

**MINUTES OF THE SENATE COMMITTEE ON WAYS AND MEANS.**

The meeting was called to order by Senator August "Gus" Bogina, Chairperson, at 11:04 a.m. on January 23, in Room 123-S of the Capitol.

All members were present except:  
 Senators Feleciano and Doyen  
 Senator Winter, who was excused

Conferees appearing before the committee:  
 Jack Sampson, Chairman, Board of Regents

**INTRODUCTION OF BILLS**

Senator Kerr moved, Senator Hayden seconded, the introduction of bill draft 1 RS 1990 - Prescribing certain investment practices and standards for KPERS investments. Effective date: 1/24/92. The motion carried.

Chairman Bogina introduced Jack Sampson, Chairman of the Board of Regents who, in turn, introduced regents Don Slawson, Rick Harmon and John Montgomery. Warren Armstrong, President of Wichita State University and Chancellor Gene Budig and Vice-Chancellor Del Brinkman of Kansas University were also introduced.

Mr. Sampson distributed and reviewed the Regents' statement to the Senate Committee on Ways and Means (Attachment 1). He then highlighted some of the strategic initiatives of the Regents System found in Attachment 2: to strengthen teaching effectiveness, improve retention rates and graduation rates, review the availability of remedial education and its role in the mission of each regents institution, intensify advocacy for qualified admissions, review the individual mission statements proposed by the Regents institutions, review administrative costs, engage in a two-step process of program review, encourage increased extramural funding at research universities, and define and achieve reasonable cost sharing between state funding and student tuition. Some initiatives which generated discussion were the following:

**IMPROVING RETENTION RATES AND GRADUATION RATES AND QUALIFIED ADMISSIONS**  
 It was noted by Ray Hauke, Director of Planning and Budget for the Board of Regents, that the percentage of dropouts is increasing. Mr. Armstrong cited a 75% graduation rate of incoming freshmen at the end of five years for the University of North Carolina, a peer institution of Kansas University. The graduation rate at KU is approximately 55%. Mr. Armstrong cited the lack of standards for incoming freshmen at the Regents institutions as one contributing factor in lower graduation rates. In answer to a question, Mr. Slawson stated that the Board anticipates studying the impact of qualified admissions on community colleges. Chancellor Budig noted that if the qualified admissions proposal is accepted, it provides a 4 year window of time to allow the Regents institutions to work with the school districts and community colleges. He added that the presidents of the Regents institutions support the Mission Statement and the concept of qualified admissions.

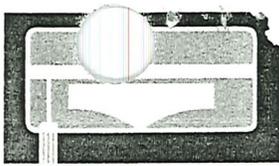
**PERFORMANCE BASED FUNDING** -- Mr. Sampson stated that he had appointed a committee to study this issue. That report is due in October.

**RANGE OF ENROLLMENT (Attachment 2)** -- It was noted that recommendations as to how to accommodate the increasing enrollment of the next 6-8 years and recommendations regarding funding within certain ranges of enrollment would be forthcoming from the Board.

**REASONABLE COST SHARING BETWEEN STATE FUNDING AND STUDENT TUITION** -- Mr. Sampson stated that user fees are critical to the future of Kansas higher education, and noted that, although tuition rates have increased, both resident and nonresident tuition is lower in Kansas than in peer institutions.

The Chairman thanked members of the Board of Regents for their presentation and adjourned the meeting at 12:08 p.m.





## STATEMENT TO SENATE WAYS AND MEANS COMMITTEE

Jack S. Sampson, Chairman  
Kansas Board of Regents

January 23, 1992

Mr. Chairman and Members of the Committee:

The Regents are pleased to have this opportunity to discuss our recently approved planning documents, A Strategy for Mission Development in the Kansas Regents System, a strategic plan that is new to the Regents system; and its companion piece, System Mission Statement 1992-2000, also a new initiative.

These documents have been some time in the making--products of investigation and initiatives by the Regents and the Universities dating back many months.

In 1986 the Regents and Universities wrote mission statements for each of the universities. These were expected to last for at least ten years or possibly until the year 2000. None was written as a "systemwide" plan. In 1990 the Regents recognized that times had changed and that mission statements written as recently as 1986 were no longer pertinent. Therefore, the Regents ordered that new mission statements be written and the project was expanded to incorporate a systemwide strategic plan, including an overall mission statement for the system.

We have worked many hours on these documents. Contributions have been made not only by the Regents and our staff, but also by the Council of Presidents, the Council of Chief Academic Officers, the Council of Faculty Senate Presidents and the Students' Advisory Committee. As Chair of the Regents, I can tell you that I have worked almost full time since last September on these projects.

At the June 1991 meeting the Regents directed the staff to report their recommendations regarding a systemwide strategic plan, setting forth the strategic themes to be included. When this staff draft was released on August 30, 1991, under the name From Aspiration to Achievement much consternation was voiced by the Presidents and the Chancellor as well as by their administrators and faculty groups. There was some confusion as to whether this document contained what the Regents has already decided to do. It should have been marked DISCUSSION DRAFT and made clear it was recommended by the staff for discussion. As a matter of fact, however, that staff document did contain many initiatives

that the staff knew the Regents had interest in, but it was branded with indictments such as Super Chancellor and Centralization--neither one of which were central to the theme of the document.

In September I appointed a committee of campus groups to produce their recommendations on the same strategic themes, which they did and reported back to us at the November 1991 meeting. The Regents found many interesting items in that new document, but felt it did not go far enough in specifics, in recommending measures for progress, for accountability, reallocation, performance and reorganization.

In December a new group made up of all constituencies, which I appointed, met and rewrote both documents using the document produced by the campus groups as a basis. But so many changes were made that it was clear that it is, in fact, a new document which deserves its own name and life. In January--a week ago today--the Regents passed and accepted this new document named A Strategic Plan for Mission Development in the Kansas Regents System and the accompanying System Mission statement. So now for the first time in the history of the Regents, as far as we can determine, the system has an overall strategic plan and mission.

Our next step is to write individual mission statements for each campus and accompany them with a new strategic plan for each campus--again an initiative that is new to the Regents system. These reports are due in March of this year and must include specific, measurable plans for accomplishing the initiative determined in the system strategic plan. In addition to this, a public document called Kansas Regents System Stewardship, which I wrote, will be incorporated into the project.

I want to point out some significant features in both documents, but first I feel driven to stop here and say a few words about our system of higher education.

The United States system of higher education is outstanding and the envy of the world. I question that any other facet of the United States economy or infrastructure enjoys the reputation and results worldwide that our higher education system enjoys. Our undergraduate and graduate programs are like no others and establish the highest standards of excellence for every country in the world to emulate. I believe the Kansas system is in the forefront of all of the United States universities--public and private. For us to find ways to improve them, for us to recognize the new realities of stewardship and public funding, which we do in these documents, should in no way leave the impression that the Kansas Regents Universities are anything less than outstanding. We have a lot to be proud of--certainly more than any one of us might know. Backing by the Legislature, the students, the alumni and the people of Kansas are responsible for this and it is the responsibility of the Regents to see that our success is continued and, yes, improved.

But to attack our system, to indicate that we have huge basic problems, to tell ourselves and the people of Kansas that there is something irreparably wrong with our system would be tragic. The administration and staffs of our universities react dramatically to criticism from the Regents and the Legislature and we must be careful we do not throw the baby out with the wash.

My colleagues on the Board of Regents join me in saying that in 1992 changes are in order--and the administrators of our universities, as well as all of us in this room, recognize that. Therefore, this project to institute change **MUST** be accomplished and it must be done with resolve, care, thoughtfulness and vision. We Regents feel we have no choice--it is a responsibility you have assigned us and a challenge the Board has accepted and pledged its commitment. We appreciate this opportunity to point out to you a number of factors we will be using to accomplish our goals.

## A Strategy for Mission Development in the Kansas Regents System

The ability of a state to fulfill the vision of its future, to transform its aspirations into achievements, is in large part built upon the effectiveness and reputation of its system of higher education. Kansas has an array of quality universities governed by the Kansas Board of Regents. The most comprehensive examination of the Regents system occurred in December 1986 with the adoption of mission statements for the Regents system and each of the Regents universities. Following this study, each university engaged in strategic planning initiatives that continue to guide institutional development in the Regents system. However, the dynamic nature of the environment of higher education requires that the mission statements be reexamined by the Board in 1992.

The Kansas Regents universities confront the nineties with a host of pressing needs, accompanied by increased expectations. Among the cataloged problems are deteriorating facilities, obsolete equipment, inadequate library resources and salary inequities that go beyond market conditions. Regents institutions face possible faculty shortages in the near future as the average age of the faculty increases nationally. Retirement projections range as high as fifty percent by the end of the decade. Knowledge continues to expand. There are rising expectations for faculty and institutional performance. According to the Western Interstate Compact for Higher Education (WICHE), the number of traditional college-age Kansas high school graduates will increase by 19 percent between 1991 and the year 2000, creating increased demand for services from Regents institutions. The public, Governor and legislators continue to ask for expanded service activities, particularly as related to economic development. Institutions and peer review committees ask faculty for more scholarly research and publication and greater extramural funding. The movement for improved undergraduate education is clearly national in scope.

The myriad of institutional needs accompanied by elevated expectations for institutional performance generates requests for additional funding. To meet resource needs, institutions aggressively pursue external funding from federal and private sources to supplement funding from the State. Significant increases in tuition have occurred and will continue. However, tuition and external funding are insufficient for meeting fiscal needs. The pressure for new funds causes the public and legislators to reexamine the current use of tax dollars.

In its role as steward of the state universities, the Board must plan and provide a vision to guide the activities of those institutions. The documents that follow constitute such a plan through the year 2000. Included are: (1) an assessment of mission achievement from 1986 to 1992, (2) a description of the environment for higher education in the near future, (3) a system mission statement and (4) strategic themes and initiatives to guide the system's efforts and the development of institutional missions into the twenty-first century.

Approved, January 16, 1992

*SWAM*  
*January 23, 1992*  
*Attachment 2*

## Kansas Regents System Mission Development

### ASSESSING MISSION FULFILLMENT FROM 1986 TO 1992

The development of revised mission statements for the Regents system and institutions requires not only a survey of the current and future social, demographic and economic environments, but an assessment of what has been achieved since their original elaboration in 1986. Although the purpose of mission development is to provide a route toward an improved future, the Board and the institutions can claim numerous successes in their collective progress toward their missions since 1986. There are at least five areas in which demonstrable progress toward their missions has been achieved:

#### 1. Progress in Funding and Faculty Salaries.

- \* Although little progress was reflected in the funding of the six Regents universities compared to peer institutions, the General Use budget of the Regents universities increased \$123.4 million between FY 1986 and FY 1992, an increase of 39 percent. Included in that growth were State General Fund increases of \$72.9 million or 30 percent growth, and increases in expenditures of student tuition revenues of \$49.3 million or approximately 72 percent. This compares to an estimated increase of 28 percent in the CPI inflation rate during the same period.
- \* Educational expenditures per student credit hour at the six universities increased by 27 percent between FY 1986 and FY 1992. During this same period, the student body at the six universities grew by 6,247 FTE students or 10 percent.
- \* The State contribution to the faculty retirement program increased from five percent to eight percent of gross salaries, resulting in an increase in the base budget of approximately \$6.3 million annually.
- \* Faculty salary averages in the system increased by 29 percent between FY 1986 and FY 1992, including two focused efforts under the Margin of Excellence to increase significantly state appropriations for faculty salaries. During other years faculty salaries were increased at rates comparable to the total increase experienced by state employees.

#### 2. Progress in Differentiating Missions.

- \* Since 1986 the Board and the Regents universities have made significant progress in distinguishing the universities' missions from those of the Kansas community colleges, through the near elimination of associate degrees, the reduction of unjustified duplication in academic extension courses and the improvement of transfer and articulation agreements.
- \* In 1991, the total number of Regents institutions was reduced from seven to six with the merger of the two-year Kansas Technical Institute with Kansas

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State University. This consolidation reduced the previous free standing institution to a college within Kansas State University and permitted savings through economy of scale and a reduction in the number of central administrators.

- \* As a result of their strategic planning processes, institutions have further defined their roles within the system and have made progress in developing areas of uniqueness and differentiation.

### **3. Progress in Developing Evidence of Program Quality.**

- \* The Board has enhanced the quality of the academic programs through improved criteria and guidelines for program approval, program review and academic extension courses.
- \* Undergraduate academic program assessment provides evidence of strong preparation in basic skills, general education and the academic major.
- \* The Board's renewed support for academic program review has permitted the development and accumulation of the documented strengths of individual academic programs while simultaneously revealing areas of weakness.

### **4. Progress in Responding to the Economic Development Needs of the State.**

- \* The economic profile of the State has been enhanced by all of the Regents institutions through the creation of university-industrial cooperation, the Centers for Excellence, the Regents Distinguished Professors program and special projects.
- \* The implementation of the Minority, Nursing and Teacher scholarship programs has responded to critical demographic and geographic needs for human resource development.
- \* One study of the economic impact of the Regents system in 1990 concluded that the system's total employment was approximately equal to that in the general aviation industry and that its direct expenditures were comparable to the revenues generated by the oil and gas industry. Even a conservative estimate of a multiplier effect would indicate that the Regents system contributes substantially to the Kansas economy. In addition, the universities attract external, non-state financial resources that are infused into the State's economy.

### **5. Progress in Improving Student Preparation.**

- \* Unfortunately, the Kansas Legislature has failed to pass the Qualified Admissions bill. The Board of Regents continues to publicize the importance of improved student preparation and high achievement through its advocacy

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for Qualified Admissions, the college preparatory curriculum and the Honors Academy.

- \* ACT data demonstrate that among Kansas high school students who take the ACT, completion of the college preparatory curriculum has increased from 21 percent in 1986 to 33 percent in 1991. The average ACT score for students in this category is 23.6, compared to a state average of 21.

Along with these achievements, of course, there are expectations still unmet and goals still unfulfilled. As the Board and the institutions develop their statements of mission for the remainder of the twentieth century, it is important to identify those areas where prominent challenges remain. These challenges are likely to affect the internal and external environments of the Regents system for the duration of the twentieth century:

1. The sources of revenue for public higher education, namely taxes and tuition, are moving toward points of reduced elasticity; thus, productivity and accountability will be of increasing necessity.
2. Without intervention, the problems of student underpreparation will continue.
3. The demand for higher educational services will increase since (a) the number of traditional college-age Kansas high school graduates will increase 19 percent between 1991 and the year 2000 (WICHE); and (b) students from nontraditional populations will enter the Regents system in greater numbers.
4. The productivity and rate of growth of the Kansas economy in the 1990s will increase moderately.
5. The pressures on public monies for activities external to higher education, such as K - 12 education, health, social services, corrections and highways, will increase.
6. The federal and state governments appear less willing to redirect public resources from other programs to increase revenues significantly for higher education.

The proposed mission statement and strategic themes for the Board of Regents for the twenty-first century are based upon a recognition of the achievements of the past, the future environment and the aspirations Kansans have for their system of higher education. Critical to the fulfillment of these aspirations are the continued refinement and differentiation of the missions of the Regents universities.

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### SYSTEM MISSION STATEMENT 1992 - 2000

Since its creation in 1925, the Kansas Board of Regents has worked for a constructive relationship between the universities and the state. The Regents institutions impart society's cultural heritage, prepare students for productive activity, open their minds to alternative ways of thinking and living and acquaint them with ways of learning which may be utilized throughout life. Learning is of central importance. Each institution provides an array of general education courses as a fundamental component of the undergraduate degree. Liberal arts and sciences, professional, and graduate degree programs are offered as appropriate and as approved by the Board. In turn, the state and its citizens provide resources to support university activities.

To address the challenges of the next century, Regents universities must be more rigorous, more productive, more efficient in the use of human resources and facilities. They must become examples of institutions willing to change to meet the needs of America and Kansas in an ever more competitive and complex world. The state must revitalize its efforts to provide sufficient funding for this competitive edge, because our future competitiveness is a well educated populace. The accomplishments of the universities are found in the graduation of productive students who contribute to the state's economy and culture. They are found in students who attend Regents universities because of teachers and programs which foster curiosity, questioning and intellectual pursuit. They are found in research and cultural undertakings that improve the quality of life in the state.

Higher education in Kansas is shaped by the belief that the individual and society benefit from the educational enterprise. The responsibility of the Board of Regents is to provide a system of public education which influences and fulfills articulated public values. Through the organization and oversight of human and fiscal resources the Board works to turn public aspirations into meaningful achievements. While campus ambition and energy are essential, they must be focused to effectively meet the challenges at hand. The critical job of the Regents system and the Board is to balance autonomy and accountability, to identify priorities for the universities and nurture the ability of the presidents and the chancellor to direct campus ambition and energy, to develop the proper balance between the scholar and the practitioner. The goal is to recognize differences, encourage pursuit of distinctive pathways and foster a cohesive response to the state's expectations.

A public value expresses a shared belief about the importance, worth and purpose of an object or set of behaviors. There are five essential values guiding the Board of Regents and its institutions as the twenty-first century approaches: diversity of institution, quality of programs, availability of programs, effectiveness of instruction and administration, and overall institutional performance and accountability. The role of the Kansas Board of Regents, in concert with campus constituencies, is to assure continued and measured movement toward fulfilling these values.

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### **STRATEGIC THEMES FOR THE REGENTS SYSTEM**

Effective administration of the Regents institutions has created a sound system of higher education in Kansas. Below is a set of strategic initiatives which are intended to enhance higher education in Kansas.

#### **STRATEGIC THEME ONE: THE UNDERGRADUATE EXPERIENCE**

The Kansas Board of Regents and the Regents institutions of Kansas believe undergraduate education to be of fundamental importance. Students must be able to think critically, to integrate knowledge, to possess intellectual curiosity, to understand and relate to other people, to make academic decisions leading to a future career, and to appreciate the responsibilities of a citizen in a democratic society.

To promote excellence in undergraduate education, the Regents institutions will focus their attention upon the following areas:

- \* **First, the Board of Regents will continue to recognize and strengthen teaching effectiveness.**

Excellent teaching must be emphasized. To that end each campus will strengthen or develop programs that enhance teaching.

#### **Initiatives:**

1. Each campus should undertake or strengthen efforts to improve undergraduate teaching. Campus teaching programs that focus on the development of instructional skills should be available to all those engaged in teaching, whether faculty or graduate students, full- or part-time.
2. Each campus should refine its processes for the evaluation of teaching according to the type and level of instruction for all persons engaged in teaching. The institutions will continue to include the evaluation of teaching effectiveness in all promotion and tenure decisions and in all merit increase justifications.
3. The Regents institutions, in cooperation with the State's community colleges, should explore the feasibility and cost of developing a tracking system so that the progress of students who start at one institution may be tracked from one school to another. Such a system could chart the progress in retention and graduation rates throughout Kansas higher education.

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- \* **Second, the Regents institutions will seek to improve retention rates and graduation rates. A special focus on minority students must be made.**

The retention and graduation of students at Regents institutions are of paramount importance to the Board. Attention should be given to the retention and graduation of students, and special emphasis should be given to the retention and graduation of minority students and disadvantaged students. The institutions will report on their efforts to encourage undergraduate teaching and to improve campus life at the Regents institutions.

### **Initiatives:**

1. While maintaining quality, each campus should develop or improve programs that increase retention. These programs may include remedial instruction, counseling, and other services shown to be effective at other institutions, as is appropriate to the institution's mission. Each campus should set as a goal retention rates equivalent to or higher than those of its peers with similar missions. The institutions should share information about effective retention programs.
2. Each campus should maintain or develop programs that improve graduation rates. Whether it has a traditional or a non-traditional student body, each campus will report on its four-, five-, six-, and ten-year graduation rates. Each campus should set as a goal graduation rates that are comparable to its official peer group with similar missions.
3. Campus life is an important part of the undergraduate experience. As has been observed by many college graduates, learning takes place outside the classroom as well as in the classroom. To further learning, the Board endorses the following:
  - a. Each campus should endeavor to develop a campus atmosphere that is congenial to the open debate of all issues.
  - b. Each campus should develop programs that improve the cultural and intellectual life of its students.
  - c. Each campus should be especially sensitive to racism, gender bias, religious views, and sexual orientation, and should develop a campus where each student is provided an opportunity to succeed.
  - d. Each campus should strive to maintain a barrier free environment for persons with disabilities and should make possible the inclusion of persons with disabilities in the life of the university community.

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- e. Each campus should develop a physical environment and campus facilities that ensure the effective use of the campus space to promote student interaction.

When each institution addresses Initiatives 1,2, and 3 in its strategic plan, dates for their completion should be added along with a schedule of activities.

4. The Board Chairman will appoint a special committee of the Board and institutional personnel to develop criteria for performance based funding.
- \* **Third, the Board of Regents will review the availability of remedial education and will consider the role of remedial education in the mission of each Regents institution.**
  - \* **Fourth, the Board will intensify its advocacy for qualified admissions.**

### **Initiative:**

1. The Board will continue its efforts to obtain Legislative approval of qualified admissions. The Board also will continue to work closely with the State Board of Education to ensure that graduates of Kansas high schools and community colleges are adequately prepared for entry into the Regents institutions.

## **STRATEGIC THEME TWO: GRADUATE EDUCATION AND RESEARCH**

Strong research programs enhance the quality of higher education in Kansas and the life of its citizens. They attract new industries and businesses and help sustain existing ones. They are essential in giving Kansas a competitive edge in today's global economy.

All of the Regents institutions have responsibilities to encourage research and scholarly activities among their faculty and students. The doctoral-granting universities should maintain nationally and internationally recognized research programs.

- \* **The Board of Regents, recognizing that research and scholarship are of increasing importance to the State and that research enhances the quality of graduate and undergraduate education, is committed to increasing national competitiveness in these areas.**

### **Initiative:**

1. The Board of Regents will intensify its advocacy for base funding for targeted areas of excellence in research, identified by the Regents institutions, and encourage the reallocation of resources to support excellence in graduate study and research.

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- \* **The Board of Regents supports strong mission-related graduate programs at the Regents institutions and recognizes the need for increased emphasis on nationally competitive doctoral programs.**

Strong graduate programs are essential to the future of Kansas. They produce highly educated and technically proficient individuals who stimulate rapidly advancing areas of high technology required to make Kansas competitive nationally and internationally. The Kansas Board of Regents recognizes the increasing importance of this mission both to the State of Kansas and to the quality of undergraduate instruction.

### **Initiatives:**

1. All research should be carefully evaluated by the institution to determine its quality as measured by its reception and impact on the community of scholars.
2. The Regents institutions will seek to develop graduate programs that encourage cooperation between the institutions.
3. The Regents institutions will increase the national competitiveness of their existing graduate programs.

## **STRATEGIC THEME THREE: GOVERNANCE AND ADMINISTRATION**

The Kansas Board of Regents will review system governance and the campus administration of the institutions in the Regents system.

The Kansas Constitution has provided "for a state Board of Regents and for its control and supervision of public institutions of higher education." The Board of Regents, as the governing body of the Kansas Regents institutions, holds the Presidents and Chancellor accountable for effective leadership and management of the separate and unique universities. The Board states unequivocally that centralization of administrative authority is not the intent of the current mission review. The Board intends to retain the present system of strong leadership on the campuses and on its staff.

The Board relies on its Executive Director and staff to ensure good communication and appropriate information to the Board and the universities to implement the institutional missions and the policies of the Board in an intellectually and fiscally responsible manner.

Students, faculty, and administrators participate in developing and reviewing policies prepared for consideration by the Board through the Council of Presidents, the Student Advisory Council, the Council of Faculty Senate Presidents, and other councils.

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In order to facilitate the creativity and efficiency with which the Board, its staff and institutional leadership and management are able to discharge their responsibilities, the following will be undertaken:

- \* **First, the Kansas Board of Regents will review the individual mission statements proposed by the Regents institutions.**

Campus mission statements are central to differentiating the role of each Regents institution. The institutional mission statements will guide the campuses throughout the next decade.

### **Initiative:**

1. Each Regents institution will develop an individual mission statement to be initially approved by the Board in March, 1992. By December, 1992, each mission statement will be accompanied by: a review of all academic programs, goal and aspiration statements and accountable criteria on each of the initiatives contained within this document, to receive final approval by the Board of Regents.

- \* **Second, the Board will consider modifications to the current funding formula.**

### **Initiative:**

1. Recognizing that the projected 19 percent increase in the number of Kansas high school graduates will increase the demand for services at Regents institutions, a task force with expertise drawn from the Council of Business Officers, the Council of Institutional Research Officers, the Council of Chief Academic Officers, the Council of Faculty Senate Presidents, the Council of Student Affairs Officers and the Board Staff will recommend, by no later than March 15, 1992, a revised form of budget development and a policy for managing enrollment at the institutional level that will accomplish the following objectives:
  - a. The academic commitments of each institution will make efficient use of existing faculty, physical space, and equipment.
  - b. The academic commitments of each institution are in balance with the resources available. Operationally, balance will be judged by comparing each institution's funding level with that of its cost study peers.
  - c. Within the context of (a) and (b), and upon the adoption of a policy that will permit the institutions to manage enrollment, a range of enrollment will be established for each institution. When institutions are within this range, their funding will not be affected by enrollment considerations.

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- d. Within the context of (c), requests for funding inflationary costs will be requested as such.
- e. Within the context of (c), requests for funding new or improved programs will be requested as such.
- f. Within the context of (c), funds derived within each institution from programmatic redirection will remain within that institution to enhance areas of need, including programs, basic operating expenses, and faculty salaries.

\* **Third, the Kansas Board of Regents will review administrative costs and the existing portfolio of required institutional reports.**

Reporting is the primary means through which the Regents are informed about institutional activities. However, reports and procedural controls can lose their relevance and become counterproductive to efficient and effective governance and administration.

### **Initiative:**

1. The Regents institutions will review the costs of administration at all levels, and compare those increases with the increased costs for faculty, in light of increased reporting and workload requirements.
2. A task force drawing expertise from the Council of Chief Academic Officers, the Council of Business Officers, the Council of Institutional Research Officers and the Board Staff will recommend by May 1, 1993, a standard data base designed by the institutions and easily understood by the Board, the staff, the institutions and others, such as legislators, that addresses in an on-going manner matters of fundamental importance to accountability and management and that includes relevant data on each institution's cost study peers. In the context of the specific mission of each institution, comparative data should be a part of the data base to provide both context and substance for the interpretation of Regents institutions' data.
3. Following the completion of the data base, the Board will review systematically all reports and will analyze the costs associated with its reporting requirements, including the costs of data collection from peer institutions. The Board will work to eliminate unnecessary reporting.

## **STRATEGIC THEME FOUR: ACADEMIC PROGRAMS AND UNITS**

The Kansas Board of Regents and the Regents institutions will implement strategic planning initiatives in academic programs and units.

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The Regents exercise oversight of the institutions as stewards for the citizens of Kansas and advocates of higher education. The Board ensures that the institutions are well-managed through the chief executives of those institutions. The chief executives ensure that Regents policy is followed and work carefully with the faculty to foster creativity. Stewardship and leadership work hand-in-hand to protect resources and to ensure that the Regents universities remain vital educational entities. Given the diversity of mission and programmatic emphases, each institution establishes and monitors its own operations, focusing on those aspects most important to its goals. The institutions will request and justify resources as needed to support their missions and to maintain quality.

The current cost study peers of each Regents institution will remain the yardsticks against which the adequacy of resources is judged. Peer institution funding levels, teaching loads, graduation rates, administrative expenditure ratios and externally funded research productivity, etc., will be points of comparison for the Regents institutions.

Program duplication among Regents institutions is permitted only to the extent that the institutions demonstrate to the Board that it enhances the quality of the individual institutions and promotes the attainment of institutional missions or serves the needs of a particular geographic region. Institutions and the Board will consider centrality to mission when allocating resources and making decisions about program continuation.

Cooperative programs are encouraged among Regents institutions where there is demand for the programs, when the programs are of high quality, cost-effective, and central to missions, and when cooperative activities are in the best interests of providing the programs.

The assessment of basic education, general education, and education in the major continues at each institution. The findings of the assessment programs are used within each institution to improve educational quality. Each institution continues to determine which types of assessment activities provide data that will direct improvement.

- \* **First, the Kansas Board of Regents will review the process by which academic programs are approved and reviewed.**

It is important that each institution be charged with the review of its academic programs because program review must occur within the context of institutional mission, planning and budgeting. Programmatic support is tied to the regular budgetary process of allocation and reallocation at each institution.

In Fall, 1991, the Regents institutions engaged in a system-wide study of programs. Reports were presented to the Council of Presidents in November. Undertaken at the direction of the Council of Presidents, the program studies were intended to define necessary program duplication within the Kansas Regents system, identify cooperative activities, and inventory the unique programs at each institution.

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The areas of agriculture, architecture, business, education and library science, engineering, health-related programs, home economics, journalism and mass communications, and liberal arts and sciences/fine arts are included in this study. The process will produce information to be used in the program reviews of individual institutions.

**Program Review.** The Regents institutions propose to engage in a two-phase process of program review. Phase 1 will be a comprehensive review that examines all academic programs within each institution. Phase 2 will be an examination of the current program review process to occur at the conclusion of the Mission Study. The future form and structure of program review will be determined at that time.

### Phase 1. Comprehensive Program Review/Mission Statement

Each Regents institution will develop and implement a comprehensive review process that examines all the academic programs of each institution. The purpose of this review is to provide information to each institution for the development of a Statement of Role and Aspiration.

A program-by-program review will be reported to the Board of Regents. Each institution will use the reviews to establish priorities for its academic programs and use the information in the day-to-day reallocation of resources among programs.

Each program will be reviewed according to: 1) its centrality to the institutional mission; 2) the faculty and programmatic strengths; 3) its service to the academic field; 4) its service to the university and State; 5) the quality of its students and student demand; and 6) its cost-effectiveness. Specific criteria that relate to the above areas and that are appropriate and meaningful to the institution will be developed by each Regents university. An agreed upon core of these data will be comparable across the system.

Each institution will develop a mechanism and the procedures to carry out the comprehensive program review. At the end of this review, each institution will have developed materials that provide a program description, an assessment of the program's quality, and the place of the program in the overall mission of the institution.

Each institution will use the first part of the Spring 1992 semester to work with faculty and administrative personnel to develop its procedures. Each institution will submit its plan for comprehensive program review to the Board of Regents in March, 1992.

The late Spring, Summer and Fall semesters of 1992 will be used to compile information and to develop the individual institutional reports for the Board of Regents.

## Kansas Regents System Mission Development

A Statement of Role and Aspiration will be due from each Regents institution by December 1992.

### Phase 2. The Current Program Review Process Will Be Reviewed at the Completion of the Mission Study

- \* **Second, the Board of Regents will require each institution's chief executive officer to monitor and maintain the consistency of the campus distribution of program resources with the institutional mission. The CEO will examine and improve the fiscal incentives for cooperative and joint degree programs.**
- \* **Third, the Board of Regents will review the process by which new degree programs are reviewed and approved at the conclusion of the Mission Study.**
- \* **Fourth, the Kansas Board of Regents will review assessment reports from the Regents institutions.**  
The overall goal of assessment activities is the improvement of academic programs. To accomplish this, it is important that assessment remain the responsibility of each institution and that the reporting of results of assessment activities to the Board remain a regular institutional responsibility.

#### **Initiative:**

1. Reports on assessment of the major will be included as part of the normal program review documents. Assessment results in basic skills and general education will be reported to the Board annually.

## **STRATEGIC THEME FIVE: FACULTY COMPETITIVENESS**

The future of the Kansas Regents institutions and the strength of their academic programs depend on the quality of the faculty hired and retained. The Regents are committed to promoting the achievement of institutional missions and the development and maintenance of excellence in undergraduate and graduate instruction, research, scholarship, creative activity, extramurally-funded research, and service across all the Regents campuses.

Three primary activities will be pursued to ensure that high quality faculty are hired and retained and that excellence is achieved.

- \* **First, the Board of Regents will continue its efforts to establish equitable and competitive salaries for faculty.**

## Kansas Regents System Mission Development

### **Initiatives:**

1. The Board will continue to pursue budgetary requests that focus upon the improvement of faculty salaries and fringe benefits, using designated peer institutions with similar missions and reputations for excellence as benchmarks for comparison.
2. The Regents institutions will use appropriate internal incentives to encourage faculty towards excellence in their academic activities and develop appropriate recognitions for those achieving excellence.

- \* **Second, the Board of Regents will encourage increased extramural funding at research universities.**

It is the Regents goal that all institutions have extramurally-funded activity consistent with their unique missions and comparable to peer institutions.

### **Initiatives:**

1. The institutions will develop goals for extramurally-funded activity. The Regents institutions will discuss their goals and the progress towards achievement of these in their annual reports.

- \* **Third, each Regents institution will establish and implement clearly documented procedures for the annual evaluation of all faculty and report to the Board.**

### **Initiatives:**

1. The Board will make clear its unanimous support for merit salary adjustments using institutionally developed criteria which are based upon Board guidelines.
2. The Regents institutions will inform their faculty of institutional expectations for faculty performance and will establish faculty evaluation procedures appropriate to the institutional mission.
3. Each Regents institution will report on the discussions of faculty expectations, including the procedures established to address those situations where expectations are not met.

- \* **Fourth, each Regents institution will have a faculty development plan to promote the professional growth of faculty in teaching, research, scholarship and creative activity and service.**

## Kansas Regents System Mission Development

The Regents institutions recognize that faculty achievement requires continuing institutional support. Maintaining and enhancing the professional status of faculty is an important component in assuring faculty success and sustaining institutional quality.

### **Initiatives:**

1. Regents institutions will ensure that each campus maintains an aggressive program of faculty development designed to assure continuing professional growth and productivity in teaching, research, scholarship and creative activity, and service.
2. The Board affirms its commitment to nationally recognized professional standards in all areas of faculty activity, and nationally recognized professional rights of faculty members, subject to their approval by the Board. Each Regents institution will ensure that professional standards and professional rights of faculty are addressed through faculty governance mechanisms and administrative actions.

## **STRATEGIC THEME SIX: FACILITIES AND EQUIPMENT**

The Kansas Board of Regents will provide policy direction for Regents system facilities and equipment. The goal is to ensure that each institution has facilities and equipment adequate in quantity and quality to achieve its stated mission.

Providing and maintaining high-quality facilities and equipment is an essential component of a quality learning atmosphere. Taking advantage of technological advances also is of critical importance to quality educational offerings. The Regents will set a system policy and oversee institutional policies that will advance these goals.

- \* **First, the Regents institutions will review policies and practices on the use of space.**

### **Initiative:**

1. Each institution will review its existing space and determine its adequacy for achieving the stated campus mission, providing evidence of efficiencies and consolidations resulting from the review.

- \* **Second, the Regents institutions will develop mechanisms to coordinate the cooperative utilization of facilities at the Regents universities.**

### **Initiative:**

1. Each institution will coordinate with other Regents institutions in resource acquisition and usage in the academic support areas of libraries, academic and

## Kansas Regents System Mission Development

administrative computing, nature areas, museums, galleries, telecommunications and other forms of advanced instructional and research technology when cost savings can be realized by doing so. The Board will seek funding to make such resource sharing feasible.

2. All Regents institutions will seek ways to share facilities. Requests to share space will be initiated by the campus wishing to utilize space. Such requests will be granted provided that the cost incurred as a result of space sharing is covered by the requesting institution and the sharing of space does not reduce the ability of either institution to carry out its mission.
- \* **Third, the Regents institutions will plan for resource coordination among universities in areas of libraries, academic computing, telecommunications and other forms of advanced instructional technology.**
  - \* **Fourth, the Board of Regents will plan to ensure the availability of state-of-the-art instrumentation to accompany classroom and laboratory instruction.**

### **Initiative:**

1. The Board of Regents will intensify its advocacy for state funds for the purchase, repair, and maintenance of instructional and research equipment at the Regents universities.
2. The institutions will establish equipment life-cycles and plan for equipment upgrades in accordance with established life-cycles

## **STRATEGIC THEME SEVEN: TUITION AND FINANCIAL AID**

The Board of Regents will identify the financial aid needs of Kansas postsecondary education students and advocate a financing system that protects the access of lower income students to the Regents institutions.

Tuition is an important mechanism for raising revenue and balancing the supply and the demand for the services of the Regents universities. Since the Regents system is primarily a resource for Kansans, resident tuition should be set at rates that are fair and reasonable, while preserving access for Kansans. Thus, nonresident tuition should be set at rates to finance a substantially higher proportion of the educational costs than are financed by resident tuition. Furthermore, nonresident tuition should not be so substantially underpriced as to generate excessive demand by nonresidents.

In response, the Board of Regents will approach tuition and financial aid policies through the following activities:

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- \* **First, the Board of Regents will define and achieve reasonable cost sharing between state funding and student tuition.**

The principal mechanism for the review of tuition rates will continue to be the formation of an annual Special Committee on Tuition and Fees. The primary guidance for the Committee will continue to be the Report of the Tuition Policy Task Force, April 1990, with the following emphases and amendments:

### **Initiatives:**

1. Resident tuition will be reviewed and set annually, with consideration given to (a) the impact upon Kansas family income, (b) the ratio of fees to costs, and (c) the resident tuition charged by similar institutions.
2. Annual nonresident tuition setting will include consideration of (a) the nonresident tuition charged by similar institutions, (b) the impact of increases upon enrollments, and (c) institutional requests for exceptions to the nonresident tuition.

- \* **Second, the Board will advocate to the Governor and Legislature policies and funding to allow students with demonstrated financial need to pursue degrees with less reliance on student loans.**

- \* **Third, the Board will advocate to the Governor and Legislature for sufficient scholarship, grant and work study funds to decrease student loan levels (1990-1991) as a percentage of financial aid from all sources.**

These two activities should be approved by the Board as part of the strategic plan and referred to the Task Force on Financial Aid for specific recommendations for initiatives when it reports to the Board in January, 1992.

- \* **Fourth, institutions shall seek to increase the availability of student financial aid through endowment campaigns.**

- \* **Fifth, the Board will seek to raise the funds to enable the institutions to acquire adequate instructional equipment and laboratory supplies. The Board's current effort to retain a portion of tuition for this purpose will provide some of the funds needed. This strategy should be explored for future action as well.**

Kansas Regents System Mission Development

**1992 Schedule of Institutional Reports**

- January Board Meeting - approval of system Mission Statement and system planning document
- February Board Meeting - presentation of Institutional Mission Statements
- March Board Meeting - initial approval of Institutional Mission Statements. Final approval will occur in December, 1992 when the Board receives the results of the institutions review of programs and goal and aspiration statements. Institutions will address the initiatives approved in the system mission document, indicating the criteria that each will use to measure the achievement of those initiatives.  
- approval of institutional criteria and procedures for review of all academic programs.
- December Board Meeting - presentation of Institutional Mission Statements, review of programs, goal and aspiration statements and the criteria that each institution will use to measure the achievement of system initiatives. Final approval in December, 1992 or in the months following in early 1993.