

**BOARD OF HIGHER EDUCATION**

**REQUEST FOR BOARD ACTION**

**NO.:** BHE 22-14

**EXECUTIVE COMMITTEE DATE:** October 15, 2021

**BOARD DATE:** October 19, 2021

**NEW INSTITUTION APPLICATION OF THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES TO AWARD THE DEGREES OF DOCTOR OF PHILOSOPHY IN HUMAN AND ORGANIZATIONAL DEVELOPMENT AND MASTER OF ARTS IN HUMAN AND ORGANIZATIONAL DEVELOPMENT**

**MOVED:** The Board of Higher Education (BHE) hereby conditionally approves the Articles of Incorporation of **THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES (KJI)** with the authority to award the following degrees: **Doctor of Philosophy in Human and Organizational Development** and **Master of Arts in Human and Organizational Development**.

Provided further that the BHE will undertake to review, during the twelve-year period set forth in 610 CMR 2.05(5), the continued progress of the institution toward meeting and maintaining compliance with the BHE's regulations, the Visiting Committee's recommendations, the goals and representations set forth in connection with the institution's petition to the BHE, and its compliance with the following conditions:

1. For the first five years of operation, the institution shall submit to the BHE semi-annual status reports by January 15<sup>th</sup> and July 15<sup>th</sup> of each year, providing narrative and statistical information on the institution's compliance with BHE standards and with the goals and representations set forth in connection with the institution's petition, including the institution's enrollment, finances, student learning outcomes, and other information as requested by Department staff.
2. Within the first two years of the program's operation, the Department will schedule a periodic review to monitor the institution's ongoing compliance with the Board's regulations.

The Knowles Johnson Institute's conditional approval to award the Doctor of Philosophy in Human and Organizational Development and Master of Arts in Human and Organizational Development shall continue through the first five years of operation. The conditional approval period, and the conditions imposed upon its approval, may be extended once by the Commissioner, for up to an additional five years, upon a determination by the Commissioner that the institution is not meeting or maintaining regulatory compliance and/or is not complying with the terms of the conditions.

**VOTED:** Motion approved and advanced to the full BHE by the Executive Committee on 10/15/2021; and adopted by the BHE on 10/19/2021.

**Authority:** Massachusetts General Laws Chapter 69, Section 30 et seq.; 610 CMR 2.05(5).

**Contact:** Cynthia Farr Brown, Ph.D.,  
Associate Commissioner for Regulatory and Veterans Affairs  
Patricia Marshall, Ph.D.,  
Deputy Commissioner of Academic Affairs and Student Success

**BOARD OF HIGHER EDUCATION**  
**October 19, 2021**  
**Knowles Johnson Institute of Graduate Studies**

**New institution authorization to offer the following degrees:**  
**Doctor of Philosophy in Human and Organizational Development**  
**Master of Arts in Human and Organizational Development**

**Background and Degree Authority Requested**

Knowles Johnson Institute of Graduate Studies (KJI or the Institute) has requested initial authorization from the Board of Higher Education to operate as a post-secondary institution in the Commonwealth and offer the degrees Doctor of Philosophy in Human and Organizational Development and Master of Arts in Human and Organizational Development. KJI proposes to offer this program in a low-residency format, utilizing facilities leased from Montserrat College of Art in Beverly, MA. The Institute has secured initial funding for the proposed programs and plans to enroll students and begin the program in Spring, 2022. The program is aimed at mid-careerists with significant work experience who desire a high-touch, personalized, humanistic doctoral program experience.

**INSTITUTIONAL OVERVIEW**

Knowles Johnson Institute was founded on educational theories and practices pioneered by Dr. Malcolm Knowles. The institution “aspires to transform the lives of diverse adult learners to create values-based practicing-scholars who make a difference in the worlds in which KJI graduates live and work.”

Beginning in 2000, a close-knit group of friends and colleagues, most of whom were members of the Fielding Graduate University’s New England alumni group, sought to recreate and advance the theories and learning modalities pioneered by Dr. Knowles of the in-person, intensive, facilitated learning experience that they experienced at Fielding before it shifted to a hybrid model. The group created a learning and professional support community designed to carry forward and perpetuate their learning experiences under the mentoring of humanistic theorists and educators, Drs. Knowles and Leo Johnson.

In the mid-2010s a member of this affinity group conducted research and discovered that the majority of graduate level programs in Human and Organizational Development had moved to either online or hybrid instruction, with limited face-to-face learning opportunities. The group committed to furthering the value and necessity of a student-centered, self-directed, relationship-based, and mentored model of graduate education. This commitment led to launching plans for The Knowles Johnson Institute of Graduate Studies.

The founders worked on the Institute’s design from 2014 forward, and organized the founding Board of Trustees in 2015. Members of the Board and others have donated their services and provided financial support, while a small cadre of paid part-time staff and consultants have also participated in the development of KJI. During this time additional trustees, faculty and staff have participated in the planning and development, and committees were and are being organized to carry out implementation plans as KJI works toward its launch.

In June 2019 KJI made initial contact with the Department to discuss the approval process and staff advised on the application process through the next year via meetings and check-ins. In July 2020 KJI filed their application to receive authority for the proposed degrees.

### *Mission and Purpose*

The mission states: "The Knowles Johnson Institute of Graduate Studies is dedicated to advancing knowledge in the areas of human and organization development, creating opportunities for personal and professional growth for mid-career and third-career adults, promoting ethical behavior and social conscience in a global community and ensuring the diversity of faculty and staff align with the worlds in which KJI students will be dedicating themselves."

The proposed Human and Developmental Organizational programs address the need identified by KJI and their stakeholder and community partners, in providing student-directed, interactive educational experiences keyed to the educational philosophies and insights of Drs. Knowles and Johnson. The founders emphasize adherence to particular andragogic (adult learning) models, through which a wide range of topics in human and organizational development can be explored and researched by prospective students.

### *Need and market for proposed programs*

Research conducted by KJI in preparation for their application showed that while there are Massachusetts-based doctoral programs in organizational psychology, organizational development and instructional design, none are in-person programs offering the level of integration of KJI's proposed Human and Organizational Development program. The KJI program delivery approach of one-to-one, in-person format is their key differentiation from the trend of similar programs moving from in person to online.

KJI leadership had numerous conversations with various employers regarding industry needs and program content, and through these conversations have anecdotally identified potential students who may be interested in the program once available. KJI also conducted market research, including review of university websites, review of research reports, professional journals, USED's National Center for Educational Statistics, and the Bureau of Labor Statistics as well as in-depth interviews with professional staff at a number of institutions of higher education.

During its review the Visiting Committee identified that this in-person format, while an important hallmark of the program's design, might limit its geographical reach, and noted that it will be critical for KJI to monitor regional and demographic trends to assess ongoing demand for and strategic positioning of the proposed program.

### *Learning Outcomes*

The proposed Master's program has the following student learning outcomes:

Upon completion of the Master's Program the student will be able to:

1. Discern and apply theories, knowledge and experience to one's professional, organizational, educational, and human development endeavors.

2. Be self-reflective, engage in self-analysis, and be self-aware in order to be successful in personal and professional endeavors.
3. Assess organizational dynamics employing multidisciplinary models and multicultural conflict analysis techniques.
4. Design organizational assessment and research models to assess interdisciplinary dynamics from a systems perspective.
5. Model and construct organizational designs, operating processes and systems that advance the existing research and body of knowledge through the completion of the Master's thesis or comprehensive project.

The proposed Doctoral program has the following student learning outcomes:

Upon completion of the Doctorate Program the student will be able to:

1. Discern and apply theories, knowledge and experience to one's professional, organizational, educational, and human development endeavors.
2. Be self-reflective, engage in self-analysis, and be self-aware in order to be successful in personal and professional endeavors.
3. Model and construct global and multicultural human engagements, organizational designs, and social processes and systems that contribute to and advance the existing research and body of knowledge by applying a rigorous iterative process of research, analysis, and solutions design.
4. Lead transformational learning and organizational change efforts through multidisciplinary diagnosing, analyzing, synthesizing and designing of solutions in a global, multinational context for profit and non-profit enterprises.
5. Assess and diagnose the influence of the organization's design and human capability on the efficacy of the organization's ability to fulfill its vision and mission and create solutions for performance improvement.
6. Mentor, coach and consult with organizations, teams and individuals by employing systemic and interdisciplinary theories and methodologies for the purpose of meeting the members' professional and personal goals.
7. Evaluate, and design educational & developmental programs focusing on the human and organizational systems that support the long-term success and strategies.

## **ORGANIZATION AND GOVERNANCE**

Knowles Johnson Institute is overseen by a Board of Trustees, which upholds the Institute's mission and sets its policies, monitors their implementation, and provides general oversight of its activities. The Board appoints and evaluates the Institute's President, who in turn hires and evaluates all other staff, or delegates that hiring and evaluation to other leadership. Following input from the Visiting Committee and staff, the Board made changes in its Bylaws and procedures to better separate roles of Board, administration, and proposed founding faculty, as well as making clear that the President of the Institute was appointed and supervised by the Board.

The academic and non-academic work of the proposed programs at KJI is organized around the following positions that constitute the Institute’s initial leadership structure:

<b>Full-time</b>	<b>Part-time</b>
President	Chief Financial Officer or Controller
Academic Dean	Dean of Students
Chief Technology Officer	Registrar
Executive Assistant	Librarian
	Director of Communications
	Director of Development
	Director of Human Resources
	Director of Institutional Measures
	Director of Research

This number of administrators and staff is expected to grow as enrollment grows.

**FACULTY**

Knowles Johnson Institute is organized around a direct mentoring model of faculty-student interaction, which will functionally mean its student-to-faculty ratio is 1:1. The initial faculty will grow in keeping with instructional needs as well as the plans of students to pursue specializations that require specific disciplinary or field expertise. The planned faculty and student enrollment numbers are reproduced below as Table 1.

**Table 1**

**KJI Program Faculty**

	Year 1	Year 2	Year 3	Year 4	Year 5
FT Faculty	1	2	2	3	3
PT Faculty	30	40	70	100	120

The role, workload and contracts of faculty will be characterized by the following:

KJI will appoint faculty for a one-year terms with specific addenda to the appointments for each student-course that they teach and each student that they mentor. Students will choose their faculty and mentors, and faculty contracted addenda may be added throughout the appointment year as needed.

Full-time faculty will engage in teaching and scholarly endeavors, program and course development, mentoring, research grant writing, serving on dissertation committees, serving on institution committees, and other duties as determined by KJI’s administration. Full-time faculty are limited to 30 simultaneous student-courses and 30 mentees.

Adjunct (part-time) faculty will teach, serve on dissertation committees and mentor students. Additional responsibilities for particular adjunct faculty may include participating in weekend intensives; serving on institutional committees; serving as a Specialization Chair; and participating in KJI-sponsored research. Additional remuneration in the form of stipends will be

provided for such responsibilities. Adjunct faculty are limited to 20 simultaneous student-courses and 20 mentees.

At the doctoral level students will have the option to pursue one or more specializations of 24 credits. Each of these specializations will have a part-time faculty chair. Specialization Chairs will be appointed in year 3 based on enrollment in the specializations.

The hiring of additional adjunct faculty is based on two factors: the number of enrolled students and the diversity of student contexts requiring the hiring of faculty with specific backgrounds and experiences to support the contexts of which the student would like to serve upon graduation.

Detailed information about additional policies regarding and expectations of faculty, performance reviews, and participation in governance is provided in the Mentor and Faculty Handbook.

## **ADMISSION**

Knowles Johnson Institute plans to enroll students who present clear evidence of their commitment to and preparation to be successful in the doctoral program, including the abilities to be self-reflective, self-directed, and to work effectively in learning groups as well as one to one with faculty and mentors. Applicants are expected to present evidence of at least five years of professional work experience, experience in writing professional reports or scholarly papers, and have earned a bachelor's degree from a regionally accredited institution.

KJI plans to offer rolling admissions. Start dates for students are tied to the scheduling of the Doctoral Learning Contract Workshop, which occurs once each trimester. The Institute could begin offering the academic program in a given trimester with as few as five students.

KJI has outlined an individualized admissions process designed to enable the Institute and the prospective student to learn about each other. Applicants will complete an application, including a personal essay and a sample academic or professional written product; submit an official transcript from their last educational institution attended; provide a current resume or CV; provide three references; and pay a \$100 non-refundable application fee.

Once an application is received, the prospective student interviews with up to three KJI faculty within 14 days. Acceptance decisions are made within 14 days of the candidate's final interview.

## **GRADUATION REQUIREMENTS**

All graduating students must:

- Complete all required coursework in their program of study. For the Master's degree, this is a total of 44 credits, which includes a thesis or comprehensive research project for six credits. For the Doctorate, students complete an additional 51 credits including completion of a dissertation. The Master's and Doctorate degree together require a minimum of 95 credits. Depending on whether and the number of specializations elected, the number of credits required may be higher.
- Maintain an overall GPA of 3.0, and earn a grade of at least "B" in each course completed that will be counted toward graduation requirements.

In addition, for the Master's degree, the student must successfully pass a comprehensive

assessment or submit a Master’s thesis approved by the faculty. For the Doctorate degree, the student must submit and defend a dissertation approved by their Dissertation Committee and certified by the Academic Dean.

### **PROJECTED ENROLLMENT**

Upon approval, Knowles Johnson Institute Intends to recruit for its first cohort of students to begin the program in Spring 2022. Knowles Johnson Institute plans to recruit approximately 30 students in the first year of operation. The institution estimates that on average, each student will take six courses per year. The planned growth of enrollment for the first five years appears below as Table 2.

**Table 2**

#### **KJI Projected Student Enrollment**

	Year 1*	Year 2	Year 3	Year 4	Year 5
Enrollment	0	90	110	200	300

\* Year 1, 4<sup>th</sup> quarter is targeted at implementation and recruitment, with enrollment to commence in the following calendar year.

The student enrollment numbers assume 15% attrition.

### **ACADEMIC AND RELATED MATTERS**

The proposed Human and Organizational Development Program is an integrated Master’s and Doctoral degree. The Master’s level courses are the foundation courses that integrate with the doctoral courses. Students can earn the Master’s degree without continuing on for a doctorate degree; however all doctoral students must complete the Master’s degree. Six optional specializations are available: Adult Learning and Development, Neuroscience and Learning, Organizational Analysis and Design, Organizational Psychology, Instructional Design and Development, and Organizational Leadership Studies. The proposed programs of study are included with this Motion as Attachment A.

The Visiting Committee as well as staff were able to review extensive materials including sample syllabi, curriculum planning documents, and the credentials of proposed faculty. The Visiting Committee also had ample opportunities to discuss the program of study with the proposed faculty and leadership of KJI.

The proposed programs appear to be sufficiently broad and rigorous to meet both the overall mission of the Institute and their specific educational outcomes. The committee found that the quality, breadth, and depth of the planned courses were appropriate for graduate level education and demonstrated a strong knowledge of current trends in the academic disciplines represented. Each course outline included attention to individualized, in-depth research in defining construct areas together with student-initiated personal and professional goals.

The proposed programs will utilize direct and indirect, qualitative and quantitative measures to assess program effectiveness. KJI plans to use mostly direct assessments at the course level, and indirect and qualitative assessments at the program level. Course effectiveness will be assessed via student feedback, a review of completed student work by students’ mentors, which will



include a review of the efficacy of the student's practicum work. Program-level assessments will include the summative assessment offered by the completion of the comprehensive assessment or thesis (Master's program), and the research-based dissertation (Doctoral program), as well as additional comprehensive assessments to be identified as the program grows. Graduates will be surveyed at program completion regarding both the academic program and about the institution, with specific questions regarding program-related employment or vocational changes.

Annually, all available program and specialization evaluation/assessment data will be reviewed and analyzed resulting in a summary program/specialization report. KJI plans to conduct external program reviews of each specialization by a peer expert in each related discipline on a rotating basis, approximately every five years.

A Director of Institutional Measurement will organize implementation and reporting regarding all assessment measures of the Institute.

## **RESOURCES AND BUDGET**

KJI's financial plan for the proposed programs is to fund its operations through a combination of tuition and fees, pledges, and direct fundraising, and to begin to build a modest endowment. The Visiting Committee gave feedback about the plan, and Department staff reviewed it with KJI several times. KJI's Five Year Financial Model was based upon enrollment levels building from 90 students at the end of year one to 300 students at the end of year five. An initial pledge of over \$1 million (unrestricted gift) from Penn Mutual insurance will be distributed to KJI beginning this calendar year pending approval of degree-granting authority. **Attachment B.** Staff believe these resources are sufficient to show reasonable present and future financial stability at this point in the institution's development.

Based on projected program enrollments through the first five years of operation, donation support would provide 70% of anticipated expenses in year one and 19% in year two. The program would slightly exceed a breakeven point for year three, assuming it reaches its enrollment targets.

### *Operating Budget*

Staff agreed together with KJI that the best way to demonstrate compliance with the Department's financial responsibility and risk mitigation regulations (610 CMR 13.00) was to show evidence of sufficient resources to fund the first eighteen months of the degree programs' operations. Staff further recommend regular reporting for the first five years of operation, which will track success in meeting budget and planning metrics tied to enrollment, fundraising, and potential auxiliary enterprise revenue generation, for example, from professional development programs that KJI is developing and will launch once the Institute starts to actively recruit students. **Attachment C.** Following review by Visiting Committee and department staff, the projections and budgeting were determined to be reasonable at this point in the institution's development.

Note that because KJI expects to seek additional funds from new sources as the Institute evolves, there may be shifts in the allocations among sources of funds in subsequent years (other than net tuition and fees). These proportional changes would appear in adjusted revenue amounts in the following fiscal year.

### *Tuition and Fees*

Sample student budgets for both programs are provided below in Table 3. Note that these are the full program costs of the respective programs; actual amounts billed by trimester will depend on students' decisions regarding enrollment. KJI anticipates the modal enrollment will be six (6) credits per trimester, and that with fees the modal trimester charge will be \$5,400, for a total of tuition and fees of \$16,200 (18 credits) if students enroll and attend throughout the calendar year.

**Table 3: Sample Student Budgets**

#### **MASTERS DEGREE SAMPLE STUDENT BUDGET**

Tuition	\$ 33,000.00
Student services, activities fee	\$ 5,700.00
Books and materials	\$ 1,500.00
Health Insurance	\$ 16,200.00
<b>TOTAL</b>	<b>\$ 56,400.00</b>

#### **DOCTORAL DEGREE SAMPLE STUDENT BUDGET**

Tuition	\$ 38,250.00
Student services, activities fee	\$ 9,350.00
Books and materials	\$ 1,500.00
Health Insurance	\$ 16,200.00
<b>TOTAL</b>	<b>\$ 65,300.00</b>

Note that federal financial aid cannot be available to students unless and until the institution is accredited by a body recognized by the U.S. Department of Education for Title IV funding. The Institute will not be offering institutional aid at this time.

#### **FACILITIES**

The Articles of Organization, filed in 2021, show the Institute's business address as 127 Eastern Avenue, Gloucester, Essex County, MA 01930. The Visiting Committee established that KJI was in the process of searching for office space, possibly located in either Gloucester or Beverly, as of the spring of 2021.

Knowles Johnson Institute presented a lease for learning facilities executed with Montserrat College of Art, 23 Essex St., Beverly, MA. The Montserrat facilities were evaluated by members of the Visiting Committee and by Department staff, and they meet the Board's standards. The facility provides adequate classroom, study, and office space as well as library facilities consistent with the mission and focus of the proposed programs. The Visiting Committee identified that delivery of face-to-face/in-person exchanges were originally expected to occur either in leased office space or through student-faculty meetings in each other's homes. Following conversation with staff, KJI now understands that all in-person learning and administrative interactions need to occur in appropriate professional learning and office spaces.

## **LIBRARY AND INFORMATION TECHNOLOGY**

Knowles Johnson Institute will employ the physical library facility at the Montserrat site and will utilize online resources as indicated in its application. The institution is also hiring a part-time librarian who will be dedicated to serving the needs of students and faculty of KJI. The Institute will partner with the Paul M. Scott Library at Montserrat and will participate as a member of the NOBLE (North of Boston Library Exchange), a consortium of 26 libraries on the North Shore outside Boston. In addition, the Institute is purchasing licenses for a series of academic and research databases that will be available to KJI students through the student portal (Campus Café). These resources are listed in the Academic Catalogue, and include, among others, Academic OnFile, Academic Search Premier, Business (Gale OneFile), MedLine with Full Text, MedPub, and SocINDEX.

## **PUBLIC DISCLOSURE**

Knowles Johnson Institute has designed a website that describes its mission and its planned non-degree, non-credit, professional education offerings. It is committed to adding to its website a full complement of digital and print materials that will accurately describe the mission, objectives, academic programs, expectations, and policies and procedures of the institution's degree programs, once authorized to grant degrees. Department staff have reviewed the planned site for compliance with the Board's regulations.

## **EXTERNAL REVIEW AND THE INSTITUTION'S RESPONSES**

The Visiting Committee appointed for the institution included:

- **Deborah Hirsch, Ed.D. (Chair)**  
President, High Meadows Graduate School of Teaching and Learning
- **Rachel Ciocci**  
Associate Vice President, Finance and Business Services, Framingham State University
- **Ellen Hewett, M.S.H.S.**  
Director, World Education, Inc. (Retired); Organizational Development Consultant

### *Review Process*

After an initial review of all documents, the Committee made a remote site visit on March 2-3, 2021. One member of the Visiting Committee, Rachel Ciocci, together with Assistant Director of Kristen Stone, representing the Department, visited the proposed facility at Montserrat College on March 22, 2021.

During the remote site visit the Committee obtained information from meetings with:

- Rick Maybury, Founder, President, Founding Board Trustee, Founding Faculty, Acting Dean
- Don Mroz, Founder, Board of Trustees Chair
- Deborah Burke, Founding Faculty
- Cheryl Harrison, Founding Board Trustee, Founding Faculty Member and Mentor
- Kathleen Healy, Founder, Independent Board Trustee
- Jay Isaac, Founding Board Trustee, Founding Faculty, Mentor, and Chair of Neuroscience and Learning Specialization
- Elizabeth Johnson, Independent Board Trustee

- Nancy LaPelle, Founder, Chair of Academic Research, Faculty
- Susan Lapine, Founder, Independent Board Trustee
- Anne Litwin, Founding Faculty
- Richard Montanaro, Founding Faculty
- Susan Russell, Founding Faculty
- William Sears, Chief Information Officer
- Kurt Steinberg, Independent Board Trustee, President of Montserrat College
- Dan Walker, Independent Board Trustee

The Committee also requested additional documents during and after the site visit which KJI provided in a timely manner.

The Visiting Committee assessed the institution’s compliance with 610 CMR 2.07(3) and its overall readiness to offer the proposed degree. The Committee reviewed all of the documents presented in the original application as well as conversations and presentations conducted during the site visit to prepare its initial report. The Committee submitted its report on April 7, 2021 and Department staff conveyed the report to KJI on April 12, 2021.

*Findings*

The Visiting Committee found KJI **met** the following standards:

- One. Mission, Planning and Evaluation**
- Eleven. Other Laws, Rules, and Regulations**
- Twelve. Accreditation**

The Committee found the mission to be clearly stated and consistently communicated in print and digitally as well as verbally by the KJI community. The Committee further found KJI’s Institutional Evaluation Plan to be “thorough, detailed, and inclusive.”

Regarding Standard Eleven, the Committee suggested that KJI make an affirmative statement that it met or would meet those laws and regulations.

Regarding Standard Twelve, KJI administration indicated that it planned to seek accreditation from the New England Commission on Higher Education (NECHE) in the future when it had students who have met academic requirements and graduated.

The Committee found KJI **partially met** the following standards:

- Two. Organization and Governance**
- Three. Programs and Instruction**
- Four. Faculty**
- Seven. Student Services**
- Eight. Public Disclosure**
- Nine. Library and Information Resources**

The Committee found that the institution **did not meet** the following standards:

- Six. Financial Resources**
- Eight. Physical Resources**

A list of the recommendations and suggestions made by the Visiting Committee in its report is attached to this motion. **Appendix A.**

### *Knowles Johnson Institute Response*

Even before receiving the report, based on exit meeting information and conversations during the site visit, KJI leadership and staff began working to address the Committee's concerns. KJI responded formally to the Visiting Committee report on April 14, 2021. Department staff carefully reviewed that response, the revised KJI website, and the extensive documentation included. KJI leadership and Department staff continued to work to refine the overall application, supporting documents, and plans for the institution. Many of the points raised by the Committee were resolved relatively quickly; a few required more substantive discussion and work to resolve. All recommendations made by the Visiting Committee have been addressed by the institution, as well as recommendations made by staff in the course of review.

### **PUBLIC COMMENT**

The required public comment period opened on August 23, 2021 and concluded September 13, 2021. All 21 comments received by the posting deadline were favorable to the application.

### **STAFF ANALYSIS AND RECOMMENDATION**

Staff has thoroughly reviewed all documents submitted with the petition for degree granting authority, the Visiting Committee report and recommendations, and the petitioner's responses to those reports, and has met and corresponded with the petitioners several times since the site visit. Staff find that the proposal meets the requirements outlined in 610 CMR 2.07.

Recommendation is for conditional approval of the Institute's Articles of Amendment to be able to offer the degrees of Doctor of Philosophy in Human and Organizational Development; and Master of Arts in Human and Organizational Development.

Staff recommends certain conditions be placed on KJI's degree-granting authority due to the inability to fully evaluate KJI's compliance with certain criteria in 610 CMR 2.07(3), specifically those relating to the institution's future financial stability, as this is a new institution which must raise revenue sufficient to operate from year to year.

These conditions are: 1) For the first five years of operation, KJI will submit to the BHE semi-annual status reports by January 15<sup>th</sup> and July 15<sup>th</sup> of each year, providing narrative and statistical information on the institution's compliance with BHE standards and with the goals and representations made in their application for degree-granting authority, including the institution's enrollment, finances, student learning outcomes, and other information as requested by Department staff; and 2) Within the first two years of the program's operation, the Department will schedule a periodic review to monitor KJI's ongoing compliance with the Board's regulations.

## Attachment A: Programs of Study

### Master of Arts in Human and Organizational Development

<b>Major Required (Core) Courses (Total # of courses required = 7)</b>		
Course Number	Course Title	Credit Hours
KA1	Master's and Doctoral Program Personal Learning Plan	Non-Credit
KA2A	Research A: Qualitative Methods	3
KA2B	Research B: Quantitative Methods	3
KA3	Systems Theory	4
KA4	Human Development	4
KA5	Values-Based Ethics in Organizations and Human Development	4
KA6	Organizational Theory	4
KA7	Multidisciplinary to Transdisciplinary Thinking and Practice	4
	Core Credits Required	<b>26</b>
<b>Elective Course Choices (Total courses required = 3)</b>		
GE1	Consulting Skills Theory and Practice	4
GE2	Innovation and Strategy Theory and Practice	4
GE3	Communications and Influence in Global Organizations	4
GE4	Multicultural Conflict Analysis, Management and Negotiations	4
GE5	Decision Theory and Practice	4
GE6	Frameworks for Thinking	4
	SubTotal Elective Credits Required	<b>12</b>
<b>Curriculum Summary</b>		
Total number of courses required	11	
Total credit hours required	44	
<b>Other Requirements:</b> Comprehensive Assessment or Master's Thesis – 6 credits (included in above total credits hours)		

## Doctor of Philosophy in Human and Organizational Development

<b>Major Required (Core) Courses (Total # of courses required =7)</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
KA1	Master's and Doctoral Program Personal Learning Plan	Non-Credit
KA2A	Research A: Qualitative Methods	3
KA2B	Research B: Quantitative Methods	3
KA3	Systems Theory	4
KA4	Human Development	4
KA5	Values-Based Ethics in Organizations and Human Development	4
KA6	Organizational Theory	4
KA7	Multidisciplinary to Transdisciplinary Thinking and Practice	4
	SubTotal # Core Credits Required	26
<b>Elective Course Choices (Total courses required = 3) (attach list of choices if needed)</b>		
GE1	Consulting Skills Theory and Practice	4
GE2	Innovation and Strategy Theory and Practice	4
GE3	Communications and Influence in Global Organizations	4
GE4	Multicultural Conflict Analysis, Management and Negotiations	4
GE5	Decision Theory and Practice	4
GE6	Frameworks for Thinking	4
	SubTotal # Elective Credits Required for Master's	12
<b>Curriculum Summary (see below full curriculum, including specialization options)</b>		
Total courses required	11 Master's+10 Doctoral = 21	
Total credit hours required	95 minimum, depending on number of specializations	
<b>Prerequisites, Concentration, Dissertation or Other Requirements:</b> Comprehensive Assessment or Master's Thesis – 6 credits + Doctoral Dissertation – 11 credits (both included in above total credits hours)		
<p>COMPREHENSIVE PROGRAM REQUIREMENTS AND CURRICULUM</p> <p>DEGREE REQUIREMENTS</p>		

### **Master's Degree Requirements:**

- Master's Required Core Curriculum (26 credits)
- Elective Courses (12 Credits)
- Master's Comprehensive/Thesis (6 credits)

Total credits needed to earn Master's: 44

### **Doctoral Degree Requirements:**

#### **Option 1: Doctorate in Interdisciplinary Studies in Human and Organizational Development**

- Completion of Master's Program
- Courses selected from Doctoral Program General Electives and Specialization Courses (40 credits)
- Doctoral Dissertation (11 credits)

#### **Option 2: Doctorate in Human and Organizational Development with a Specialization**

- Completion of Master's Program
- Completion of a Specialization (24 credits)
- 4 elective courses (16 credits)
- Doctoral Dissertation (11 credits)

Total credits needed to earn Master's and Doctorate: 95

### **DOCTORAL PROGRAM CURRICULUM**

#### **Required Core Curriculum for Both Master's and Doctorate Programs**

KA1: Doctoral Program Personal Learning Plan (non-credit)

KA2A: Research A: Qualitative Methods (3 credits)

KA2B: Research B: Quantitative Methods (3 credits)

KA3: Systems Theory (4 credits)

KA4: Human Development (4 credits)

KA5: Values-Based Ethics in Organizations and Human Development (4 credits)

KA6: Organizational Theory (4 credits)

KA7: Multidisciplinary to Transdisciplinary Thinking and Practice (4 credits)

MA1: Comprehensive Assessment/Master's Thesis (6 credits)

#### **General Electives**

GE1: Consulting Skills Theory and Practice (4 credits)

GE2: Innovation and Strategy Theory and Practice (4 credits)

GE3: Communications and Influence in Global Organizations (4 credits)

GE4: Multicultural Conflict Analysis, Management and Negotiations (4 credits)

GE5: Decision Theory and Practice (4 credits)

GE6: Frameworks for Thinking (4 credits)



## **Optional Specializations**

**\*=Required specialization courses. All courses are 4 credits each**

### ***Adult Learning and Development (Select 6)***

- \*AL1: Current Research in Instructional Design and Development for Adult Learners
- \*AL2: Andragogical Approaches to Transformational Learning
- \*AL3: Adult Learning and Motivation
- \*AL4: Designing Education and Training for the Adult Learner
- AL5: Critical Assessment of the Modes of Learning
- AL6: Methods for Analyzing the Efficacy of Adult Learning Programs
- AL7: Theories and Approaches to Multi-Generational Learning
- AL8: Coaching and Mentoring: Facilitating Others' Growth and Transformation

### ***Neuroscience and Learning (Select 6)***

- \*NL1: Current Research in Neuroscience and Learning
- NL2: Neurobiology of Learning and Memory
- \*NL3: Neuroanatomy and Learning
- \*NL4: Neuroscience and the Design of Learning
- NL5: Applications of Neuroscience in Coaching and Performance Improvement
- NL6: Neuroplasticity and Approaches to Remapping the Brain Through Learning
- NL7: Cognitive and Affective Bases for Learning

### ***Organizational Analysis and Design (Select 6)***

- \*OD1: Global Organizational Design Theory and Practice
- \*OD2: Organizational Assessment Qualitative and Quantitative Methods
- \*OD3: Researching, Diagnosing and Intervening in Global Organizational Problems
- \*OD4: Designing and Conducting Global Organizational Analyses
- OD5: Design of Global Organizations and Teams
- OD6: Global Organizational Behavior Analysis
- OD7: Organization and Human Network Analyses and Design
- OD8: Global Multicultural Virtual Team Leadership
- OD9: Designing Organizations for Innovation
- OD10: Leadership and Design of Non-Profit, Volunteer Organizations

### ***Organizational Psychology (Select 6)***

- \*OP1: Theories of Organizational Psychology in a Global Environment
- \*OP2: Psychological and Organization Tests and Measurements
- \*OP3: Theories of Personality Psychology
- OP4: Social Psychology
- \*OP5: Diagnosing and Designing Interventions to Organizational and Team Pathology
- OP6: Multicultural Global Group Dynamics and Motivation
- OP7: Team Analysis, Design, Development and Interventions
- OP8: Theories and Methods for Organizational Assessments

OP9: Leadership and Motivation of Volunteers in Non-Profits

***Instructional Design and Development (Select 6)***

\*ID1: Current Research in Instructional Design and Development for Adult Learners

\*ID2: Adult Learning Theories and Practices

\*ID3: Models for Cognitive Development and Adult Learning

ID4: Conducting Organizational Needs Assessment and Design of Curriculum

\*ID5: Instructional Design for Classroom Programs for Adult Learners

ID6: Online, Distance and Hybrid Course Design

\*ID7: Learner and Performance Evaluations

ID8: Theories and Methods for Talent Assessment

ID9: Methods and Tools for Analyzing the Efficacy of Adult Learning Programs

***Organizational Leadership Studies (Select 6)***

\*LS1: Leadership Theory and Practice

\*LS2: Virtuous Leadership in a Global World

LS3: Neural Science and Leadership

LS4: Leadership of Creativity, Innovation and Breakthrough Thinking

LS5: Leadership and Motivation of Volunteers in Non-Profits

LS6: Global Multicultural Virtual Team Leadership

LS7: Leadership of Global Organizational Change

LS8: Leadership Communication, Influence, and Negotiations

\*LS9: Motivating a Global Workforce

\*LS10: Strategic Global Leadership

***Dissertation***

DD1A: Concept Paper (1 credit)

DD1B: Dissertation Proposal (2 credits)

DD1C: Doctoral Dissertation (8 credits)

***Non-Credit Optional Courses***

Scholarly and Critical Thinking Writing Seminar

APA Writing Seminar

**Attachment B: Knowles Johnson Institute Financial Summary – September 2020**

	<b>Amount</b>
<b>Cash On Hand</b>	5,417.33
<b>Confirmed Commitments &amp; Pledges</b>	700,000.00
<b>TOTAL INCOME</b>	<b>\$705,417.33\$</b>

<b>Tuition and Fees to be collected</b>	
# of Projected Students to be enrolled	90
<b>Total tuition and fees</b>	<b>\$ 1,188,000.00</b>

The demonstration above assumes October 2021 approval of degree-granting authority, and January 2022 student enrollment.

Documentation provided for balances and pledges on August 4, 2021.

## Attachment C: Knowles Johnson Institute Revenue and Expense Eighteen Month Projection

### KNOWLES JOHNSON INSTITUTE SCHOOL OF GRADUATE STUDIES

Trimester Service Fees	\$400,000			
Trimester Activities Fees	\$1500,000	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
Chair remuneration:	5%	<b>2021</b>	<b>2022</b>	<b>2023</b>
Mentor remuneration:	10,000%	<b>\$</b>	<b>\$</b>	<b>\$</b>
Professor remuneration:	15,000%	<b>QTR 4</b>	<b>Year End</b>	<b>QTR 1</b>

<b>REVENUES:</b>	<b>Build Phase</b>	<b>Startup</b>	<b>18 Months</b>
<b>Number of students</b>		<b>90</b>	<b>100</b>
Tuition	<b>\$0.00</b>	<b>\$990,000.00</b>	<b>\$450,000.00</b>
Trimester Service Fees	<b>\$0.00</b>	<b>\$88,000.00</b>	<b>\$40,000.00</b>
Trimester Activity Fees	<b>\$0.00</b>	<b>\$110,000.00</b>	<b>\$50,000.00</b>
Research Grants			
Dissertation Fee			
Masters Graduation Fee			
Doctoral Graduation Fee			
Post-Doc Certifications		<b>\$108,000.00</b>	<b>\$36,000.00</b>
Continuing education		<b>\$48,750.00</b>	<b>\$16,250.00</b>
Penn & Maloney Associates Donat	<b>\$ 350,000.00</b>	<b>\$350,000.00</b>	<b>\$ -</b>
<b>TOTAL REVENUE:</b>	<b>\$350,000.00</b>	<b>\$1,694,750.00</b>	<b>\$592,250.00</b>

### FIXED EXPENSES

#### PAYROLL:

Administration Salaries	126,000.00	712,750.00	211,875.00
Full-Time Faculty	15,000.00	216,000.00	54,000.00
Adjunct Faculty	0.00	160,000.00	97,500.00
<b>Total payroll</b>	<b>141,000.00</b>	<b>1,088,750.00</b>	<b>363,375.00</b>
<b>Benefits Total</b>	<b>13,024.70</b>	<b>73,532.21</b>	<b>20,822.89</b>
<b>Payroll taxes</b>	<b>12,111.90</b>	<b>93,523.63</b>	<b>31,213.91</b>
<b>Total Benefits &amp; Payroll Taxes</b>	<b>25,136.60</b>	<b>167,055.84</b>	<b>52,036.80</b>
<b>TOTAL PAYROLL &amp; BENEFITS:</b>	<b>166,136.60</b>	<b>1,255,805.84</b>	<b>415,411.80</b>

#### OPERATING EXPENSES:

<b>TOTAL OPERATING EXPENSES:</b>	<b>31,650.00</b>	<b>208,405.00</b>	<b>71,512.50</b>
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#### ONE-TIME STARTUP EXPENSES

<b>ONE-TIME OPERATING EXPENSES:</b>	<b>66,400.00</b>	<b>0.00</b>	<b>0.00</b>
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<b>TOTAL EXPENSE:</b>	<b>\$264,186.60</b>	<b>\$1,464,210.84</b>	<b>\$486,924.30</b>
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<b>NET REVENUE</b>	<b>\$85,813.40</b>	<b>\$230,539.16</b>	<b>\$105,325.70</b>
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<b>CASH FLOW ANALYSIS</b>	<b>\$85,813.40</b>	<b>\$316,352.56</b>	<b>\$421,678.26</b>
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Note: Year 1, 4<sup>th</sup> quarter is a startup period. Year 2 is the first year students enroll.

This 18-month budget spans six quarters. The budget will roll to the first quarter that the Board of Higher Education votes to give degree-granting authority.

### Appendix A: Recommendations from the Visiting Committee Report

## **STANDARD ONE; MISSION, PLANNING AND EVALUATION**

### **Recommendation:**

1. KJI would benefit from involving additional stakeholders and constituents such as newly hired faculty and staff and potential employers, to bring in a more diverse set of experiences and backgrounds and help ensure the programs of study are relevant to the needs of potential students and responsive to workplace demands.

### **Suggestion:**

1. Prioritize hiring an academic dean to provide direction in developing academic plans, policies, and structures.

## **STANDARD TWO: ORGANIZATION AND GOVERNANCE**

### **Recommendations:**

1. Add to the duties of the Board of Trustees the responsibility to hire, supervise and evaluate the President of the Institute.
2. Commit to adding needed diversity of backgrounds and experience of KJI leadership and faculty, and make this commitment visible in KJI's mission, organizational structures, and governance bodies of the Institute.
3. Develop a structure whereby faculty members are able to participate in governance and curricular development.

### **Suggestion:**

1. In addition to bringing a chief academic officer on board to oversee further curricular development and faculty hiring, KJI would be well served to bring on a chief financial officer or controller. A part-time development officer would also be helpful in developing targets and proposals for additional start-up funding

## **STANDARD THREE: PROGRAMS AND INSTRUCTION**

### **Recommendations:**

1. Clarify the impact on academic progress if the program's orientation is a Doctoral program that is supported by the Master's program, or a Master's program with a Doctoral program as an extension.
2. Ensure that academic activities explicitly foster building understanding of and respect for diverse life experiences and backgrounds.
3. Amplify the importance of incorporating different perspectives and challenging biases and assumptions across students' program of study and consider how the program might assess students' growth and competence in this area.

### **Suggestion:**

1. Consider how other adult learning theories might supplement Knowles' model, as well as challenge it.

#### **STANDARD FOUR: FACULTY**

##### **Recommendations:**

1. Consider renewable, multi-year faculty appointments instead of a tenure system.
2. Put policies in place to protect faculty academic freedom and expression.
3. Further explore and develop a model for what KJI's current faculty remuneration plan might look like. Clarify stipend policies for work not directly connected to facilitating learning. model and then consider whether annualized compensation levels will be sufficient to attract and retain a qualified, experienced, and inclusive faculty.
4. Design a system that is intentional and conscious of bias during the recruiting, onboarding, hiring and evaluating processes of faculty. Build a diverse faculty candidate pool by networking with individuals and organizations beyond KJI's current outreach
5. Ensure that adjunct faculty have the same rights and privileges as full-time faculty.

##### **Suggestion:**

1. Include faculty in defining areas for ongoing professional learning.

#### **STANDARD FIVE: STUDENT SERVICES**

##### **Recommendations:**

1. Develop student complaint processes so they are fully explained in related forms.
2. Include student prerequisites in the Admissions Procedures in addition to the Admissions Application. Include an affirmative action policy in admissions documents.
3. Mention of financial aid should be removed from the KJI website and catalog.
4. Make affirmative plans to hire faculty who represent different backgrounds and experiences to better realize aspirations for alignment between Mentors and students.

##### **Suggestions:**

1. Consider reducing the \$100 application fee and/or providing for its waiver in certain circumstances
2. Consider constituting an admissions committee
3. Add language to the documents outlining transcript release to include other educational institutions, businesses or other organizations. Language is missing on any restrictions on the release of such information such as an Accounts Receivable Hold.
4. Consider separating all student-related policies, procedures, and complaint processes into a Student Handbook.

## **STANDARD SIX: FINANCIAL RESOURCES**

### **Recommendations:**

1. Conduct additional regional studies and demographic market research that support and provide evidence of demand for the proposed program in the geographic area KJI plans to serve.
2. Continue to work on a long-term plan for financial sustainability to meet the MADHE guidance on financial resource sufficiency.
3. Provide MADHE staff with documentation on the disbursement of the pledge gift.
4. Incorporate into the projected budget the cost of institutional financial aid, if it is to be offered, and student services such as services to students with disabilities, veterans services, psycho-social counseling services, and faculty professional development.
5. Consider ways to develop a more diverse revenue stream, including certificate programs and consulting contracts. Plan for an endowment or other instrument to assure adequate future funding.
5. Establish appropriate financial records and reports, separate and distinct from those of any affiliated or sponsoring person or entity, maintained in a manner that permits immediate analysis of the fiscal status of the institution.
6. Engage an independent certified public accountant to provide audited, annual financial statements.
7. Hire individuals with knowledge and expertise in financial management and technology.

### **Suggestion:**

1. If KJI is approved as a 501(c)3, may want to consider discontinuing the KJI Foundation.

## **STANDARD SEVEN: PUBLIC DISCLOSURE**

### **Recommendations:**

1. Develop a student handbook to complement the Institute's academic catalog and further develop other documents to bring the institution's publications, both printed and electronic, into full alignment with the requirements of 610 CMR 2.07(3)(g)(1).
2. Investigate federal and state publication and notice requirements and prepare appropriate publications, reports and notices as the requirements apply to the institution.
3. Develop a communication plan for contacting staff, faculty, and students in instances of emergency closures.

## **STANDARD EIGHT: PHYSICAL RESOURCES**

### **Recommendations:**

1. KJI should clarify how they will accommodate needs for classroom and meeting space, if necessary, during the Monday-Friday work week.
2. Appropriate space must be available for the face-to-face/in-person meetings required of faculty or mentors and students other than individuals' private homes or offices.

**Suggestions:**

1. KJI may want to require that Montserrat notify them if there are any changes to Montserrat's occupancy permits and/or should any building code violations occur.
2. KJI should clarify if Montserrat requires that KJI students, faculty and/or staff adhere to its policies of health vaccinations; any such requirements need to be disclosed to the KJI students, faculty and / or staff.

**STANDARD NINE: LIBRARY AND INFORMATION RESOURCES**

**Recommendations:**

1. Update the academic catalog and handbooks to include the additional databases to support the particular needs of the Master's and Doctoral degree programs.
2. Ensure that faculty are oriented to all of the library and information resources available.
3. Develop on-line tutorials and resources to support students.
4. Review the literature on qualitative and quantitative research methods to determine gaps in current library resources and commit to ensuring students have access to these resources electronically.