

KANSAS BOARD OF REGENTS

MINUTES

April 15-16, 2020

The April 15, 2020, meeting of the Kansas Board of Regents was called to order by Chair Shane Bangerter at 1:30 p.m. This was a virtual meeting, and proper notice was given according to law.

MEMBERS PRESENT:

- Shane Bangerter, Chair
- Bill Feuerborn, Vice Chair
- Ann Brandau-Murguia
- Cheryl Harrison-Lee
- Mark Hutton
- Shelly Kiblinger
- Jon Rolph
- Allen Schmidt
- Helen Van Etten

ANNOUNCEMENT

Chair Bangerter welcomed everyone and noted this meeting is being livestreamed. He explained that because the meeting is entirely virtual, with all members of the Board as well as all Board staff, institutional staff and the public participating or listening remotely, he is going to conduct the meeting a little differently than a normal face-to-face meeting. He asked all participants to place their microphones on mute when are not speaking to allow listeners and observers to hear the meeting unimpeded. Chair Bangerter stated that participants should ask to be recognized if they have a question or comment and when recognized, the participant needs to state their name and title so he or she can be identified by the audience. Chair Bangerter noted for each action item a roll call vote will be taken to determine how each Regent is voting. However, a roll call vote will not be needed for the approval of the minutes and no motion is needed to adjourn the meeting.

APPROVAL OF MINUTES

Regent Harrison-Lee moved that the minutes of the March 11, 2020 special meeting and the March 18, 2020 regular meeting be approved. Following the second of Regent Kiblinger, the motion carried.

GENERAL REPORTS

REPORT FROM CHAIR

Chair Bangerter reported the COVID-19 pandemic has significantly impacted the state's public higher education institutions and students. On behalf of the Board and the entire higher education system, Chair Bangerter thanked all of the state leaders for their work and response to the COVID-19 pandemic. He specifically thanked Governor Kelly, Secretary Norman, Speaker Ryckman, and Commissioner Watson for their leadership. Chair Bangerter also thanked all the CEOs at the institutions for their efforts to quickly transition the campuses to online learning, which has allowed students to continue with their education.

Additionally, Chair Bangerter reported that Board staff and the universities are looking at Board policies to see if there are actions the Board can take to help ease the impact of this crisis. Later in the discussion agenda the Board will consider a COVID-19 exception to the Board tenure clock policy. He noted after the April Board agenda was published it was brought to his attention that suspension of a Board policy that prohibits enrolling any student who has an outstanding delinquency of tuition and fees from a prior semester may be helpful to the universities. He stated the request would be to suspend portions of the Board's Tuition and Fees policy for the 2020 summer and fall semesters so that students who are experiencing financial difficulties related to the COVID-19 pandemic may continue their studies. Chair Bangerter stated he wants to add this item to the agenda following his report. He then reported that the Board's Retirement Plan Committee will meet on Thursday to discuss the CARES Act and how the Board's Plans can be amended to allow participants to realize benefits made available by the Act.

AMEND AGENDA AND TEMPORARILY SUSPEND PORTIONS OF THE BOARD'S TUITION AND FEES POLICY

Regent Hutton moved to add the suspension of portions of the Board's Tuition and Fees policy to the agenda and moved to temporarily suspend, for the summer and fall 2020 semesters and ending September 30, 2021, the portions of Board policy II.D.1.d.i. and II.D.1.d.ii. that currently state "No student shall be permitted to enroll for any semester if there are outstanding delinquencies from prior semesters, . . . [and International] students may receive tuition and fees extension privileges until not later than November 10 of the first semester or April 10 of the second semester, pursuant to written agreement with the institution." The policy otherwise would remain effective unless and until the Board takes further action to permanently amend it. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

REPORT FROM PRESIDENT AND CEO

President Flanders reported the universities are in the process of developing plans for how classes will be delivered over the summer and in the fall. Some universities have already announced that either all or a portion of their summer courses will be taught online. Universities are also reviewing their internal policies to determine if there are additional ways to help students during these difficult times. Grading policies and course withdrawal dates are a couple of areas that individual universities are reviewing. President Flanders did note that the university CEOs are communicating and coordinating with each other when appropriate. He also reported that the pandemic has had a significant financial impact on all the institutions and explained that the federal stimulus funds appropriated to date will not cover all the losses. President Flanders stated he expects the state budget to be significantly impacted in the upcoming fiscal year. However, he thanked the Governor and the Legislature for the way they have managed the state budget over the last year, which has placed Kansas in a better position to deal with the impact. President Flanders stated the universities will be monitoring the state's financial situation and will be making decisions on their own budgets, which may include implementing hiring freezes. These decisions will be made by each university based on their individual needs.

REPORT FROM SYSTEM COUNCIL OF PRESIDENTS

President Trzaska reported the System Council of Presidents received updates from the System Council of Chief Academic Officers and the Government Relations Officers. The Academic Officers are in the process of forming a council to work on program transfer and articulation and are looking at how COVID-19 will impact performance agreement outcomes for the institutions. The Government Relations Officers are busy tracking the federal and state stimulus funds and are monitoring the Governor's executive orders. It was noted that the Legislature is still scheduled to return to the Statehouse on April 27 to resume veto session and *sine die* is scheduled for May 21. The System Council of Presidents then discussed future space utilization needs at the institutions and how educational delivery systems may change.

REPORT FROM COMMUNITY COLLEGES

President Trzaska presented the report for the community colleges. He noted the colleges have all transitioned to online education and are involved in many activities to support their students and communities. He highlighted the following activities: Colby and Fort Scott have set up virtual tutoring sessions, Garden City has organized a food bank, faculty at Kansas City Kansas organized a virtual reading of a play, students in Hutchinson's Certified Nurse Aide class are continuing their training, and Seward is working with the National Beef Packing Company to build plexiglass barriers to separate its workers. President Trzaska also noted many of the colleges are working with their local hospitals on acquiring ventilators and personal protective gear for their healthcare workers.

REPORT FROM COUNCIL OF PRESIDENTS

President Garrett presented the Council of Presidents report. The Council received reports from the Council of Chief Academic Officers, Council of Business Officers, and the Council of Student Affairs Officers. The Academic Officers approved programs and program name changes. The Business Officers reported that the space utilization study contract, which went through the Kansas Department of Administration's contracting process, was finalized. Gould Evans in association with Rickes Associates was awarded the contract and will conduct a space utilization study of classrooms and offices in university mission critical buildings on all the campuses. President Garrett noted that the Council of Presidents did have a question as to whether lab and research spaces are included in the study. The Business Officers also reported that property insurance rates are going to increase 20 percent and that the universities are reviewing their business interruption insurance coverage to determine if COVID-19 losses are covered. The Student Affairs Officers reported that essential student services have been converted to allow students the ability to access them remotely. They are also working on ways to celebrate the success of students who are graduating and are reviewing the layout of the residence halls to come up with plans to address social distancing concerns for the fall semester. Additionally, President Garrett reported the Council of Presidents approved Pittsburg State University's Bachelor of Science in Education and Kansas State University's Doctorate in Education in Community College Leadership. These programs will be placed on the next Board agenda for consideration. President Garrett then thanked all the university faculty and staff on all the campuses for their work during these difficult times.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Greg Schneider echoed President Garrett's thanks and noted that faculty, staff and students have done a great job adjusting to the current situation. He then reported that the Council of Faculty Senate Presidents reviewed the items on today's Board agenda, and noted the Council supports the request for a COVID-19 exception to the Board's Tenure Clock Extension policy. The Council also presented the following statement to the Board:

The Covid-19 emergency necessitates a continued adherence to shared governance regarding the Board's examination of undergraduate low-enrollment programs in the regents' system. We are facing unprecedented challenges in budgets and enrollment for the next academic year, along with the lack of certainty regarding whether students will even be allowed to return to campus in the fall.

As such, we support the recommendations in the Issue Paper on Low Enrollment Undergraduate programs (beginning on page 45 of the board's consent agenda for today's meeting). We strongly support Daniel Archer's recommendations on page 54 of today's agenda, that the universities be involved in the process of reviewing the programs under the strategic program realignment policy. As shared governance leaders, we understand, and support, the Board's desire to investigate those low-enrollment programs and their efficacy at this difficult time. All our universities have policies in place to review programs and we reaffirm our commitment to do so as part of the process.

REPORT FROM TECHNICAL COLLEGES

President Genandt presented the report for the technical colleges. The presidents of the seven technical colleges are meeting weekly to share information and are in the process of reviewing the Coronavirus Aid, Relief, and Economic Security (CARES) Act. President Genandt reported the technical colleges have adapted to offering classes online and like the community colleges, have been helping their local communities. He noted some colleges are using 3D printers to make protective face shields for healthcare workers.

STANDING COMMITTEE AND OTHER REPORTS

FISCAL AFFAIRS AND AUDIT

Regent Hutton reported the Fiscal Affairs and Audit Standing Committee reviewed all the fiscal items on today's Board agenda. Eric King provided an overview of the proposed FY 2022 capital improvement requests and five-year plans for the state universities and discussed the current year Educational Building Fund appropriation request. If approved by the Board, the EBF allocation will be used to fund the contracts associated with the Board's deferred maintenance initiative. The Committee discussed Wichita State University's request to raze Cessna Stadium and reviewed the proposed distribution of the FY 2021 Postsecondary Education Operating Grant. Then representatives from Wichita State University, Kansas State University, and Fort Hays State University presented information on each of their special initiatives that were developed during this year's legislative session. Regent Hutton reported the Committee had a lengthy discussion on Wichita State University's request to purchase The Flats and The Suites. The majority of the discussion was around the ground lease and sublease provisions and whether they provided for

monthly or annual rent payments since this would greatly influence the savings that WSU projects. Following discussion, the Committee recommended the purchase be recommended to the Board as requested by the University on a vote of three to one. Regent Hutton noted he asked Board counsel to look at the ground lease provisions before the Board discusses this item later today. Additionally, Regent Hutton reported the Committee reviewed the Johnson County Educational Research Triangle FY 2021 budgets from the KU Edwards Campus, K-State Olathe Campus, and the University of Kansas Medical Center.

HOUSING & DINING TASKFORCE

Regent Rolph reported that the Housing & Dining Taskforce met on January 31, 2020. Representatives from each of the state universities explained the operations and processes for managing their housing facilities and food service operations. Kansas State University and the University of Kansas continue to be “self op” in that they manage and operate their own food services to the campus with university employees. They noted that running the services has allowed for integration with academics in programs such as dietetics and hospitality, and for customized dietary needs for students (approximately two percent of students have voiced specialized needs at Kansas State). KU has changed its food service to grant maximum flexibility to students who can eat anywhere on campus with their dining card. The other four state universities have outsourced campus dining functions to a third party, two with Sodexo and two with Chartwells. Contracting with an outside vendor can transfer the risk of finding local trained staff, as well as financing the capital costs for equipment and facility upgrades. Third party contractors can also leverage vendors’ purchasing power to a greater degree than what a single campus could wield on its own. The vendors can also offer students with on campus work and internship opportunities. All six campuses have food pantries or dining credit options for their food insecure students.

Regent Rolph reported that four of the state universities generally require freshman to live on campus. However, any student whose family lives close to the campus can be exempted from the on campus requirement. Data collected on these students who live on campus indicated that they are more likely to continue their education because they feel like they belong. These students are more involved with campus activities and are offered academic support in their residence halls. Regent Rolph stated the Taskforce’s initial recommendation was to ask the University of Kansas and Kansas State University to consider requiring freshmen to live on campus. This recommendation was made prior to the COVID-19 pandemic.

Regent Rolph stated the Taskforce will go on hiatus until the COVID-19 pandemic has passed and the auxiliary enterprises are in a steadier state. The challenges facing the university housing and food service auxiliaries are drastically different now than when the Taskforce began its work. Regent Rolph commended the campuses for their efforts to protect students and staff while maintaining services to those students in need.

APPROVAL OF CONSENT AGENDA

Regent Hutton moved, with the second of Regent Rolph, that the Consent Agenda be approved. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Academic AffairsACCREDITATION FOR MASTERS OF SCIENCE IN HEALTH INFORMATICS AT THE UNIVERSITY OF KANSAS MEDICAL CENTER

The University of Kansas Medical Center received approval to pursue programmatic accreditation for its Master of Science in Health Informatics from the Commission on Accreditation for Health Informatics and Health Information Management Education (CAHIIM). Total cost of initial accreditation is \$16,000, with an annual renewal fee of \$2,750.

POLICY CHANGES TO ALIGN WITH RECENT U.S. DEPARTMENT OF EDUCATION REGULATIONS AND UPDATE OTHER LANGUAGE

On November 1, 2019, the U.S. Department of Education issued final regulations governing the recognition of accrediting agencies and other areas of the Higher Education Act. One key change in the regulations was the labeling of accrediting agencies. The Department will no longer categorize accrediting agencies as regional or national. The terms “regionally accredited” and “nationally accredited” will no longer be used or recognized by the Department. According to the U.S. Department of Education these regulations seek to “provide increased transparency and introduce greater competition and innovation that could allow an institution or program to select an accrediting agency that best aligns with the institution’s mission, program offerings, and student population.” These changes will take effect July 1, 2020. The following policy amendments were approved to comply with the U.S. Department of Education regulations.

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

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

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2 TRANSFER AND ARTICULATION

a Purpose

Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness in the public postsecondary education system in Kansas. A seamless educational system offers the best resources to provide a high quality education for every student, and empowers and encourages each student to reach maximum potential by engaging in life-long learning. This includes:

- i Aligning high school and college expectations and standards to improve access and success;
- ii Providing access to postsecondary education;

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

- iii Providing high quality advising and information at every point of the journey to ensure that students understand the preparation required to succeed at the next level;
 - iv Building connections and strengthening communications within and between the parts of the system; and
 - v Providing a smooth transition from one level of learning to the next level, including graduate and professional education.
- b Systemwide Transfer and Articulation

To facilitate transfer and articulation across the Kansas public postsecondary education system, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board's systemwide transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. The Council provides status reports, as appropriate, to the System Council of Chief Academic Officers.

i The Transfer and Articulation Council shall:

- (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;
- (2) Adjudicate disagreement from the Kansas Core Outcomes Groups;
- (3) Provide final recommendation on systemwide transfer of specific courses;

(The Board of Regents approves specific courses to be accepted for systemwide transfer from any public postsecondary educational institution in Kansas. Each course approved and accepted for systemwide transfer by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.)

- (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and
- (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.

ii In addition, the Transfer and Articulation Council shall:

- (1) Identify courses acceptable for systemwide articulation and transfer with a focus on lower division general education courses and introductory courses to majors;
- (2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;
- (3) Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;
- (4) Address barriers to inter-institutional cooperation as they arise;
- (5) Use learning outcomes to determine course equivalency; and

- (6) Implement a clear and ongoing transfer structure.
- iii The Transfer and Articulation Council shall have a core outcomes subcommittee and a quality assurance subcommittee.
- iv Kansas Core Outcomes Groups – These groups composed of faculty representing specific disciplines, shall carry out the work of course transfer articulation in accordance with the *Kansas Transfer and Articulation Procedures*. Each Kansas core outcomes group shall:
 - (1) Receive its charge from the Transfer and Articulation Council;
 - (2) Review specific courses within the discipline to articulate learning outcomes associated with courses and agree upon system-wide transfer of course credit as direct equivalents for transfer; and
 - (3) Report to the Transfer and Articulation Council.

One Transfer and Articulation Council member shall be appointed by the Council to serve as a non-voting ex officio member liaison to each discipline-specific core outcomes group. The Council liaison's role is to ensure that the mission of the Transfer and Articulation Council is communicated to, and carried out by, each core outcomes group and to ensure excellent communication between the Council and each core outcomes group.

- c System Support. Board staff shall support the Board's systemwide transfer initiative by:
 - i Maintaining a website for dissemination of transfer information;
 - ii ~~Maintaining a Common Course Equivalency Guide including a Common Course Matrix~~ a list of equivalent courses offered by institutions for all courses that transfer systemwide; and
 - iii Collecting and reporting common data on transfer student success and completion as one measure of system effectiveness.
- d Institutional Transfer and Articulation. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its own transfer policy.
 - i Each public university shall appoint a point person for transfer and articulation issues and shall clearly identify that individual's contact information on the university web site.
 - ii An institutional transfer policy shall not conflict with the Board's systemwide transfer policy.
 - iii An institutional transfer policy shall include an appeal process.
 - iv An institutional transfer policy shall treat transfer students the same way academically as non-transfer students.
 - v An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.
 - vi An institutional transfer policy shall ensure transfer of general education courses from any ~~HLC accredited~~ accredited Kansas public postsecondary institution accredited by a nationally recognized agency, subject to conditions in paragraphs f.(iii) and b.
 - vii Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.

- e Articulation Agreements
 - i Between Community Colleges, Technical Colleges and the Institute of Technology

In accordance with K.S.A. 74-32,420, the board of trustees of each Kansas community college, the governing board of each Kansas technical college and the board of control of the Institute of Technology shall establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among those institutions.

 - (1) The Board of Regents shall be notified of each agreement at the time the agreement is executed.
 - (2) Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 74-32,420). Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.
 - ii Between Community Colleges, Technical Colleges, the Institute of Technology, State Universities, and Washburn University

In accordance with K.S.A. 72-4454, Kansas technical colleges, community colleges, the Institute of Technology, state universities and Washburn University shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical colleges, community colleges, Institute of Technology, state universities and Washburn University.
 - iii Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.
- f General Transfer Provisions
 - i Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.
 - (1) Admission to an institution shall not equate with admission to a professional school or a specific program.
 - (2) Except as provided in paragraph f.iii., students must complete all graduation requirements of the receiving institution.
 - (3) Students with a completed associate degree who transfer into a professional school or specialty program may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
 - ii Requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:
 - (1) Transfer coursework must be transcribed in credit hours.
 - (2) Students transferring to Kansas public universities with a completed AA or AS degree shall be given junior standing.

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

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

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

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

6 hours of English Composition

3 hours of Public Speaking or Speech Communication

3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it

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

Art*

Theater*

Philosophy

Music*

History**

Literature

Modern Languages

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

Sociology

Psychology

Political Science

Economics

Geography

Anthropology

History**

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

*Performance courses are excluded.

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

- iv Many of the Board approved systemwide transfer courses meet general education requirements at the public postsecondary educational institutions in Kansas.
- v Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in paragraph j. above.
- vi Public universities may develop program-to-program articulation agreements for the AAS degree.

vii Courses completed as part of technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:

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

(2) On a course-by-course basis

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

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

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

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

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12 ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

It is the policy of the Board of Regents that all public post-secondary institutions conferring college degrees achieve and maintain accredited status with ~~the Higher Learning Commission of the North Central Association, an~~ a nationally recognized accrediting commission agency for higher education in the United States.

Any public post-secondary institution that has not achieved or does not maintain accredited status with ~~the Higher Learning Commission of the North Central Association~~ a nationally recognized accreditor may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing ~~HLC~~ institutional accreditation shall continue to comply with all standards established by the institution's current accrediting agency; and shall submit an end of fiscal year report to the Board of Regents confirming adequate progress toward accredited status ~~with the HLC~~, including as applicable any supporting documentation.

13 CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENTS PARTNERSHIPS

It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership.

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.

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

a Purposes of Concurrent Enrollment Partnerships

As established by the Kansas Board of Regents, the system-wide purposes of Concurrent Enrollment Partnerships are threefold:

i To Reduce Time-to Degree and Lower Costs

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

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

Concurrent Enrollment Partnerships are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

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

Concurrent Enrollment Partnerships are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

b Procedures and Standards for Implementing Concurrent Enrollment Partnerships

i Definitions

For purposes of this policy:

(1) "Concurrent Enrollment Partnership student" means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

(2) "Concurrent Enrollment Partnership agreement" means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.

(3) "Eligible postsecondary institution" means any state university, community college, technical college, municipal university or affiliated institute of technology.

ii Agreement between Eligible Postsecondary Institutions and School Districts

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

- (1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;
- (2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;
- (3) a clause addressing issues of compensation, awarding of credit and course listings for each party;
- (4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;
- (5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;
- (6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)
- (7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and
- (8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

iii Curriculum Standards, Course Content/Materials, and Assessment of Students

- (1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.
- (2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.
- (3) Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.

- (4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.
- (5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:
 - (a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;
 - (b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
 - (c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and
 - (d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.
- (6) Remedial/developmental course work shall not be offered as a Concurrent Enrollment Partnership course.

iv High School Faculty

(1) Qualifications

- (a) High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses shall ~~attain instructional eligibility by meeting~~ meet the faculty qualifications and standards established by the Higher Learning Commission of the North Central Association, as stated that the body's *Criteria for Accreditation and Assumed Practices* nationally recognized agency that accredits the sponsoring higher education institution regarding faculty roles and qualifications.
- (b) Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.
- (c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

- (a) Before approving high school faculty to teach college-level Concurrent Enrollment Partnership courses, the postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and Concurrent Enrollment Partnership administrative requirements.
- (b) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.
- (c) Orientation and/or professional development activities shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.

(d) The postsecondary partner institution shall annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

v Student Eligibility for Enrollment, Advising and Student Guides

(1) High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards.

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

(3) The student must be authorized by the high school principal to apply for enrollment.

(4) Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.

(5) Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system.

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

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

c Reporting of Concurrent Enrollment Partnerships

i Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

- (1) Directory information for each high school student enrolled;
- (2) Credit hours generated by each high school student;
- (3) Credentials of faculty teaching Concurrent Enrollment Partnership courses; and
- (4) Concurrent Enrollment Partnership credit hours generated by each high school student.

ii By January 31 of odd-numbered years, each public postsecondary institution shall provide to Board staff a list of high schools with which it has Concurrent Enrollment Partnership agreements. For each institution, Board staff will select no more than two high schools for

reporting. For each high school selected, each institution will submit the following to the Board office:

- (1) Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
 - (2) Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and
 - (3) Report resulting from the annual review of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5)).
- iii By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).
- iv All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.

Fiscal Affairs and Audit

AMENDMENTS TO THE FY 2020 CAPITAL IMPROVEMENT PLAN AND APPROVAL OF PROGRAM STATEMENT FOR CONSTRUCTION OF A CONVERGENCE SCIENCES FACILITY FOR DIGITAL TRANSFORMATION – WSU

Wichita State University received approval to amend its FY 2020 Capital Improvement Plan to add a new building for the Convergence Sciences and Digital Transformation Center on the Innovation Campus. This approval is contingent on legislative approval of state funding for the proposed Center, and any required approvals for creating the Institute and any related academic programs.

The new building would house the National Institute of Digital Transformation. The estimated total cost of the project is \$22.2 million and will be funded with revenues bonds paid for with a combination of restricted use funds that are generated by private industry from training, testing and certification, federal grants, and local tax dollars. Planning, design and construction are expected to take about 25 months. The cost of future maintenance and operations will be funded with university restricted funds. The Program Statement for Construction was also approved.

Retirement Plan

FUND INVESTMENT LINE-UP CHANGES IN THE BOARD'S MANDATORY RETIREMENT PLAN

The Retirement Plan Committee's recommendations, listed below, were approved. These changes will take effect on July 6, 2020, at which time the new fund will be added and assets in the replaced fund will be mapped to the new fund.

Voya Mandatory Plan Fund Lineup Changes

1. *Replace* the Voya Small-Cap Opportunities Portfolio with the Loomis Sayles Small Cap Growth fund.
2. *Add* the Fidelity Advisory Institutional Small Cap Z, which is a foreign small cap equity option.

NEW TIAA AND VOYA RECORDKEEPER CONTRACTS FOR THE BOARD'S VOLUNTARY RETIREMENT PLAN

The Retirement Plan Committee's recommendations for the Board to enter new recordkeeping contracts with TIAA and Voya for the Voluntary Retirement Plan, new fund lineups and mapping strategy for implementation were approved. TIAA and Voya were selected to be the only approved recordkeepers for the Voluntary Plan beginning with the first paycheck in January 2021. All other recordkeepers were notified that effective January 2021 they will no longer be able to accept new contributions. Board staff received no complaints from the deselected companies. Plan participants were also notified of these upcoming changes and will be continually updated as more information is available.

Technical Education Authority

2020-2021 QUALIFYING CREDENTIALS

The list of 2020-2021 qualifying credentials was approved. The occupations included on the 2020 phase-out list are Automotive Body and Related Repairers under SOC code 49-3021, and Telecommunications Equipment Installers and Repairers under SOC code 49-2022. Certifications for these programs must be earned by December 2020 to be eligible for incentive/reimbursement funding. Farm Equipment Mechanics under SOC code 49-3041 is included on the 2021 phase-out occupation list, and certifications must be earned prior to December 2021 to be eligible for the incentive funding. The qualifying credentials list does not limit any program eligibility for the Excel in CTE tuition reimbursement or Carl D. Perkins funding.

(List filed with Official Minutes)

AMENDMENTS TO THE KANSAS TECHNOLOGY INNOVATION AND INTERNSHIP PROGRAM POLICY

The amendments to the Kansas Technology Innovation and Internship Program policy, shown below, were approved. These amendments bring the policy up to date, provide clarification, and allow greater flexibility with faculty internships.

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

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

B FISCAL MANAGEMENT (see Chapter II., Section B. for additional fiscal management policies applicable to state universities)

2 KANSAS TECHNOLOGY INNOVATION AND INTERNSHIP GRANTS

Under the authorization of the Board of Regents, the Board President and Chief Executive Officer established the following procedures

Procedures

a Background

K.S.A. ~~72-4466~~ 74-32,429 et seq. ~~established~~ establishes the Kansas Technology Innovation and Internship program for:

- i Start-up support for innovative technical courses or programs in emerging technologies, manufacturing or areas of skill shortages; or
- ii internships to enable faculty of a career technical education institution to work in a business/industry setting or to enable employees from business/industry to work in an educational setting at a career technical education institution.

b Participation

Any “career technical education institution” may participate in the program. For purposes of this provision, “career technical education institution” shall mean any “community college,” “technical college” or “institute of technology,” as those terms are defined in K.S.A. ~~72-4412~~ 74-32,407, and amendments thereto.

c Conditions for Participation/Application Guidelines

- i Private business must provide financial or in-kind support, or any combination thereof, to the career technical education institution equaling 100% of the amount of the grant request. A letter from the business/industry validating this support must accompany the grant application.
- ii Technology Innovation grants
 - (1) The technical course or program must be new to Kansas, or, if an equivalent course or program is already in existence in Kansas, the new course or program is not offered at a site within 100 miles of a site at which the existing, equivalent course or program is offered.
 - (2) The technical course or program must relate to a business or industry located in the service area of the career technical education institution.

(3) The technical course or program must relate to emerging technologies, manufacturing or areas of skill shortages. Board staff will determine if an area has a skill shortage by utilizing data from multiple sources.

(4) The application must include a plan for implementation of the grant if awarded. The application must explain how the grant project is innovative in addressing emerging technologies, manufacturing, or areas of skill shortages.

(5) The application must include a budget and budget narrative for the grant that has been signed by the institution's president.

iii Internship grants

(1) Internship grants may be awarded to full-time career technical faculty to participate in an internship with a business, industry, or other agency, for the purpose of upgrading knowledge and skills in a particular profession, vocation, or trade. Similarly, full-time employees in private industry or other agencies may participate in an internship in a postsecondary career technical education institution.

(2) A career technical teacher or employee from business/industry may be awarded no more than two internships over a three-year period.

(3) The internship may range from a minimum of two weeks to a maximum of 16 weeks during a fiscal year, July 1 to June 30 the award period.

(4) The state funds may be used to support the internship salary, which shall not exceed ~~\$25~~ \$30 per hour with a maximum salary of ~~\$1,000~~ \$1,200 per week. The maximum grant from state funds for an internship shall not exceed a total of \$6000, inclusive of all proposed expenditures.

d Allowable Expenditures

i Technology Innovation grants: Instructional salaries, equipment, instructional supplies and materials, curriculum development, vendor training, and other related costs pre-approved by Board staff and itemized in the application budget.

ii Internship grants: Salaries, internship related travel, and related training costs itemized in the application budget.

e Transfer and Expenditure of Funds

i. Technology Innovation grants: Upon implementation of the grant activities, an institution may request up to 80 percent of the grant funds. The remaining 20 percent of the awarded funds may be requested from Board Finance and

Administration staff upon submission and approval of all completed Board final reports. Funds must be expended within ~~the fiscal year in which the grant was awarded~~ the award period. A postsecondary educational institution must act as the fiscal agent for the grant funding.

- ii Internship grants: Upon completion of the internship activities, a postsecondary institution acting as the fiscal agent for the funds may request the awarded funds from Board Finance and Administration staff upon submission and approval of all completed Board final reports. Funds must be expended within the award period.

f Reporting Requirements

- i. Technology Innovation grants: All final reports must be submitted to Board staff regarding the outcomes of the grant project within the specified timeframe and prior to the release of the final 20 percent of the awarded funds. ~~Interns and their supervisor(s) must also submit timesheets and an evaluation report to Board staff upon completion of the internship.~~
- ii Internship grants: Interns and their supervisor(s) must submit all required final report forms, timesheets, and evaluation reports to Board staff upon completion of the internship within the specified timeframe and prior to the release of the awarded funds.

g Application Forms

Electronic application forms for both the Innovative Technology and Internship grants are available from Board workforce development staff.

h Application Timeframe

Grant announcements will be made periodically during the year as funds are available. Grants are awarded on a competitive basis.

i Allocation of Funds for Grants

Each year the Board President and Chief Executive Officer, or designee, will determine the amount of funds available for grants.

CONSIDERATION OF DISCUSSION AGENDA

Academic Affairs

UPDATED LOW-ENROLLMENT UNDERGRADUATE PROGRAM DATA

Daniel Archer, Vice President for Academic Affairs, stated that in February the Board received enrollment data on the current academic programs offered by the state universities. The data showed an institution-by-institution comparison of the average number of majors in each

undergraduate program area based on five-year averages. During the discussion, the Board directed the universities and Board staff to reexamine the low enrollment programs and identify the appropriate metrics with which to analyze programs. Vice President Archer reported an updated low enrollment inventory has been compiled based on discussions between the universities and Board staff. The inventory focuses on low enrollment by majors and is broken down by listing the average number of majors, the average number of graduates, and explanation notes. He noted the Board undergraduate minimum threshold for majors is an average of 25 over a five-year period and degree completers is an average of ten over a five-year period. None of the programs listed in this inventory met the major threshold and five programs met the graduation threshold. Vice President Archer then provided examples of the different explanation notes, which are defined below. He also noted more analysis is needed to assess the efficiency, effectiveness, and essentiality of these programs and suggested that the next step in the process is to direct the universities to review these programs under the Board's strategic program alignment process. The Board concurred and directed staff to develop a timeline to move these programs through the process.

Explanation Notes Definitions:

Note	Explanation
New Program	A program that is in its infancy stage and has not existed long enough to establish a 5-year enrollment average.
Interdisciplinary Program	A program that integrates a variety of related courses from existing programs into one degree. As a result, this program typically utilizes the resources of more than one existing program.
Phase-Out Status	A program that is teaching out its existing students but is no longer accepting new enrollments. The programs under this status will eventually be discontinued.
On-Hold Status	A status used for a program that is considered inactive. No enrollments of any kind can be submitted in an on-hold status program. Institutions may reactivate an on-hold status program, allowing for student enrollments.
Supports General Education	A program that has courses that support the university's general education course requirements.
Supports Other Programs	A program that supports other programs at the university.

(University Low Enrollment Inventory and PowerPoint filed with Official Minutes)

COVID-19 RESPONSE EXCEPTION TO THE BOARD'S TENURE CLOCK EXTENSION POLICY

Vice President Archer stated the COVID-19 pandemic has caused significant disruption for faculty who are pursuing tenure. Their scholarly work and teaching have been interrupted and it is anticipated that tenure-track faculty will need additional flexibility in 2020. Board policy sets specific parameters on the tenure-track clock, which is the timeline by which university tenure-track faculty are reviewed for tenure, and the policy states "no more than two extensions of the tenure clock may be granted to a faculty member for any reason." Vice President Archer stated

because COVID-19 is affecting everyone, the universities are requesting a one-time systemwide exception to policy 2.C.2.b.vii.2.e for tenure-clock extensions granted based on COVID-19. This would exclude COVID-19 related tenure-clock extensions from counting toward the two-extension limit that is prescribed in policy. Regent Hutton asked how long the exemption will last, and Vice President Archer noted it would be in effect for one year. It was also noted that not all tenure-track faculty will need the extension because some work has continued. Regent Van Etten moved to grant a one-time systemwide exception to policy 2.C.2.b.vii.2.e for tenure-clock extensions granted based on COVID-19. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Fiscal Affairs and Audit

CAPITAL IMPROVEMENT REQUESTS FOR FY 2022 AND FIVE-YEAR PLANS – UNIVERSITY SYSTEM (FIRST READ)

Eric King, Interim Director of Facilities, presented the proposed Capital Improvement Requests for FY 2022 and Five-Year Plans for the state universities. He noted that staff is recommending approval of the following: 1) all projects funded by non-state funds as submitted, 2) university system request for spending authority for Rehabilitation & Repair projects from the Educational Building Fund, and 3) individual building/infrastructure projects for state appropriations in FY 2022 and those to be considered for future appropriations should the Board deem certain projects essential. The Board will act on the recommendations at the May meeting.

(Tables 1 and 2 filed with Official Minutes)

ALLOCATION OF FY 2020 EDUCATIONAL BUILDING FUND APPROPRIATION – SYSTEM

Interim Director King stated one of the Board's goals this year is to develop a strategy for addressing deferred maintenance at the state universities. To address this goal, two university building studies have been initiated to gather and analyze data that the Board can then use to support its deferred maintenance initiative. Interim Director King reported that Accruent LLC will conduct detailed condition assessments of university mission critical buildings, establish databases, and provide software and training for the universities, allowing the campuses to update and provide to the Board consistent reporting of their deferred maintenance status. Gould Evans in association with Rickes Associates will conduct a space utilization study. Interim Director King stated the Council of Presidents had a question on whether the space utilization study covers lab and research spaces, and he noted that it does, along with classroom spaces and offices in university mission critical buildings. Interim Director King stated the total cost of the two studies is \$2.4 million, and the recommendation is for the state universities to finance their costs with allocations from the Educational Building Fund. Regent Hutton moved to approve the allocations from the Educational Building Fund as shown below. Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Allocation of Educational Building Funds for State University Deferred Maintenance Studies

	Allocation
University of Kansas	\$349,949
University of Kansas Medical Center	334,338
Kansas State University	839,453
Wichita State University	327,001
Emporia State University	152,949
Pittsburg State University	206,230
Fort Hays State University	220,688
Total	\$2,430,608

RAZE BUILDING – WSU

Interim Director King presented Wichita State University's request to raze Cessna Stadium. He noted the Stadium is in poor condition and has outlasted the typical lifespan of exposed steel structures. WSU plans to demolish the Stadium in two phases to allow track activities to continue until a new, smaller multi-purpose stadium is built on the site. The cost to raze the Stadium is estimated at \$1.4 million. WSU plans to fund the project with private funds and restricted fee funds. Regent Rolph noted at the Fiscal Affairs and Audit Committee meeting that WSU assured the members that the project will not start until funds have been raised and that the University has consulted with the Kansas State High School Track Association regarding the state track meet, which is held at the Stadium every year. Regent Harrison-Lee moved to approve, and Regent Feuerborn seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

ESTABLISH A NATIONAL INSTITUTE OF DIGITAL TRANSFORMATION AND CONVERGENCE SCIENCES – WSU

President Golden introduced Wichita State University's request to accept additional funding and legislation for an investment in the amount of \$5 million to support the University's National Institute of Digital Transformation (NIDT) and Convergence Sciences. This Institute will directly support Pillar Three in the Board's new strategic plan, which centers around how institutions can support economic growth in Kansas and supports the University's Initiative for Convergence Sciences which entails integrating knowledge, methods, and expertise from different disciplines and forming novel frameworks to catalyze scientific discovery and innovation. President Golden emphasized the importance of diversifying the Kansas economy and focusing on the jobs of the future, which will be in technology. He noted over the last 40 years, all net new jobs in the US economy have been technology jobs, mainly from companies less than five years old.

The University's planned National Institute of Digital Transformation and Convergence Sciences will focus on research and innovation in cloud computing and software development utilizing high speed broadband in Kansas and research and service laboratories to provide the needed technology for Kansas to compete globally. President Golden stated the Institute would be modeled after NIAR. It is anticipated that \$20 million will need to be invested in equipment, which will be funded

by private sector donations and public funds. President Golden stated the proposed legislation to establish the Institute includes a state investment of \$5 million. He noted if the state is unable to invest in developing centers for excellence to train and support a workforce skilled in applying digital transformation tools to grow and create new business, those businesses will have no choice but to move and center their operations around locations that do invest in a digitally skilled and savvy workforce. President Golden reported that many local businesses as well as academic departments across the campus support the establishment of this Institute. Regent Feuerborn moved to authorize Wichita State University to seek state funding from the 2020 Legislature to establish the National Institute of Digital Transformation (NIDT) and Convergence Sciences. Regent Harrison-Lee seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

ESTABLISH A FOOD, HEALTH AND BIOSECURITY PROGRAM – KSU

Provost Taber presented Kansas State University's request to establish an Institute of Global Food, Health, and Biosecurity. The new Institute will leverage many of KSU's existing academic and research strengths in food science and safety as well as health and well-being while at the same time developing new areas to meet the changing needs of the current workforce. It will support the state's agriculture industry, which accounts for 45 percent of the total Kansas economy and 13 percent of the state workforce. The Institute would allow KSU to develop new programs and engagements to build on its successes in entrepreneurship, company attraction, and economic development. It will also allow KSU to expand its interdisciplinary curriculum to prepare graduates for careers in food systems, health, and biosecurity fields. Provost Taber noted the University's Colleges of Veterinary Medicine, Agriculture, Arts and Sciences, and Health and Human Sciences will play an important role in establishing this Institute and stated that in order for this Institute to be successful, facilities on the campus will need to be upgraded. He also noted that the Institute will directly support Pillar Three in the Board's new strategic plan and the University will use the metrics identified in the Pillar to measure success. Regent Schmidt asked about the timeline to move this initiative forward, and Provost Taber stated that the establishment of the Institute would depend on the state's investment. Regent Hutton supports the idea of the new Institute but is concerned that there are not clear metrics to demonstrate the economic impact this Institute will have on the state's economy. He is also concerned about using \$3 million of the state's investment to pay debt service on infrastructure because he believes the legislative intent is for the universities to use the state investment to directly influence economic development. Regent Kiblinger stated KSU is uniquely positioned to address and strengthen these focused areas but concurs that clear metrics are needed. Following discussion Regent Hutton moved to authorize Kansas State University to seek state funding from the 2020 Legislature to establish the Institute of Global Food, Health, and Biosecurity. Regent Kiblinger seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

DISTRIBUTION OF FY 2021 POSTSECONDARY EDUCATION OPERATING GRANT TO STATE UNIVERSITIES

Elaine Frisbie, Vice President for Finance and Administration, stated the Legislature appropriated \$11,893,156 to the Postsecondary Educational Institutions Unified Operating Grant for FY 2021. The proposed distribution of these funds to the state universities were calculated using the Board's tuition ownership model. Under this model, tuition revenues are not considered when determining state funding levels. Vice President Frisbie noted that the funds, if approved, will be available to the state universities in July. Regent Schmidt moved to approve the distributions to the state universities, as shown below. Regent Murguia seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

	Postsecondary Education Operating Grant
University of Kansas	\$ 2,859,244
University of Kansas Medical Center	2,140,809
Kansas State University	2,009,267
KSU Polytechnic Campus	136,697
KSU Extension & Agriculture Research Programs	1,019,207
KSU Veterinary Medical Center	204,174
Wichita State University	1,356,949
Emporia State University	681,516
Pittsburg State University	762,482
Fort Hays State University	722,811
Total	\$11,893,156

TRANSFER AND MILITARY INITIATIVE – FHSU

Fort Hays State University's request to expand its Transfer and Military Center was presented by President Mason and Dr. Dennis King. For the past 13 years, FHSU has been selected as one of the top military-friendly colleges in the nation. President Mason stated the University will enhance its military initiative this year by establishing the Transfer and Military Center; creating, with the assistance of the Kansas Army National Guard, the first University based Officer Candidate School; and designing new pathways for service members, active and retired, to receive credit for prior military experience. Dr. King reported the Center is designed to support military students and all transfer students with their pursuit of a four year degree. It was noted that the state investment in the Center will help launch the program and support its expected growth. President Mason thanked the Legislature for its interest in expanding the Center. Regent Van Etten moved to authorize Fort Hays State University to seek state funding from the 2020 Legislature to expand its Transfer and Military Center. Regent Rolph seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

PURCHASE PRIVATE HOUSING FACILITIES (THE FLATS AND THE SUITES) LOCATED ON CAMPUS AND ACT ON REQUEST TO SEEK BONDING AUTHORITY TO FINANCE THE PURCHASE – WSU

General Counsel Julene Miller stated Wichita State University is requesting authorization to purchase The Flats and The Suites and to seek bonding authority to finance the purchase. General Counsel Miller reviewed the history of the projects. In 2016, WSU received permission from the Board to lease property on the Innovation Campus to the Wichita State Innovation Alliance (WSIA), and for WSIA to enter into a 55-year ground sub-lease with a developer to construct The Flats apartments. In this lease the developer owned the facility and was responsible for its operation and maintenance. In 2017 and 2018, the Board approved the ground lease for phase two of The Flats project, which was later named The Suites. After construction was completed, WSU received approval to enter into building leases for the use and occupancy of these facilities. Under these leases, WSU took on the responsibility of all utilities, operational costs, maintenance and repairs of the Apartments while the developer/owner was responsible for the structural maintenance costs. These leases had a term of two years with options to renew. General Counsel Miller noted WSU has managed these apartments since their opening in fall of 2017 and the fall of 2019 respectively. During this process, WSU had advised the Board that it approached these projects in this manner because the University preferred to increase its student housing capacity without incurring additional bond debt. Additionally, the University would not be fiscally disadvantaged if the apartments did not reach their full occupancy rate.

General Counsel Miller reported that WSU now wants to purchase the apartments because demand for on campus housing has remained high, and the University believes it will have a cost savings of \$35 million over the next 25 years, which is based on a proposed purchase offer price of \$49 million (before bond financing costs and reserves). She noted the appraisal supports the purchase price and the University would use housing revenues to pay the debt service. It was also noted that the WSU Student Government Association passed a resolution in support of the purchase.

Regent Hutton asked General Counsel Miller to share any information she was able to gather on whether the rent payments are monthly or annual in the leases. General Counsel Miller stated she was able to do a high level review of the rent provisions of the master ground lease between WSU and WSIA, the ground sub-leases between WSIA and the contractor, and the building leases between the contractor and WSU. She reported while it is clear rent is to be paid on a monthly basis, the leases do not specify whether the rent amount is per month or per annum and therefore, the intent of the parties at the time the leases were executed would control the payment cycle.

Regent Hutton stated he is going to support this project because during the Fiscal Affairs and Audit Committee meeting, WSU's Vice President of Student Affairs made a compelling argument why the University should own these facilities and President Golden supports the purchase. However, Regent Hutton does not believe the University will reach the financial savings it is predicting with the purchases. He is concerned about the University's maintenance reserve levels over the next 25 years and WSU's approach to keep room rates flat over the next three years. He is also troubled with the University's willingness to forgo \$50 million in ground lease payments. Regent Hutton also believes that the purchase agreement should credit WSU \$567,000 for the funds it contributed to purchase fixtures, equipment, and furniture for the apartments. Regent Rolph expressed his displeasure with how this project was handled, how the leases were written and how information

supporting the request was presented to the Committee. He concurred with Regent Hutton's comments. He also noted owning these facilities aligns with the University's mission and goals; however, it should have been pursued as a lease-purchase arrangement. Regent Feuerborn stated it is a good time for the University to purchase the facilities because of the low interest rates, and he believes it is in the best interest of the University to own and operate the apartments. Regent Feuerborn then moved to approve WSU's request to purchase The Flats and The Suites and WSU's request for bonding authority to finance the purchase. Regent Schmidt seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Other Matters

OVERVIEW OF NEW BOARD STRATEGIC PLAN

President Flanders presented an overview of the Board draft strategic plan. He noted over the last two years Board staff has gathered feedback from Kansans, representatives from the different sectors of higher education, the System Council of President, the Governance Committee, and the Board. Based on the feedback, three messaging pillars were identified: 1) Kansas families, 2) Kansas businesses, and 3) Kansas economic prosperity.

President Flanders reviewed the structure of the plan, which contains areas of focus, dashboard metrics (lagging indicators), progress metrics (leading indicators), and promising practices. He reported that the areas of focus under the Family and Business Pillars were developed based on feedback received from Kansans who participated in the focus group meetings, which were held around the state over the spring and summer of 2018. Below each area of focus, dashboard level metrics were chosen as the main indicators in success. However, President Flanders noted movement on these indicators will often lag for several years which is why progress metrics were also built into the plan. These metrics will show results more quickly and overtime should help move the dashboard metrics. Promising practices were added to the new strategic plan to promote purposeful systemwide strategies tied to the metrics. President Flanders stated the promising practices makes the Board's plan unique because no other plan in the nation include these practical strategies to help drive progress. President Flanders then reviewed each of the proposed metrics and promising practices under the Family and Business Pillars.

President Flanders reported the third pillar, Economic Prosperity, was added to demonstrate how the higher education system supports economic growth in Kansas. This pillar will emphasize intentional economic development activities on the part of institutions and will contain dashboard and progress metrics. However, because each institution has its own unique economic development strengths, common strategies will be developed instead of systemwide promising practices.

President Flanders stated the next step for the new strategic plan is to have the Board conduct a comprehensive review during the May meeting with the goal of acting on the final plan in June. He noted a more detailed document will be shared with the Regents in the coming days. Regent Schmidt expressed his concern about having the Board do a deep review of the new plan in a

virtual meeting. He proposed to push the Board's review to June if the May meeting is not a face-to-face meeting. President Flanders and the other Board members concurred.

(PowerPoint filed with Official Minutes)

LEGISLATIVE UPDATE

Matt Casey, Director of Government Relations, reported that the Legislature adjourned four weeks ago after finalizing its annual budget bill. They are scheduled to return for veto session on April 27 with *sine die* scheduled for May 21. Director Casey stated with the Governor's stay-at-home order extended to May 3, it is unclear if the Legislature will convene on the 27th. Additionally, Director Casey reported that the Government Relations Officers are monitoring the federal and state stimulus funds and are tracking the Governor's executive orders.

CREATE A COUNCIL

President Flanders reported that the Legislature has directed the Kansas Board of Regents to create a comprehensive three-year, five-year, and ten-year plan for higher education, which is to be presented to the 2021 Legislature. To address this directed, President Flanders recommended that the Board create the Future of Higher Education Council with the below membership. The Council will gather information from subject matter experts and present its recommendations for the plan back to the Board. It is also recommended that Regent Harrison-Lee serve as Chair of the Council. Regent Van Etten moved to create the Future of Higher Education Council and appoint Regent Harrison-Lee as Chair. Regent Murguia seconded. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Feuerborn, Regent Murguia, Regent Harrison-Lee, Regent Hutton, Regent Kiblinger, Regent Rolph, Regent Schmidt, Regent Van Etten, and Regent Bangerter. The motion carried.

Council Membership:

- Member of the Kansas Board of Regents to serve as Chair
- Chair of Senate Education Committee
- Chair of House Education Committee
- Chair of House Higher Education Budget Committee
- Ranking Minority Member of House Higher Education Budget Committee
- Chair of Senate Ways & Means Higher Education Subcommittee
- Ranking Minority Member of Senate Ways & Means Higher Education Subcommittee
- Representative of the Governor
- Community college trustee (appointed by Board of Regents)
- Technical college board member (appointed by Board of Regents)
- President and CEO of the Kansas Board of Regents

ADJOURNMENT

Chair Bangerter adjourned the meeting at 4:24 p.m.

RECONVENE

Chair Bangerter reconvened the meeting at 8:30 a.m. on Thursday, April 16.

MEMBERS PRESENT: Shane Bangerter, Chair

Bill Feuerborn, Vice Chair
Ann Brandau-Murguia
Cheryl Harrison-Lee
Mark Hutton
Shelly Kiblinger
Jon Rolph
Allen Schmidt
Helen Van Etten

EXECUTIVE SESSION

At 8:35 a.m., Regent Feuerborn moved, followed by the second of Regent Harrison-Lee, to recess into executive session for three hours to discuss personnel matters of non-elected personnel. The subject of this executive session was two regular university CEO evaluations and preparation for two more regular CEO evaluations and the purpose was to protect the privacy of the individual Board employees involved. Participating in the executive session were members of the Board, President Flanders (for a portion), President Garrett (for a portion), President Myers (for a portion), and General Counsel Julene Miller (for a portion). The motion carried. At 11:35 a.m., the meeting returned to open session.

ADJOURNMENT

Chair Bangerter adjourned the meeting at 11:37 a.m.

Blake Flanders, President and CEO

Shane Bangerter, Chair