

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE

The meeting was called to order by Chairman Tom Sloan at 3:30 P.M. on February 1, 2006 in Room 231-N of the Capitol.

All members were present except:

Representative Annie Kuether- excused

Committee staff present:

Mary Galligan, Kansas Legislative Research Department

Deb Hollon, Kansas Legislative Research Department

Art Griggs, Office of the Revisor

Haley DaVee, Committee Secretary

Conferees appearing before the committee:

Sue Maes, Kansas State University

Virginia Moxley, Kansas State University

Dick Hayter, Kansas State University

Others attending:

See attached list.

Chairman Sloan welcomed Sue Maes, Kansas State University, to present information on Higher Education Academic Collaboration.

Maes told the committee about the success Kansas State University has had with its academic collaboration plan. She pointed out that it is not news that our universities have tight resources, that work force demands are changing, that we are becoming a multicultural state, and that our universities are not agile enough to always just reform around these new areas (i.e. security threats). Because of these changes, collaborating with other universities is a good solution. (Attachment 1)

Chairman Sloan welcomed Virginia Moxley, Intermediate Dean of Human Ecology at Kansas State University. Moxley illustrated how online learning between collaborating universities has opened the doors for a number of opportunities. Specifically, it has allowed universities to become more efficient by allowing them to start new masters programs for far less than they could have otherwise. She pointed out that the start up money for these programs has come from federal grants.

Chairman Sloan welcomed Dick Hayter, Associate Dean of Engineering at Kansas State University. Hayter discussed how collaboration will eventually allow programs with fewer students—specifically, nuclear engineering—to gain more knowledge. He suggested that this program would provide courses to schools without nuclear engineering departments and would allow for courses to be taught that in the past could not because of limited enrollment. (Attachment 2)

Chairman Sloan opened the floor to discussion and questions. Representatives Sloan, Sharp, Johnson, and Hill raised questions and provided compliments to Kansas State University for their program.

Chairman Sloan pointed out that the Senate Ways and Means Committee is having a hearing on the crumbling classroom initiatives on February 14 and encouraged interested members to attend.

Chairman Sloan turned the committee's attention to **HB 2593- State board of regents; procurement of health insurance for students at state educational institutions.**

Representative Horst presented an amendment that would eliminate the discrepancy between when the new duties would be transferred to the Kansas Board of Regents and coverage for students. She argued that it is needed to ensure that students will still have coverage until the changes are made. (Attachment 3)

Representative Horst moved to adopt the balloon as printed. Representative Kelsey seconded the motion.

The motion carried.

CONTINUATION SHEET

Minutes of the House Higher Education Committee at 3:30 P.M. on February 1, 2006 in Room 231-N of the Capitol.

Representative Kelsey moved that **HB 2593** be passed as amended. Representative Carlin seconded the motion.

The motion carried.

Chairman Sloan asked that Representative Carlin carry the bill.

Chairman Sloan adjourned the meeting at 4:05 p.m. The next meeting is scheduled for February 6, 2006 at 3:30 p.m. in Rm. 231-N.



## Recent Support for the IAA Alliance Strategies

*"You are THE model for consortia; indeed as we plot new programs here at SREB we often look at your materials and are following the path you have validated and laid out for everyone to follow."*

Bruce Chaloux, Director, Electronic Campus, Southern Regional Education Board

*"Your efforts may well be a model for others to follow and your pioneering ways have uncovered many of the key elements for a successful collaboration."*

Peter Eckel, Associate Director, Institutional Initiatives,  
American Council on Education

*"Your expertise and assistance has proven critical in developing the necessary policy agreements to share online teaching responsibilities among HETS partner institutions."*

Nitza M. Hernández López, Executive Director  
Hispanic Educational Telecommunications System

*"It is absolutely imperative that we find ways to create and deliver useful degree programs through collaborative means. We simply cannot afford to continue to replicate programs simply to make them accessible to the people who will benefit from them."*

Steven Crow, Executive Director, The Higher Learning Commission

*"You have developed processes that enable university partners to work together in highly cost effective ways. You have created a new paradigm for inter-institutional distance education collaborations—focus first on developing and delivering quality academic programs and second on administratively supporting them."*

Elizabeth Unger, Vice Provost Academic Services and Technology,  
Dean of Continuing Education, Kansas State University

The IAA is sponsored in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education.

**For additional information, contact IAA at:  
iaa@ksu.edu or 785-532-3111  
website: k-state.edu/iaa**



## Facilitating the Advancement of Inter-Institutional Academic Programs

The Institute for Academic Alliances (IAA) at Kansas State University was founded in 2004 to provide just-in-time assistance to higher education clients who are engaged in inter-institutional academic programs, a cost-effective alternative to single institution offerings. The costs of program development and delivery are shared among institutions. This creates real benefits for institutions, faculty, and students. Well thought out and developed agreements, policies, and procedures make collaborations work. IAA specializes in:

- Low-input, high-impact solutions.
- Program and partner identification.
- High-quality program development guidance.
- Infrastructure development.
- Program implementation and sustainability.

## Range of Consulting Services Tailored to Clients' Needs

The Institute for Academic Alliances works with academic institutions to rapidly deploy innovative, high-quality collaborative academic programs in emerging fields. The IAA consultants guide academic administrators and faculty who need in-depth advice and assistance to solve program-delivery problems, rapidly create new programs, and share the costs of programs with other institutions.

Clients come to the IAA with unique needs and at different points in their projects. The IAA consultants develop a clear understanding of each client's needs, determine what expertise is needed, define the appropriate role for the IAA consultants, establish a realistic timeline, and price the work in the context of the client's budget.

### IAA Consulting Services

- **Presentations**
- **Workshops**
- **Academic Program Facilitation**
  - Curriculum Needs Assessment
  - Partner Identification
  - Meeting Facilitation
  - Curriculum Development
  - Program Approval
  - Curriculum Implementation
  - Program Sustainability
- **Alliance Development Facilitation**
  - Organizational Structure
  - Inter-Institutional Agreements
  - Policies and Procedures
- **Online Surveys**
  - Partner and Program Identification
  - Institutional Policies and Practices
- **Grant Proposal Development**
- **Program Alliance Resources**

## The Institute for Academic Alliance Resources

IAA Co-Directors, Dr. Sue Maes and Dr. Virginia Moxley, and staff have worked with the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) since 1994 to create a successful alliance. To date, the Great Plains IDEA has implemented several academic programs (certificate and master's) and is being used as a model for development of other alliances and programs. The IAA staff, through the support of the FIPSE-LAAP grant, "A National Model for Inter-Institutional Post-baccalaureate Distance Education Programs," awarded to Kansas State University, assisted in the creation of the models developed by the Great Plains IDEA institutions. The IAA has a repertoire of inter-institutional models that they can successfully adapt as they work with clients in creating new alliances.

### IAA Models & Documents

Great Plains IDEA Model\*  
Graduate Deans Agreement\*  
Common Price Principles\*  
Great Plains IDEA DVD  
Business Plans

Alliance Policy and Procedure Manual\*  
Campus Coordinator Responsibilities\*  
Statewide Program Alliance Model  
Interdisciplinary Multi-State Model

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### Publications About Our Work

"New Times, New Strategies: Curricular Joint Ventures," American Council on Education (ACE), 2003

"The Great Plains Interactive Distance Education Alliance," Sue Maes and Virginia Moxley, *Continuing Higher Education Review* 67, 2003

"Cooperating to Compete: A Campus Leaders' Guide to Developing Curricular Joint Ventures," as part of the American Council on Education (ACE) Changing Enterprise Project, 2004

"A Model for Collaboration in Multi-Institutional Graduate Programs," Council of Graduate Schools *Communicator*, March 2003

For additional information, contact IAA at:  
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website: k-state.edu/iaa

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### 1. Summary of K-State's Nuclear Program

- KSU created its nuclear engineering program in 1958. It was the third such program in the US, preceded only by MIE and Michigan.
- The KSU program was the first in the nation to be accredited, 1964
- The mission of the program is threefold
  - ✓ Education of the next generation of nuclear engineers who will be custodians of nuclear generated power, nuclear medicine, materials development and most recently at K-State, the development of sensor technology for national security.
  - ✓ Research to enhance nuclear applications including safety and security
  - ✓ Outreach to the public to help better understand nuclear applications
- Since the late 1990's we have experienced a renaissance in nuclear engineering at K-State with a threefold increase in enrollment since 2002 and research funding from \$100,000 in 2002 to \$4.5 million today.

### 2. Workforce Needs

- The US has 103 operating nuclear power plants with decades of life ahead. The navy operates 119 nuclear reactors in vessels yet the graduates from the 60's are now retiring and fewer than 30 universities in the US are attempting to fill the void with qualified engineers with nuclear skills. At the present time, employers are pulling nuclear engineers from retirement to fill the need.
- Projections are that we need 550 newly trained engineers annually yet the U.S. is presently only graduating 350 each year. Jobs go well beyond the nuclear power industry and include biomedical applications and other research activities.
- With a national desire to be energy independent, nuclear will play an increasing role
- As we attempt to curb climate change by reducing the use of carbon based fuels, nuclear becomes part of the solution

### 3. Proposed Consortium

- Approximately 6 months ago the Deans of Engineering of the Big 12 universities met to discuss how the need for engineers with nuclear engineering skills could be met.
- Four universities in the Big 12 presently have nuclear engineering programs. K-State, Missouri, University of Texas, Austin, and Texas A&M.
- It was agreed that a consortium of Big 12 schools would be formed to pursue delivery of courses, electronically, to the eight schools without nuclear programs. Because K-State was instrumental in initiating the discussion, the consortium is informally referred

to as the Big 12 Manhattan Project with loose reference to the Manhattan Project of World War II fame.

- The intent is that the four schools with a nuclear program would deliver select undergraduate courses. Engineering students from the eight schools who are presently in traditional engineering programs such as mechanical engineering, chemical engineering, etc. would take the courses via distance learning. They would receive course credit from their home university. Upon satisfactory completion of a group of nuclear courses the students may receive recognition as having completed an option or certificate but these decisions are yet to be determined.
- Ultimately it is anticipated that a shared graduate program will follow.
- In addition to providing courses at schools without nuclear engineering, the consortium will also allow for courses to be taught that in past could not because of limited enrollment. So even students at the four universities with a nuclear program could benefit

#### 4. Financing the Program

- Please permit me to conclude with an overview of how we intend to fund the program as there will be some additional costs for coordination and delivery.
  - ✓ A portion of the tuition paid by a student at a school without a nuclear program will be retained by the home university but the majority of the tuition will be sent to the school who is delivering the course (with a small fraction of the remainder used for program coordination).
  - ✓ The U.S. Department of Energy is considering providing the remainder of the support needed so that the individual student will pay no more than they otherwise would at their home university.

Rep Horst

1 services. The program may include such provisions as are established by  
2 the Kansas state employees health care commission, including but not  
3 limited to qualifications for benefits, services covered, schedules and  
4 graduation of benefits, conversion privileges, deductible amounts, limita-  
5 tions on eligibility for benefits by reason of termination of employment  
6 or other change of status, leaves of absence, military service or other  
7 interruptions in service and other reasonable provisions as may be estab-  
8 lished by the commission.

9 (c) The Kansas state employees health care commission shall design-  
10 ate by rules and regulations those persons who are qualified to partici-  
11 pate in the state health care benefits program, including active and retired  
12 public officers and employees and their dependents as defined by rules  
13 and regulations of the commission. *Such rules and regulations shall not*  
14 *apply to students attending a state educational institution as defined in*  
15 *K.S.A. 75-711, and amendments thereto, who are covered by insurance*  
16 *contracts entered into by the board of regents pursuant to K.S.A. 75-4101,*  
17 *and amendments thereto. In designating persons qualified to participate*  
18 *in the state health care benefits program, the commission may establish*  
19 *such conditions, restrictions, limitations and exclusions as the commission*  
20 *deems reasonable. Such conditions, restrictions, limitations and exclu-*  
21 *sions shall include the conditions contained in subsection (d) of K.S.A.*  
22 *75-6506, and amendments thereto. Each person who was formerly*  
23 *elected or appointed and qualified to an elective state office and who was*  
24 *covered immediately preceding the date such person ceased to hold such*  
25 *office by the provisions of group health insurance or a health maintenance*  
26 *organization plan under the law in effect prior to August 1, 1984, or the*  
27 *state health care benefits program in effect after that date, shall continue*  
28 *to be qualified to participate in the state health care benefits program*  
29 *and shall pay the cost of participation in the program as established and*  
30 *in accordance with the procedures prescribed by the commission if such*  
31 *person chooses to participate therein.*

32 ~~(d) The state health care benefits program established under this act~~  
33 ~~shall be effective on and after August 1, 1984.~~

34 (d) ~~The commission shall have no authority to assess charges for em-~~  
35 ~~ployer contributions under the student health care benefits component of~~  
36 ~~the state health care benefits program for persons who are covered by~~  
37 ~~insurance contracts entered into by the board of regents pursuant to~~  
38 ~~K.S.A. 75-4101, and amendments thereto.~~

39 Sec. 3. K.S.A. 75-4101 and K.S.A. 2005 Supp. 75-6501 are hereby  
40 repealed.

41 Sec. 4. This act shall take effect and be in force from and after its  
42 publication in the Kansas register.

(e) Nothing in this act shall be construed to permit the Kansas state employees health care commission to discontinue the student health care benefits component of the state health care benefits program until the state board of regents has contracts in effect that provide student coverage pursuant to the authority granted therefor in section 1, and amendments thereto.