FACULTY SENATE MINUTES
March 25, 2024

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, March 25, 2025 with Rebeca Book, President, presiding.

Past Minutes

Minutes from the February 26, 2024 meeting were approved.

Announcements

Provost and Vice President of Academic Affairs – Dr. Howard Smith
Provost Smith shared that a KBOR update was provided to both Faculty Senate and Graduate Council executive groups and a few other leadership teams. The updates are attached to the minutes along with the other handouts that were shared. KBOR has hired a new VP for Academic Affairs, Rusty Monhollon. He will be on campus for a visit on April 10, 2024.

PSU/KNEA –Amy Hite, President
President Hite shared that they have finalized candidates for the upcoming election. A KNEA social has been scheduled for April 30, 2024 at Einstein Bros from 7-9am. It was also shared that KNEA has begun planning for their 50th Anniversary. Faculty were encouraged to email Ananda Jayawardhana if they'd like to help.

Student Senate – Jaben Parnell, Representative
No report.

Unclassified Professional Senate – Greg Belcher, President
It was shared that UPS and USS have discussed a possible merger. They will have town halls in April to share out and gather feedback.

University Support Staff – Cindy VanBecelaere, President
No report.

Faculty Senate President – Rebeca Book, President
President Book provided a KBOR update. See attachment with details.

Committee Reports

Academic Affairs – Norm Philipp, Chair
The committee plans to meet in April to continue the syllabus guidelines discussion.

Undergraduate Curriculum – Mary Jo Goedeke, Chair
All submissions up for review were passed and recommended for approval by Faculty Senate. See agenda for details.

All curriculum items recommended by the Undergraduate Curriculum Committee were approved.

Library Services/Learning Resources – Chris Labuda, Chair
No report.

Online and Distance Learning – Kelly Woestman, Chair
No report.

Academic Honors – Jamie Wood, Chair
No report.

Honors College – Michelle Hudiburg, Chair
The committee met on March 7, 2024 to discuss a number of topics regarding the Honors College. See agenda for details. A new structure was proposed by the committee. Phase #1 for AY 25 is as follows: Presidential Scholars (no change) $9,500 per year, University Scholars $6,000 per year and Crimson & Gold Scholars $4,000 per year. For AY 26 phase #2, all Scholars will receive $6,000 per year. (The $2,000 study abroad stipend will continue to be included at all levels.)

The proposal recommended by the committee was approved.

Writing Across the Curriculum – Lydia Bechtel, Chair
The committee met on March 21, 2024 to discuss the results of their course evaluations.

Diversity and Multicultural Affairs – Laura Washburn, Chair
No report.

Student-Faculty – David Weaver, Chair
No report.

All University Committee – Anna Beth Gilmore, Chair
No report.

Faculty Affairs – Jonathan Dresner, Chair
No report.

Constitution Committee – Mark Johnson, Chair
No report.

General Education Committee – Mark Johnson, Chair
The committee met recently to continue discussing Gen Ed course assessment. A 3-yr rotation of courses for assessment was confirmed. See agenda for details. Training will be provided to instructors. More details to follow.

Budget Committee – Mary Jo Goedeke, Chair
No report.

Academic Honesty – Norm Philipp, Chair
It was reported that there are Maxient reports for review.

Unfinished Business

None.

New Business

President Book shared a handout covering criteria for the Annual Kansas Board of Regents Faculty of the Year Award. (Handout is attached to minutes.) It was mentioned that PSU will cover travel expenses if necessary for the announcement of the award. Nominees have been solicited. The process outlined was recommended for approval and approved.

Open Forum

It was shared that the Provost search is progressing. There was a question about a possible General Faculty meeting to further discuss the IRB. It was determined that the IRB will present at PD Day and that this will take the place of a General Faculty meeting. There were also questions regarding the former format of the schedule of classes. Due to updates made to academic departments/schools the schedule of classes in the former format is not accurate. It was

shared that the former format is no longer supported by ITS as it is sitting on an outdated platform. Once we move to the new system, both existing formats will be replaced. Faculty were encouraged to share comments/suggestions with ITS regarding the schedule of classes.

Meeting Adjourned   Meeting adjourned Monday, March 25, 2024, at 3:57 p.m.

Melinda Roelfs, Recording Secretary

FACULTY SENATE MEMBERSHIP (2023-2024)

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Rebeca Book, (President)	X	X	X	x	X	X	X			
Norm Philipp, (President Elect)	X	X	X	x	X	X	X			
Jordan Backs, TWL	X	X	X	x						
Tim Bailey, HPSS	X		X		X		X			
David Boffey, HHPR		X	X							
Paige Boydston, PSYCH		X	X	x	X	X	X			
Susan Carlson, At-Large										
Heather Carter, TCHL						X	X			
Marcus Daczewitz, TCHL	X	X	X		X	X	X			
Jonathan Dresner, HPSS		X	X	x	X	X	X			
Kristi Frisbee, At-Large		X	X	x	X	X	X			
Andrew George, BIOL	X	X	X	x	X	X				
Beth Hendrickson, Library	X	X	X	x	X	X	X			
Casie Hermansson, ENGML	X	X		x	X	X				
Ashleigh Heter, NURS	X	X		x	X	X	X			
Amy Hite, At-Large	X	X	X		X	X				
Ananda Jayawardhana, At-Large	X	X	X	x	X	X	X			
Karen Johnson, NURS	X	X	X		X	X	X			
Mark Johnson, At-Large	X		X	x	X	X	X			
Myriam Krepps, ENGML	X	X	X	x	*	X	X			
Joseph Labuda, MIL		X								
Kris Lawson, At-Large	X	X		x	X	X	X			
Janet Lewis, ART	X	X	X	x	X	X	X			
Kristen Livingston, COMM	X	X	X	x	X	X	X			
Kristen Maceli, KUSB	X	X	X	x	X	X	X			
Dan Maxwell, ETECH	X	X		x	X	X	X			
Barbara McClaskey, At-Large	X	X	X	x	X	X	X			
Ruth Monnier, At-Large	X		X	x	X	X	X			
Clifford Morris, At-Large	X	X	X	*	X	X	X			
David Pearson, PHYS	X	X	X	x	X	X				
Steve Polley, AUTO	X	X	X	*	X	X	X			
Jason Reid, TWL	X	X	X	x	X	X	X			
John Ross, MUSIC	X	X								
Kent Runyan, At-Large	X	X	X	x		X	X			
Ashley Shaw, TCHL	X	X			X		X			
Kyle Thompson, WGS	X	X	X	x	X	X	X			
Scott Thuong, MATH										
David Weaver, KUSB	X	X	X	x	X	X	X			
Gail Yarick, At-Large	X	X	X	x	X		X			
Irene Zegar, CHEM			X	x	X	X	*			
USS Senate Representative		X								
UPS Senate Representative			X	x	X	X	X			
Student Government Representative			X							
Student				x						

*Substitutes: 12/11/23, Brian Welch/Clifford Morris, Dave Ferguson/Steve Polley; 1/29/24, Myriam Krepps replaced Eric Rojas; 3/25/24 Irene Zegar replaced Ram Gupta

KBOR UPDATE SPRING 2024

Systemwide General Education

Math Pathways

Performance Agreement

Program Review

Program to Program Articulations

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Systemwide General Education

- General Education Approved Extensions
  - Short-term extensions for year 1 – AY25
  - Systemwide extensions - Extensions
  - PSU Master Gen Ed list and extensions - PSU Specific
- Degree Maps
  - Degree maps required for all undergraduate degrees
  - Coming soon – a new link on the PSU website to include all degree maps

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Math Pathways

- Gateway courses
  - Courses include Quantitative Reasoning, Elementary Statistics and College Algebra
  - Discipline groups have been formed or are being formed to discuss appropriate course(s)
- Co-Req Developmental Education
  - Develop Co-req developmental class for each Gateway course
- Course placement
  - Multiple placement measures being considered
  - Students may enroll in Gateway courses, but may be required to also enroll in Co-req developmental course

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Math Pathways

Discipline Group	PSU Rep	Preferred Gen Ed Math Course	PSU Active Course
Mathematics	Tim Flood		
Social Sciences	Chris Childers	Elementary Statistics	Yes
Family and Consumer Sciences	Sheila Cook		
Elementary Education	Cherona Hicklin		
Business	Alex Binder		
Geography	Chris Childers		
Other			
Graphic Communications	Rion Huffman	Quantitative Reasoning	Yes
Automotive Technology	Chauncey Pennington	Elementary Statistics	Yes
Integrated Studies	Jamie Oliver		
Workforce Development	Krissy Lewis		

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Performance Agreement

- AY 24
  - Process and timing for creating Gateway courses
  - Process and timing for creating corequisite Math developmental courses
  - Process and timing for creating corequisite English developmental courses
  - Detail commitment to faculty and staff professional development
  - Develop and post degree maps for all undergraduate degrees
- AY 25 and beyond
  - Scheduled Gateway courses each term
  - Scheduled Co-req courses each term for Math and English
  - Compliance with English and Math course placement measures
  - Annual updates of degree maps

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Program Review

- AY 24
  - Six programs selected by KBOR for focused review
  - Written response due to KBOR in mid-April
    - 1 program discontinued effective Fall 2024
      - action planned prior to review
        - International Business
    - 3 programs merged two years prior to review
      - action plan – continue to monitor
        - Math, Music, & History
    - 2 programs submitting action plans
      - Physics, Polymer Chemistry

- AY 27
  - All degree programs reviewed
  - Program Review committee meeting regularly to update PSU policies and outline procedures for AY 27 review

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Academic Program Review for AY 24

#1 - Student Demand

25 or more Junior and Senior Majors (4-Year Average)

#2 - Degree Production

10 or more Graduates (4-Year Average)

#3 – Talent Pipeline

51% or more are employed in Region within 1 YR (4-Year Average)

#4 – Student ROI

2022 5-YR Post-Graduation Median Salary $38,052 or more

Review undergraduate programs that do not meet 3 or more metrics

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Academic Program Review for AY 27

Affordability

- % of FT Junior and Senior Majors enrolled in at least 30 hours per Yr or Graduated

- Maximum number of Transfer Credit Hours that apply toward the Bachelors from 2-Yr Colleges

Success

- Number of Juniors and Seniors, Masters and Doctoral Majors to measure Student Demand

- Undergraduate Median Wage Data 5 Yrs after Graduation to measure Student ROI

Completion

- Number of Undergraduate, Masters and Doctoral Completions

- Junior Graduation Rate

Businesses

- % of Undergraduate Degree Completers Employed in Region within 1 Yr
- Narrative articulating how program meets critical KS economic needs

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Program to Program Articulations

- Systemwide Elementary Education Associate Degree
  - Curriculum guide approved for Fall 2024 - <u>Guide</u>

- Others
  - Articulations currently in discussion: Business Administration, Computer Science, Nursing and Social Work
  - Work to be completed in May 2024

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Questions?

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Institutional Program Review – PSU

1. In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)

   IN PROGRESS - MR

2. Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.

   IN PROGRESS - MR

Pittsburg State University

1. Math/General (Bachelor of Science in Math)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
15.5 Majors (4-Year Average)	3.75 Degrees (4-Year Average)	91.67% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, K-State, KU, WSU, & WU	13	2.97%

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box

- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Science in Math degree prepares students for a career in mathematics or to pursue a graduate degree in mathematics. Within the BS degree, optional emphases are also available in Actuarial Science, Teaching Grades 6-12 and Teaching Grades 5-8.

The Bachelor of Science in Education (BSE) with a major in Math was discontinued in Fall 2021. Existing emphases, Teaching Grades 6-12 and Teaching Grades 5-8, in the BSE, were moved to the BS in Math. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphases. The student enrollment numbers for the BS in Math (including the education emphases) for Fall 2022 and Fall 2023 were 25 and 26 respectively. In addition, the talent pipeline average and student ROI median would not likely include students in either education emphasis since the changes described above have only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in Math for Academic Years 2020-2022: Academic Year 2020 – 8, Academic Year 2021 – 6, and Academic Year 2022 – 10. Inclusion of these numbers would meet or exceed the degree production minima.

The BS in Math will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Additional Considerations:

^Indicates data masked when represented by cell size less than 5.

- Courses with the MATH prefix produced 5,411 undergraduate Student Credit Hours in AY23.
- In Fall 2023, there were 35 students with a Math or Teaching Middle School minor.
- Courses from within the Math major fulfill the Quantitative/Analytic Methods and Scientific Literacy requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will analyze data logically" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

^Indicates data masked when represented by cell size less than 5.

2. History (Bachelor of Science in History)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓		✓	
35 Majors (4-Year Average)	5.75 Degrees (4-Year Average)	58.33% Employed in Region Within 1 Year After Graduation (4-Year Average)	$35,472 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU (is integrating political science with history), FHSU, K-State, KU, WSU, & WU	14	2.72%

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box

- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Science in History students enjoy a great deal of flexibility in designing their program. Within the BS degree, an optional emphasis in Education is offered.

The Bachelor of Science in Education in History/Government was discontinued in Fall 2021. A new Education emphasis was developed under the new BS in History which replaced the discontinued Bachelor of Arts in History also in Fall 2021. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphasis or students who would have previously been in the BA program. The student enrollment numbers for the BS in History (including the education emphasis) for Fall 2022 and Fall 2023 were 48 and 71 respectively. In addition, the talent pipeline average and student ROI median would not likely include students in the education emphasis since the change has only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in History/Government for Academic Years 2020-2022: Academic Year 2020 – 8, Academic Year 2021 – 6, and Academic Year 2022 – 10. In addition, the degree production numbers were as follows for the Bachelor of Arts in History for Academic Years 2020-2022: Academic Year 2020 – 4, Academic Year 2021 – 6, and Academic Year 2022 – 2. Inclusion of these numbers would meet or exceed the degree production minima.

^Indicates data masked when represented by cell size less than 5.

The BS in History will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Additional Considerations:

- Courses with the HIST prefix accounted for 1,984 undergraduate Student Credit Hours in AY23.
- In the Fall of 2023, there were 10 students with a declared minor in History.
- The BS in History serves as a stepping stone to the graduate program in History, which had 39 declared majors in Fall 2023. It is a fully-online History MA degree.
- Courses from within the History major fulfill the Global Understanding and Civic Engagement requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will explore global systems conscientiously" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

3. Polymer Chemistry (Bachelor of Science in Polymer Chemistry)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
9.5 Majors (4-Year Average)	2.5 Degrees (4-Year Average)	^ Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Polymer Chemistry at PSU offers a Bachelor of Science degree. It is housed within the Department of Chemistry of the College of Arts and Sciences, but because of its interdisciplinary nature it also connects with the Plastics Engineering Program in the College of Technology and Kansas Polymer Research Institute at the Tyler Research Center. It consists of two main components: coursework and hands-on research experience in selected areas of polymer science.

The program was increasing enrollment until the pandemic (12 majors in Fall 2019). Since the pandemic, the program has begun to slowly rebuild (7 majors in Fall 2023).

INSERT ACTION PLAN

Additional Considerations:

- The BS in Polymer Chemistry, one of only a few in the US, serves as a stepping stone to the MS in Polymer Chemistry, which had 29 majors in Fall 2023, a growth rate of 163% since Fall of 2019.
- The curriculum includes existing Chemistry and Plastics Engineering Technology courses which allows PSU to leverage those resources.
- The Polymer Chemistry academic programming is intentionally partnered with the Kansas Polymer Research Center (KPRC) as a University Strategic Initiative. The Kansas Polymer Research Center (KPRC) is a leading center in the development of new bio-based polymer materials. With a well-developed expertise in polymers and a history of performing applied research for several industries, PSU assist our partners in developing, processing, and testing new materials for licensing and commercial applications.

^Indicates data masked when represented by cell size less than 5.

- Polymer Chemistry degree programs (Undergraduate and Graduate) play an instrumental role in helping the university meet its mission in education, economic development and research. These programs are directly linked to initiatives providing external funding from state, federal and contract sources that are tied directly to workforce and business and industry needs.

4. Physics (Bachelor of Science in Physics)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
11.75 Majors (4-Year Average)	2.75 Degrees (4-Year Average)	ʌ Employed in Region Within 1 Year After Graduation (4-Year Average)	ʌ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU (Phasing out), FHSU, K-State, KU, WSU, & WU	3	5.06%

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Science degree in Physics is offered with a variety of seven different emphases. Of these emphases, three are designed for students planning to seek graduate study: Professional, Solid State Physics, and Astrophysics. The other four are designed for students going directly into the workforce after graduating: Polymer Physics, Engineering Technology, Secondary Education, and the Customized Option.

In Fall 2019, there were 13 majors in the BS in Physics. The number has decreased slightly since the pandemic. Majors totaled 10 in Fall 2023. The number of degrees awarded over the last five academic years peaked at five in AY21.

INSERT ACTION PLAN

Additional Considerations:

- Courses with the PHYSICS prefix produced 2,192 undergraduate Student Credit Hours in AY23.
- Courses with the PHYSICS prefix support several minors (Earth and Space Science, Physical Science and Physics); in Fall 2023, there were 66 students pursuing a minor.
- Upper level Physics courses are a required component of PSU's Engineering Technology degrees. Physics courses also support the MS in Materials Science.

ʌIndicates data masked when represented by cell size less than 5.

- Courses from within the Physics major fulfill the Quantitative/Analytic Methods and Scientific Literacy requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will analyze data logically" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

5. Music (Bachelor of Music)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
			✓
18.75 Majors (4-Year Average)	3 Degrees (4-Year Average)	^ Employed in Region Within 1 Year After Graduation (4-Year Average)	$48,258 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, K-State, KU, WSU, & WU	12	2.25%

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Music at PSU prepares students for career opportunities in the field of music and beyond. Students chose from one of three emphases, Music Education, Music Performance and Music with Elective Studies in an Outside Field.

The BME in Music was discontinued and a new Education emphasis was developed and included with the BM in Music in Fall 2021. The Bachelor of Arts in Music was also discontinued at this time. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphasis or students who would have previously been in the BA program. The student enrollment numbers for the BM in Music (including the Education emphasis) for Fall 2022 and Fall 2023 were 41 and 55 respectively. In addition, the degree production average, talent pipeline average and Student ROI median would not likely include students in the education emphasis since the change has only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in Music for Academic Years 2020-2022: Academic Year 2020 – 7, Academic Year 2021 – 7, and Academic Year 2022 – 11. In addition, the degree production numbers were as follows for the Bachelor of Arts in Music for Academic Years 2020-2022: Academic Year 2020 – 0, Academic Year 2021 – 0, and Academic Year 2022 – 2. Inclusion of these numbers would meet or exceed the degree production minima.

^Indicates data masked when represented by cell size less than 5.

The BM in Music will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Additional Considerations:

- Courses with the MUSIC prefix produced 3,368 undergraduate Student Credit Hours in AY23. In the Fall of 2023, there were 49 students with a declared minor in Music.
- Courses from within the Music major fulfill the Global Understanding and Civic Engagement requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will explore global systems conscientiously" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.
- The Music programs and department provide a significant contribution to the Arts regionally, generating immeasurable goodwill in the local community. Music students and faculty contribute hundreds of contact hours with community members annually.

6. International Business (Bachelor of Business Administration)

Preliminary Analysis			
Student Demand	**Degree Production**	**Talent Pipeline**	**Student ROI**
✓			✓
28.25 Majors (4-Year Average)	7 Degrees (4-Year Average)	50% Employed in Region Within 1 Year After Graduation (4-Year Average)	$66,442 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	**# of KS Private Universities Offering Program**	**State Market Share Completion Data**
3: KU, WSU, & WU	3	11.33%

Recommendation (Phase out, Merge, or Action Plan): | Phase Out |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Before the new Program Review notification was issued by the board, the Kelce College of Business faculty had voted to discontinue the International Business BBA program based on its own internal review processes. Admissions to the International Business BBA have already been suspended and the college is working with the current students to teach out the program. Some of the courses will remain in the catalog and undergraduate students will still be able to earn a minor in International Business in support of our other BBA majors.

In addition to the existing minor, a new emphasis has been developed within the Business Economics BBA that utilizes the remaining IB courses and combines them with existing international economics courses to provide students with an opportunity to earn a STEM degree in economics with an international business flavor. The belief is that this will help us recruit additional international students to campus as the STEM designation provides additional visa and work opportunities for them.

Overall, the IB BBA goes away but international business content remains available in the form of a minor open to all students and an emphasis within Business Economics. At Pitt State, the International Business BBA was always an interdisciplinary degree with courses taught by professors across a variety of disciplines. The Kelce College of Business is planning to use the resources freed up by the program's discontinuance to offer a new degree in supply chain. This new program is currently under development in cooperation with the College of Technology with the expectation that courses will be shared across the colleges.

^Indicates data masked when represented by cell size less than 5.

Project-Based Performance					
Project	**Funding** Math Pathways in Accordance with Amended Chapter III.A.14.	Corequisite Math Support Developmental Education in Accordance with Amended Chapter III.A.14.	Corequisite English Support Developmental Education in Accordance with Amended Chapter III.A.14.	Systemwide Course Placement Measures in Accordance with Amended Chapter III.A.14.	Academic Degree Maps in Accordance with the Basic Standards
Percentage of Funding Each Year	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

Concerns were raised by the institutions over the interrelated and overlapping projects in the system and the need to revise Academic Degree Maps each year of the agreement (due to the new Systemwide General Education and expected, but thus far undefined, changes resulting from the ongoing Math Pathways projects). Chair Lane recommended a working group to discuss the concerns and make a recommendation. A working group was formed and met on February 29, 2024. The group discussed the concerns and recommends removing the requirement that the Academic Degree Maps adhere to the specifications in the Degree Map Guidance (Attachment A) and the General Education Coding for Academic Degree Maps (Attachment B) documents, both referred to above as "Basic Standards," but only for the AY 2024 Performance Report due July 1, 2024. The requirement would remain intact for the AY 2025 and AY 2026 Performance Reports. Attachments C and D include the AY 2024 – AY 2026 Performance Agreement and the AY 2024 Performance Report template, respectively, for reference.

Importance of Degree Maps
In the spring of 2021, after hearing from Georgia State University President, Mark Becker address strategies his institution employed to address equity gaps for underrepresented populations, the Board engaged the newly formed National Institute of Student Success (NISS) to work with the six state universities and Cowley Community College to identify and resolve institutional barriers to equity and college completion. At the May 18, 2022, Board meeting, the National Institute of Student Success (NISS) Executive Director, Tim Renick, summarized the findings and recommendations. Dr. Renick reported that each institution that participated in the project received its own unique playbook that outlines recommendations to address specific challenges. One of the common recommendations for the institutions included standardizing academic degree maps for all academic programs, using a common template that sets forth, semester by semester, the preferred sequence of courses for students to take to complete their degrees. Along with the other recommendations, standardized academic degree maps were suggested to help address common challenges facing the institutions, including declining enrollment, equity gaps for students receiving Pell grants and non-white students, inconsistent student support services, and deficiencies in data utilization.

Performance Agreement Guidelines and Procedures document
As the performance funding model changed for the AY 2024 – AY 2026 Performance Agreements, Board staff revised the Performance Agreement Guidelines and Procedures document to reflect those changes. That document is included as Attachment E for BAASC's review.

Recommendations
Board staff recommends approval for the following:
- the proposal to **remove** the requirement that the Academic Degree Maps adhere to the specifications of the Degree Map Guidance (Attachment A) and the General Education Coding for Academic Degree Maps (Attachment B) for the AY 2024 Performance Report due July 1, 2024, and
- the Performance Agreements Guidelines and Procedures document (Attachment E).

ACADEMIC DEGREE MAPS

What are Academic Degree Maps?

These are term-by-term sample course schedules that specify milestones, courses, and special requirements that are necessary for facilitating on-time completion. More information about academic degree maps is detailed by Complete College America.

Who Utilizes Academic Degree Maps?

- Current students use them to understand course sequencing and important information about their academic journey;
- Concurrent enrollment, transfer, and prospective students use them to consider options and plan their academic future;
- College academic advisors and high school counselors use them as an academic advising tool; and
- Families use them to support students with academic planning.

What are Some of the Professional Organizations that Recommend Academic Degree Maps?

- Complete College America (CCA);
- Education Advisory Board (EAB); and
- National Institute for Student Success (NISS)

What are the Basic Standards for Academic Degree Maps?

At a minimum, each academic degree map will need to:

- Specify any applicable milestones (e.g., specify that there is a minimum grade standard, a course must be taken during a specific semester to ensure the student is on a trajectory for on-time completion, etc.);
- Code each general education course requirement based on the following guidance;
- List specific courses required each semester;
- Provide a path to complete associate degrees in two years and baccalaureate degrees in four years.[1]
  - In most cases, institutions will list at least 15 credit hours of course requirements in the Fall and Spring semesters OR 30 credit hours of course requirements over the course of the Fall, Spring, and Summer semesters;
- Be listed in alphabetical order on a centralized location on the institution's website to provide a one-stop shop approach for visitors to review all undergraduate degree program requirements. Here are some examples:
  - Middle Tennessee State University;
  - University of Texas @ Austin; and
  - Perimeter College.

When are the Academic Degree Maps Due?

- A link to the academic degree maps, which will include the new systemwide GE and coding labels as noted above, must be sent to KBOR by July 1, 2024.
- Updated academic degree maps will be provided in subsequent years.

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[1] It is understood that a small number of programs may not be completed in two or four years. In such cases, the institution will need to outline the most efficient semester-by-semester route possible for timely completion.

December 2022

Degree Map Coding Guide for Institutions

Bucket	English	Communications	Math & Statistics	Natural & Physical Sciences	Social & Behavioral Sciences	Arts & Humanities	Institutionally Designated
Systemwide General EDucation	010	020	030	040	050	060	070

Include the footnote code that aligns with each bucket requirement.

Here is an example of how the codes would be notated on a degree map. Links to course lists are recommended but not required.

First-Year							
First Semester				**Second Semester**			
Code	Course	Hours	Notes	Code	Course	Hours	Notes
ENG 101	English Composition I (SGE)[010]	3		ENG 102	English Composition II (SGE) [010]	3	
COM ―	Communications (SGE)[020]	3		―――	Arts & Humanities (SGE)[060]	3	
MTH 101	College Algebra (SGE)[030]	3		―――	Natural & Physical Sciences (SGE)[040]	4	
BUS 101	Intro to Business	3		ACC 101	Accounting I	3	Must have a "C" or Better
―――	Arts & Humanities (SGE)[060]	3		CIS 101	Intro to Information Technology	3	

Systemwide General Education (SGE) Key

010 English
020 Communications
030 Math & Statistics
040 Natural & Physical Sciences

050 Social & Behavioral Sciences
060 Arts & Humanities
070 Institutionally Designated

AY 2024 – AY 2026 Performance Agreement

AY 2024 – AY 2026 Performance Agreement	Institution:
Contact:	Email:

Project Timeline

AY 2023: Starting the Foundation		
Fall 2022 Semester	**Spring 2023 Semester**	**Summer 2023 Semester**
Acceptance into Dana Center's Launch Year's Initiative	Establish timeline	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)
Math task force attends the Dana Center's Launch Year's Initiative in November 2022.	Develop Charge Document	
Develop Charge Document	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)	
Performance Funding Implications		
N/A existing system still in place. (Review of AY 2021 Performance Reports was completed by the Board in Spring of 2023; any new funding to be awarded in July of 2023.)		

AY 2024: Continue Building the Foundation		
Fall 2023 Semester	**Spring 2024 Semester**	**Summer 2024 Semester**
Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines). Upon completion of this work, revise Board policy to include math pathway options with a Fall 2026 implementation date.	Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this).	Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this).
Establish systemwide math course placement measures (Once it is understood what gateway math courses will be used for math pathways, this work will begin). Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this.	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).
Contemporary Math course outcomes and Elementary Statistics course outcomes might be revised at the Fall 2023 Kansas Core Outcomes Group Meeting.		Establish math pathways advising one-pager to outline what, when, and the alignment between majors and math pathway courses.
Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	
Performance Funding Implications		
N/A existing system still in place. (Review of existing AY 2022 Performance Reports turned in by June 30, 2023, will be completed by the Board in Spring of 2024; any new funding to be awarded in July of 2024.)		

Attachment C

AY 2024 – AY 2026 Performance Agreement

AY 2024 performance is based on creating a plan for AY 2025, including the below activities. Any new funding to be awarded in July of 2025.

AY 2025: Professional Development and Preparation		
Fall 2024 Semester	**Spring 2025 Semester**	**Summer 2025 Semester**
Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	
Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	
English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	

KBOR Professional Development
• Corequisite Support Developmental Education
    ○ Instruction: English and Math Faculty
    ○ Advising: Academic Advisors
    ○ Data Reporting: Institutional Research
• Math Pathways
    ○ Instruction: Math Faculty
    ○ Advising: Academic Advisors
• Course Placement Measures
    ○ Instruction: Math Faculty
    ○ Advising: Academic Advisors
    ○ Data Reporting: Institutional Research
    ○ Assessment: Testing Center Personnel
	KBOR Professional Development
	• Corequisite Support Developmental Education
	    ○ Instruction: English and Math Faculty
	    ○ Advising: Academic Advisors
	    ○ Data Reporting: Institutional Research
	• Math Pathways
	    ○ Instruction: Math Faculty
	    ○ Advising: Academic Advisors
	• Course Placement Measures
	    ○ Instruction: Math Faculty
	    ○ Advising: Academic Advisors
	    ○ Data Reporting: Institutional Research
	    ○ Assessment: Testing Center Personnel
		Some of the professional development may also be conducted in Summer 2025.

Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	
Performance Funding Implications (AY 25 Funding Cycle; any new funding awarded July of 2025)		

By July 1, 2024, each institution submits a plan document (template to be provided by KBOR in Spring of 2024) for the above activities for AY 2025, including:	

1. A commitment to implementing math pathways, which will include detailing
  • the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and
  • the list of the group members that will lead this work on campus.
	1 Point

2. A commitment to implementing corequisite math support developmental education, which will include detailing
  • the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and
  • the list of the group members that will lead this work on campus.
	1 Point

3. A commitment to implementing corequisite English support developmental education, which will include detailing (its understood that many are currently doing corequisite English)
  • the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and
  • the list of the group members that will lead this work on campus.
	1 Point

4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include:
  • the list of the individuals that will participate in professional development; and
  • a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.).
	1 Point

5. A link to all its academic degree maps for students starting in Fall 2024 or Spring 2025.	1 Point

AY 2024 – AY 2026 Performance Agreement

AY 2025 performance is based on creating a plan for AY 2026, including the below activities. Any new funding to be awarded in July of 2026.

AY 2026: Soft Launch		
Fall 2025 Semester	Spring 2026 Semester	Summer 2026 Semester
Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways.	Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways.	
Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways.	Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways.	
Offer at least one section of corequisite English support developmental education.	Offer at least one section of corequisite English support developmental education.	
Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027	Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027	
Performance Funding Implications (AY 26 Funding Cycle; any new funding awarded July of 2026)		
By July 1, 2025, each institution submits a plan document (template to be provided by KBOR in Spring of 2025) for the above activities for AY 2026, including:		
1. A schedule showing at least one section of each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement math pathways full scale in 2026-2027 (Identify the number of students and course sections that are estimated to be taught in each respective gateway math course per year when this initiative is fully scaled in 2026-2027);		1 Point
2. A schedule showing at least one section of corequisite math support developmental education for each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement corequisite math support developmental education full scale in 2026-2027;		1 Point
3. A schedule showing at least one section of corequisite English support developmental education for Fall 2025 and Spring 2026 and a plan to implement corequisite English support developmental education full scale in 2026-2027;		1 Point
4. A plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027; and		1 Point
5. A link to all its academic degree maps for students starting in Fall 2025 or Spring 2026.		1 Point

Attachment C

AY 2024 – AY 2026 Performance Agreement

AY 2026 performance is based on creating a plan for AY 2027, including the below activities. Any new funding to be awarded in July of 2027.

AY 2027: Full Implementation		
Fall 2026 Semester	**Spring 2027 Semester**	**Summer 2027 Semester**
Math pathways full scale	Math pathways full scale	Math pathways full scale
Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale
Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale
Performance Funding Implications (AY 27 Funding Cycle; any new funding awarded July of 2027)		

By July 1, 2026, each institution submits a plan document (template to be provided by KBOR in Spring of 2026) for the above activities for AY 2027, including:	
1. A schedule of Fall 2026 and Spring 2027 gateway math courses for math pathways;	1 Point
2. A schedule of Fall 2026 and Spring 2027 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered);	1 Point
3. A schedule of Fall 2026 and Spring 2027 corequisite English support developmental education sections; (no prerequisite English developmental education courses will be offered);	1 Point
4. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and	1 Point
5. A link to all its academic degree maps for students starting in Fall 2026 or Spring 2027.	1 Point

AY 2024 Performance Report Template

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	

1. **Please detail your institution's commitment to implementing math pathways, including**
   a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and
   b. the list of the group members that will lead this work on campus.
	1 Point
	(a = .5 pt)
	
	(b = .5 pt)

a. Process & Estimated Timing

Insert text here

b. List of Group Members

Name	Title	Email Address

AY 2024 Performance Report Template

2.	Please detail your institution's commitment to implementing corequisite math support developmental education, including	1 Point
	a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = .5 pt)
	b. the list of the group members that will lead this work on campus.	(b = .5 pt)

a.   Process & Estimated Timing

Insert text here

b.   List of Group Members

Name	Title	Email Address

AY 2024 Performance Report Template

3.	Please detail your institution's commitment to implementing corequisite English support developmental education, including (its understood that many are currently doing corequisite English)	1 Point
	a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and	(a = .5 pt)
	b. the list of the group members that will lead this work on campus.	(b = .5 pt)

a. Process & Estimated Timing

Insert text here

b. List of Group Members

Name	Title	Email Address

AY 2024 Performance Report Template

4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:	1 Point
a. lists of individuals broken down by who will participate in professional development for 　○ **English and math corequisite support developmental education** (including math and English faculty, advisors, and institutional research staff); 　○ **Math Pathways** (including faculty and advisors); 　○ **Course Placement Measures for gateway and corequisite math and English courses** (including math and English faculty, advisors, institutional research staff, and testing center personnel); and	(a = .5 pt)
b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for 　○ English & math corequisite support developmental education; 　○ Math Pathways; and 　○ Course Placement Measures will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).	(b = .5 pt)

a.

List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Name	Title	Email Address

Attachment D

AY 2024 Performance Report Template

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)		
Name	**Title**	**Email Address**

AY 2024 Performance Report Template

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title	Email Address

AY 2024 Performance Report Template

b. **Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)**

Insert text here

AY 2024 Performance Report Template

5.	Please provide a link to all <u>academic degree maps</u> effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges, and all courses required for completion of the <u>program</u> and credential.	1 Point

Insert text here

Performance Agreement Guidelines & Procedures

Effective for Academic Years 2024, 2025, & 2026

Approved _____

★ LEADING HIGHER EDUCATION ★

Introduction

In 1999, the Kansas legislature adopted K.S.A. 74-3202d which established improvement plans for public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements.

The Board of Regents is responsible for reviewing and approving performance agreements and for providing technical assistance to institutions as they develop, implement and revise their performance agreements.

The Board is also responsible for determining the amount of new state funds awarded, as defined in K.S.A. 74-3202d. The awarding of new state funds is based on an institution's level of compliance with its performance agreement and the funds available for distribution.

Establishing an Improvement Plan

At least once every three years, institutions negotiate a new performance agreement with the Board. *Building a Future*, the Board's strategic plan for the System, provides the foundation for each institution's performance agreement. The three pillars of Building a Future are Family, Business, and Economic Prosperity. Performance metrics will be drawn predominantly from the Family pillar, which includes three areas of focus: Affordability, Access, and Success.

The projects-based performance funding model is based upon an institution employing proven practices that will position the system to move the needle on the Board's *Building a Future* strategic plan.

Annual Evaluation of Compliance and Funding

To be eligible for any new funding appropriated by the Legislature and approved by the Governor, each institution annually submits a performance report that updates the Board on an institution's progress toward implementing the proven practices as outlined in the performance agreement. The performance report provides the Board a basis for awarding any new funding.

Awarding of new funding is based on progress in the following five projects/indicators included in the performance agreement, all in accordance with amended Board Policy Chapter III.A.14. unless otherwise noted in the Projects-Based Performance Funding table below.

> Math Pathways
> Corequisite Math Support Developmental Education
> Corequisite English Support Developmental Education
> Systemwide Course Placement Measures (for both math & English)
> Academic Degree Maps

Attachment E

Projects-Based Performance Funding					
Project	Math Pathways	Corequisite Math Support Developmental Education	Corequisite English Support Developmental Education	Systemwide Math & English Course Placement Measures	Academic Degree Maps in Accordance with the Basic Standards
Percentage of Funding Each Year	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

It should be noted that when new legislative dollars are allocated to higher education, an institution will receive a performance funding allocation by participating and meeting basic conditions in the five projects, in accordance with the reporting specifications outlined in the AY 2024 – AY 2026 Performance Agreement, and as generally described below. *The below Funding Tiers table is based upon full completion of the given number of projects/indicators. Please refer to the AY 2024 – AY 2026 Performance Agreement for the specific expectations and reporting requirements for each project/indicator for each year of the agreement.*

Funding Tiers
First Funding Tier: Institution Receives **100%** New Funding Available
Institution Meets 5 out of 5 Indicators
Second Funding Tier: Institution Receives **80%** New Funding Available
Institution Meets 4 out of 5 Indicators
Third Funding Tier: Institution Receives **60%** New Funding Available
Institution Meets 3 out of 5 Indicators
Fourth Funding Tier: Institution Receives **40%** New Funding Available
Institution Meets 2 out of 5 Indicators
Fifth Funding Tier: Institution Receives **20%** New Funding Available
Institution Meets 1 out of 5 Indicators
Sixth Funding Tier: Institution Receives **0%** New Funding Available
Institution Meets 0 out of 5 Indicators

If a project/indicator is not fully completed, partial credit may be awarded for each project/indicator, depending upon the institution's level of completion and compliance, as determined by Board Staff and BAASC upon review of each annual performance report.

Compliance is evaluated annually, and levels of funding are determined on an annual basis. The first year is critical

and builds the foundation for the next two years. For each reporting year, an institution may be awarded 0% to 100% of new funding, based on its level of compliance with the performance agreement and level of completion of each of the five projects as specified in the AY 2024 – AY 2026 Performance Agreement, as reported by the institution.

Definition of New State Funds

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution's receipt of "new state funds" shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Except as otherwise specifically required by statute or appropriation proviso, only those funds that are appropriated by the Legislature to a specific postsecondary educational institution for a specific purpose by using a separate line item shall be exempted from performance funding.

Accordingly, the Board has determined that the following line items are subject to performance: (1) State university and Washburn University operating grants; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid; (3) eligible institutions' Career Technical Education Capital Outlay Aid and Technology Grant Funding; (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding consistent with the statutes. "New state funds" received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771, will also be subject to performance.

Pursuant to K.S.A. 74-3202d, the Board of Regents will determine the amount of new state funds to be received by each institution, taking into account the institution's level of compliance with its performance agreement and the funds available for distribution. For the purpose of this statute, "new state funds" means the amounts of additional state funding each institution received for the fiscal year from a particular line item that is in excess of state funding that institution received for the previous fiscal year from that line item. The Board will determine the amount of new state funds each institution is eligible to receive for each line item if the institution is determined to be in full compliance with its performance agreement. If the Board determines that an institution is not in full compliance with its performance agreement, the Board may allocate to the institution none or a portion of the new state funds for which the institution would otherwise be eligible. Any portion not allocated to an institution in the fiscal year shall not be reallocated to any other institution. Except for those funds that never become a part of the institution's base, any portion not allocated to an institution will be deemed to be part of the institution's base budget for the purpose of determining the following fiscal year's allocation. This provision precludes an institution from permanently losing multi-year state funding due to noncompliance with its performance agreement. The intended effect of this provision is that such loss of funds would be only for one fiscal year.

Alignment with _Building a Future_

Building a Future is the Board's strategic plan for the System and provides the foundation for each institution's performance agreement. Much more information is collected for strategic plan purposes than can be used in any single performance agreement. A data dashboard has been incorporated into the Kansas Board of Regents website. Taken together, the dashboard and the annual institutional performance reports will provide a comprehensive picture of where the system stands on the critical components of _Building a Future_ and of the progress individual institutions are making on their performance agreements.

Performance Agreement Statute

Statute 74-3202d: Same; performance indicators, review; core indicators of quality performance; selection of determinants for state moneys; institutional improvement plans; performance agreements; new state funds, requirements for receipt. (a) During the 2000 fiscal year, the state board of regents (1) shall review the performance indicators developed by the postsecondary educational institutions, including the municipal university; (2) after consideration of the core indicators of quality performance identified by the respective commissions and with the active involvement of the postsecondary educational institutions, shall approve those indicators that the state board determines should be implemented; and (3) shall select from among the indicators approved for implementation those indicators that will become determinants for the allocation of state moneys on the basis of performance. The indicators selected may vary among the postsecondary educational institutions and among institutional sectors and, if feasible, shall include indicators developed and adopted by the governing bodies of each postsecondary educational institution based on the needs of each such postsecondary educational institution.

(b) During the 2001 fiscal year, the postsecondary educational institutions, including the municipal university, shall develop institutional improvement plans showing how they will implement the performance indicators applicable to their institution and how they will measure performance on the basis of each indicator. Institutional improvement plans shall be revised and submitted to the state board of regents by each institution at least every three years. The state board of regents shall provide technical assistance to institutions in the development, implementation, and revision of their improvement plans.

(c) Commencing on July 1, 2001, institutional improvement plans shall be implemented for each postsecondary educational institution, including the municipal university. Each postsecondary educational institution shall begin the data collection, measurement, or other documentation necessary in order for its performance to be evaluated with regard to each indicator.

(d) Commencing on July 1, 2004, the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution. Performance agreements shall incorporate the goals, priorities, policies and mission objectives identified in the institutional improvement plans, and the performance measures, which will be used to demonstrate compliance and progress.

(e) Commencing on July 1, 2005, each postsecondary educational institution's receipt of new state funds shall be contingent on achieving compliance with its performance agreement. As used in this subsection, "new state funds" means that amount of state funds by which the amount received by a postsecondary educational institution for a fiscal year exceeds the amount received by that postsecondary educational institution for the preceding fiscal year. The state board shall determine the amount of new state funds to be received by each postsecondary educational institution, taking into account the postsecondary educational institution's level of compliance with its performance agreement and the funds available for distribution. Any new state funds received by a postsecondary educational institution pursuant to a performance agreement shall be deemed to be part of the state funds received in the preceding fiscal year for the purposes of determining new state funds for the postsecondary educational institution pursuant to a performance agreement for the ensuing fiscal year. If a postsecondary educational institution is not allocated any portion of new state funds in a fiscal year, the new state funds which the institution was eligible to be allocated by the state board in such fiscal year shall be deemed part of the state funds received by such institution in such fiscal year for the purpose of determining such institution's base budget and any new state funds for the ensuing fiscal year. The failure of a postsecondary educational institution to enter a performance agreement with the state board shall prevent that postsecondary educational institution from receiving any new state funds. Any funds designated by the legislature for a specific postsecondary educational institution or purpose shall be exempt from the provisions of this section.

History: L. 1999, ch. 147, § 12; L. 2001, ch. 94, § 3; L. 2002, ch. 188, § 3; July

Updates from Kansas Board of Regents (KBOR):

- **New VP** of academic affairs, Rusty Monhollon.
- **KBOR Faculty of Year Award** – (later under new business)
- **Summary** (copy in Faculty Senate Canvas Module)
  - **Systemwide General Education** – extensions ending
  - **Degree Maps** – deadline July 1, 2024
  - **Math Pathways** – quantitative reasoning, elementary statistics & college algebra, adding developmental classes
  - **Performance Agreement** – university funding based upon meeting criteria
  - **Program Review** – April 19th Provost Presents to BAASC. June 20th Presentation to entire KBOR.
  - **Program to Program Articulations**

Criteria for the Annual Kansas Board of Regents Faculty of the Year Award

Nominees

Eligibility is restricted to faculty meeting the following requirements:
- Full-time, tenured or tenure-track faculty
- Demonstrate one's teaching, scholarship/research, and service over the preceding academic year* have exemplified excellence and commitment to the mission of the institution. *(confirmed by the dean of their respective college)*
- Have not received the annual KBOR Faculty of the Year Award in the previous two (2) years.

Nominations

Nominations must adhere to the following guidelines to be accepted:
- Nominations may only be submitted by a faculty senator employed at the same institution as the nominee during the preceding academic year. *
- A faculty senator may submit two nominations per year, one for a tenured faculty and one for a tenure-track faculty.

Submission

- Nominations must be submitted to the "Faculty Senate KBOR Faculty of the Year Awards Committee." See first bullet under **Selection**.
- Nominations are due by March 15th of the awarding year. #
- Nomination includes nominee's name, academic department, and distribution of their workload for the academic year in which they are being nominated.
- Nomination includes the nominator's name, academic department, and position held at their institution.
- A summary not to exceed 500 words of the nominee's accomplishments including evidence to support the nomination.

Suggested examples of supporting materials/evidence:

Scholarship/ Research	• Papers, monographs or other publications • Works in progress • Juried or invited exhibitions. • Reviews of creative work
Service	• University Service (Conducting educational studies/investigations; Outreach; Board of Regents System; University-wide or College-wide; Departmental) • Offices held in academic, professional, and scholarly societies • Public and/or governmental service activities • Consulting activities • Community service
Teaching	• Course load data • Master's degree committee memberships • Theses directed or student advising • Preparation of instructional media • Institutes, workshops, and other programs attended

- It is at the discretion of each institution if additional materials may be required.

Selection

- The Faculty Senate at each institution shall have a committee consisting of current full-time faculty (including the Faculty Senate President as ex-officio member) to collect and review the applications for the KBOR Faculty of the Year Awards (KBOR Award Committee). This committee will verify with the dean of the respective college that the nominee is in good standing with the university and their academic department, that the nominee's teaching, scholarship/research, and service over the preceding academic year have exemplified excellence and commitment to the mission of the institution, and verify the nomination is valid and complete. Incomplete nominations or lack of a dean's validation will not be considered. It will be at the discretion of each university KBOR Award Committee on how the final selection will be made.
- Any acting KBOR Award Committee members will recuse themselves (excluding the Faculty Senate President) from the review and selection process if they have been nominated for the award. The Faculty Senate President will appoint a replacement to serve on the KBOR Award Committee.

Kansas Board of Regents (KBOR)

- The names of the two award recipients determined by each university's KBOR Award Committee *(one tenured faculty and one tenure-track faculty)* will be provided to the Chair of the Counsel of Faculty Senate Presidents (COFSP). The Chair of the COFSP will submit the names of all award recipients to the Kansas Board of Regents by May 15th of the awarding year.
- The Kansas Board of Regents will review and approve/reject the award recipients provided by the Chair of the COFSP during the annual KBOR August retreat.
- Faculty receiving awards will be notified prior to the September KBOR meeting (typically Wednesday of the 3rd week of September)
- Awardees are highly recommended to attend the September KBOR meeting to be recognized for their achievement.

* (e.g., 2024 award - August 2022 through August 2023)
# (The date may be adjusted per institution so long as selection and Faculty Senate approval are completed before May 15th of the awarding year.)