

Fort Hays State University Faculty Senate
Agenda for Regular Meeting on Monday, October 4, 2010
(3:30pm, Stouffer Lounge)

1. Approval of Minutes and Attendance of Prior Meeting

(Attachments A and B)

2. Announcements and Information Items (no action required):

2a. Board of Regents

- Foresight 2020 (Attachment C)
- The Kansas Commitment initiative (Attachment D)
- Distance Education Plan, a legislature mandate (Attachment E)

2b. COFSP meeting

- Advisory body to KBOR
- What is our strategic agenda for the year?

2c. President's Cabinet – No Report (Next meeting October 6)

3. Reports from Committees –

4a. Executive Committee: Rita Hauck

4b. Academic Affairs: Jeffrey Burnett, Chair

4c. Student Affairs: Denise Orth, Chair

4d. University Affairs: Joe Perniciaro, Chair

4e. By-Laws and Standing Rules: Joe Chretien, Chair

4f. University Marketing and Strategic Academic Partnerships: Sharla Hutchison, Chair

5. Reports from Special Committees and Other Representatives

AQIP and Institutional Effectiveness: Chris Crawford

Program Review: Chris Crawford

5. Old Business

6. New Business

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7. Adjournment of Regular Faculty Senate Meeting

BOARD OF REGENTS APPROVES 10 YEAR STRATEGIC PLAN

FOR IMMEDIATE RELEASE

September 15, 2010

BOARD OF REGENTS APPROVES 10-YEAR STRATEGIC PLAN

“Foresight 2020” Sets Goals for the State’s Public Higher Education System for the Next Decade

(TOPEKA) – Today the Kansas Board of Regents approved a 10-year strategic agenda for the state’s public higher education system. Entitled Foresight 2020, the plan sets long-range achievement goals that are measurable, reportable, and ensures the state’s higher education system meets Kansans’ expectations.

“Foresight 2020 represents three years of thoughtful examination, dialogue, and input from the state’s public colleges and universities, fellow Regents, and staff,” said Regent Gary Sherrer of Overland Park, Chairman of the Kansas Board of Regents. “This plan will ensure, through measurable and aspirational goals, that the quality of the state’s public higher education system is significantly enhanced.”

Foresight 2020 includes six strategic goals:

1. Achieve alignment between the state’s preK-12 and higher education systems and continue to enhance alignment between higher education institutions.
2. Achieve participation in the state’s higher education system that better reflects the state’s demography and more fully engages adult learners.
3. Achieve measureable improvement in persistence (retention) and completion (graduation) rates for higher education institutions across the state.
4. Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.
5. Enhance alignment between the work of the state’s higher education system and the needs of the Kansas economy.
6. Enhance the regional and national reputation of Kansas universities through aspirational initiatives.

“The goals of Foresight 2020 are ambitious, achievable, and absolutely necessary,” said Sherrer. “Public higher education is a critical asset to Kansans, is key to economic success, and is essential for securing the best possible future for our citizens and our state. By working to accomplish these goals, we will demonstrate the value our colleges and universities provide, while improving the quality and efficiency of our system.”

A STRATEGIC AGENDA FOR KANSAS HIGHER EDUCATION

Strategic Goal #1

Achieve alignment between the state's preK-12 and higher education systems and continue to enhance alignment between higher education institutions.

Objectives

- 1.1 By December of 2010, the Board of Regents and its staff in cooperation with the P-20 Education Council and the Kansas State Department of Education will identify gaps that currently exist between preK-12 completion and higher education preparation expectations.
- 1.2 By August of 2011, all higher education institutions will have had discussions with local preK-12 partner high schools regarding these gaps and a plan to eliminate them.
- 1.3 By June of 2011, the Board of Regents will adopt a revised set of university admissions standards designed to identify a level of high school preparation that significantly enhance student success at the state's higher education institutions.
- 1.4 During the 2010-11 academic year, the Board will create a task force to review progress on alignment of higher education institutions and charge the task force with developing recommendations for additional enhancements needed to ensure greater alignment.

Strategic Goal #2

Achieve participation in the state's higher education system that better reflects the state's demography and more fully engages adult learners.

Objectives

- 2.1 By 2020 or before, Kansas will improve levels of participation, within each higher education institution and across the system, that reflect the racial, ethnic, and economic demography of the state with a special focus on the most underrepresented students as measured by biannual progress on the baseline year of 2010.
- 2.2 By 2020 or before, Kansas will achieve "first in the nation" state status for in-state postsecondary participation among "traditional" students, which currently would require an increase from the current participation rate of 53 percent - which is third in the nation - to approximately 59 percent.
- 2.3 By 2020 or before, Kansas will achieve "top five" state status for participation of adults between the ages of 25-39 with only a high school diploma, which currently will require an increase from the current participation rate of 238 per 1000 - which is above the national average - to approximately 317 per 1000.
- 2.4 By 2020 or before, Kansas will achieve "top five" state status for participation of adults between the ages of 40-64 with only a high school diploma, which currently will require an increase from the current participation rate of 48 per 1000 - which is above the national average - to approximately 103 per 1000.

- 2.5 By 2020 or before, Kansas will achieve the national average for enrollment of those with less than a high school diploma in the state-administered Adult Basic Education (ABE) programs with an immediate goal of removing waiting lists, which will require an increase from the current enrollment of 55 per 1000 to approximately 101 per 1000.
- 2.6 By 2020 or before, Kansas will achieve the national average for enrollment of those with limited or no English language proficiency in English as a Second Language (ESL) programs, which will require an increase from 83.3 per 1000 to approximately 101 per 1000.
- 2.7 By 2020 or before, Kansas will double the percentage of Kansas ABE participants who achieve the goal of continuing on to postsecondary education after completion of their ABE programs, which will require an increase from 14 percent to 28 percent.
- 2.8 By January of 2011, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to provide need-based assistance to students at public universities.
- 2.9 By September of 2012, the Board of Regents, in cooperation with state university leaders, will develop an initiative aimed at bringing additional out-of-state students into Kansas to pursue their postsecondary studies.
- 2.10 By January of 2012, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to expand the state's Comprehensive Grant Program to provide need-based student assistance for two-year, certificate, and part-time students with an initial focus on those students who pursue studies that lead to jobs in high demand areas of the state's economy.
- 2.11 By the summer of 2012, Regents' institutions will have an approved plan to meet the Regent's policy on distance education which includes the use of alternative delivery systems to accommodate the variety of student educational needs.

Strategic Goal #3

Achieve measurable improvement in persistence and completion rates for higher education institutions across the state.

Objectives

- 3.1 By September of 2012, the Board of Regents, in cooperation with higher education institutional leaders, will develop an initiative aimed at identifying and recruiting back into the higher education system working adults who have earned substantial credit but have not finished the work necessary to earn a credential or degree.
- 3.2 By 2020 or before, Kansas will achieve a 10 percentage point increase in first-to-second year retention rates across the higher education system.

- 3.3 By 2020 or before, Kansas will achieve a 10 percentage point increase in the six-year graduation rate for public universities and the three-year graduation rate for community and technical colleges.
- 3.4 By 2020 or before, Kansas will achieve “top 10” state status for the percentage of students who have earned an associate degree or higher, which currently will require an increase from 39.2 percent to approximately 43.4 percent.

Strategic Goal #4

Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.

Objectives

- 4.1 During the 2010-11 academic year, the Board of Regents’ system-wide learner outcomes task force, in consultation with the university Chief Academic Officers, shall make recommendations regarding the identification and measurement of foundational skills (such as oral and written communication, technical and numerical literacy, critical thinking and problem-solving) which institutions will report to the Board.
- 4.2 By June of 2011, the Board of Regents will adopt a framework that enables each institution to report on the measurement of the foundational skills identified as essential to success in work and in life.
- 4.3 By September of 2012, the Board of Regents will receive its first report on the measurement of foundational skills across the higher education system.

Strategic Goal #5

Enhance alignment between the work of the state’s higher education system and the needs of the Kansas economy.

Objectives

- 5.1 By December of 2011, the Board will begin receiving an annual report on the workforce needs of the state and the number of persons educated in the higher education system to fill those needs to determine alignment and gaps.
- 5.2 By December of 2012, the Board will begin receiving an annual report on university research initiatives designed to meet the needs of the Kansas economy.
- 5.3 By 2020 or before, Kansas will achieve or exceed the regional average for percentage of credentials or degrees awarded in science, technology, engineering, and mathematics (STEM) fields.

Strategic Goal #6

Enhance the regional and national reputation of Kansas universities through aspirational initiatives.

Objectives

- 6.1** By June of 2011, Regents' universities will identify benchmarks of excellence in comparison with peer institutions and establish goals to pursue in order to increase regional, national, and/or peer rankings.
- 6.2** By June of 2012, Regents' universities, according to mission, will identify areas for expansion of research capacity and/or focus and will establish goals to pursue.
- 6.3** Regents' universities will demonstrate increased collaboration including alignment within the Kansas higher education system through a biannual report.

Note: for item 6.3, document on website has "biannual" but there was clarification before the vote at the KBOR meeting that it should be "biennial."

Retrieved from <http://www.kansasregents.org/resources/PDF/960-Foresight2020-September2010.pdf>

Link to press release:

http://www.kansasregents.org/board_approves_the_kansas_commitment

FOR IMMEDIATE RELEASE

September 15, 2010

BOARD OF REGENTS APPROVES “THE KANSAS COMMITMENT”

\$50 Million, 5-Part Initiative Would Boost the Kansas Economy

(TOPEKA) – Today the Kansas Board of Regents approved *The Kansas Commitment*, a \$50 million initiative aimed at boosting the state’s economy.

“*The Kansas Commitment* protects the state’s historical investment in its higher education infrastructure, helps middle and low-income Kansans who can’t afford to attend college but who have the talent to succeed, and boosts the Kansas economy through targeted workforce development initiatives,” said Regent Gary Sherrer of Overland Park, Chairman of the Kansas Board of Regents. “In addition, *The Kansas Commitment* restores the Legislature’s deferred building maintenance funding promise and ensures Kansans in every corner of the state have access to high-speed broadband internet.”

The Kansas Commitment includes five components:

★ **KAN-PROTECT (\$20.5 million SGF request):**

The Board will request a 2.73% inflationary increase, based on the Higher Education Price Index, for all 32 public colleges and universities for Fiscal Year 2012.

★ **KAN-BUILD (\$15.75 million SGF request):**

To help balance the State’s budget, the Legislature cut funding for Years 3 and 4 of the 5-year systemwide deferred building maintenance funding plan it approved in 2007. The Board will request that Year 4 funding, for programs utilized by all 32 public colleges and universities, be restored.

★ **KAN-HELP (\$0 SGF request, \$10 million other funds):**

The Board will request to re-coup the state sales tax collected on the six state university campuses. The Board will then create KAN-HELP, a need-based financial aid program for middle and low-income State University students. Kansans whose

families are at or below the statewide median family income level (currently \$50,174) would be eligible for a KAN-HELP loan that would be applied to tuition and fee costs. Students who receive a loan, and who live and work in Kansas following graduation, would be eligible for complete loan forgiveness. Students who receive a

loan, and who depart Kansas following graduation or who fail to graduate, would be required to pay back what would become a low-interest loan.

★ **KAN-GROW (\$14.15 million SGF request will leverage \$7.075 million other funds):**

The Board will request funding to create KAN-GROW, a 2-to-1 state-to-college/university matched funding program to grow the Kansas workforce and economy. Programs include a joint-initiative from Kansas State University, the University of Kansas, and Wichita State University to solve the state's shortage of engineering graduates.

★ **KAN-CONNECT (\$0 SGF request, \$10 million other funds):**

The Board will advocate for continued funding for Kan-ed, a program that connects almost 900 Kansas hospitals, libraries, higher education institutions, and K-12 schools to high-speed broadband internet.

A detailed *Kansas Commitment* PowerPoint presentation can be found on the Board of Regents website at the following link:

<http://www.kansasregents.org/resources/PDF/961-091510-KSCommitment.pdf>

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About the Kansas Board of Regents:

The nine-member Kansas Board of Regents is the governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions (seven public universities, 19 community colleges, and six technical colleges). In addition, the Board administers the state's student financial aid, adult education, GED, and career and technical education programs. The Board also authorizes private proprietary schools and out-of-state institutions to operate in Kansas, and administers Kan-ed, a statewide network that provides broadband Internet access and distance learning capabilities for schools, hospitals, and libraries.

Visit the Kansas Board of Regents online at www.kansasregents.org.

2. Approve Distance Education Plan

Summary and Recommendation

K.S.A. 74-3202c(b)(9) directs the Kansas Board of Regents to “develop and implement a comprehensive plan for the utilization of distance learning technologies.” The attached document represents a revision of the original plan approved by the Board in January 2006. Staff recommends acceptance of the plan and the attendant revision of the definition of a distance education program. (08/31/10)

Background

SB 345 requires the Kansas Board of Regents to develop a comprehensive plan for distance education technology in Kansas. The current plan was developed in consultation with the System Council of Chief Academic Officers and was accepted by the System Council of Presidents in January 2006.

In addition, Board policy on Academic Extension states that “the Vice President for Academic Affairs of the Board shall be responsible for the development, implementation and coordination of policies and procedures that will serve to achieve an effective and efficient system of credit and noncredit academic extension instruction including distance education and off-campus face-to-face courses and programs” (Ch. II.D.6.a.).

In Fall 2009, the Board Academic Affairs Standing Committee (BAASC) was charged to revise the existing plan. To fulfill that charge, Board staff reviewed other state plans, consulted with the Council of Chief Academic Officers (COCAO), the System Council of Chief Academic Officers (SCOCAO), and campus-based distance education experts. In addition, multiple drafts of the plan were discussed with BAASC.

Proposed Distance Education Plan

The final draft of the proposed plan was shared with the full Board at its August 2010 retreat. Board members emphasized the importance of distance learning, in particular its critical role in helping provide Kansas students with greater access to higher education.

The proposed Distance Education Plan is guided by three core values: innovation, collaboration, and quality. Universities are encouraged to implement distance education technologies in innovative and effective ways that are congruent with their mission and resources. In addition, they are urged to find appropriate ways to collaborate in the use of distance education to serve the needs of their students. And, at base, all distance learning applications must maintain or enhance the quality of the institution’s educational mission. As with all teaching applications, the ultimate goal is student success.

The proposed plan incorporates the core principles of the original document, but adds elements that enable the Board to monitor campus activity in the area of distance education. Specifically, the plan:

- Requires that each campus develop a distance education plan, to be approved by the Board
- Requires annual report to the Board that will provide an inventory of distance education activity across the system
- Encourages collaboration among system institutions in the development of distance education programs
- Establishes responsibilities for both the Board and universities.

Distance Education Program

The proposed plan defines distance education as “any program in which the proportion of content delivered via distance learning is fifty percent or more.” In order to maintain consistency in Board policy, it is requested that

the current definition of distance education in Appendix F, Section 3 of the *Policy and Procedures Manual* be revised:

- g. A Distance education program is ~~a curriculum comprised entirely of distance education courses~~ one in which the proportion of content delivered via distance learning is fifty percent or more.

Staff Recommendation

Staff recommends approval of the proposed Distance Education Plan and attendant revision of the definition of a distance education program.

**KANSAS BOARD OF REGENTS
DISTANCE EDUCATION PLAN****August 2010****Background**

Distance Education is critical to the Kansas Board of Regents' goal of increasing access to postsecondary education for the citizens of Kansas, and it is the Board's expectation that the state's public colleges and universities provide students with quality distance learning options. In support of this goal, Kansas statutes stipulate that the Kansas Board of Regents will "develop and implement a comprehensive plan for the utilization of distance learning technologies" [74-3202c(b)(9)].

Distance education technologies are dramatically changing the higher education landscape in the nation and state. In order for Kansas' colleges and universities to continue offering high quality educational opportunities that promote student success in a global and knowledge-based society, it is imperative that these new technologies be creatively employed where feasible and appropriate. To serve that end, this Distance Education Plan is guided by three core values:

1. **Innovation** in the use of distance education technologies is vital, since the technologies for mediated instruction and distance delivery remain very fluid. Understanding the effective use of these technologies in ways that improve learning and enhance teaching is increasing, but much remains to be learned. Kansas' public colleges and universities are encouraged to find the most effective ways to implement those technologies that are congruent with their respective missions and resources.
2. **Collaboration** is implicit in the very nature of these technologies. Distance education eliminates traditional boundaries and demands that institutions find ways to collaborate in serving the needs of their students. Kansas institutions are asked to develop collaborations using distance education that are consistent with their nature and mission.
3. **Quality** is the fundamental goal of all academic programs offered by Kansas' public colleges and universities. Any introduction of distance learning technology must contribute to the quality of the program in question and, ultimately, to the success of those students who participate in it. In both Kansas and the nation as a whole, colleges and universities are being asked to demonstrate the quality of their programs by demonstrating that their graduates have mastered the materials taught in their academic programs. Kansas' public institutions report on the quality of their programs through the KBOR program review process. In addition, *Foresight 2020*, the strategic vision for Kansas' college and university system, is intended to provide a mechanism for monitoring the quality of that system, including distance education.

In applying the growing array of distance learning technologies, it is important to recognize two competing fiscal realities: (1) quality distance learning can be a source of both revenue and savings, as new student populations are served via distance course offerings and more students are served more efficiently through the general use of education technologies; and (2) the introduction of educational technology in general, and distance education options, in particular, can be costly, given the need for hardware, software, and support for students engaged in distance learning. Given these fiscal realities, wisdom would indicate that flexibility is imperative to enable institutions to effectively and efficiently use these technologies in ways that conform to their resources and mission.

Distance Education

Distance education is defined as either an asynchronous or synchronous instructional delivery system in which faculty and students are physically separated in place or time. Teaching and learning are supported by a wide spectrum of existing and evolving media.

For purposes of reporting, any program in which the proportion of content delivered via distance learning is 50 % or more will be considered as a distance education program. These offerings will include those offered wholly online and blended or hybrid programs in which a substantial proportion of the content is delivered through mediated delivery technology to facilitate such activities as online discussions, interactive television, and limited numbers of face-to-face meetings.

Board Activity

To promote effective collaboration and strengthen awareness of distance learning opportunities in the state, the Board will do the following:

- Promote innovation in the development of distance education by system institutions.
- Require each institution to develop a distance education plan by January 2011, to be approved by the Board. Following initial Board approval, these plans will be reviewed biennially by Board staff and updated as appropriate.
- Ensure statewide awareness of distance learning opportunities available through governed, coordinated institutions, and regional organizations, e.g., Colleague-to-Colleague (C-2-C) and Summer Institute of Distance Learning and Instructional Technology (SIDLIT).
- Encourage institutions to collaborate in the delivery of distance education where such collaboration is appropriate.
- Maintain a webpage on the new KBOR website that includes links to Kansas university and college distance learning opportunities, financial information, adult learning opportunities, and best practices in distance education.

Institutional Activity

Each institution will create a Distance Education plan that is consistent with the guidelines and best practices provided by the Higher Learning Commission of the North Central Association of Colleges and Schools. These plans, which will cover current and future projections, serve as the core of the Kansas Board of Regents' Distance Education Plan. The institution's plan will specify its responsibility in each of the following categories, drawing on some or all of the criteria in each category as is appropriate to its resources and mission (adapted from *Handbook of Distance Education*, ed. M.G. Moore, 2007):

1. *Academic.* Each institution will indicate how it maintains the academic quality of its offerings, including such areas as: maintenance and documentation of academic calendars, program accreditation, licensing where required, course quality, course and program evaluation, Carnegie units, grading, admission, curriculum review, and approval processes for distance education offerings.

2. *Fiscal, Governance.* Each institution will clarify its responsibilities in such areas as the following: tuition rates, special fees, full-time equivalencies, state-mandated regulations related to funding, consortia agreements, contracts with collaborating organizations, board oversight, administration cost, and tuition disbursement.
3. *Faculty.* Each institution will make clear its responsibilities in such key areas as: compensation and workloads, design and development incentives, staff development incentives, staff development, faculty support, faculty evaluation, intellectual freedom, and union contracts.
4. *Legal.* The institution will make clear its role in such areas as: intellectual property agreements, copyright, and faculty/student/institutional liability.
5. *Student.* The institution will demonstrate its responsibility for supporting student learning at a distance in such areas as: academic advising, counseling, library services, financial aid, testing and assessment, access to resources, equipment requirements, and privacy. Other areas to consider may include: students with disabilities, expanding online offerings to more high schools, promotion, increasing graduation/completion rates, and exploring adult education options.
6. *Technical.* Each institution will demonstrate that it has sufficient technical resources to support its distance education activity in such areas as: system reliability, connectivity, technical support, instructional design support, hardware/software, and access.

Approval and Review

Campus plans will be brought to the Board for approval in spring 2011. Once approved, they will be subject to biennial review, beginning in spring 2013.

Timeline for Biennial Review

1. In the fall of the review year, KBOR staff will notify institutions that distance education plans are due for review.
2. Institutions provide plans for review no later than February 1.
3. KBOR staff reviews plans, consults with institutions and develops a report to be reviewed by the Board Academic Affairs Standing Committee and presented to the full Board at its May meeting.

Annual Report

In order to demonstrate institutional activity in providing distance education, Board staff will prepare an annual report, to be presented to the Board in January, based on information drawn from the Kansas Higher Education Data System (KSPSD; Program Inventory) and/or institutions, as appropriate. This report will include the following information:

- Number and names of programs delivered via distance education.
- Aggregate number of programs offered in individual subject matter categories, e.g., social sciences, humanities, science, math, etc.

- Number of new distance education enrollments.
- Mechanisms used to deliver the programs or sections.
- Examples of innovative strategies in the use of distance learning technologies.
- Examples of collaboration in providing distance education programs.