

## MINUTES OF THE HOUSE VISION 2020 COMMITTEE

The meeting was called to order by Chairman Tom Sloan at 1:30 p.m. on February 3, 2010, in Room 785 of the Docking State Office Building.

All members were present except:

Representative Mario Goico- excused  
Representative Joe Seiwert- excused

Committee staff present:

Art Griggs, Office of the Revisor of Statutes  
Doug Taylor, Office of the Revisor of Statutes  
Corey Carnahan, Kansas Legislative Research Department  
Lauren Douglass, Kansas Legislative Research Department  
Mary Koles, Committee Assistant

Conferees appearing before the Committee:

Dr. Michael R. Lane, Emporia State University  
Dr. Steven A. Scott, Pittsburg State University  
Dr. Edward Hammond, Fort Hays State University

Others attending:

See attached list.

Chairman Sloan welcomed the three Presidents and asked that questions be held until the end of each presentation. The Presidents shared common concerns and interests: funding, technology costs, expanding virtual campuses, increasing international learning experiences, forming partnerships as well as the expected worries about budget cuts, rising tuition costs, retention and graduation rates, faculty and staff positions, program development, facility maintenance, etc. and, again, funding. Each President presented information germane to all three institutions as well as data particular to their own and written testimony.

Dr. Michael R. Lane, President, Emporia State University, provided the Committee with copies of Engaging Excellence, Our Strategic Plan 2009-2014 and referenced Emporia State University's new mission statement and vision statement pages 4-5. Two online graduate programs have waiting lists of 150 students, six (6) faculty members would accommodate them; the online graduate library program has national appeal with students in Colorado, Utah and Oregon. Dr. Lane supports **HB 2433 - state educational institutions; exemption from state purchasing law**. Plus, it is critical, he said, to retain the Faculty Distinction Program (Attachment 1). A copy of the Report on the Effectiveness of the Faculty of Distinction Program, University of Kansas, October 2007, is available in the committee assistant's files. Following Dr. Lane's presentation, questions were asked and comments made by Chairman Sloan and Representatives Doug Gatewood, Barbara Bollier, Don Svaty, Sean Gatewood, and Lee Tafanelli.

Dr. Steven A. Scott, President, Pittsburg State University, reported that Pittsburg State University is in the process of updating its strategic plan. He stated that technology, although costly, is crucial to the future, indeed the heart of the future, in higher education. Block grants, he said, should be kept. Corporate support is important too, Pittsburg State University could not exist without it (Attachment 2). He expressed, however, his concern that private and corporate monies could lead to more masters. He wondered what percent of the State budget goes to higher education. Questions were asked by Representatives Barbara Craft, Doug Gatewood, and Deena Horst.

Dr. Edward Hammond, President, Fort Hays State University, provided the Committee with copies of A Duty to Dream, The Development of the Creative University: A Strategic Map for Fort Hays State University in 2020 and gave a Power Point Presentation. Challenges, he reported, include funding and flexibility. Fort Hays State University created a Business and Industry Panel which meets twice a year to keep it up to date. The university has one (1) of twenty-seven (27) centers in the United States, the Information Assurance Institute, that is fully accredited by the National Security Administration. Presently, it is working with Wichita. Also, the university's virtual campus is the leading provider of alternate teacher certification in Kansas (Attachment 3). Questions were asked and comments made by Chairman Sloan and Representatives Tom Hawk, Lee Tafanelli, Barbara Bollier, Doug Gatewood and Don Svaty.

CONTINUATION SHEET

Minutes of the House Vision 2020 Committee at 1:30 p.m. on February 3, 2010, in Room 785 of the Docking State Office Building.

The Chairman asked staff to prepare brief explanations for Governor Parkinson's remarks at the Kansas Board of Regents' retreat and the information provided by Kip Peterson, Director of Government Relations and Communications, Kansas Board of Regents, about the Higher Education Price Index (HEPI) and Performance Agreements.

The next meeting is scheduled for February 8, 2010.

The meeting was adjourned at 3:10 p.m.



**Emporia State University**  
**Vision 2020 Testimony**  
**February 3, 2010**

Thank you for the opportunity to speak with you today. I plan to provide you with a brief overview of ESU's Strategic Plan and then provide responses to some of the questions the Committee has posed.

**Strategic Plan:**

I am pleased to present you with ESU's Strategic Plan "Engaging Excellence." We used a highly participative process on- and off-campus to ensure many perspectives were included in the process. You will find our revised mission statement on page 4 and our vision statement in the second paragraph on page 5. Exhibit 1 presents the five Strategic Themes from our Strategic Plan.

**Strategic Theme #1: Enhancing Academic Excellence:** This theme has goals which address issues such as:

- a. increasing the quality of students entering ESU,
- b. increasing the rate of success (graduation) of those students who enter ESU, (improve advising, first-year experience programs, interdisciplinary classes)
- c. improving curricula to ensure they meet the needs of employers and graduate programs,
- d. increase and improve outcomes assessment
- e. develop new programs to meet the needs of Kansas

**Strategic Theme #2: Building Mutually Beneficial Partnerships:** We are currently focusing on partnerships with community colleges to improve access of place-bound students to baccalaureate degree programs. We also plan to improve partnerships with Kansas businesses.

**Strategic Theme #3: Enhancing Opportunities to Engage in International Learning:** We have a goal to grow to 1,000 international students on our campus. This helps our educational enterprise by diversifying our student body, provides wonderful opportunities in our community for learning of cultural differences. We are also working to get native Kansas students to travel internationally as part of their educational program. This ever shrinking world demands that students have a much better perspective on global issues, cultural diversity, and even foreign languages.

**Strategic Theme #4: Improving Communication:** This goal is pretty well self explanatory. It includes communication on campus as well as our communications with our community and our state constituents.



**Strategic Theme #5: Providing a Welcoming and Sustainable Learning and Working**

**Environment:** Our goal for our deferred maintenance as well as any facilities improvements is to provide the students and the faculty with an appropriate environment as well as appropriate technological infrastructure.

I plan to spend the remainder of my time responding directly to issues you have raised as a Committee.

**Challenges for the Future of Higher Education in Kansas:**

1. Funding: Exhibit 2 is a graph that tracks a 14 year history of funding for higher education at Emporia State University. The challenge is obvious, by all appearances students will fund a higher proportion of their education than the State of Kansas beginning next year! This occurred long ago at the research universities but is more troubling at the regional institutions as access is a significant component of our mission.
2. Staffing:
  - a. Our staff reductions resulting from the budget reductions are summarized in Exhibit 3 of the Graphs and Exhibits handout. Our first challenge is to determine which of these positions are critical to providing the appropriate education to our students and finding a way to fund those positions. As a result of the reductions, we are finding more faculty teaching overloads – often with no additional compensation.
  - b. Second, each of Kansas' Universities competes in a national market for faculty members. At the current time, Emporia State is 10.1% below the regional average in compensation for faculty members across most of our disciplines. This is a result of the first challenge – funding. The impact of being unable to address this challenge is the potential for a lower quality education for Kansas students and potentially fewer faculty members willing to remain in Kansas and/or willing to accept job offers in Kansas.
3. Facilities: As I know you are aware, the deferred maintenance on University facilities is well behind where it should be. This often leaves us with outdated facilities which are difficult to upgrade from a technology perspective and are not attractive to prospective students. Exhibit 4 outlines the slim progress we have made since 2006 of the more than \$41 million needed at ESU for deferred maintenance.
4. Technology Costs: Technology is an ever increasing essential component of higher education. Whether you are a student taking a class on-line or taking a face-to-face class on campus or on one of our satellite locations, technology is required in the classroom and for access by students during out of class hours. In addition, student demands for more wireless connectivity are also straining our already strained technology resources.

5. Program Development: Any flexibility which we might have had in the past to contract with faculty members to develop curriculum for programs and to hire new faculty members to teach in that program is gone, again, as a result of the budget reduction.
6. Unfunded Increased Costs: Exhibit 5 in the handout outlines the cost increases we anticipate will impact us next year. In the absence of funding to cover these costs tuition and fees must be increased, just to stay even.

**What ESU needs to achieve our vision:**

1. Enrollment Growth: One of our critical goals at ESU is to grow over the next ten years. In overall enrollment, we would like to grow to 10,000 students with approximately 6,000 on campus, 2,500 on-line, and 1,500 at off-campus locations (Community Colleges, our Metro Kansas City locations, and out-of-state locations from our Library Program. (All library programs are financially self sustaining!))
  - a. Enrollment growth will be more difficult if we must significantly increase the cost of education to the student (tuition and fees). Today our tuition and fees are very competitive regionally and nationally, significant increases to tuition and fees will cause us to become less competitive.
  - b. We currently have 2 graduate programs with waiting lists which we are unable to meet due to funding restrictions.
2. Access: As a regional public university, access is a significant component of our mission. Significant increases in tuition and fees will diminish our ability to serve more Kansans due to cost.
3. Retention: We are in the process of redesigning our first-year programs to increase first-to-second-year retention. This has been a significant component of my campus remarks for the last 18 months and is a priority in our strategic plan.
4. Upgraded Facilities: Upgraded facilities to meet the needs of today's students who expect a high degree of technology, well equipped laboratories, and comfortable classrooms and residential facilities.

**What is needed from the legislature?**

1. For 2010 and 2011 – **NO MORE BUDGET REDUCTIONS!**
2. Approval of HB 2433 which will permit the Regents' Universities to purchase outside the State's purchasing system allowing for additional savings and alignment with or creation of purchasing consortia to negotiate better prices.
3. Maintain the Faculty of Distinction program as it is very helpful to tell donors the State matches the earnings on these endowed positions each year.
4. Beyond 2011 adequate funding to meet the challenges outlined in the first section of this presentation. My two questions for the Legislature are:
  - a. How important is Education to Kansas?

- b. Who else will provide the workforce required when our economy begins to expand again?
5. More oversight of Legislative Research Requests before institutions are asked to respond.

**What is ESU doing to ensure access and increase quality?**

1. Each dean is charged with reviewing all "small programs" and to develop a plan to increase enrollment or close the program. [One issue related to this is, given the States priorities in Bio-sciences, what should we do with strategically critical programs such as sciences and math which are historically relatively small?]
2. We are working with several Community Colleges to develop strategic partnerships to ensure access to baccalaureate degrees for place-bound students.
3. We are examining the success of our developmental education classes to ensure appropriate success of students who require these classes. We will make changes as appropriate to ensure success of the greatest number of students. We are looking at a variety of solutions. We are reorganizing our student advising center into a Center for Student Success and hiring a new director upon the retirement of the current director this June.
4. The Hornet Scholarships (outlined in Exhibit 6 of the Graphs and Exhibits handout) are available to all students who qualify, thus improving access for Kansans with the potential to succeed.
5. Position Consolidation: We have consolidated administrative positions to reduce the number of administrators and the associated compensation costs. The most recent two consolidations were to combine the Executive Director of Enrollment Management into one of my existing vice presidents job descriptions and the combination of the dean of the graduate school and the director of distance education positions resulting in significant compensation savings.
6. In order to ensure geographic access for Kansans, ESU has several on-line degree programs to include 12 graduate programs and two undergraduate programs. In addition, ESU faculty members are currently working to ensure that on-line students can complete their general education classes on-line. I should note that on-line classes are not less expensive than face to face due to size constraints and required technology.

**Emporia State University  
Vision 2020 Testimony  
February 3, 2010  
Graphs and Exhibits**

**Exhibit 1**  
**Emporia State University**  
**Strategic Plan Themes**

**Strategic Theme #1: Enhancing Academic Excellence:** To enhance academic excellence by providing opportunities that lead to even higher levels of student success through excellence in curricular development and deliveries, facilities, and technologies that meet the educational requirements of members of the Emporia State University community.

**Strategic Theme #2: Building Mutually Beneficial Partnerships:** To increase the number of opportunities for students, faculty, and staff to engage with local, regional, and national entities to develop and manage mutually beneficial partnerships.

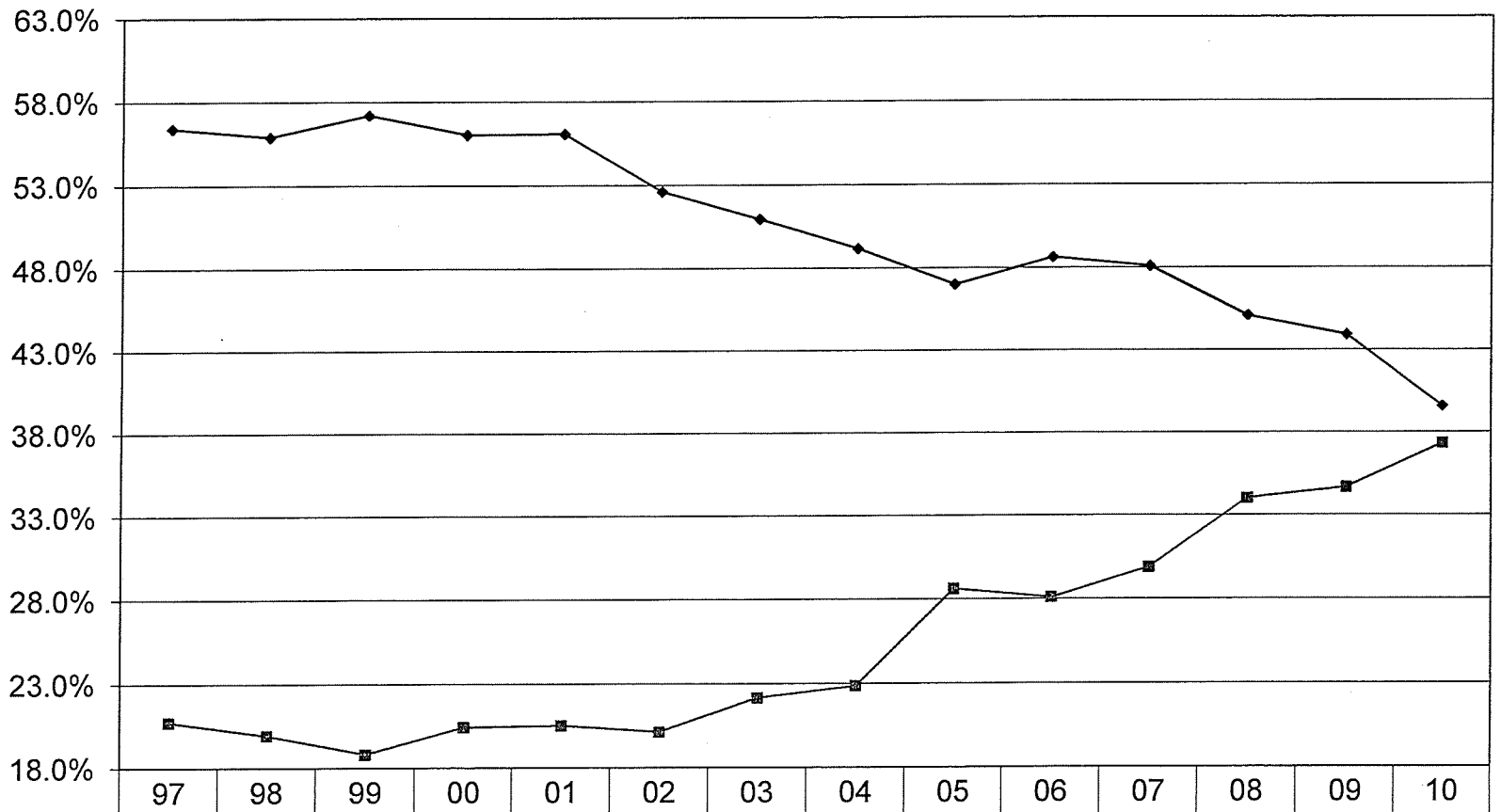
**Strategic Theme #3: Enhancing Opportunities to Engage in International Learning:** To enhance the opportunities for the Emporia State University community to engage in international learning.

**Strategic Theme #4: Improving Communication:** To improve communication among all University stakeholders.

**Strategic Theme #5: Providing a Welcoming and Sustainable Learning and Working Environment:** To provide an attractive, welcoming, and sustainable learning and working environment.

## Exhibit 2

### State Funds and Tuition/Mandatory Fees As A Percent of Total ESU Expenditures



◆ % State Funds	56.4%	55.9%	57.2%	56.0%	56.1%	52.6%	51.0%	49.2%	47.0%	48.6%	48.1%	45.1%	43.9%	39.6%
■ % Tuition/Mandatory Fees	20.7%	19.9%	18.8%	20.4%	20.5%	20.1%	22.2%	22.9%	28.6%	28.1%	29.9%	34.0%	34.7%	37.3%

**Exhibit 3**  
**Emporia State University**  
**Staffing Reductions due to Budget Reductions**

Reductions in Full-time Faculty	19.5 FTE*
Reductions in Staff	22.5 FTE General Use 15.7 FTE Restricted and Auxiliary
Reductions in Graduate Student Positions	14
Reduction in Student Worker Positions	27
Change in course section Offerings 2006 – 2009	Fall 2006 – 1669 sections Fall 2009 – 1565 sections (6% reduction)
Change in headcount enrollment 2006 – 2009	Fall 2006 – 6343 students Fall 2009 – 6433 students (1.4% increase)

\*Excludes 15 regular faculty lines, covered with temporary appointments

**Exhibit 4**  
**Emporia State University**  
**Deferred Maintenance Summary**

- ESU Deferred Maintenance Need Estimated at \$44.7 million by 2006 Study
- Original Plan Financed \$8.8 million
  
- ESU Expends \$5.1 million between FY 2008-2010 for these projects
  - Health, Physical Education, Recreation Bldg Roof Complete Replacement
  - Replacement of Rooftop Units – Roosevelt Hall
  - Replacement of HVAC System – William Allen White Library
  - Replacement of Electrical System – William Allen White Library
  - Elevator Repairs – William Allen White Library
  - Foundation Stabilization – Roosevelt hall
  - New Rooftop HVAC Units – Roosevelt Hall
  - Asbestos Abatement – Utility Tunnels
  - Engineering Analysis – Utility Tunnels
- Scheduled for FY 2011 now at risk, due to funding reductions
  - HVAC Repair/Replacement – Visser Hall
  - HVAC Repair/Replacement – Stormont Maintenance Center
  - Roof Replacement – Power House



**Exhibit 5**  
**Emporia State University**  
**Unfunded Cost Increase Estimates**

**FY 2011**

**Estimated Cost Increases**

<b>Health Insurance</b>	<b>\$463,215</b>
<b>Academic Promotion Raises</b>	<b>\$ 60,000</b>
<b>Phase III Classified Pay Plan</b>	<b>\$186,600</b>
<b>Utility/Water Rate Increases</b>	<b><u>\$ 22,500</u></b>
<b>Total</b>	<b><u><u>\$732,315</u></u></b>

**Tuition increase required to stay even**                      **3.8%**

## Exhibit 6

### Emporia State University

### Hornet Scholarship Program – New Freshmen

#### Emporia State University Hornet Scholarship

Through the generosity of many Emporia State University alumni, faculty, staff and friends, first-time freshmen and transfer students who are enrolled full time are eligible for the New Emporia State University Hornet Scholarship.

#### First-Time Freshman

Designed to reward the academic excellence first-time freshmen have achieved in high school, the ESU Hornet Scholarship is based on an index of the student’s official ACT composite score, the student’s official final high school transcript and scholarship application. Because this scholarship rewards academic dedication and achievement, students may re-apply for renewal of the scholarship an additional two semesters (total of four consecutive semesters) through an application subject to retaining sufficient academic performance. The potential scholarship dollar amounts can range from a total of \$700.00 to \$2,000.00.

#### ESU Hornet Scholarship Index

HS GPA	ACT = 22	ACT = 23	ACT = 24	ACT = 25	ACT = 26	ACT = 27	ACT = 28	ACT 29+
3.75 – 4.00	\$700	\$700	\$1,000	\$1,200	\$1,400	\$1,600	\$1,800	\$2,000
3.50 – 3.74	\$700	\$700	\$ 800	\$1,200	\$1,200	\$1,600	\$1,500	\$1,800
3.25 – 3.49	\$700	\$700	\$ 800	\$1,000	\$1,000	\$1,000	\$1,400	\$1,600
3.00 – 3.24	\$700	\$700	\$ 800	\$ 800	\$1,000	\$1,000	\$1,100	\$1,200

#### Special Notes:

- Those first year students achieving a cumulative GPA of 3.25 and completing a minimum of 24 hours while enrolled at ESU during the fall and spring semesters are eligible to re-apply and receive two additional semesters of the Hornet Scholarship.
- A student entering as a first year student but transferring 1-11 hours post high school graduation, is eligible to re-apply for the Hornet Scholarship a total of two additional semesters based on an obtained GPA of 3.25 and completion of 12 hours while enrolled at ESU.
- Continuation of the Hornet Scholarship from fall semester to spring semester is subject to the student completing a minimum of 10 hours with a GPA of 2.50 or higher. Scholarships will be cancelled for the spring award if a student does not complete 10 hours or more with an earned
- GPA of 2.50 during the fall semester.

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# **Kansas Partnership for Faculty of Distinction Program**

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## Program Evaluation Report



January 2008

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## Executive Summary

The Kansas Partnership for Faculty of Distinction Program (Program) was enacted in 2000 to assist public postsecondary educational institutions attract and retain highly qualified faculty. Through a partnership between institutions, private donors, and the State of Kansas, qualified gifts to an endowment association are matched by the state at an interest earnings equivalent. The institutions also contribute endowment earnings to support the professorships.

As established by statutes, the program is administered by the Kansas Board of Regents (Board). The statutes also stipulate the reporting triggers, requirements and timelines for Program evaluation.

In Fiscal Year 2008 (FY 08), the State of Kansas contributed \$4,085,105 in matching funds to the Program. An interest earnings equivalent threshold of \$4.0 million or greater has been established as the trigger point for Program evaluation.

The Board submits this Report which provides a brief Program overview, shares Program totals, and recommends Program improvements. Additionally, each institution has prepared a response to the statutory evaluation criteria, which are included as an Appendix to this Program Evaluation Report.

The Board's evaluation reveals that the Program has been successful in attracting and retaining professors. Over 110 professorships have been established since the Program's inception, and these professorships represent over \$96 million of investment in Kansas' institutions of higher learning to date.

As a result of the unique partnership represented by this Program institutions have attracted significant investment dollars that have produced, and will continue to produce, an economic impact on Kansas and the institutions.

- These initial investment dollars have conservatively yielded \$3.8 million in contributions through new grant, private, and programming funding.
- Attracting nationally and internationally known scholars to Kansas has enabled institutions to increase their visibility and attract conferences, visitors, artists, and scholars to their campuses.
- These initial dollars will continue to affect the economy by attracting new students (at all levels of study), increasing the number of students an institution can support in programs, and generating better-educated and trained professionals in high demand fields.

Through outstanding achievements and breakthroughs in their respective fields, the supported professorships will help Kansas to continue to attract the best and brightest in important areas ranging from animal and agriculture sciences, economics, education, biosciences, and aviation.

Although there is no formula that can truly illustrate the immediate and long-term economic and educational impact of this Program, the evidence collected and presented here suggests powerfully that the Program has been successful. **It is important to**

**highlight the fact that through this program, state funds leveraged over \$92 million in private gifts to Kansas institutions from FY 02 to FY 07.**

At the current level of investment and interest earnings equivalent, the Program will exceed \$5 million for state matching funds in FY 08 (payable to the institutions in FY 09). With the proven success of the program, the Board recommends that the earnings ceiling be raised to \$10 million effective upon publication of such legislation in the Register.

Legislative Request

Over the Program's life, interest earnings equivalent rates have fluctuated but have shown steady increases in the last three years. It has taken six years to reach \$5 million, and assuming an average of \$20 million in new gifts per year (the average of the three most recent years), and a 4% state interest earnings rate, it would take six additional years to earn \$10 million in state matching funds. Making the new amount effective upon publication in the Register would also eliminate concerns about the Board's legal authority to continue to certify gifts in the current fiscal year.

## Kansas Partnership for Faculty of Distinction Program Overview

### Program Development

The Kansas Partnership for Faculty of Distinction Program (Program) was enacted in 2000 to help public postsecondary educational institutions attract and retain highly-qualified faculty. Through a partnership among postsecondary institutions, private donors, and the State of Kansas, qualified private donor gifts to an institution's endowment are matched at the interest earnings equivalent rate by the state. These dollars may be used to supplement a professor's salary, provide additional operating support for assistants, travel, equipment or other expenses of the endowed professorships. Institutions are responsible for marketing, attracting, and securing gifts for the Program.

Four Kansas statutes established the Program, each is listed below with a brief description:

- K.S.A. 76-773 defines the key terms for the Program and establishes criteria for gifts to qualify for the Program.
- K.S.A. 76-774 establishes Kansas Board of Regents (Board) authority to administer the Program and the process to handle qualified gifts. Institutions are required to establish an account within the general budget for the Program.
- K.S.A. 76-775 defines the process for the payment of funds and sets the maximums on the amount of new qualifying gifts during any State of Kansas fiscal year.
- K.S.A. 76-776 charges postsecondary institution presidents, CEOs, chancellors, or directors to establish endowed professorship(s) under the Program. It also establishes reporting requirements (from the institutions, to the Board and from the Board to the Legislature), as well as associated timelines.

Specifically, the Program is to be evaluated on three criteria annually when the earnings equivalent award is equal to, or greater than, \$4,000,000:

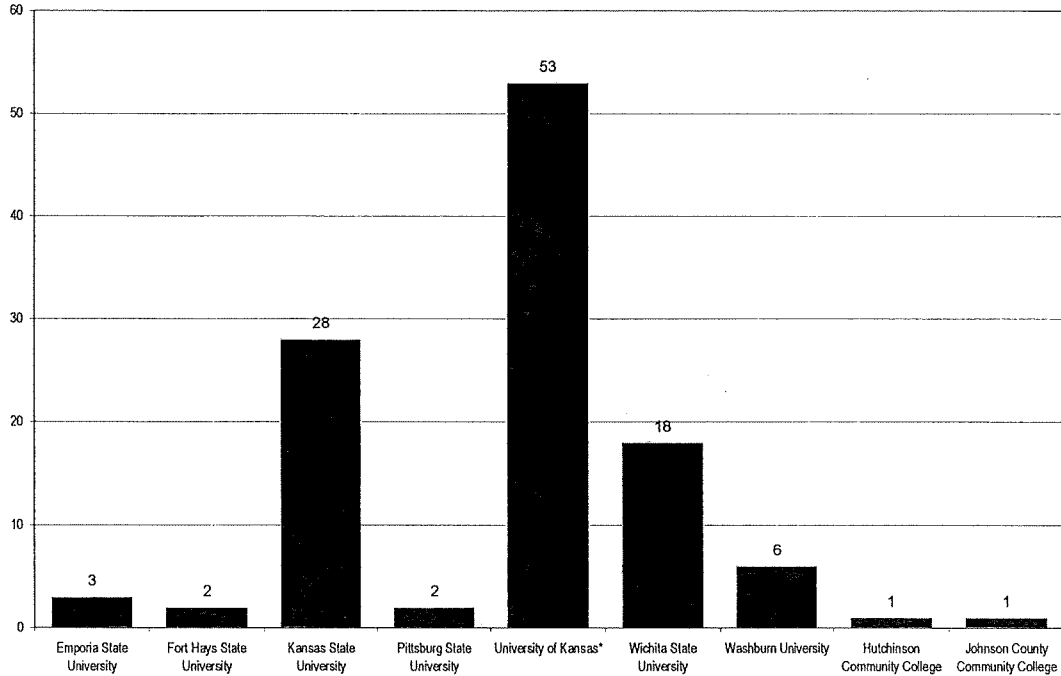
- 1) the effectiveness of the program to increase private gifts and to attract and retain professors of distinction for eligible institutions;
- 2) the economic impact of the program on eligible institutions and the state; and
- 3) other appropriate factors specified by the Board.

## Program Totals

Since the Program's inception, 173 gifts have been certified (as of October 31, 2007), totaling over \$96 million. This represents 114 endowed professorships at nine institutions (ten campuses) in areas ranging from American Literature and Culture to Engraving Arts, Agriculture to Microeconomics, and Education to Preventive Medicine.

### Total Partnership for Faculty of Distinction Program Endowed Professorships by Institution (October 31, 2007)

Chart 1.1



\*University of Kansas represents 2 campus locations Lawrence and the University of Kansas Medical Center in Kansas City.

### Endowed Professorships by Fiscal Year

Table 1.1

Fiscal Year	# New Endowed Professorships	# Institutions Participating	Value of New Private Gifts	Total Value of Private Gifts in Program	% Increase in Program Total Value
2002	29	7	\$17,008,347	\$17,088,347	--
2003	13	5	\$7,486,262	\$24,292,609	43.34%
2004	12	4	\$9,609,861	\$34,104,471	39.23%
2005	22	6	\$16,262,491	\$50,366,962	47.68%
2006	14	6	\$16,410,926	\$66,777,888	32.58%
2007	18	5	\$25,852,495	\$92,630,384	38.71%
2008*	6	2	\$4,316,712	\$96,947,097	--

\*Qualified gifts received through October 2007 for FY 2008.



While individual gift amounts have varied from \$82,000 to over \$2 million, the average gift is \$500,284. Each gift has been leveraged by the institution to further its educational and/or research mission.

The unique private and public partnership of the Program enables private gifts to be enhanced through an earnings equivalent (paid by the State of Kansas as established in K.S.A. 76-775). The institutions' role in the partnership requires the institution to establish a fund for gift deposits and pay out interest to support the designated professorships.

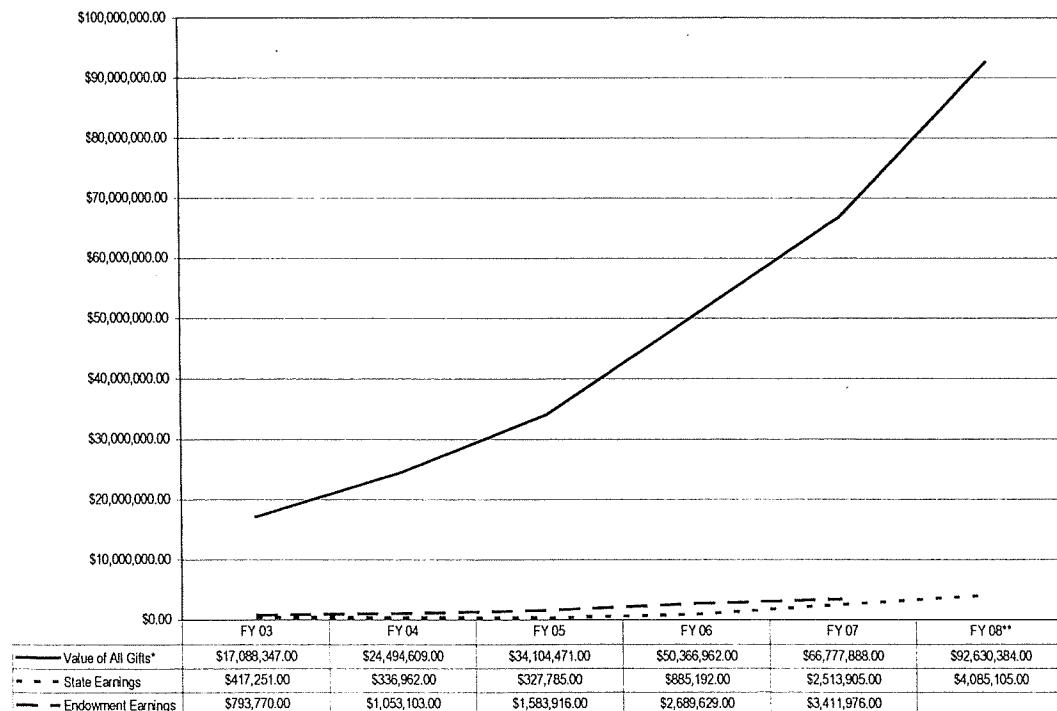
Over the life of the Program, the total value of the Program has increased by 30% or more, each year. The largest single year of increase in the Program's total value was FY 05, with a 47% increase. During FY 07, institutions qualified 40 new gifts for participation in the Program, a 38% increase. The increase of over \$25 million pushed the total value of all gifts to over \$92 million.

The interest earnings equivalent the state pays to the institutions each fiscal year is determined by the average interest rate of the Pooled Money Investment Board's portfolio for that year. The interest rate has fluctuated since the Program's inception. The lowest earnings equivalent rate was in FY 04, at 1.108%. The highest rate was earned in FY 07 at 5.088%.

Gifts have earned over \$8 million through the interest earnings equivalent. Gifts received in FY 07 earned \$4,085,105 from the state. Endowment earnings for the same period will be reported to the Board in September, 2008. Over the life of the Program, Endowment earnings have generated over \$9 million. These earnings are used to support the endowed professorships, provide additional operating support for assistants, travel, equipment, or other expenses of the endowed professorships.

**Total Kansas Faculty of Distinction Program Dollars by Funding Source and Fiscal Year**

Chart 1.2



\*Value of All Gifts is reported for previous Fiscal Year. For example in FY 2002, the Total Value of All Gifts submitted to the Program was \$17,088,347. The State and Endowment Earnings were payable in FY 03 based on the FY 02 Program Value.

\*\*FY 08 Endowment Earnings will be reported in September 2008.

As established in K.S.A. 76-776, when the state earnings equivalent award in a single Fiscal Year is equal to or greater than \$4 million, the Board must submit to the Legislature a report on the effectiveness of the program. In FY 08, the earnings equivalent award exceeded \$4 million, triggering the first formal report regarding the Program to the Legislature.

## **Program Evaluation Summary**

By having the Kansas Partnership for Faculty of Distinction Program available, higher education in Kansas was in a position to demonstrate...that the State of Kansas is keenly interested in partnering with donors... *University of Kansas*

We believe that this is one of the best examples of how state funds can be leveraged to secure private support for higher education. For Wichita State University, the Faculty of Distinction Program has been an unqualified success in support of its mission in Kansas and the nation. *Wichita State University*

It is clear that the Faculty of Distinction Program represents more than a budget expenditure. It is truly an investment in the future of the entire state educational system. *Fort Hays State University*

## **Program Deployment**

Institutions are responsible for marketing, attracting, and securing gifts for the Program, which has resulted in varying levels of participation. Generally, the larger the institution, the more likely it is to take advantage of the Program. This may be attributable to a variety of factors, the most likely being the availability of a larger pool of potential donors and a more established rapport with those donors, which encourages regular giving.

What is especially promising is that smaller institutions, in particular Community and Technical institutions, have recently been able to attract gifts eligible for the Program. Hutchison Community College and Johnson County Community College have, for example, submitted a total of six qualifying gifts for the Program.

Institutions report that potential donors are often aware of similar matching or leveraging programs in other states. The availability of, and increasing awareness of donors about, the Program has set a stage for continued Program growth.

## **Attracting & Retaining Faculty**

A total of 114 professorships have been established under the Program. The professorships enabled institutions to retain outstanding professors by enhancing salary packages and/or extending new opportunities in research, grants, or other special assignments.

Several institutions reported that the endowed professorships allowed them to retain valuable professors that were being recruited by other institutions. Other institutions report that the Program has enabled them to retain professors by providing an additional level of recognition for outstanding contributions to the institution or their specific area of study.

In addition to retaining highly qualified individuals, the Program has enabled institutions to recruit and attract nationally and internationally renowned scholars. Attracting these scholars to Kansas has boosted institutional efforts to increase their visibility and attract conferences, visitors, students, artists, and important scholars to their campuses.

The availability of Program funds enabled the Department of Economics to successfully recruit Professor Bernard Cornet of the Sorbonne University, Paris. His presence has greatly enhanced the visibility of the Department. In his first two years, he organized the first two major conferences hosted by the Economics Department, bringing several hundred economists from around the world. He has also spearheaded the modernization of the Ph.D. program. The number of new Ph.D. students enrolled has doubled. *University of Kansas*

According to Kansas State University, the Faculty of Distinction Program is "absolutely critical" to its efforts to recruit and retain faculty members, and has helped them recruit and retain a number of faculty in diverse fields. Across all institutions, it is clear that the Program has opened new doors for securing gifts that will positively impact the educational value they can offer students.

The Program enabled the university to pursue a gift that supported the hiring of an international business professor - our first. Without the additional salary dollars provided by the Faculty of Distinction Program, it is very unlikely we would have been able to make this hire. The ongoing support offered by the Program makes it much more likely the professor will remain on our staff in the years to come. *Pittsburg State University*

## **Economic Impact**

The unique partnership of the Program has resulted in institutions attracting significant investment dollars that have produced, and will continue to produce, a positive and powerful economic impact on Kansas and the higher education community. State funds have leveraged over \$92 million in private gifts to Kansas institutions from FY 02 to FY 07.

These initial investment dollars have conservatively yielded \$3.8 million in contributions through new grant, private, and programming funding. These initial dollars will continue to impact the economy by attracting new students (at all levels of study), increasing the number of students an institution can support in programs, and generating better educated and trained professionals in high demand fields.

The Voss Professorship has been effective in generating approximately \$300,000 for FHSU leadership programming and educating citizens for democracy. Much of the \$300,000 has been used to support the Kansas Youth Leadership Academy endorsed by Governor Sebelius and administered by the Center for Civic Leadership. *Fort Hays State University*

The Zamierowski Endowed Professorship for Nursing and Medical Simulation focuses on the new patient simulation lab. The simulation lab will enable students to triage and care for multiple "patients" at one time and to work in teams, replicating real-world nursing practices. Maximizing the lab's potential will allow us to serve a larger number of students in RN, LPN, EMT, respiratory care, and RN refresher courses. *Johnson County Community College*

Prior to the Faculty of Distinction program, the college of Engineering had 4 chairs. Since the program began, the number of chairs has increased to 9. There are planned giving MOUs that will provide an additional 6 chairs sometime in the future to bring the total number of these chairs to 15. *Kansas State University*

Through outstanding achievements and breakthroughs in their fields, the supported professorships will help Kansas to continue to attract the best and brightest in important fields ranging from animal and agriculture sciences, economics, education, biosciences, and aviation.

The Professor in Orthomolecular medicine and Research has worked closely with Kansas legislators, the Kansas State Board of Healing Arts and the Kansas Medical Society to develop and pass laws and to define policy in the area of complementary and alternative medical therapies... The professor has also served on a RAND Corporation expert panel for integration of complementary and alternative medicine into hospital practice. *University of Kansas*

Developments in the field of sustainable design in the College of Architecture, Planning and Design have the potential to shape the agenda for research and practice in this multidisciplinary field. The research work will describe, evaluate and advocate more integrative approaches to energy planning, economic development, transportation planning, architecture and urban design in order to create a built environment capable of being sustained on renewable energy flows. *Kansas State University*

The Engraving Arts Program benefits the art community as faculty and student produce pieces of art for display and sale. New techniques are being developed that will enhance the art community nationally and internationally. International artists have visited Emporia State University because of the endowed program. *Emporia State University*

The James R. Neff/John and Harriet Wiebe Chair of Orthopedic Surgery has a strong interest in resident and medical student education and has worked to expand research in the Department of Orthopedic Surgery, resulting in continually increasing research activity, numerous publications and national presentations. *University of Kansas*

The Verne and Helen Omer Professorship recipient is conducting ground breaking work in the areas of enterprise resource planning and logistics management that is having a direct impact on operations of the Wichita aviation sector. *Wichita State University*

Positions in the College of Veterinary Medicine have allowed the college to establish focused programs, such as our food safety and security initiatives. These programs make a significant economic difference to the state of Kansas. *Kansas State University*

The Hartley Professor of Nursing Leadership is an internationally renowned nurse leader in healthcare informatics. She is a member, and the only nurse, on the National Committee of Vital and Health Statistics, member of its Standards and Security Subcommittee in Washington, DC. *University of Kansas*

## **Board Recommendations for Program Improvement**

The Program has proven to be successful at increasing private gifts and attracting and retaining professors at participating institutions. The Program has also demonstrated success in enhancing the positive economic impact that participating institutions have on the State.

### **Legislative Recommendations**

According to statute, each July a transfer is made from the State General Fund of the interest earnings equivalent for Program gifts to the institutions for the period of the proceeding state fiscal year. No additional gifts can be certified by the Board when the July transfer is equal to or greater than \$5 million.

At the current level of investment and interest earnings equivalent, the Program will exceed \$5 million for state matching funds in FY 08 (payable to the institutions in FY 09). With the proven success of the program, the Board recommends that the earnings ceiling be raised to \$10 million effective upon publication of such legislation in the Register.

Over the Program's life, interest earnings equivalent rates have fluctuated, but have shown steady increases in the last three years. It has taken six years to reach \$5 million, and assuming an average of \$20 million in new gifts per year (the average of the three most recent years), and a 4% state interest earnings rate, it would take six additional years to earn \$10 million in state matching funds. Making the new amount effective upon publication in the Register would also eliminate concerns about the Board's legal authority to continue to certify gifts in the current fiscal year.

### **Program Evaluation Recommendations**

To assist the Board, Legislature, and interested parties in future assessment of the Program, the Board recommends that a standard reporting template be developed for institutions to report on Program activities and impact. This recommendation will be immediately instituted by the Board.

## Appendix

This Appendix contains the prepared responses to the statutory evaluation criteria submitted by institutions.



# Pittsburg State University


House Vision 2020 • February 3, 2010

Remarks by Dr. Steven A. Scott, President, Pittsburg State University

1. What are the challenges for the future of higher education in Kansas?
  - a. Acquiring adequate funding
    - i. Seeking more private and federal funding
    - ii. Balancing the private and federal influences with state needs
    - iii. Creating entrepreneurial opportunities to generate revenue
  - b. Balancing tuition policies with our responsibility to ensure access
  - c. Responding to changes brought about by technology
  - d. Ensuring program relevance and quality
  - e. Demonstrating the value of higher education
  
2. What does Pittsburg State University need to do to achieve our mission and vision?
  - a. Hire the best people we can find
  - b. Be purposeful about our efforts
  - c. Be good stewards of all financial resources
  - d. Reduce our costs at every opportunity
  - e. Collaborate with other institutions and entities
  - f. Make the decisions that enhance our opportunity to be successful over the long term
  
3. What does Pittsburg State University need from the legislature?
  - a. Recognition of importance of higher education for state's future
  - b. Continued financial support via the block grant
  - c. Support for facility upgrades and enhancements
  - d. Increased funding for programs that align with specific state needs
  
4. What is Pittsburg State University doing to increase access and quality?
  - a. Access:
    - i. Forming agreements with community and technical colleges to facilitate seamless transfer
    - ii. Expanding alternative delivery of instruction – online, off-campus, etc.
    - iii. Minimizing tuition increases
    - iv. Increasing scholarship availability for all students
    - v. Recruiting minority students
  
  - b. Quality:
    - i. Maintaining national accreditation of academic programs
    - ii. Conducting regular and intensive review of academic programs
    - iii. Employing highly qualified faculty and staff
    - iv. Implementing state-of-the art instructional equipment
    - v. Improving capacity to measure student learning
    - vi. Utilizing the Performance Agreement process to align efforts with state needs



**A Duty to Dream: 2020**



FORT HAYS STATE UNIVERSITY *Duty to Dream*

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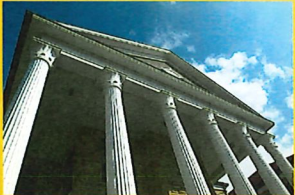
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**A Duty to Dream**



It is our duty to dream...to imagine what our world could be...what it should be.

FORT HAYS STATE UNIVERSITY *Duty to Dream*

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**A Duty to Dream**

This dreaming is no idle pursuit. Quite the contrary ...it is what defines us as human. It could well be the reason we exist.

FORT HAYS STATE UNIVER *com*

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**A Duty to Dream**  
 We must embrace what might be. We dream because the dream is what makes tomorrow matter.



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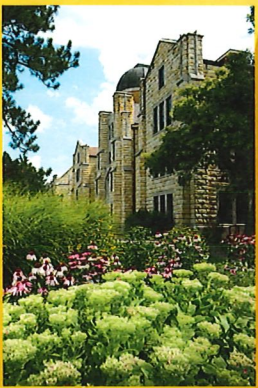
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**A Duty to Dream**  
 It is not just our dream.  
 It is our duty...our Duty to Dream



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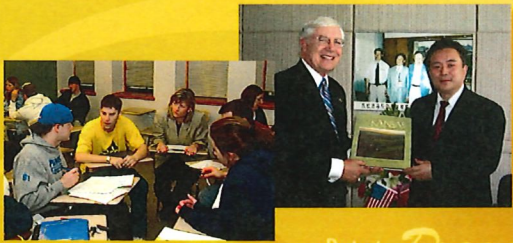
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**A Duty to Dream**  
 Our world is changing...



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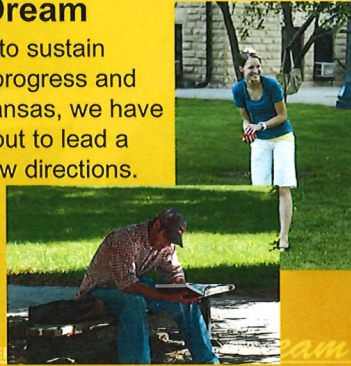
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### A Duty to Dream

If our goal is to sustain economic progress and improve Kansas, we have no choice but to lead a move in new directions.



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### A Duty to Dream

- A) The old western economic model will not work for us anymore.
- B) Tightening oil supply and fast growing demand will change behavior.
- C) Technology advances offer new ways to deliver education and reverse environmental trends.

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### A Duty to Dream

"In the early 1970's a college graduate earned 45% more than a high school graduate. Today, a college graduate earns 84% more than a high school graduate."

— Laura Tyson, Chair  
President Clinton's Council of Economic Advisers

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### A Duty to Dream

"Short-term barriers to college are steeper now than they once were. We need to make sure that they have the financial support to go to college . . . but our system has not." More than half of all undergraduates work more than 20 hours a week and have increasing loan burdens.

– Goldin and Katz,  
*The Race Between Education and Technology*

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### A Duty to Dream

In Kansas today about 30% of our workforce has a baccalaureate degree. But population and demographics present a major challenge to our state to increase that rate to 50%.

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Duty to Dream

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### Ten Global Industries for our state between now and 2020

**Industry Title**

- |   |  |
|---|--|
| 1. Educational Service                            | 6. Nursing and Residential Care Facilities                     |
| 2. Aircraft Engineering and Manufacturing         | 7. Professional, Scientific and Technical Services             |
| 3. Ambulatory Health Care Services                | 8. Social Assistance   |
| 4. Administrative Leadership and Support Services | 9. Grant-making, Civic, Professional and similar organizations |
| 5. Hospitality, Food Services and Drinking Places | 10. Hospitals  |

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### A Duty to Dream

In response we want to develop a new model for our University, one that measures academic quality by the education its graduates have received and one where researchers, while pursuing their scholarly interest, also consider the public good.

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### Design Element 1: Commitment to Growth

It is the primary objective of the University to grow the high quality students we serve from our projected enrollment of 10,000 in 2010 to 20,000 by 2020. A significant part of that objective is to grow our Hays campus enrollments from 5,000 to 7,500 students.

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### Design Element 1: Commitment to Growth

1. Redefine our primary service area to be regional and not limited by state boundaries. Our region will run from the Eisenhower Tunnel on the west to the Truman Library on the east.

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**Design Element 1: Commitment to Growth**

2. Increase our enrollments from this new region: Kansas, Colorado, Nebraska, Oklahoma and Missouri, by 500 students.



FORT HAYS STATE UNIVERSITY

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**Design Element 1: Commitment to Growth**

3. Add 100 new out of state students (from the other 45 states) per year, thereby increasing enrollments on campus by 1,000 students.

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**Design Element 1: Commitment to Growth**

4. Increase our international student population so that it represents 10% of the Hays on-campus student enrollment. This would produce 500 new international students.

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**Design Element 1: Commitment to Growth**

5. Increase the number of graduate students on the Hays campus by 250.

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**Design Element 1: Commitment to Growth**

6. Improve student retention on the Hays campus, thereby producing 250 more registered students per year.

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**Design Element 2: Commitment to Life Long Learning**

To accomplish this objective of life long learning, we need to structure and expand our Virtual College so that we can accommodate 12,500 virtual students by 2020. These students, like our on-campus students, should benefit and be served from the same support systems. However, we need to recognize and respond to the unique needs that the virtual student brings to our University.

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**Design Element 2: Commitment to Life Long Learning**

We also need to look at the teaching models that we are currently using. We need to create new models that utilize the content expertise and supervision of our current full-time faculty in partnership with expanding graduate student assistants.

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**Design Element 3: Commitment to Entrepreneurship**

Between now and 2020 we must commit ourselves to exploring the entrepreneurial potential of university teaching and research. The university should be encouraged to own and operate businesses, thereby becoming entrepreneurial in their truest sense of the term . . . that is risking our time, money and resources for the benefit of the citizens of Kansas.

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**Design Element 3: Commitment to Entrepreneurship**

"The University should be encouraged to own and operate businesses, especially high technology businesses," that will drive a growing economy. Entrepreneurial capitalism along with increasing our workforce produces expanding economies.

– Dr. Carl J. Schramm,  
President of the Kaufman Foundation,  
*The Entrepreneurial Imperative: How America's  
Economic Miracle Will Reshape the World*

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**Design Element 4: Commitment to Intellectual Fusion**

Knowledge knows no boundaries. The core disciplines are just one element of our intellectual identity.

We want to encourage teaching and research but as interdisciplinary, multidisciplinary and transdisciplinary.

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**Design Element 4: Commitment to Intellectual Fusion**

- 1. Leadership Institute under the guidance of the College of Arts and Sciences.
- 2. Information Assurance Institute under the guidance of the College of Business.
- 3. Math and Science Education Institute under the guidance of the College of Education and Technology.

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**Design Element 4: Commitment to Intellectual Fusion**

This last institute will also be the home of the Kansas Academy of Math and Sciences. The Academy is a special new initiative that will involve faculty from three undergraduate colleges and numerous disciplines. The Academy will serve the needs of some of Kansas' best and brightest high school students and provide a vehicle for them to enter our workforce better prepared and at a faster pace.

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**Design Element 5: Commitment to Social Relevance**

Kansas faces a tremendous shortage in teachers and by the year 2020 we must find new ways to meet the expanding demand for teachers in all grade levels. This requires the cooperation of academic units in all of our colleges.

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**Design Element 5: Commitment to Social Relevance**

Second is the creation of a new program in Hospitality Management. The Kansas economy has been growing extremely fast in this service sector. There is a tremendous need for hospitality management trained business students.

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**Design Element 5: Commitment to Social Relevance**

The Professional Science Masters (PSM) programs are useful tools for helping companies meet the increased need in this key area. The PSM is an innovative new degree program developed to provide advanced training in science while simultaneously developing important business oriented workplace skills. In partnership with the Kansas Bioscience Authority we need to mount a very successful Professional Science Masters program.

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**Design Element 6 – Commitment to Global Engagement**

Fort Hays State University historically has played a significant role in these patterns. It is difficult to imagine our University today without its global partners. The mechanisms that are available to facilitate global engagement are numerous, but will take time to design and deploy.

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**Design Element 6 – Commitment to Global Engagement**

If Fort Hays State University is going to be successful in reaching goal of 10% of our campus students coming from countries around the world, we are going to have to address the deficiencies in the structure and mechanism that support these students.

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**Design Element 7– Commitment to Learner Outcomes**

At Fort Hays State University we are concentrating on three of these basic communication skills: writing skills, oral communication skills and computing skills.

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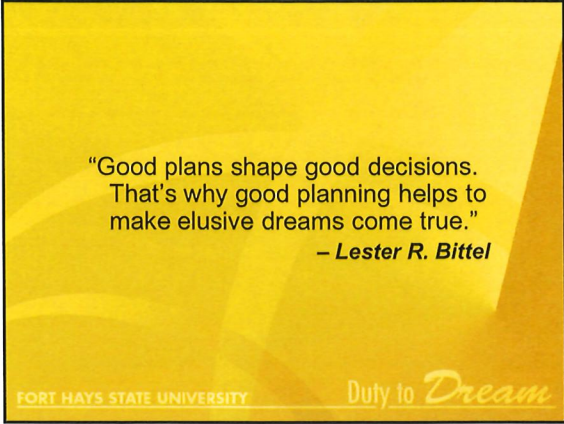
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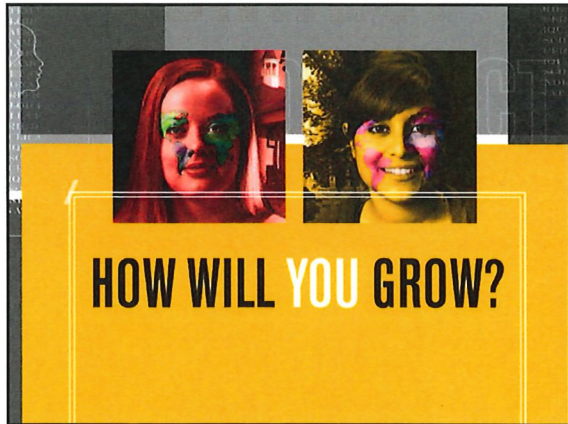
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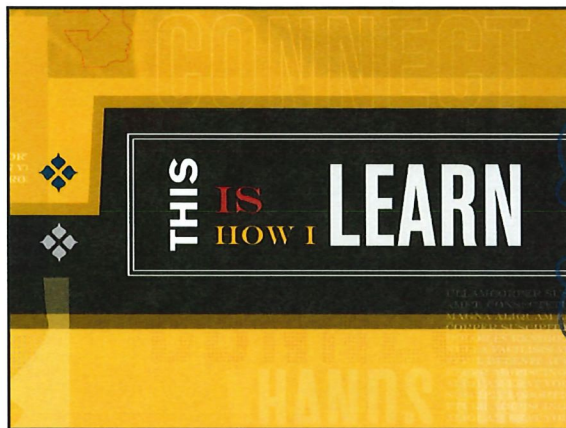
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**FORT HAYS STATE UNIVERSITY**  
*Forward thinking. World ready*

FORT HAYS STATE UNIVERSITY *Duty to Dream*

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*Forward thinking. World ready.*



where will your vision take you?

FORT HAYS STATE UNIVERSITY *Duty to Dream*

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*Forward...Visionary*



knowledge that goes everywhere

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*Thinking...Thoughtful,  
Responsive, Reflective*



minds that get things done

FORT HAYS STATE UNIVERSITY Duty to *Dream*

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*World...Universal*



I'm at home in the world

FORT HAYS STATE UNIVERSITY Duty to *Dream*

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*Ready...Hardworking,  
Prepared, Equipped*



connect forward

FORT HAYS STATE UNIVERSITY Duty to *Dream*

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***Forward thinking. World ready.***  
"A visionary response to a universal need...education for global citizens."  
– Dr. Edward Hammond



FORT HAYS STATE UNIVERSITY *Duty to Dream*

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**A Duty to Dream**

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