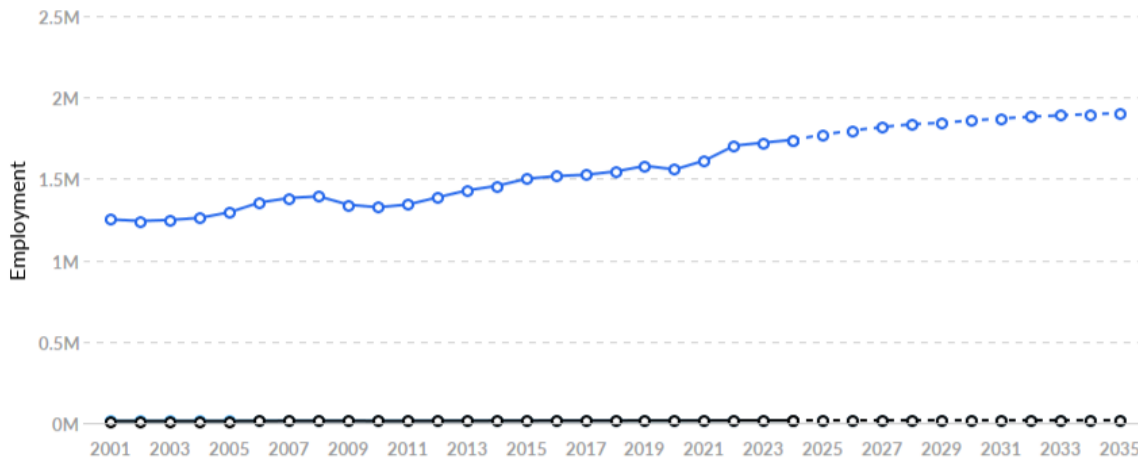
There are four “target occupations” identified by Lightcast for this program of study, which follow:

1. Accountants & Auditors
2. Detectives & Criminal Investigators
3. Financial Examiners
4. Private Detectives & Investigators

**2. State & National Projections for Employment Linked to the Proposed Degree Program**

**Regional Employment Is About Equal to the National Average**

An average area of this size typically has 16,333\* jobs, while there are 16,363 here.

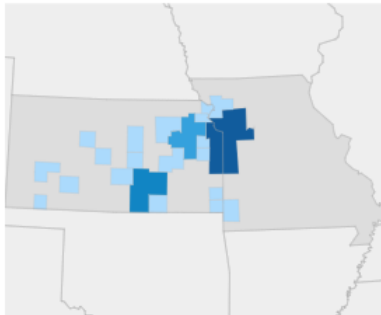


Region	2024 Jobs	2032 Jobs	Change	% Change
● Kansas	16,363	17,140	777	4.7%
● National Average	16,333	17,133	799	4.9%
● United States	1,739,813	1,881,235	141,422	8.1%

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

### 3. Kansas Geographical Information on Employment Linked to the Degree Program Proposal

#### Regional Breakdown

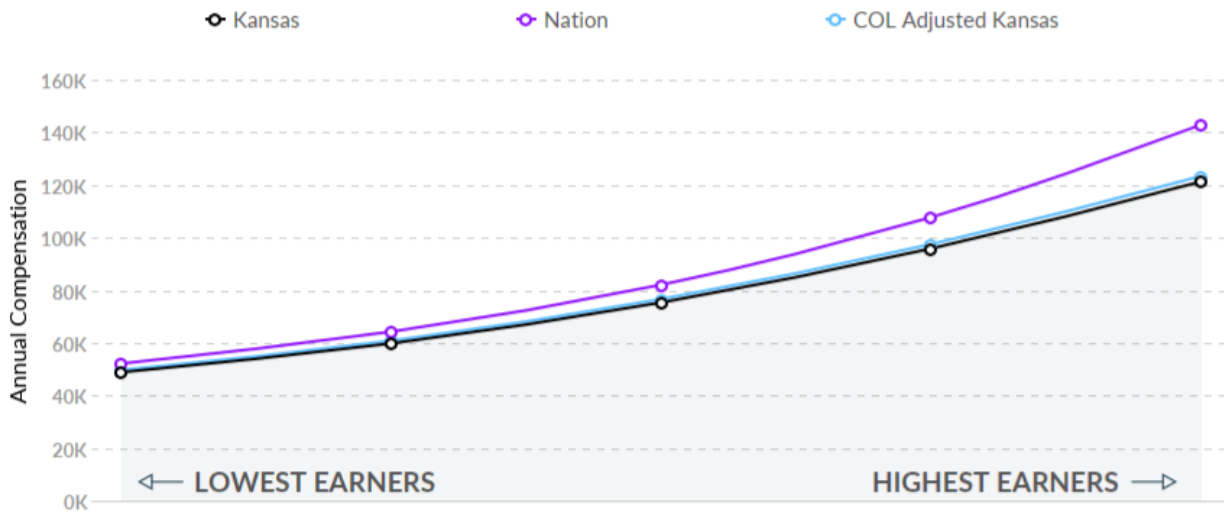


MSA	2024 Jobs
Kansas City, MO-KS	13,506
Wichita, KS	3,529
Topeka, KS	1,651
Joplin, MO-KS	656
Manhattan, KS	653

### 4. 2024 Regional & National Employment Wage Information Linked to the Degree Program Proposal

#### Regional Compensation Is 8% Lower Than National Compensation

For your occupations, the 2024 median wage in Kansas is \$75,322, while the national median wage is \$82,056.



**5. Minimum Education Breakdown for Jobs Posted November 2024 – November 2025**

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	371	0	12%
Associate's degree	148	36	5%
Bachelor's degree	1,709	215	53%
Master's degree	17	281	1%
Ph.D. or professional degree	0	82	0%

**6. References**

Lightcast. (n.d.). *Program Overview*. Retrieved December 16, 2025, from [https://analyst.lightcast.io/analyst/?t=4wHwd#h=3z0bwvk9bFyibFQm2n9iPpuKu2P&page=program\\_market\\_demand&vertical=standard&nation=us](https://analyst.lightcast.io/analyst/?t=4wHwd#h=3z0bwvk9bFyibFQm2n9iPpuKu2P&page=program_market_demand&vertical=standard&nation=us)

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**Receive Annual Institutional Review Executive Summary – KU Medical Center**

**Background**

The Accreditation Council for Graduate Medical Education (ACGME) is an independent, 501(c)(3) nonprofit organization that establishes and monitors voluntary professional education standards to ensure physicians are prepared to provide safe, high-quality medical care. Graduate medical education encompasses training in a medical specialty (residency) or subspecialty (fellowship) after completion of medical school. The ACGME is responsible for accrediting such programs in the United States.

The University of Kansas Medical School (Kansas City) has 69 residencies and fellowships accredited by ACGME as of January 9, 2026. In preparation for its site visit in 2027, the institution’s Graduate Medical Education Committee is required to submit an executive summary of the Annual Institutional Review to its governing board. The executive summary follows.

**Staff Recommendation**

Board staff recommends acceptance of this report.

2023-2024  
UNIVERSITY OF KANSAS SCHOOL OF MEDICINE  
GRADUATE MEDICAL EDUCATION COMMITTEE  
ANNUAL INSTITUTIONAL REVIEW  
EXECUTIVE SUMMARY



## EXECUTIVE SUMMARY

The Accreditation Council for Graduate Medical Education (ACGME) requires that the Graduate Medical Education Committee (GMEC) demonstrate effective oversight of the Sponsoring Institution's accreditation through an Annual Institutional Review (AIR) (institutional requirements 1.14.a-b). To this end, the GMEC must review institutional performance indicators including, but not limited to:

- results of the most recent institutional ACGME letter of notification,
- results of ACGME surveys of residents/fellows and core faculty members; and,
- each of its ACMGE-accredited programs' ACGME accreditation information, including accreditation and recognition status and citations.

The AIR must include monitoring procedures for action plans resulting from the review, and the Designated Institutional Official (DIO) must submit a written annual executive summary of the AIR to the governing body of the Sponsoring Institution. This AIR Executive Summary summarizes GMEC oversight at the University of Kansas School of Medicine from July 1, 2023, to June 30, 2024.

The institution has undergone an institutional self-study, submitted 1/30/2025 and is tentatively planning for site visit on or near 1/1/2027 under the ACGME new accreditation process. The self-study included the five identified AIMS below, the final self-study document was presented to GMEC on March 3<sup>rd</sup>, 2025.

- AIM1: To engage residents in patient safety and quality processes/initiatives w/in The University of Kansas Health System (TUKHS).
- AIM2: Continually improve, encourage, and support resident and staff wellness and benefits.
- AIM3: Continually improve, enhance, and support an inclusive environment.
- AIM4: Continually improve, enhance, and support professional development.
- AIM5: To increase the physician workforce in Kansas, to enhance healthcare access and reduce healthcare inequities across the state and region.

The 1/23/2024 most recent ACGME institutional accreditation letter was Continued Accreditation, and the comment was: "The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations." As of June 30, 2024, 50 programs received commendation notifications as well, including one program with Initial Accreditation.

The resident and faculty surveys are data points in each program's evaluation. Of the 68 accredited programs, the AIR identified 27 (40%) "at risk" programs and 18 (26%) programs with concerns. Issues that caused programs to be "at risk" include Board Pass Rate below the RRC requirement, ACGME survey results below 4 (on a 5-point scale), and/or ACGME citations. For this academic year 7 programs were below RRC, 2 (faculty survey) 8 (residents survey) programs below 4 on survey, and 10 programs have a total of 19 ACGME citations.

The most frequently noted areas of concern were for In-training Exam results (17 programs flagged), Board Pass Rate below national average (16 programs flagged), ACGME Resident or Faculty Survey results that trended down more than 0.5 points (28 programs), or "Areas of Concern/Areas For Improvement (AFI)" in an ACGME accreditation letter (14 programs flagged for 25 AFI). As per our GME Policy on Periodic/Special Reviews, 3 Special Reviews and 3 Site Visits were conducted during the 2023-2024 academic year. The appendix to this report contains the data on each program's performance in each of these areas and aggregate statistics are presented.

## 2023-2024 GME Annual Institutional Review

As a part of their ACGME mandated Annual Program Evaluation (APE) process, each program is expected to develop action plans to address areas of concern or citations identified on their report cards. Individual program report cards and summaries are shared with the Executive Dean as part of the Annual Department Evaluation Meeting.

The GMEC reviews all APEs and continuously monitors action plan progress through its Accreditation Subcommittee of the GMEC. The process for these reviews starts with the GME Deans and Accreditation Director reviewing the APEs in detail with the DIO, and copies of those reviews are provided to the Accreditation Subcommittee prior to monthly meetings. The GME Deans and Accreditation Director bring summaries of the selected APEs to the subcommittee with recommended actions and due dates. The subcommittee reviews the action plans (carry forward and new) as well as any recommended additions or comments, then reports their findings to the GMEC for acceptance and approval. The programs receive a final report from the Accreditation Subcommittee with their action plans accepted or additional information requested.

Throughout 2023-2024 the subcommittee reviewed 65 Program APEs containing 457 action plans of which 326 remain open and 131 were closed. As of February 2025, the subcommittee has reviewed 22 of 81 programs for the 2023-2024 review period, 101 action plans have been reviewed with 29 reviewed and closed and 72 reviewed and open. The remainder of programs will be reviewed by the end of May 2025.

### 2023-2024 Performance monitoring/Action Plans

1. Based on CRC data, 3 programs were identified
2. Hired a faculty to take over CLER PSQ officer role- Volate project, cler report mapping and resource site

Need to add this section for 2024-2025

1. Standardized AMA curriculum

**Act on Request to Amend the Fiscal Year 2026 Capital Improvement Plan and Approve Program Statement for Chiller Building #1 Restoration - KU**

The University of Kansas (KU) requests approval to amend the FY 2026 capital improvement project plan and acceptance of the program statement for the Chiller Building #1 Restoration project. Chiller Building #1 was constructed in 1973. The major cooling plant equipment (chillers, cooling towers, pumps, and associated equipment) was replaced in 1998 and is now nearly 30 years old, approaching the end of useful service, and starting to fail. Chiller Building #3, constructed in 2020, is interconnected with Chiller Building #1 and both work in tandem to provide cooling for Malott Hall, Haworth Hall, Dole Human Development Center, Hall Center for the Humanities, and Stauffer-Flint Hall. This project will replace the aging chilled water system in Chiller Building #1 to provide reliable cooling to the existing campus buildings it serves, provide redundancy to reduce potential for failure, improve energy efficiency, and address life safety issues and meet code compliance requirements.

The current total estimated project cost has increased from \$5 million to \$6 million, including architectural/engineering fees, construction and contingencies, and will be funded with a portion of the university's allocations of the Educational Building Fund (EBF) and Kansas Campus Restoration Act Fund (KCRA). The cost increase is due to a combination of construction inflation, skilled trades availability, and additional scope for replacement of ancillary equipment. Design services will be procured utilizing the standard state processes and procedures and the university intends to utilize a design-bid-build construction delivery method. Project completion is anticipated by the end of 2027.

**Act on Request to Amend the Fiscal Year 2026 Capital Improvement Plan and Approve Program Statement for Chiller Expansion Project - KSU**

Kansas State University (KSU) requests approval to amend the FY 2026 capital improvement project plan and acceptance of the program statement for the Chiller Expansion project. In 2016, the university constructed a new chilled water plant to expand campus chilled water infrastructure and has since connected several buildings and additions onto the district chilled water system. The new plant, CP-2, was designed to expand with future demand, and to operate in concert with the campus's original plant, CP-1. A detailed study of campus utility infrastructure performed as part of the recently approved campus master plan indicates an immediate need to expand the chilled water plant to meet the growing cooling needs of campus. Additional chilled water demands expected from the Global Center for Grain and Food Innovation, Fairchild Hall and Strong Complex will increase the campus peak toward the capacity limit of the existing chillers. Further increases in campus chilled water loads will require additional chiller capacity to ensure a reliable source of cooling can be provided.

The original project scope to expand the university's chilled water plant with an additional 2,950-ton chiller now also includes providing associated equipment, connections, and underground piping to serve the forthcoming Kansas Veterinary Diagnostics Laboratory (KVDL) and Derby Housing Complex with chilled water from the district system. It is anticipated that connection to the KVDL will be accounted for in construction costs for that project which is provided for by an FY 2026 legislative appropriation.

The current total estimated project cost, including the additional scopes of work, is now \$24,750,000 and will be funded with a combination of sources including: Educational Building Fund, housing revenue, deferred maintenance interest earnings, SGF, and other university sources to be determined. Design services will be procured utilizing the standard state processes and procedures and the university intends to evaluate construction delivery method and phasing after selection of the architectural and engineering team to determine if Design-Bid-Build or CMAR will be optimal. Project completion is anticipated in late 2028.

## Request to Allocate EPSCoR Appropriation

### **Background**

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal program that encourages university partnerships with industry. The program is designed to stimulate sustainable science and technology infrastructure improvements in states that historically have received a disproportionately low per-capita average of federal research dollars. The Legislature provides matching funds for EPSCoR and Companion programs and has assigned responsibility for the oversight of the state's matching funds to the Kansas Board of Regents. The Board began its oversight of the matching funds in 2011, after the Kansas Technology Enterprise Corporation (KTEC) was dissolved by the Legislature. The Board appoints a seven-member Committee comprising five members representing industry and academia. The two remaining members are *ex-officio* with one from the Department of Commerce and one from the Kansas Board of Regents office.

The annual appropriation for state matching funds is approximately \$1 million. The purpose of state matching funds is to increase the competitiveness of proposals submitted to EPSCoR programs. Once EPSCoR obligations are met, state matching funds may be used for companion programs.

Most EPSCoR programs require a state match of federal funding. A few do not, though state matching funds for such programs greatly enhance the competitiveness of the proposals. Kansas match requirements are met through direct matching of state funds, the waiver of some university indirect costs on the federal dollars, and, in some cases, industrial partners' support.

In addition to EPSCoR and EPSCoR-like projects, funds are made available through a companion program for projects that do not require state matching funds. Eligible projects promote national competitiveness in strategic technology niches with the most promise for the Kansas economy. Funding through this companion program pairs the state's science and technology research strengths with the ability of Kansas businesses to diversify and sustain a national and global competitive advantage. The EPSCoR Program Review Committee is responsible for reviewing proposals considering Kansas research and development priorities and making recommendations to the Board regarding the suitability of projects for state matching funds.

In FY 2024, KBOR invested approximately \$1 million in state matching funds for EPSCoR, EPSCoR-like, and companion program projects. KBOR's investment in these projects attracted \$13.7 million in federal and industry funds. In addition, another \$8.5 million in federal funds was received during the fiscal year as follow-on funding to projects that received state-matching funds during previous fiscal years.

### **Allocation Request**

At its November 4, 2025 meeting, the Program Review Committee considered funding for the following projects and recommended approval of these awards for FY 2026.

- Dr. Doug Wright, Professor and Principal Investigator for the Kansas IDeA Network of Biomedical Research Excellence (K-INBRE) at the University of Kansas Medical Center, requests funds to support bridging grant proposals. K-INBRE aims to enhance the capacity of Kansas researchers to compete effectively for National Institutes of Health (NIH) funding. The program focuses on building a "critical mass" of junior and senior investigators, undergraduates, graduate students, and post-doctoral fellows supported with cutting-edge technology within a scientific research theme. K-INBRE brings together NIH-funded mentors, trainees, and new investigators from the state universities and three other institutions to promote a statewide initiative for advancing life sciences research in Kansas.

The Committee recommends funding \$100,000 to support bridging grant proposals to increase the program's competitiveness for NIH funding. This award provides a leverage ratio of 40.5:1 for the state monies (federal:state).

- Dr. Heather Desaire, Professor of Chemistry at the University of Kansas, requests funding to support a National Institutes of Health Center of Biomedical Research Excellence (COBRE) dedicated to addressing women's health and rural issues, which have not traditionally been the primary focus of data science studies. The center aims to achieve this by analyzing large datasets of health records within the natural and social/behavioral sciences to understand and ameliorate diseases.

The Committee recommends funding of \$75,000 to support the proposal. This funding will enable new faculty to compete for pilot project funds, an essential step toward developing a long-term research plan, and will provide an opportunity to launch projects aligned with the center's priorities. This award provides a leverage ratio of 32.9:1 for the state monies (federal:state).

- Dr. Christie Befort, Professor of Population Health at the University of Kansas Medical Center, requests funds to support the Kansas Center for Implementation Science, a Center of Biomedical Research Excellence (COBRE) supported by the National Institutes of Health. This center focuses on identifying the best approaches to integrating evidence-based practices into routine clinical care.

The Committee recommends funding \$54,833 for the center's Pragmatic Implementation Science Methods core. These funds will support the integration of cost effectiveness analysis into the center's implementation science work, strengthening its ability to transition research into practice and distinguishing it from other COBRE centers. This award provides a leverage ratio of 41.3:1 for the state monies (federal:state).

- Dr. Bala Subramaniam, Dan F. Servey Distinguished Professor of Chemical Engineering and Director of the Center for Environmentally Beneficial Catalysis at the University of Kansas, requests funding to advance bench-scale technologies for fractionating biomass feedstocks into valuable products including cellulose, hemicellulose, and lignin. Current processes produce only gram-scale quantities, which are insufficient for product testing and validation. Scaling production to kilogram quantities will enhance the potential for successful commercialization and support efforts to convert corn cobs and other agricultural waste into marketable products, potentially improving the economic outlook of the corn ethanol industry.

The Committee recommends funding \$35,084 to support this research. This award provides a leverage ratio of 7.8:1 for the state monies (federal:state).

- Dr. Senthil Chenrayan, Research Scientist with the National Institute for Materials Advancement at Pittsburg State University, requests funding to advance technologies that convert undervalued agricultural waste into carbon-based electrodes for energy storing devices. This research will focus on transitioning from lab-scale coin cells to industrial-scale pouch cell technologies, creating valuable uses for the state's agricultural waste and supporting the growth of the commercial battery industry.

The Committee recommends funding \$35,083 to support this research. The project intends to apply for additional funding from the National Science Foundation, potentially providing a leverage ratio of 2.8:1 (federal:state).

**Staff Recommendation**

The Board of Regents has received a \$993,265 state appropriation for EPSCoR projects in FY 2026. The Board has previously committed \$693,265 in FY 2026 funds to other projects, leaving \$300,000 available for projects in FY 2026. The EPSCoR Program Review Committee recommends approval of the FY 2026 awards totaling \$300,000. If approved by the Board, all FY 2026 available funding will have been awarded.

**Act on Kansas Comprehensive Grant Program Distributions – FY 2026****Background**

The Kansas Board of Regents administers the Kansas Comprehensive Grant Program (KCG), a state grant program created in 1998 by merging three separate grant programs to address the needs of Kansas students. KCG is a decentralized program that is premised on administrative partnerships between the Board of Regents Office and participating institutions. For FY 2026, the 2024 Legislature appropriated \$40.3 million, with provisions in Senate Bill 28 that require 50.0 percent of the state funding be allocated to the private independent institutions and 50.0 percent to the public universities with a \$1 for \$1 match from each institution.

From information provided to the Board of Regents for FY 2025, two of the private independent colleges did not meet their match requirement (Manhattan Christian College and Ottawa University). Accordingly, a total of \$395,763 has been returned to the Board of Regents which can now be reallocated among the other institutions on a one-time basis for student awards in FY 2026.

The table on the following page identifies:

- each institution's original allocation approved for FY 2026, calculated in accordance with the legislative requirement that the state funding be split with 50.0 percent to private independent schools and 50.0 percent to the public universities;
- the amounts reallocated by the Board of Regents at the June 2025 meeting that were not matched by three private institutions in FY 2024 reallocated among the other institutions for FY 2026;
- the FY 2024 unmatched aid amounts returned by the two institutions.

As with the other KCG monies, the receiving institutions will be required to match the additional amount provided or repay the money to the Board of Regents in FY 2027. With the average award made by the institutions in FY 2025 (\$5,099 at the private independent institutions and \$2,242 at the public universities), an additional 39 awards at the private independent institutions could be made in FY 2026, and an additional 88 awards at the public universities.

In accordance with the enacted appropriation language, staff recommends the institutions' allocations be approved as detailed on the following page.

Kansas Comprehensive Grant Program – FY 2026, Revised					
	Original Allocation	FY 2024 Unmatched KCG	Subtotal	FY 2025 Unmatched KCG	New FY 2026 Total
Baker University	\$2,232,209	\$10,413	\$2,242,622	\$23,635	\$2,266,257
Barclay College	\$170,397	\$795	\$171,192	\$1,804	\$172,996
Benedictine College	\$1,133,144	\$5,286	\$1,138,430	\$11,998	\$1,150,428
Bethany College	\$1,171,620	\$5,465	\$1,177,085	\$12,405	\$1,189,490
Bethel College	\$894,587	\$4,173	\$898,760	\$9,472	\$908,232
Central Christian College	\$551,836	\$0	\$551,836	\$5,816	\$557,652
Cleveland University of KC	\$136,319	\$0	\$136,319	\$1,438	\$137,757
Donnelly College	\$496,337	\$2,315	\$498,652	\$5,255	\$503,907
Friends University	\$1,840,294	\$8,585	\$1,848,879	\$19,486	\$1,868,365
Hesston College	\$350,571	\$1,635	\$352,206	\$3,712	\$355,918
Kansas Wesleyan University	\$1,397,261	\$6,518	\$1,403,779	\$14,795	\$1,418,574
Manhattan Christian College	\$315,236	\$1,471	\$316,707	\$0	\$316,707
McPherson College	\$826,429	\$3,855	\$830,284	\$8,750	\$839,034
MidAmerica Nazarene University	\$1,273,721	\$5,942	\$1,279,663	\$13,487	\$1,293,150
Newman University	\$2,151,270	\$10,035	\$2,161,305	\$22,778	\$2,184,083
Ottawa University	\$1,121,994	\$0	\$1,121,994	\$0	\$1,121,994
University of Saint Mary	\$1,329,101	\$6,200	\$1,335,301	\$14,073	\$1,349,374
Southwestern College	\$1,079,727	\$5,037	\$1,084,764	\$11,432	\$1,096,196
Sterling College	\$877,547	\$4,094	\$881,641	\$9,292	\$890,933
Tabor College	\$779,569	\$3,637	\$783,206	\$8,254	\$791,460
<b>Private Institutions' Total</b>	<b>\$20,129,169</b>	<b>\$85,456</b>	<b>\$20,214,625</b>	<b>\$197,882</b>	<b>\$20,412,507</b>
Emporia State University	\$1,258,419	\$5,342	\$1,263,761	\$12,371	\$1,276,132
Fort Hays State University	\$2,937,762	\$12,472	\$2,950,234	\$28,880	\$2,979,114
Kansas State University	\$4,310,834	\$18,301	\$4,329,135	\$42,377	\$4,371,512
Pittsburg State University	\$1,715,597	\$7,283	\$1,722,880	\$16,865	\$1,739,745
University of Kansas	\$4,292,280	\$18,222	\$4,310,502	\$42,196	\$4,352,698
KU Medical Center *	\$59,906	\$254	\$60,160	\$589	\$60,749
Wichita State University	\$4,056,815	\$17,223	\$4,074,038	\$39,881	\$4,113,919
Washburn University	\$1,497,556	\$6,358	\$1,503,914	\$14,722	\$1,518,636
<b>Public Universities' Total</b>	<b>\$20,129,169</b>	<b>\$85,455</b>	<b>\$20,214,624</b>	<b>\$197,881</b>	<b>\$20,412,505</b>
<b>Total State Funding</b>	<b>\$40,258,338</b>	<b>\$170,911</b>	<b>\$40,429,249</b>	<b>\$395,763</b>	<b>\$40,825,012</b>

\*KU Medical Center's amount is apportioned from the distribution to the University of Kansas.

**Act on Program Proposals for AAS in Heavy Equipment Operation and an AAS in Masonry - WSU Tech**

**Background**

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

**Institution: Wichita State University Campus of Applied Sciences and Technology (WSU Tech)**

**I. General Information and Program Identification**

Program Title	Heavy Equipment Operation
Degree Level(s) and Credit Hours	Technical Certificate B/35 credit hours, and Associate of Applied Science/60 credit hours
Responsible Department or Unit	Jessi Lane, Dean, Applied Technologies
CIP Code	49.0202 Construction / Heavy Equipment / Earthmoving Equipment Operation
SOC Code	47-2073 Operating Engineers and other Construction Equipment Operators
Industry-Recognized Certifications	OSHA10, NCCER Core
Clinical Sites/Work-Based Learning	Internship course offered as elective
Number of Projected Enrollments	Year 1: 10 Year 2: 10 Year 3: 10
Accrediting Body Approval Status	NA
Aligned Program Status	NA
Proposed Implementation	Fall 2026

**II. Program Rationale and Information**

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) explained that the institution received the request for the new program from the Southeast Kansas Career and Technical Education Center (SEK CTEC) due to the conclusion of their partnership with Fort Scott Community College at the end of the 2025 Academic Year. Due to the timing of this transition, WSU Tech received approval to adjust existing curriculum to support the SEK CTEC while the college began the process to develop and make the formal proposal for the Heavy Equipment Operation program.

A degree map was provided in the application, and this program consists of a single pathway or track. Letters of support were included from SEK CTEC USD’s, including Northeast USD 246, Girard USD 248, Frontenac USD 249, and Pittsburg USD 250 as the program will be offered to high school students.

**III. Program Demand – Note: High Demand/High Wage occupation, 2025 Kansas DOL listing.**

A. Source: Kansas Department of Labor Long-term Occupation Projections 2022-2032 for 47-2073

Occupational Demand Ranking	71 of 796
Annual change in employment:	.4%
Annual median wage:	\$50,600
Annual openings:	603
Typical education for occupation entry:	High school diploma or equivalent and moderate-term on-the-job training

B. Source: Lightcast Job Postings: November 2024 – November 2025 for the state of Kansas

Total postings: 461 Total, (198 unique)  
 Annual median advertised salary: \$45,600  
 Removing job postings with no education level listed, 98% of postings indicate a high school diploma or GED as the minimum education for entry in the occupation. (Including job postings with no education level listed, 1,662 total postings (638 unique) were reported, with an advertised salary of \$48,600, and 69% of the job postings listed no education level requirement for entry.)

WSU Tech explained that Heavy Equipment Operation: Page 15, Question 2 of the Comprehensive Local Needs Assessment (CLNA) directly identifies the related occupations—Paving, Surfacing, and Tamping Equipment Operators and Operating Engineers and Other Construction Equipment Operators—as pathways not currently offered but needed in the region based on occupational demand.

Three letters of support for the proposed program were received from Crossland Construction Company, Next Generation Enterprise LLC, Unique Metal Fabrication LLC. Supports and commitments for the program include interviewing graduates for available positions, equipment donations, internships, and serving on the advisory committee.

**IV. Duplication of Existing Programs and Collaboration**

Currently two institutions offer this program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed. This information is from the 2024 K-TIP report, which includes only technical programs in two-year postsecondary institutions.

Kansas Training Information Program						
2024 K-TIP Construction/Heavy Equipment/Earthmoving Equipment Operation 49.0202						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
49.0202	Heavy Equipment Operation	Fort Hays Tech   North Central	23	20	16	\$41,967
49.0202	Heavy Equipment Operations	For Scott Community College (new program, 8/2024)	NA	NA	NA	NA
Total			23	20	16	\$41,967

(^) small cell protection applied.

WSU Tech explained that collaboration with Fort Scott Community College occurred throughout the transition process to ensure a seamless experience for students and program integrity.

**V. Cost and Funding for Proposed Program**

The college estimates the initial cost of the proposed program at \$41,000 total. Funding sources include the program budget.

Instructional Supplies/Technology: \$1,000

Faculty: \$40,000 for one half of an existing, full-time faculty member (program shares instructional personnel with the Masonry program)

**Institution: Wichita State University Campus of Applied Sciences and Technology (WSU Tech)**

**I. General Information and Program Identification**

Program Title	Masonry Construction
Degree Level(s) and Credit Hours	Technical Certificate B/38 credit hours, and Associate of Applied Science/60 credit hours
Responsible Department or Unit	Jessi Lane, Dean, Applied Technologies
CIP Code	46.0101 Mason/Masonry
SOC Code	47-2021 Brick Masons and Block Masons
Industry-Recognized Certifications	NCCER Masonry – Level 1 - 3
Clinical Sites/Work-Based Learning	NA
Number of Projected Enrollments	Year 1: 10 Year 2: 10 Year 3: 10
Accrediting Body Approval Status	NA
Aligned Program Status	NA
Proposed Implementation	Fall 2026

**II. Program Rationale and Information**

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) explained that, similar to the Heavy Equipment Operation program, the institution received the request for the new program from the Southeast Kansas Career and Technical Education Center (SEK CTEC) due to the conclusion of their partnership with Fort Scott Community College at the end of the 2025 Academic Year. Due to the timing of this transition, WSU Tech received approval to adjust existing curriculum to support the SEK CTEC while the college began the process to develop and make the formal proposal for the Masonry Construction program.

A degree map was provided in the application, and this program consists of a single pathway or track. Letters of support were included from SEK CTEC USD’s, including Northeast USD 246, Girard USD 248, Frontenac USD 249, and Pittsburg USD 250 as the program will be offered to high school students.

**III. Program Demand – Note: High Wage occupation, 2025 Kansas DOL listing.**

A. Source: Kansas Department of Labor Long-term Occupation Projections 2022-2032 for 47-2021

Occupational Demand Ranking	373 of 796
Annual change in employment:	.3%
Annual median wage:	\$54,770
Annual openings:	54
Typical education for occupation entry:	High school diploma or equivalent and apprenticeship

B. Source: Lightcast Job Postings: November 2024 – November 2025 for the state of Kansas

Total postings:	6 Total, (4 unique)
Annual median advertised salary:	Insufficient data
Removing job postings with no education level listed, 100% of postings indicate a high school diploma or GED as the minimum education for entry in the occupation. (Including job postings with no education level listed, 71	

total postings (38 unique) were reported, with an advertised salary of \$62,200, and 89% of the job postings listed no education level requirement for entry.)

WSU Tech explained that while not specifically identified in the most recent Perkins Comprehensive Local Needs Assessment (CLNA) report; Masonry Construction falls under the broader occupational category of Construction Trades and the most recent CLNA report (page 13) lists Construction among the pathways and programs with too few concentrators relative to the number of available job openings.

Four letters of support for the proposed program were received from Cleland Masonry, Crossland Construction Company, Next Generation Enterprise LLC, Unique Metal Fabrication LLC. Supports and commitments for the program include interviewing graduates for available positions, equipment donations, apprenticeships, and serving on the advisory committee.

**IV. Duplication of Existing Programs and Collaboration**

Currently one institution offers this program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed. This information is from the 2024 K-TIP report, which includes only technical programs in two-year postsecondary institutions.

Kansas Training Information Program						
2024 K-TIP Mason/Masonry 46.0101						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
46.0101	Masonry Certificate Program	Fort Scott Community College	9	^	^	^
Total			9	^	^	^

(^) small cell protection applied.

WSU Tech explained that collaboration with Fort Scott Community College occurred throughout the transition process to ensure a seamless experience for students and program integrity. Additionally, all faculty previously employed by Fort Scott in this program were hired at the time WSU Tech assumed responsibility for the program.

**V. Cost and Funding for Proposed Program**

The college estimates the initial cost of the proposed program at \$41,000 total. Funding sources include the program budget.

Instructional Supplies/Technology: \$1,000  
 Faculty: \$40,000 for one half of an existing, full-time faculty member (program shares instructional personnel with the Heavy Equipment Operation program)

### Act on New Promise Act Programs

#### **Background**

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

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

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

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

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

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

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

#### **Recommendation**

The following programs are seeking approval to become Promise Act eligible programs. The Kansas Postsecondary Technical Education Authority has reviewed the programs and recommends them for approval:

- Wichita State University Campus of Applied Sciences and Technology: Heavy Equipment Operation (49.0202) falls under the Advanced Manufacturing and Building Trades category specified in legislation. SOC 47-2073 for Operating Engineers and other Construction Equipment

Operators was identified as a High Demand/High Wage occupation on the 2025 High Demand Occupations list from the Kansas Department of Labor.

- Wichita State University Campus of Applied Sciences and Technology: Masonry Construction (46.0101) falls under the Advanced Manufacturing and Building Trades category specified in legislation. SOC 47-2021 for Brick Masons and Block Masons was identified as a High Wage occupation on the 2025 High Demand Occupations list from the Kansas Department of Labor.

**Act on Academic Year 2027 Excel in Career Technical Education Fees**

**Background**

K.S.A. 72-3810 states: “All tuition and fees charged for career technical education by any board shall be in such amounts as are authorized by rules and regulations adopted by the state board which shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The tuition and fee schedule of every career technical education program shall be subject to annual approval of the state board. A current complete schedule of tuition and fees for each career technical education course and program of each board as approved by the state board shall be maintained on file in the office of the state board and shall be open for public inspection at any reasonable time.”

“Fees means those charges assessed against a student by a community college, technical college or the institute of technology for student services, such as health clinics, athletic activities and technology services, or for books, supplies or other materials necessary for a particular course or program, the expense of which is not covered by tuition.”

“Tuition means those charges assessed against a student by a community college, technical college or the institute of technology on a per credit hour, per course or per term basis, and that are charged to cover the general expense of providing instructional services.”

As per the request of the Kansas Postsecondary Technical Education Authority (TEA), on Thursday, December 19, 2019, representatives from community colleges, technical colleges, and Board staff met to set guidelines for fees associated with Excel in CTE courses and programs. As a result of this meeting, agreed-upon allowable fees include items/services students take with them and industry-specific fees required for entrance/acceptance into the program.

Allowable fees include:

- Uniforms
- Personal protective equipment
- Background checks
- Fingerprints
- Drug tests
- E-subscriptions/E-books
- Textbooks
- Printing fees for textbooks/E-books
- Certification tests
- Membership fees for certifying bodies
- Liability insurance (example: student malpractice)
- Graduation fees (if applicable)
- Transcript fees (if applicable)
- Student Software Licenses
- Professional Equipment/Kits/Tools students purchase

Unallowable fees include:

- Student fees (general)
- Technology fees
- Health fees
- Consumable project materials
- Program or Institution Application fees
- Lab Fees
- Equipment / tool maintenance, usage, replacement
- Rental (such as tools, books, or uniform/gear)
- Student kits
- Accuplacer or other placement tests
- Student ID
- Student organization memberships (such as Skills USA)
- Fees charged on a per-credit-hour basis
- Any other fee not on the allowable list

The AY2027 Excel in CTE Fees submitted by institutions are based upon the Reporting Process recommended by the Excel in CTE Fee Task Group in May 2025.

Reporting Process:

- Report **all** required fees/costs that a student MUST have to participate in a course/program for Excel in CTE

- Full cost/fee is the amount to be reported
- Regardless of who pays the fee/cost
- No further reporting of “optional” items
- Fees submitted must be those applicable from the approved list
- The TEA requested a brief narrative from each institution that helps provide more context around their “fee process” in general.

KBOR staff provided a webinar, updated FAQ documentation, PowerPoint reference, and a webinar recording on September 10, 2025, for institutions.

Documents attached to this meeting packet include:

- Course and Program Updates by Institution is a course-by-course list of requested fee increases and changes for each institution for AY2027.
- AY2026 to AY2027 Comparison Totals by Program and Institution is the comparison spreadsheet with the revised fee requests by program area for each institution.
- AY2027 Fee Process Narratives by Institution includes narratives submitted by each institution to provide general context around their Excel in CTE fees.

**Recommendation**

The Kansas Postsecondary Technical Education Authority has completed its review of the AY2027 Excel in CTE fee requests and recommends their approval.

## Act on updates to Excel in Career Technical Education Eligibility

### **Background**

K.S.A. 72-3819 established the Career Technical Education Incentive Program, commonly known as the Excel in Career Technical Education (CTE) Initiative. The initiative provides state-financed tuition for high school students enrolled in postsecondary technical education courses, and—when funds are appropriated—incentive payments to school districts for students earning industry-recognized credentials in high-demand occupations.

Funding for Excel in CTE is appropriated to the Kansas Board of Regents (Board) to reimburse participating community and technical colleges for the costs associated with delivering approved postsecondary CTE courses to eligible high school students. Since its inception in 2013, participation in the Excel in CTE program has grown steadily each year, reflecting strong demand from students and employers for career-aligned technical education opportunities across Kansas.

At its meeting on August 21, 2025, the Kansas Postsecondary Technical Education Authority (TEA) discussed two major challenges related to the Excel in CTE program— the growing fiscal impact of the program (estimated at approximately \$47 million), and the need for stronger accountability measures to ensure a clear return on investment for state funding.

Following extensive discussion, the TEA formed a taskforce to gather additional data, define success metrics for Excel in CTE, and develop recommendations to guide future program evaluation and funding decisions. The Excel in CTE Taskforce included representatives from the community and technical college sectors, TEA members, and Board staff. The group met on October 7, 2025, October 15, 2025, and December 10, 2025, and developed three recommendations along with recommended standards for policy and procedures:

#### 1) Retakes and Funding Eligibility

- Recommendation: Course retakes should not receive funding through Excel in CTE.

Recommended Policy and Procedures: If a student fails a course funded by Excel in CTE, that student is not eligible to re-take the same course paid for with Excel in CTE. The students would be required to pay for it on their own should they decide to re-take the course. Additionally, it is assumed that the student falls under the academic progress policy for the institution and would receive additional coaching and interventional assistance from the institution when taking additional coursework.

#### 2) Placement Measures and Academic Alignment

- Recommendation: Utilize the existing Multiple Measures initiatives—including the Math Pathways and English Initiatives—to inform student placement decisions.

Recommended Policy and Procedures: Recommended minimum requirement that the student is on track for on-time graduation from high school and maintains a minimum GPA of 2.0. The group discussed other measures that might be considered, including Pre-ACT scores, completion of high school algebra, Accuplacer scores, high school reading assessments, and Work Keys assessments.

#### 3) Funding Prioritization Framework

- Recommendation: Use the Kansas Promise Act Scholarship eligible program framework to focus Excel in CTE funding. Promise Act Scholarship eligible programs must fall within the areas of study identified by the Legislature as priority workforce areas, and corresponding occupations must be designated as high-demand, high-wage, or critical-need.

Recommended Policy and Procedures: 28 additional programs were reviewed for Academic Discipline eligibility and High Demand or High Wage ranking for 2025. 19 programs were recommended for approval, and seven programs were not recommended for approval. Additional information was requested concerning the Unmanned Aircraft Systems (UAS) programs from Cloud County Community College and WSU Tech as there is currently not a Standard Occupational Code (SOC) available by which demand or wages may be evaluated.

**Recommendation**

The TEA reviewed and approved the recommendations included here, with an implementation timeline for all three recommendations starting fall of 2026 (AY2027). For the thirty-three programs that are not Promise Scholarship eligible, the Authority recommends that only students which were previously enrolled in those programs continue to receive Excel in CTE funding in AY2027, with no new high school students receiving Excel in CTE funding.

**Act on Proposed Amendments to Spoken English Language Competency policy**

**Background**

The Board’s Spoken English Language Competency policy requires faculty and graduate teaching assistants (GTAs) whose native language is not English to have their spoken English competency assessed prior to employment with the university through interviews with no fewer than three institutional personnel, one of whom shall be a student. To be eligible for an appointment without spoken English language remediation conditions, prospective faculty and GTAs found to be potentially deficient in speaking English are required to achieve a minimum score on the Speaking Proficiency English Assessment Kit (SPEAK) exam, the Speaking section of the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT), the International English Language Testing System (IELTS) exam, or a Board Academic Affairs Standing Committee approved exam or instrument that is equivalent to a minimum score on one of the three aforementioned exams. Policy allows for some exceptions under appropriate circumstances.

The policy was most recently updated in December of 2021 to include explicit scores for two of the commonly used exams listed above and to create consistency between expectations for faculty and graduate teaching assistants whose first language is not English. Recently, KBOR staff learned there will be changes to the TOEFL iBT exam, including a change in the scoring range. The current scoring range is 0-30, with a score of 22 demonstrating English proficiency. The new scoring range is 1-6 in .5 increments, with a recommended score of 4.5 to indicate English proficiency. The recommendation originated with subject matter experts at KU, who indicate a score of 4.5 correlates with an approximate score of 23 under the older exam and range. KBOR staff is seeking consensus among the other state universities on an endorsement of this score. Assuming consensus is reached, the following amendments to Board policy to adopt a minimum TOEFL iBT score of 4.5 are proposed.

Board staff recommend that Board Policy Manual Ch. II.C.b.iii. be amended as follows:

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

...

C. CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF

b Faculty and Staff

...

iii Spoken English Language Competency

(1) Faculty

(a) All prospective faculty members of state universities, whose native language is not English, must have their spoken English competency assessed prior to employment through interviews with no fewer than three institutional personnel, one of whom shall be a student. Faculty shall include all full-time or part-time personnel having classroom or laboratory instructional responsibilities and/or direct tutorial or advisement contact. An oral interview shall be conducted either face-to-face or by mediated means.

(b) To be eligible for an appointment without spoken English language remediation conditions, prospective faculty found to be potentially deficient in speaking ability shall be required to achieve:

- (i) a minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK);
- (ii) a minimum score of 22 on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT) taken before January 21, 2026; or a score of 4.5 on the Speaking section of the TOEFL iBT taken on or after January 21, 2026;
- (iii) a minimum score of 7 on the Speaking section of the International English Language Testing System (IELTS); or
- (iv) a score on a Board of Academic Affairs Standing Committee approved English speaking instrument that is equivalent to a minimum score detailed in C.2.b.iii.(1)(b)(i), (ii), or (iii).

(c) An exception to the requirements in C.2.b.iii.(1)(a) and (b) may be made for:

- (i) visiting professors who are employed for one year or less;
- (ii) foreign language courses; or
- (iii) courses taught in sign language.

(d) A report detailing the process for interviewing prospective faculty, including the composition of the interview team and scores from the English speaking assessments detailed in iii.1.b.(i), (ii), (iii), or (iv) for each candidate, shall be submitted to the President and Chief Executive Officer of the Board every other year.

## (2) Graduate Teaching Assistants

All prospective graduate teaching assistants of the state universities shall have their English competency assessed prior to being considered for any employment having classroom or laboratory instructional responsibility and/or direct tutorial responsibilities. The following shall be used to implement this policy:

(a) All prospective graduate teaching assistants, whose native language is not English, must be interviewed and have their competency in spoken English assessed by no fewer than three institutional personnel, one of whom shall be a student. An oral interview shall be conducted either face-to-face or by mediated means.

(b) To be eligible for an appointment without spoken English language remediation conditions, all prospective graduate teaching assistants, whose native language is not English, shall be required to achieve:

- (i) a minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK);
- (ii) a minimum score of 22 on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT) taken before January 21, 2026; or a score of 4.5 on the Speaking section of the TOEFL iBT taken on or after January 21, 2026;
- (iii) a minimum score of 7 on the Speaking section of the International English Language Testing System (IELTS); or

- (iv) a score on a Board of Academic Affairs Standing Committee approved English speaking instrument that is equivalent to a minimum score detailed in C.2.b.iii.(2)(b)(i), (ii), or (iii).
- (c) Any prospective graduate teaching assistant who does not meet the above requirements shall not be assigned teaching responsibilities nor other tasks requiring direct instructional contact with students.
- (d) An exception to the requirements in C.2.b.iii.(2)(a), (b), and (c) may be made for:
  - (i) foreign language courses; or
  - (ii) courses taught in sign language.
- (e) A report detailing the process for interviewing graduate teaching assistants, whose native language is not English, including the composition of the interview team and scores from the English speaking assessments detailed in C.2.b.iii.(2)(b)(i), (ii), (iii), or (iv) for each candidate, shall be submitted to the President and Chief Executive Officer of the Board every other year.

**Act on Kansas Free Application Days (Academic Year 2027)**

**Background**

The Kansas Free Application Days initiative aligns with the "Building a Future" strategic plan and the goals of the Kansas Board of Regents. This initiative aims to support Kansas families by removing barriers that prevent students from pursuing post-secondary education, thereby increasing access to higher education, especially for underserved populations.

The primary objective of the Kansas Free Application Days program is to boost college-going and FAFSA completion rates in Kansas. By eliminating application fees, the program helps residents take the first step towards continuing their education, ultimately increasing the number of students who complete their programs and enter the workforce with a degree or competitive skills.

Over the past three years, Kansas Free Application Days has been piloted, allowing residents of all ages and income levels to submit general undergraduate admission applications to all Kansas public institutions for free. The events were held on November 7-9, 2023, October 7-9, 2024, and October 6-8, 2025.

**Data Collection**

In February 2025, aggregate application and yield data were presented to the Board to provide an initial overview of the Kansas Free Application Days initiative. In addition, unit record data from the Kansas Higher Education Data System (KHEDS), linking 2023 application records to subsequent enrollment, were shared with BAASC in November 2025 and Board in February 2026, providing a more detailed understanding of applicant behavior and outcomes.

**Feedback**

Board staff consulted with four year public institution admission directors, the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) leadership, Kansas Independent College Association (KICA) leadership, the Student Advisory Committee (SAC), and the Apply Kansas Steering Committee, which is composed of college admissions staff and school counselors from across the state.

Based on feedback, it is recommended that October 5–9, 2026, be designated as Kansas Apply Free Days for Academic Year 2027. Updated application, yield, and enrollment data will be shared with BAASC in November 2026, at which time BAASC will make a recommendation to the Board regarding whether Kansas Apply Free Days should transition from a pilot initiative to an annual Board-approved initiative.

**Act on Student Health Insurance Benefits and Rates for Plan Year 2026-2027**

**Background**

During the 2006 legislative session, the Kansas Legislature enacted K.S.A. 75-4101, granting the Board of Regents (KBOR) the authority to enter into group health insurance contracts. This legislative action enabled the provision of voluntary health and accident insurance coverage to students attending state universities, as well as their dependents. Prior to this statutory change, student health insurance had been administered through the State of Kansas Health Care Commission.

In February 2007, after recommendations from Board staff, the Council of Presidents (COPs), and the Council of Business Officers (COBO), the Board selected UnitedHealthcare - Student Resources (UHC-SR) as the provider for the Board’s student health insurance plan through a competitive bidding process. Subsequently, in February 2012, the Board approved a transition from an independent plan to participation in a consortium agreement with MHECare, as recommended by Board staff, COPs, and COBO. The MHECare plan provided several advantages, including compliance with federal healthcare reform regulations, enhanced benefits, participation in a premium contingency arrangement, inclusion under a larger insurance group umbrella to support rate stabilization and risk distribution, and an improved target loss ratio. UHC SR was selected as the underwriter for MHECare following a separate competitive bid process. MHECare re-bid the contract in 2020, once again selecting UHC-SR. The current agreement between MHECare and UHC-SR began in 2021, is structured for a ten-year term, and contains provisions for termination with or without cause upon adequate notice.

**Student Insurance Advisory Committee**

Established in 2007 by COBO, the Student Insurance Advisory Committee (SIAC) serves in an advisory capacity regarding the student health insurance plan. The committee is chaired by a member of COBO and each of the six state universities, along with the University of Kansas Medical Center, have a representative on the committee. That representative serves as the chair of their university advisory subcommittee. Additionally, two student representatives, appointed by the Student Advisory Council, participate in the SIAC.

**Student Insurance Plan Background**

KBOR offers four student health insurance plans: Option 2 for students in programs requiring insurance, Option 3 for eligible graduate students with partial university-paid premiums, Option 4 for international students, and Option 1 for all other students. Options 2, 3, and 4 share a risk pool due to their mandatory or incentivized participation, while Option 1 is self-supporting in a separate risk pool. Dependent coverage under Option 1 ended in 2022-2023 because premiums did not cover claims. The coverage period is August 1 – July 31 of each year.

**Plan Performance**

As part of SIAC’s annual rate review process, UHC-SR provides membership and profit loss ratio information. An overview of the past four years’ performance is below. The loss ratio data for PY 24-25 and PY 25-26 is not yet complete, as claims can still be submitted and paid for up to twelve months after the policy year ends.

	<b>PY 2022-2023</b>	<b>PY 2023-2024</b>	<b>PY 2024-2025</b>	<b>PY 2025-2026</b>
<b>Annualized Membership</b>				
Students	6,112	5,609	5,063	5,134
Dependents	139	113	81	73
<b>Total</b>	<b>6,251</b>	<b>5,722</b>	<b>5,144</b>	<b>5,207</b>

	<b>PY 2022-2023</b>	<b>PY 2023-2024</b>	<b>PY 2024-2025</b>	<b>PY 2025-2026</b>
<b>Profit Loss Ratio</b>				
Students	57.59%	51.30%	68.36%	36.84%
Dependents	267.99%	400.61%	187.55%	72.84%
Overall	63.05%	59.21%	70.53%	37.62%

**Proposed Rates**

The chart below reflects the proposed premiums for PY 26-27, which are higher than premiums for PY 25-26. In addition, UHC-SR’s HealthiestYou telehealth service will be added as a benefit to all plans. SIAC received the rate proposal at its January 21, 2026, meeting, and requested more information from UHC-SR. At a follow-up meeting on January 29, 2026, SIAC probed the assumptions underlying the proposed rate increase. It examined premium, paid claims, and loss ratio data for the current plan year as compared to data for previous plan years. Representatives from UHC-SR discussed the cost and usage trends impacting the premiums for PY 26-27 and provided a comparative analysis of: medical and prescription claims paid per member in this and previous plan years; top medical charges; and prescription claims broken down by prescription tier.

	<b>PY 2025-2026</b>	<b>PY 2026-2027</b>	<b>\$ Change</b>	<b>% Change</b>
<b>Plan 1</b>				
Student	\$ 5,105.00	\$ 5,269.00	\$ 164.00	3.21%
<b>Plan 2, 3, &amp; 4</b>				
Student	\$ 2,661.00	\$ 2,747.00	\$ 86.00	3.23%
Spouse	\$ 2,661.00	\$ 2,747.00	\$ 86.00	3.23%
Each Child	\$ 2,661.00	\$ 2,747.00	\$ 86.00	3.23%
All Children	\$ 5,322.00	\$ 5,494.00	\$ 172.00	3.23%
All Dependents	\$ 7,983.00	\$ 8,241.00	\$ 258.00	3.23%

SIAC voted to recommend this renewal proposal at its January 29, 2026 meeting. The SIAC recommendation was presented to COBO at its February 4, 2026 meeting and will be presented to COPS, FAA, and the Board at their February 11, 2026 meetings. Board staff support this recommendation.

## Receive Annual Report on the Board's Strategic Plan, Building a Future

### **Background**

The Board adopted *Building a Future* as the strategic plan for the Kansas public higher education system in June 2020. The plan recognizes the unique capabilities of colleges and universities to create prosperity for Kansas.

*Building a Future* centers the work of the system on serving Kansas families, supporting Kansas businesses and growing the Kansas economy. Within each of these pillars are areas of focus that inform the Regents' strategic goals and initiatives.

### **Areas of Focus**

*Building a Future* prioritizes progress in the following areas:

#### Family Pillar

- *Affordability*: The system is focused on practices that ensure cost does not present a barrier to earning a credential.
- *Access*: Colleges and universities are working to provide equal opportunity for all Kansans.
- *Success*: Kansas colleges and universities are striving to help students successfully earn their credentials and enter jobs with sustaining wages.

#### Business Pillar

- *Talent Pipeline*: The system is working with business and industry to meet the talent needs of employers today and in the future
- *Innovation*: Kansas universities are leveraging their unique research and innovation capabilities to give Kansas businesses a competitive advantage.

#### Prosperity Pillar

- *Economic Development Activities*: The Regents are committed to the economic revitalization of Kansas by engaging in intentional efforts to help businesses create jobs and invest in the state.
- *Community and State Benefits*: Education beyond high school creates prosperity in Kansas that goes well beyond financial benefits including improved health outcomes, increased volunteerism and lower incarceration rates.

In addition to these areas of focus, the Board has included its Facilities' Renewal initiative and the Blueprint for Literacy as part of the strategic plan.

### **Monitoring Progress**

In 2020, the Board adopted an initial series of leading and lagging indicators to track progress towards achieving the strategic priorities outlined in *Building a Future*. In 2023, the Board launched a dashboard to track progress on the strategic plan. Over the past year, the Board office has worked to further revise and streamline the metrics. An updated dashboard launched this month at [strategicplan.kansasregents.gov](https://strategicplan.kansasregents.gov).

### Receive Pillar III University Reports

The final pillar of *Building a Future* focuses on advancing Kansas's economic prosperity through the efforts of public higher education institutions. It emphasizes the indirect benefits of higher education on the state's economy and aims to make universities intentional partners in economic development. The Kansas Board of Regents will formally measure and support these efforts, encouraging universities to integrate economic development into their institutional plans.

Each university will focus on strategies tailored to their unique strengths, including partnerships with the private sector, business attraction and creation, innovation districts, and entrepreneurial initiatives. Progress will be tracked using two main dashboard metrics:

1. **Family Sustaining Jobs Created** – new, well-paying jobs (at least 250% of the federal poverty level) generated through university partnerships.
2. **Capital Investment Generated** – private investment in Kansas resulting from university-driven economic development.

Additional efforts such as business expansion, attraction, and formation will also be monitored. While approaches will vary across institutions, all will contribute to a unified state-level strategy aimed at economic growth.

The University of Kansas, Kansas State University, and Wichita State University will give their reports today. The remaining Universities will give a report in future months.