

Act as One University

KU: The Research University of Kansas City	Status/Examples	SB 345
<ul style="list-style-type: none"> <li>Life Sciences Initiative</li> </ul>	<p>The University of Kansas is collaborating with seven other institutions to put the bi-state greater Kansas City area on the cutting edge of life sciences research. The initiative is a project of the Kansas City Area Life Sciences Institute, the Civic Council of Greater Kansas City, and the Kansas City Area Development Council. The main goals are to make Kansas City a top 10 city for the life sciences and to reach \$500 million in annual life-sciences research expenditures by 2010.</p>	II-3
	<p>KU's partners in the endeavor are Midwest Research Institute, Stowers Medical Research Institute, University of Missouri at Kansas City, University of Health Sciences, Children's Mercy Hospital, and St. Luke's Hospital. Five areas of research specialization have been designated: cancer, human development and aging, cardiovascular, infectious diseases, and neurological diseases.</p>	
	<p><i>In June 2001, the Hall Family Foundation pledged \$27 million to help fund a new life sciences research facility at the KU Medical Center in Kansas City. This facility will bring together the researchers and resources of KU's institutes for brain research, genetic medicine, and the Center for Proteomics, and will strengthen KU's ties with other Kansas City organizations involved in the Kansas City Area Life Sciences Initiative. An additional \$2.5 million will be used to supplement a KUMC program that provides seed funding for researchers seeking federal grants (\$1.5 million,) and to endow two KU professorships in the life sciences (\$1.0 million.)</i></p>	
	<p>KU Medical Center and Children's Mercy Hospitals and Clinics announced an "Alliance for Children" collaboration on pediatric research, education, and patient care. The Hall Family Foundation has pledged up to \$5 million in support.</p>	

	<p>The Stowers Institute for Medical Research and KU reached an agreement on promoting medical research. Under the agreement, Stowers, KU, and the KU Medical Center will exchange data on research programs and jointly apply for contracts, federal grants, and awards for medical research, instead of competing separately.</p>	<p>II-3</p>
	<p>The largest private gift for a building project in the history of the KU Medical Center will establish a new center for brain research. The gift, a \$4 million pledge to the KU Endowment Association from KU alumni Forrest and Sally Roney Hogle of Dallas, will build and equip the Hogle Brain Imaging Center.</p>	
	<p>The center will use brain-imaging methods to study neurological problems such as developmental disabilities, autism, cerebral palsy, stroke, Alzheimer's disease, Parkinson's disease, and epilepsy. KU Medical Center will be one of only three facilities in the nation with the capability of safely scanning the brain of a fetus in the womb.</p>	

<ul style="list-style-type: none"> <li>• Technology Transfer</li> </ul>	<p>A formal agreement between KU and Children’s Mercy Hospital has been created to assist the hospital in all phases of technology transfer activities, including marketing of technologies, development of intellectual property, and patent and copyright guidance. Similar assistance is being provided to St. Luke’s hospital on an informal basis.</p>	
<ul style="list-style-type: none"> <li>• Kansas City-Focused Research/Community Initiative</li> </ul>	<p>KU is a member of the KC Catalyst Implementation Task Force, an organization serving as a resource network to create and expand technology-based companies and to commercialize new technologies in the bi-state region.</p>	
	<p>KU, along with the Midwest Research Institute, UMKC, the Life Science Institute, the Brush Creek Enterprise Center, and others, are members of the Metropolitan Entrepreneurial Commercialization Alliance (MECA). This alliance reflects the realization that a cooperative, coordinated network of commercialization and incubator organizations is essential for the success of KC Catalyst. Members are committed to building an infrastructure that will foster and sustain long-term growth and innovation, and build a strong regional technology-focused economy.</p>	
	<p>The KU-MRI Alliance encourages collaborative research efforts between scientists from KU’s campuses and the Midwest Research Institute. The Alliance has established a capabilities database on researchers from KU, MRI, and Children’s Mercy Hospital, and will be adding information on researchers from the Stowers Institute. The Alliance has promoted and coordinated KU-MRI joint ventures, projects, and proposals.</p>	<p>II-3</p>
	<p>Working with the Kauffman Foundation, KU helped to develop a Science and Technology Commercialization Forum for the Greater Kansas City Area. Attendees included representatives from KUMC, Rockhurst University, UMKC, Midwest Research Institute, Children’s Mercy Hospital, the Health Sciences Center, and Research Medical Center. Among the Forum topics were venture capital, intellectual property, and industry valuation of technology.</p>	<p>II-3</p>
	<p>KU, along with UMKC, Midwest Research Institute, the Life Science Institute, the Kauffman Foundation, KCCatalyst and Brush Creek Enterprise Center, is participating in an NSF grant for “Partnerships in Innovation.”</p>	<p>II-3</p>

	<p>The Higuchi Biosciences Center (HBC) is continuing its involvement with the KCADC/Civic Council Task Force on the Life Sciences, which hopes to coordinate KC research and business activities with research from the Stowers Institute.</p>	<p>II-3</p>
	<p>The HBC was one of the sponsors of the first North American Bioanalytical Forum, held in Kansas City in September, 2000. More than 130 scientists attended, representing area educational institutions, pharmaceutical firms, and clinical reference and other laboratories. A second forum is scheduled for September/October 2002.</p>	
	<p>The Juniper Gardens Children’s Project (JGCP), a long-standing, high profile education research project of KU’s Schiefelbush Institute for Life Span Studies, helps schools and families with the education and treatment of children. JGCP carries out research in numerous daycare centers, preschools, and school districts in the Kansas City area, and in two educational cooperatives in Kansas and Iowa. The Life Span Institute also is a collaborator on multi-site research programs with colleagues at the Universities of Minnesota and Oregon, Notre Dame University, and Georgetown University, among others.</p>	<p>III-1</p>
	<p>Kansas City-based Sprint Corporation, with a commitment of \$12 million over 12 years, is a major partner in the research programs of KU’s Information and Telecommunication Technology Center. ITTC helps to keep Sprint competitive by providing the applied research critical to keeping the company technically viable and financially profitable.</p>	
	<p>The Kansas Geological Survey (KGS) recently conducted a study of bedrock fractures at the Johnson County landfill. Such fractures, unless identified and contained, can allow the downward movement of landfill waste, thus threatening the municipal water supply of a major population center.</p>	<p>III-4</p>
	<p>The KGS has been studying landslide activity in several residential areas of Kansas City where major downward slope movement has occurred. The KGS also has been mapping slide-susceptible areas in Atchison and Leavenworth counties in Kansas.</p>	<p>III-3 III-4</p>

Increase Interdisciplinary Research	Status/Examples	SB 345
<ul style="list-style-type: none"> <li>• KU Medical Center</li> </ul>	<p>The University of Kansas Medical Center has received five major grants – two from the Hall Foundation, two from the Mellon foundation, and a grant from the Department of Health and Human Services. The Department of Pediatrics, the Institute for Child Development, and the Department of Molecular and Integrative Physiology are the recipients of nearly \$9.6 million in grant funds.</p>	<p>II-1 II-3</p>
	<p>Two special grants awarded to KUMC, which recognize the unique patient treatment facilities and the focused research interests of the medical center, include a \$1.8 million grant from the National Institutes of Health (NIH) for Hogland Brain Imaging Center equipment, and \$2 million from the State of Kansas for pediatric research.</p>	<p>II-3 ?</p>
	<p>KUMC researchers in three departments, including Molecular and Integrative Physiology, Biochemistry and Molecular Biology, and Molecular Genetics and Immunology, have received awards totaling over \$5.4 million for studies in contraception, membrane structures, and cell division.</p>	
	<p>Collaborative research activities involving KUMC and Lawrence-based KU faculty include two NIH grants, one a \$5.8 million grant for research in the biology of the maternal-fetal interface, and the other a \$4.8 million grant for PKD research.</p>	<p>II-3</p>
	<p>The NIH currently is considering a nearly \$6 million collaborative project, the Kansas Biomedical Research Infrastructure Network (K-BRIN). Collaborating researchers in this project are from KU, KUMC, Kansas State University, Wichita State University, Fort Hays State University, Pittsburg State University, Emporia State University, Washburn University in Topeka, and Haskell Indian Nations University in Lawrence. This project will develop procedures and programs which serve to encourage promising undergraduates to pursue careers in biomedical fields.</p>	
	<p>The University of Kansas Medical Center Research Institute has received a \$1.5 million grant from the Hall Family Foundation to fund pilot research at KUMC; has invested \$.75 million in internal faculty research grants; and has collaborated with KTEC to fund five start-up biotech companies. The Institute also managed a record 260 clinical trials, totaling nearly \$6 million in contracts.</p>	

	<p>Arising out of KU's alliance with Midwest Research Institute (MRI) in Kansas City, KUMC pharmacological researchers are working with members of MRI's Pharmaceutical Product Development Division on a project that focuses on hormone-induced breast cancer.</p>	
<ul style="list-style-type: none"> <li>Higuchi Biosciences Center</li> </ul>	<p>Led by the director of KU's Higuchi Biosciences Center Drug Discovery Program and Cancer Therapeutics Group, a group of 19 researchers from KU, KUMC, Kansas State University, and Emporia State University has received a five year, \$9.9 million grant from the National Institutes of Health to establish a Center for Cancer Experimental Therapeutics. The researchers also received matching funds from the University of Kansas and the Kansas Technology Enterprise Corporation.</p>	<p>II-1 II-3</p>
	<p>Higuchi Biosciences Center for Drug Delivery research staff, researchers from CritiTech, Inc., a Lawrence, Kansas company, and a researcher at KUMC are conducting collaborative research on devising new drug candidates.</p>	
	<p>The Higuchi Biosciences Center has provided technical assistance to Phylogenetix, a Kansas City-based company, which markets OmniAmp, a method utilizing DNA sequencing technology to rapidly identify a wide variety of bacterial or fungal infectious agents. Phylogenetix is now using OmniAmp with Felton Medical of Lenexa, Kansas, to help that company develop an inoculation device called a repeating injector, which can give numerous inoculations against disease in a timely and cost-effective manner. Felton Medical and a team of Russian bioengineers recently signed an unprecedented agreement that will facilitate the immunization of more than one million children in Third World countries. With a \$1.4 million grant from the Department of Energy, the team will further refine the needle-free inoculation technology.</p>	
	<p>KU and Lawrence area researchers and business leaders have formed the Lawrence Technology Association. The Higuchi Biosciences Center and the Information and Telecommunication Technology Center are charter members of this technology-focused professional organization that hopes to capitalize on technological innovations developed in the region.</p>	

<ul style="list-style-type: none"> <li>Schiefelbusch Institute for Life Span Studies</li> </ul>	<p>KU’s Kansas Mental Retardation/Developmental Disabilities Research Center has been funded by the National Institutes of Health (NIH) for the past 35 years. During this period, KU and KUMC researchers have leveraged more than \$24 million in NIH funding into \$174 million of additional Center research funding. Currently the Center supports the research of 70 scientists in 20 disciplines on the Lawrence and Kansas City campuses, at the Parsons Research Center, and at Juniper Gardens Children’s Project in Kansas City.</p> <p>The increasingly interdisciplinary nature of Center research drives the trend towards increased collaboration. Nearly nine of ten Center investigators collaborate with at least one investigator from another discipline. In 2000, the Life Span Institute was involved in two new interdisciplinary and collaborative project proposals involving researchers from KU-Lawrence, KUMC, Midwest Research Institute, and Children’s Mercy Hospital.</p>	<p>II-3, III-1</p>
<ul style="list-style-type: none"> <li>Hall Center for the Humanities</li> </ul>	<p><i>In June 2001, the Hall Family Foundation pledged up to \$7 million in support of Humanities programs at KU. Three million dollars will be used to remodel or replace the existing Hall Center for the Humanities building. To help the Center qualify for a National Endowment for the Humanities challenge grant, the foundation committed \$1 million to support outreach programs. The foundation gift also includes a \$2.5 million grant to help fund new endowed chairs in the humanities, and \$.5 million for the Joyce and Elizabeth Hall distinguished professorship in the humanities.</i></p> <p>In January, 2001, six KU study centers – the African Studies Research Center, the Center for East Asian Studies, the Center for Russian &amp; East European Studies, the Center of Latin American Studies, the Center for European Studies, and the Indigenous Nations Studies Center – affiliated with the Hall Center for the Humanities. These affiliations will increase the visibility of the humanities within the university, and will strengthen the Hall Center and the affiliated centers in their quest for external funding.</p> <p>The Hall Center is working with the “Gender and Nationalism” faculty colloquium at KU to submit an application to become a Rockefeller Residency Site. Becoming a residency site will advertise the university as a place of research distinction, attract faculty from other universities, and enhance KU’s reputation as an excellent location choice for graduate study.</p>	<p>II-3</p> <p>II-4</p>

	<p>The Hall Center continues to support nine interdisciplinary seminars which meet four times each semester. Drawing support from departments across the university, these seminars inspire interdisciplinary teaching and research.</p>	<p>II-3</p>
	<p>Each fall semester, the Hall Center sponsors a colloquium with an interdisciplinary theme. The core colloquium group of eight faculty is drawn from different KU academic departments.</p>	<p>II-3</p>
<ul style="list-style-type: none"> <li>Information and Telecommunication Technology Center</li> </ul>	<p>KU's Information and Telecommunication Technology Center (ITTC) and the Center for Research on Learning have teamed up to create the e-Learning Design Lab, which will explore ways to improve both teaching and learning using new technology. The lab initially will comprise faculty from three KU departments: electrical engineering and computer science, special education, and teaching and leadership, and it will encourage collaboration among university researchers, students, industry, governmental agencies, the military, and private foundations.</p>	<p>I-2, II-3</p>
<ul style="list-style-type: none"> <li>Kansas Applied Remote Sensing</li> </ul>	<p>The University of Kansas Applied Remote Sensing Program (KARS), a research program of the Kansas Biological Survey, was established to conduct research which will enable public agencies and private firms to better utilize satellite and airborne remote sensing systems. Over the past two years, KARS has strengthened its research relationships with a number of Kansas agencies, and has received more than \$2.5 million to conduct fundamental and applied research in several critical areas, including agricultural and water resources, grasslands, and land use mapping and monitoring.</p>	<p>II-3 III-3</p>
	<p>As one of only seven NASA Regional Earth Science Applications Centers, the KARS Great Plains RESAC has greatly stimulated new interdisciplinary research initiatives. Funding of \$1.8 million for three such research projects came from NASA and the U.S. Department of Transportation.</p>	
	<p>The KARS NASA Center also has formed interdisciplinary partnerships with state and federal agencies, researchers at other universities, and private corporations to utilize research results in the development of products which will enhance the Great Plains agricultural economy. Recent commercial successes include Crop Planner and Yield Planner, two agricultural remote sensing products. Two new companies emanating from this research are TerraMetrics, which works with KARS to develop and commercialize satellite products and applications, and AquaSolutions, a consulting firm focused on ecological and water quality applications of remote sensing.</p>	

<ul style="list-style-type: none"> <li>Biodiversity Research Center</li> </ul>	<p>The Biodiversity Research Center/Natural History Museum (BRC) has National Science Foundation funding of \$6 million for collaborative work in biodiversity informatics. Working with national partners, including the San Diego Supercomputer Center, the BRC will gather and centralize knowledge of the planet’s biological diversity. The project involves collaboration with KU’s department of electrical engineering and computer science to extend the programming language for searching museum databases worldwide.</p>	<p>II-3</p>
	<p>The KU Biodiversity Research Center and the KU department of electrical engineering and computer science are collaborating on a research project to develop robotic tools for science education, and the Center is also collaborating with the San Diego Supercomputer Center on earth systems science research.</p>	<p>II-3</p>
<ul style="list-style-type: none"> <li>Center for Research on Learning</li> </ul>	<p>KU’s Center for Research on Learning is collaborating with local, state, regional, and national partners on a vast array of projects, programs, and joint ventures, aimed at developing student academic skills, encouraging parental support, providing mentors, identifying and removing barriers to student success, and preparing and supporting teachers.</p> <p>Given the synergistic nature of these activities, and that much of the Center’s programming is web-based, Center program growth and development is extremely dynamic. Distribution of the Center’s many work products is anticipated to be worldwide.</p>	<p>II-3</p>
	<p>The Center for Research on Learning, in collaboration with the Kansas Department of Human Resources, the Cerebral Palsy Research Foundation, the SRS Division of Health Services, and others, is working to make Kansas Rehabilitation Services’ One-Stop Centers more effective, especially for Kansans with disabilities.</p>	<p>II-3</p>
<ul style="list-style-type: none"> <li>Kansas Geological Survey</li> </ul>	<p>The Kansas Geological Survey, Kansas State University, and the U.S. Geological Survey are collaborating to monitor agri-chemical soil infiltration. The purpose of this important, cooperative research project is to predict the probability of these chemicals contacting important underground Kansas aquifers and degrading water quality.</p>	<p>III-3</p>
	<p>Due to rapidly escalating natural gas prices, the Kansas Geological Survey and the U.S. Geological survey have joined forces to assess the energy potential of coal bed methane resources near Kansas City and in northeast Kansas.</p>	<p>III-3</p>

<ul style="list-style-type: none"> <li>Other Multidisciplinary</li> </ul>	<p>Through the collaborative efforts of the Huguchi Biosciences Center, the Information Technology and Telecommunications Center, and the KU Director of Technology Transfer and Intellectual Property, venture capital firms are learning about the life science and information technology investment opportunities that exist on the Lawrence campus. Outside start-up companies and prospective management personnel have met with KU personnel to evaluate potential collaborative opportunities, which could include participation in sponsored research projects. These efforts have high yield potential from both the financial and the research perspective.</p>	
	<p>The KU curator of ornithology has ongoing research collaborations with colleagues in the department of mathematics to discern how the structure of bird feathers and skin generates color. This project is supported by an NSF grant of over a half million dollars.</p>	<p>II-3</p>

<b>Build Common Systems/Remove Barriers</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li data-bbox="142 250 506 282">University-wide Systems</li> </ul>	Common 5-digit dialing among campuses has been implemented.	IV-1
	The Comprehensive KU telephone directory includes all students, faculty, and staff on all campuses.	IV-4
	The new Kansas University Library Information System (KULIS) catalogs library collections at Lawrence and KUMC.	
	PeopleSoft systems are being installed at Lawrence and KUMC for human resources/payroll, financial, and student data.	IV-2
	Data warehouses to capture operational data from all campuses to provide comprehensive management information are being built and used at all KU campuses.	IV-2
<ul style="list-style-type: none"> <li data-bbox="142 704 558 737">Removing Research Barriers</li> </ul>	The methodologies for determining the Principal Investigator(s) are different on the Lawrence and KUMC campuses. Until these variances are resolved, they will effectively limit multi-campus research undertakings. [Plug]	
	The regulations related to research using human subjects vary widely on the Lawrence and the Medical Center campuses. As research focused on human health becomes increasingly interdisciplinary and interagency in nature, resolution of such differences is a crucial first step toward establishing and maintaining productive research relationships. [Plug]	

<b>Serve Kansans</b>		
<b>Establish a KU Center for Public Service</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>• Public Service Task Force</li> </ul>	<p>The Public Service Task Force has identified the three primary functions of a Center for Public Service. These include <b>Information Management</b>, which includes gathering, organizing, and dissemination of information related to the KU service mission; <b>Outreach</b>, which involves organizing special outreach activities such as the Whirlwind Wheat Sate Tour, possibly a speaker’s bureau, and assessing whether the University’s service activities are truly meeting the state’s service needs; and <b>Front Door/Service Broker</b>, a role in which the Center would serve as an “access point” for members of the community to pursue partnerships with the University.</p> <p>In August1999, a Task Force status report was submitted to the Chancellor.</p>	<p>III-3</p>

Form Partnerships with Kansas Communities (KU Service to Kansans)	Status/Examples	SB 345
<ul style="list-style-type: none"> <li>KU-Lawrence and KUMC</li> </ul>	<p>The Kansas Applied Remote Sensing Program publishes a weekly “Green Report.” This NASA-related activity is a series of U.S. maps which are color-coded to reflect current crop and vegetation conditions. The report provides valuable, precise data about where crops are in trouble. Green Report satellite data-based map sets can be used as a tool for understanding crop development throughout the growing season from year to year.</p>	
	<p>The University of Kansas Information and Telecommunication Technology Center (ITTC) is working to help shape the Internet into a network which is more responsive, flexible, and secure for all users. Among the projects currently underway is the development of faster, more efficient, and flexible computer networks for use in military field operations.</p>	
	<p>The Mini Medical School, in which members of the community learn about medical discoveries and measures to maintain good health, is an important KUMC-based community health service.</p>	<p>III-1 III-3</p>
	<p>At the Kansas City-based Juniper Gardens Children’s Project, researchers have investigated peer tutoring, an approach in which school children teach each other. Among different groups of peer-tutored students, they have discovered more engagement by students than during teacher-led sessions, increased achievement, less need for special education services, and lower drop-out rates by the 12<sup>th</sup> grade.</p>	<p>III-1</p>
	<p>The International Center for Ethics in Business provides consulting, seminars, lectures, executive development programs, and workshops to businesses in Kansas (primarily in the Kansas City area) to bring attention to ethical issues in business and to help companies manage their ethical obligations.</p>	
	<p>The Mini MBA, a fourteen session KU-Wichita State University cooperative program, includes business faculty from both KU and WSU.</p>	
	<p>In conjunction with the Kansas Health Foundation, the Department of Preventative Medicine sponsors the Community Health Project, an intensive, service-learning internship experience for medical students and Masters of Public Health students.</p>	<p>III-2</p>

	<p>Researchers at the University of Kansas Work Group on Health Promotion and Community Development are studying and supporting community-change efforts throughout Kansas and the nation. In Kansas, they are working with local communities to prevent teen pregnancy and to promote positive outcomes for children and youth.</p>	<p>III-1</p>
	<p>Working with students who were reading significantly below grade level, the KU Center for Research on Learning taught the students specific reading strategies in small groups (five students per teacher) for one hour a day, five days a week. After three to eight weeks, nearly all students were reading at grade level, an increase in reading ability of an average of four grades overall.</p>	
	<p>The Assistive Technology for Kansans Project helps Kansans with disabilities acquire assistive technology devices. The program seeks to expand the public's awareness about available equipment, to train consumers and staff to use the technology, and to enlarge the supply of available equipment through an interagency loan program.</p>	
	<p>The Kansas University Affiliated Program (KUAP) offers training, consultation, and assistance to professionals, families, and consumers with developmental and related disabilities to more than 100 Kansas cities and towns.</p>	<p>III-3</p>
	<p>Through the Southeast Kansas Respite Services Program, parents/care givers of individuals with developmental disabilities, mental retardation, Alzheimers and other special needs, are given a break or rest from the constant care which is often required of loved ones. Trained providers are matched with families to support family needs.</p>	
	<p>The International Business Resource Connection, an outreach program of the Center for International Business, provides seminars for regional businesses, encourages international trade activities, and responds to international trade questions of small and medium-sized businesses. An IBRC website contains links to more than 250 business-focused web pages and a searchable Midwest trade database.</p>	
	<p>The KU Medical Center serves Kansans across the state through its numerous outreach clinics, preceptor and PCPE sites, community clinician educator programs, and Area Health Education Centers. All these functions are vital to maintaining a healthy and prosperous Kansas citizenry.</p>	<p>III-1</p>

	<p>Through the Fire Service Training and Law Enforcement Training programs, KU-Lawrence provides important service statewide in two of the most critical service fields. The KU Transportation Center has facilities in seventeen Kansas counties, and the number of distance education students, who are from all areas of the state, continues to grow.</p>	<p>III-3</p>
	<p>An important fine arts-related outreach function is being performed by the University of Kansas Lied Center. Through statewide visits, performances in residence, and outreach tickets, the Lied Center is expanding the opportunity for rich, cultural experiences from the Lied Center's home in Lawrence to all areas of Kansas.</p>	
	<p><i>KU's School of Social Welfare serves the Kansas City area community through such programs as the Family Assets Building (FAB) program, which is administered by Heart of America Family Services and helps low-income people save for education, self-employment, and home ownership. Savings are matched by private funds on a 2:1 basis. The Kauffman Foundation is the local funding partner for this program, which is part of a 13 site national demonstration funded by a consortium of foundations including the Ford Foundation. A program with the same objectives, the Wyandotte Individual Development Account (WIDA) program, has been developed and implemented for students at Wyandotte High School and adult residents of northeast Kansas City, Kansas.</i></p>	
	<p><i>Through a Reading Excellence grant, KU's School of Education is working to improve Kindergarten through 3<sup>rd</sup> grade literacy in five Kansas City, Kansas, elementary schools by providing intensive instructional support through staff development and coaching for reading teachers. Targeted reading intervention, parent involvement, and adult literacy are important components of this comprehensive reading grant.</i></p>	

<b>Emphasize Service Based Learning and Civil Literacy</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>• University Honors Program</li> </ul>	<p>Requirements for completion of the University Honors Program now include the option of completing a community service or public service project or activity.</p>	<p>III-2</p>
<ul style="list-style-type: none"> <li>• School of Pharmacy</li> </ul>	<p>The School of Pharmacy has incorporated a service-learning experience into the curriculum for undergraduate majors. The intent of the experience is for students to learn how to communicate with and provide services to people of carrying languages, cultures, social and economic backgrounds, disabilities, illnesses, or impairments. Students are required to volunteer three hours per month for three months every semester for five semesters total in health-related organizations.</p>	

**Build Premier Learning Communities – Lawrence Campus**

<b>Undergraduate Education</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>Provide more needs-based financial aid and maintain low tuition rates. Revisit the issue of linear tuition that was cited as adding to the cost of getting an education. This practice discourages students from taking elective courses, especially outside their major, that would enhance their learning experiences.</li> </ul>		
<ul style="list-style-type: none"> <li>Realizing that alcohol abuse is arguably the most crucial social problem at the Lawrence campus, the University should strengthen its efforts to promote responsible behavior with regard to alcohol.</li> </ul>	<p><b>KHF Grant</b> Efforts to promote responsible behavior concerning alcohol should continue by broadcasting the normative, moderate drinking behaviors of students in student-focused and appropriate media outlets.</p>	
<ul style="list-style-type: none"> <li>Advisement needs to become more personalized. The efforts started with the formation of the Freshman/Sophomore Advising Center should be supported to ensure that all freshmen and sophomores have access to the Center, and faculty and staff should be given the necessary training and tools to provide advising beyond enrollment matters for all students.</li> </ul>	<p><b>Senior Survey</b></p>	<p>I-4</p>
	<p><b>Retention Rates</b></p>	
	<p><b>Advising Center Survey</b></p>	
	<p><b>Academic Advising</b> The Freshman-Sophomore Advising Center has completed its third year and continues to expand and personalize its advising services to KU freshmen and sophomores.  For Fall 2000, all freshmen and many sophomores, including all undecided sophomores, were assigned to an individual advisor to assist in making choices about courses, majors and careers.</p>	

Awareness of the FSAC and its services has increased, as evidenced in a 66% increase in student initiated contact with the Center as compared to last year.

The FSAC has expanded to fifteen professional advisors, seven faculty advisors, and over 30 graduate assistant and undergraduate peer advisors to assist students.

The FSAC expanded fall advising group meetings to two separate programs – a September program to address academic issues earlier in the semester and an October program to discuss advising and enrollment. Over 2500 students are expected to attend these meetings annually.

The percentage of students reporting current academic advising meets their needs exceptionally well or more than adequately increased from 46 % to 56%. The percent of students who say advising met their needs less than adequately or very poorly dropped from 11.0% to 6%.

The freshman to sophomore retention rate for Fall 2000 is 80.3%, up from 77.6% in 1998, prior to FSAC implementation. Beginning in Fall 2000 all student advisees are part of their advisor's e-mail group and are regularly communicated with by e-mail. Announcements about advising group meetings, advising and enrollment deadlines, add/drop policies and other advising issues are sent by e-mail to all advisees.

The FSAC-sponsored monthly brown bag lunch series for all KU advisors has been very successful. Over 375 faculty and staff advisors receive information about the series and over 180 attended programs last year.

	<p><b>Haskell Mentor Program</b>                  In 1999-2000, the Haskell Mentor Program served 12 Haskell Indian Nations University students and eight students enrolled for Fall 2000. Each was matched with a mentor, including student mentors who are previously participated in the program, and enrolled on the Haskell campus. Monthly visits to the Haskell campus to provide information and assistance to students who want to transfer to KU were initiated last year and will be continued this year.</p>	
	<p><b>HAWK Link 2000-2001</b>                  HAWK Link is an academic based retention program designed to help first year students of color at the University of Kansas with both academic and personal success. In the 2000-2001 academic year, 83 students participated in the program and 110 students signed up for the 2001-2002 program.</p> <p>Several offices collaborate on HAWK Link, including Recruitment, Orientation, Advising, Living/Learning Environments, Mentoring, Financial Aid, Educational &amp; Developmental Programs, Student Involvement.</p> <p>In addition to the formal program, there is a new Summer program that utilizes current KU students to contact prospective students of color throughout the summer to encourage them to come to orientation, prepare for their adjustment to KU and answer any general questions that these students may have.</p>	
<ul style="list-style-type: none"> <li>• Too many first-year students feel overwhelmed and isolated by a system that often includes large lecture classes that allow little interaction with faculty. Such classes should be augmented with smaller, possibly optional, discussion sections, informal study groups or review sessions. FIGS [Freshman Interest Groups] should be created or PRE 101 offerings expanded to include all freshmen.</li> </ul>	<p><b>Budig Implications</b>                  Accountistically, aesthetically and for overall comfort, Budig is a wonderful facility for the large class setting, equipped with all of the latest technology. Students express ease of seeing the visual displays, the ability to hear clearly, and the comfort of the facility.</p>	

	<p><b>Blackboard Technology</b>                  Large courses have the option of utilizing either the Blackboard(TM) online course management software, or public folders within Outlook. Both of these tools are free to faculty and students and provide an anywhere / anytime option to encourage interaction among students outside of the classroom environment. In addition, faculty can post grades in a secure online format, send mass e-mail messages to all students, and establish small groups for students to work collaboratively.</p>	
	<p><b>PRE 101</b>                  PRE 101 currently serves first-year students during Summer, Fall and Spring semester. The recent expansion of the Fall and Spring offerings to 25 sections reaches 10% of the freshmen class. A special section in Fall 2001 will be offered to non-traditional students, New Student Orientation will be publishing a new for Fall 2001.</p>	
<ul style="list-style-type: none"> <li>• KU's research mission is seen by many undergraduates as compromising, instead of enhancing, their educational experience. Each student should undertake a research experience that is discipline appropriate. For some students, a community service project may be more appropriate. Every student should have at least one assignment in the freshman/sophomore years that includes library research. Faculty should work with the library staff to enhance the library research experience.</li> </ul>	<p><b>Service learning</b></p> <p><b>Research experience</b></p> <p><b>Modify PPF (Preparing Future Faculty) for graduate students mentoring of undergraduates</b></p> <p><b>Partnering with Haskell (Howard)</b></p> <p><b>Library Instruction in Research Methods</b>                  In 2000, library staff members taught 699 sessions for 8,855 people and worked with 43 different academic departments. In over one third of those departments, librarians presented instruction in research methods courses. In 2002 focus will be on partnerships with classroom instructors to ensure that the first goal (to “enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity”) is met.</p>	<p>I-4</p>

<ul style="list-style-type: none"> <li>Although traditional classroom instruction will remain at the center of the educational experience, students have requested greater availability of novel learning opportunities that stress active learning such as workshops, laboratories, discussion courses, and service learning. Learning opportunities inside and outside the classroom should provide ample opportunity for further development of students oral and written communication skills.</li> </ul>	<p><b>Writing Center</b> The KU Writing Center is emerging as an integrated support service, providing supplemental instruction in the form of special topics, workshops, class visits, web-based resources, and small group and individual consultation with students, staff, and faculty. A professional consulting environment for graduate and international students is being developed. The KU Writing Center offers opportunities for internships and service learning as writing consultants.</p> <p><b>Center for Community Outreach</b></p> <p><b>Leadership minor</b></p>	<p>III-2</p>
<ul style="list-style-type: none"> <li>The University should continue to develop academic support programs in residential units. This may include the development of additional housing units for special academic groupings of students (e.g., the 3E Program and the Honors House).</li> </ul>	<p><b>Math Tutors</b></p> <p><b>Writers Roost</b> In 1998, the KU Writing Center set up designated Writer’s Roosts sites in student residence halls, including Templin and GSP-Corbin.</p> <p><b>Improve Technology Access</b> Caller-ID will be available for all residents.</p>	<p>I-1</p>

**KU Special Interest Communities' Update:**

**The Experience Excellence in Ellsworth (3E)**

This freshman based program focuses on the goals of getting students involved with their living community, creating a caring environment in which students have a feeling that they matter, and transitioning students from their first to second year.

For the past two years, over 90% of the freshman residents completing the program matriculated to their sophomore year at KU and an average of 50% were retained to residence halls. 3E residents maintain higher grade point average and tend to become active student leaders in the residence halls and on-campus.

The popularity of the 3E program led to the creation of a second floor of 3E in 2000-2001. Both floors had the opportunity to participate in the linked classes of PRE 101 and COMS 130. Additionally, the Freshman Sophomore Advising Center (FSAC) provided group in-hall meetings for their students.

**McCullum Hall Honors Floor**

The College Honors Program in Residence (CHPR) is housed in McCollum Hall. Since the second Honors Floor in Templin Hall opened in the fall of 1997, the applications for assignment to the McCollum Honors Floor have decreased. A meeting has been scheduled with the Nunemaker Center staff in hopes of finding ways to utilize their space and the floor's budget for social and academic programming

**Templin Hall - Scholars Program**

Student scholars have priority to live in this popular, suite-style facility, and various KU faculty members teach one-credit hour classes in a series of seminars. Students in the Honors Program are also assigned to the Young House living community (6<sup>th</sup> floor).

This year the Templin Hall government voted to raise the minimum GPA required to live in the building from a 2.0 to a 3.0. The hall has maintained an average GPA in excess of 3.0 for the past two years.

	<p><b>Lewis Hall</b>                  Students living in Lewis commit to one of three community emphases: leadership, service learning, or diversity. Residents agree to participate in one hall community activity each month and an on-going leadership, service or diversity program or activity.</p> <p><b>Lewis residents this year voted to increase their participation agreement from one to two activities per month. Lewis also maintains a higher retention level to housing and a higher GPA than other residence hall students.</b></p>	
<ul style="list-style-type: none"> <li>Academic support programs should be developed for students living in fraternities and sororities, similar to those being developed in the residence halls. The university should continue to work with Greek houses to improve any problems that detract from the merits of the system.</li> </ul>	<p><b>Two additional scholarship halls</b></p>	<p>I-1</p>
	<p><b>Changed sorority rush dates</b></p>	
<ul style="list-style-type: none"> <li>The University should work more closely with secondary schools to gain a better understanding of the type of student who will attend the university in the future. This is especially important in adjusting the curriculum to accommodate in-state students who have met the new Regents qualified admission requirements and students who have long-term exposure to information technologies throughout their K-12 experiences.</li> </ul>	<p><b>Increased Communication with Counselors</b></p>	
	<p>Technology credit by on-line assessment developed by KU (Cont. Ed./EECS)</p>	

	<p><b>Skills of In-coming Students</b>                  Students arriving at KU do not have good research skills. Students may have better computing skills, but their experience and knowledge beyond the basic applications (email, word processing, etc.) may vary widely. A 1998 report on a sample of students in the Freshman Summer Institute program found that 85% of incoming students had access to a computer at home, 91% had access to computers at school, and 45% planned to bring a computer with them to KU. While 79% said they had used a computer database for search for books or journal articles, 64% had done this infrequently. In 2000, KU library staff worked with over 120 area high school students, introducing them to materials available at KU and helping them to refine their research skills. On the state level, school librarians and college librarians are renewing conversations about student research skills, and how students may become better prepared for the demands of college-level work.</p>	
<ul style="list-style-type: none"> <li>The primacy of academics should permeate everything that we do, from Traditions Day during orientation to Commencement Day to athletic events.</li> </ul>	<p><b>New support services in KUAC (check with Paul Buskirk)</b></p> <p><b>New faculty mentoring system for student athletes</b></p> <p><b>NSO</b></p> <p><b>Mt. Oread Scholar - Lloyd Sponholtz</b></p>	

Graduate Education	Status/Examples	SB 345
<p>Many departments do an outstanding job of matching graduate students with faculty mentors. Unfortunately, many graduate students talk of feeling adrift in their own departments, even though a mentor may be formally assigned to them. Mentorship is the most important aspect of the graduate student experience, and individual departments must develop clear roles and responsibilities for mentors which include regular classroom/laboratory observations and feedback opportunities, in addition to their other responsibilities to their students.</p>	<p><b>Preparing future faculty (PFF)</b></p>	I-2
	<p><b>Preparing future professional (PFP)</b></p>	
	<p><b>Self program/Grad school working more closely on mentoring</b></p>	
	<p><b>Best practice - PA has a professor in residence who visits 8 times a year</b></p>	
	<p><i>Grad School has developed guidelines for mentoring faculty. These are posted at <a href="http://www.ku.edu/~graduate/mentoring.html">http://www.ku.edu/~graduate/mentoring.html</a></i></p>	
	<p><b>Writing Center helps authors prepare conference papers</b></p>	
	<p><i>Grad School supplements funds for conference presentations utilizing the Graduate Student Paper Presenter Fund.</i> <i>Grad School is exploring availability of incubator funds w/KUCR to promote grant writing of doc students</i></p>	
<ul style="list-style-type: none"> <li>The invaluable role of teaching assistants in the classroom must be concretely acknowledged through fair and competitive compensation. This will also assist in the recruitment of high-quality graduate students to the University.</li> </ul>	<p><b>Capital campaign</b></p>	
	<p><i>Increased Carlin GTA awards from 2 to 3 and amount for GTA Award Finalists</i></p>	
	<p><i>Expanded CTE's class on college teaching</i> <i>Certificate in College Teaching is available</i></p>	
<ul style="list-style-type: none"> <li>There is a wide range of training offered to new teaching assistants by their home departments. Some departments provide thorough orientation and require a teaching seminar. Others do neither. All departments should provide graduate students with instruction in sound pedagogical practices and coordinate the instructional development of new teaching assistants.</li> </ul>	<p><b>Required orientation and teaching seminar</b></p>	I-2
	<p><b>Developing a collection of best practices</b></p>	
	<p><i>CTE sponsors fall orientation required for all new GTAs</i></p>	

Other: Marilu will check on number of graduate student web pages  
KUCR- are there more grant opportunities for good students?

Number of GRAs (from DBTF)	Fall 1995	FTEs: 204
	96	258
	97	256
	98	283
	99	280
	2000	265

<b>Increase Diversity</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>Develop a plan to ensure that diversity is evident in all areas of the curriculum and in the social and cultural climate of the university. Identify areas of curricular strength--courses and programs in which diversity is emphasized--then support, expand, and promote them.</li> </ul>	<p><b>Recruitment and enrollment of international students and scholars</b>  <i>Graduate Minority Recruitment Program is in place</i></p> <p><b>Study abroad</b>  <b>Haskell exchange</b>  <b>Hawk Link (Robert Page)</b>  <b>KU Cousins program that pairs international and domestic students</b>  <b>International student task force</b>  <b>Multicultural Recruitment Committee (out of admissions)</b>  <b>Library Collections (Marilu)</b>                      The Libraries maintain unique and significant collections in languages and subject areas that support the University's diversity goals. These collections enrich student research, broaden their exposure to world language and culture, and support nationally prominent faculty research in international studies.</p> <p><b>International studies provides grants to faculty to do curriculum development to make courses more culturally diverse</b></p>	
<ul style="list-style-type: none"> <li>Nontraditional students require more night and on-line courses and access to child care facilities. The residency requirement for nontraditional graduate students needs to be studied in light of the availability of on-line and distance learning.</li> </ul>	<p><b>Increase in Hilltop slots</b>  <b>Sallie Mae experience (night classes)</b>  <b>Create a process for certificates</b>  <b>Edwards 2 + 2 program</b>  <b>Increased electronic collection</b></p>	III-3

Achieve a Balance Among Teaching, Research and Service	Status/Examples	SB 345
<ul style="list-style-type: none"> <li>Conduct a study of promotion and tenure for the purpose of reviewing and updating current instruments, definitions, and expectations. In particular, outmoded evidence of teaching and research as separate activities should be reevaluated and expectations regarding funded research more clearly stated.</li> </ul>		
<ul style="list-style-type: none"> <li>Encourage departments and divisions to consider the use of Teaching Portfolios as evidence of teaching effectiveness. (The portfolio is to teaching what lists of publications, grants, and honors are to research and scholarship. It is a collection of materials documenting teaching performance.)</li> </ul>		I-2
<ul style="list-style-type: none"> <li>Teaching must become a more highly regarded part of the faculty's job description. More emphasis should be placed on teaching and the scholarship of teaching for tenure, distinguished professor appointments, and merit raise determinations. Credit for development and supervision of on-line courses should be considered in promotion and tenure decisions.</li> </ul>		I-2
<ul style="list-style-type: none"> <li>It is desirable that senior faculty members take on a leadership/mentor role with new faculty to help them become more effective teachers. The University should support these efforts through venues such as the Center for Teaching Excellence.</li> </ul>		I-2

<ul style="list-style-type: none"> <li>Assistance in preparation and submission of research proposals should be improved. Workshops should be offered to assist faculty in formulating, preparing, and writing research grant proposals as well as administering grants once obtained.</li> </ul>	<p><b>KUCR</b></p> <hr/> <p><b>Hall Center</b></p> <hr/> <p><b>Life Span</b></p>	<p>II-1</p>
<ul style="list-style-type: none"> <li>The reapportionment of faculty effort from the traditional 40/40/20 percentages for teaching, research, and service can allow for individual variation depending on the talents and assignments of particular faculty effort. However, increasing the level of a particular activity must be accompanied by additional effort in that area.</li> </ul>	<p><b>Data from Sandra (Vision 2020)</b></p>	<p>I-2, II-1</p>
<ul style="list-style-type: none"> <li>Faculty currently spend a substantial part of their effort and time in committee work which is often duplicated by multiple committees across the campus. There needs to be better coordination of fact-finding and reporting activities across the university and greater reliance on offices such as OIRP to collect information that is currently being collected by faculty committees.</li> </ul>	<p><b>Communication issue – committee on committees</b></p>	<p>IV-1</p>

<b>Support Classified and Unclassified Staff</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>Comprehensive training programs are needed in every unit. Training for new employees is especially critical. The university should offer a bridge program to allow overlap between employees as positions are filled in order to provide a training period for the new employee.</li> </ul>	<p><b>Required orientation</b> Required orientation for new staff was implemented and participant feedback has been positive.</p> <p><b>Manager training</b> Management training needs are being addressed by offering Covey seminars on "The 7 Habits of Highly Effective People" and "The 4 Roles of Management." A successful pilot program for managers on Ethics was also conducted with positive feedback. That program will become a regular program offering, with 3 more identified programs to be developed from pilot programs to regular offerings.</p>	IV-4
<ul style="list-style-type: none"> <li>Compensation, including merit, for classified and unclassified staff should be reviewed, particularly for "specialty" positions.</li> </ul>	<p><b>Technology Study</b> Human Resources is working with campus groups to identify benchmark positions for use in salary surveys (e.g. IT and research).</p> <p>Policies and practices were developed to review and authorize the use of unclassified staff titles and mid-year unclassified salary increases.</p> <p>Human Resources continues to provide salary information to the State of Kansas regarding classified salaries and to implement ways to utilize the State reclassification system with greater flexibility.</p>	
<ul style="list-style-type: none"> <li>The University should provide a specific process whereby staff could contribute ideas for changing procedures and forms to ensure more effective performance. Changes are made too often without consultation of those who are actually doing the work.</li> </ul>	<p><b>Forms/Procedures changes</b> Human Resources facilitates work groups to identify needed changes in forms and procedures. Several forms have been updated using this methodology, and the process for reviewing unclassified staff positions also utilized this methodology.</p>	IV-4

<ul style="list-style-type: none"> <li>Staff, in general, find that some State rules hinder their ability to contribute to quality service, and some rules encourage an environment of distrust between employee and supervisor. For example, leave policy to participate in meetings and governance activities limits participation. The university should explore the possibility of becoming independent of the state classified system or have the latitude to adjust state regulations and procedures to a university environment. In the interim, a review of classified rules should be undertaken to determine what suggestions the university might make to the State for change.</li> </ul>	<p><b>Classified Service Alternative</b>                  A committee for Classified Staff have explored support for developing an employment alternative to the classified service. Classified staff did not support the effort. Now, efforts are being made to improvement the management climate of the University through management development seminars and soliciting ideas for workplace climate improvement. A workplace climate survey is being conducted this spring and should indicate improvement.</p>	
	<p><b>Ola/Reggie Committee</b></p>	
	<p><b>More delegated authority</b></p>	
	<p><b>Classified IT on contracts</b></p>	

- Review Chancellor's bi-weekly message

<b>Enhance Information Technologies</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>Under the direction of the Vice Chancellor for Information Services/Libraries, a study should be conducted to identify what is currently being done with information technology and to inventory equipment and services and their availability to the university community at large. This survey would serve as a benchmark for developing a university-wide information technology plan to reduce unnecessary duplication, make equipment and training more accessible, provide better repair services, and provide state-of-the-art technology for students, faculty, and staff in a cost-effective manner.</li> </ul>	<p><b>KU Wired</b>  <i>KUWired</i> was developed in 1998 as a 3-year plan to address a number of fundamental directions / projects for campus IT development. This initial plan has been completed and efforts are underway to develop the next plan.</p>	
	<p><b>Guide for Students</b>            As information technology becomes increasingly important in the college/university selection process, prospective students and parents are looking at the ways colleges and universities provide and support technology resources for their students. Information about KU IT resources is provided in <i>The Guide to Evaluating Information Technology on Campus</i>, which is based on a series of questions designed by Educause to help prospective students and their parents understand how an institution uses IT in daily campus life.</p>	
	<p><b>New Planning Process</b>            Defining directions and developing implementation plans is a crucial process for achieving a coherent IT environment for the campus. <i>KUWired</i> is completed, and plans are underway to identify key constituencies and develop the next phase in planning.</p>	
<ul style="list-style-type: none"> <li>On-line courses can enhance the KU curriculum provided they are of high quality and appropriate for the discipline. The University should further explore the use of the medium for instruction. Continuing Education programs should receive particular attention because the clientele for such programs are usually include individuals who are spread throughout the state and beyond.</li> </ul>	<p><b>Regents web site</b></p>	III-3
	<p><b>Task Force on distributed learning</b></p>	
	<p><b>Blackboard</b></p>	

<ul style="list-style-type: none"> <li>The technological aspects of applying, enrolling, and matriculating at KU must be improved. On-line catalogs and registration should be commonplace. As more nontraditional students enroll at KU, course scheduling that is consistent with their needs is desirable.</li> </ul>	<p><b>On-line Registration for New Student Orientation</b>                  Until the PeopleSoft Student Administration module is fully functional, staff will provide as much capability on the web as possible using existing legacy system information. With the upcoming implementation of PS Student, the amount of staff time required to support this effort will be reduced.</p>	
	<p><b>Grades On-line</b>                  Students are able to access their semester grades on-line, but the grade reporting system is cumbersome and requires a significant maintenance effort. This function eventually should move to an integrated system that is part of a larger student administration system.</p>	
	<p><b>On-line Admission Applications</b>                  Several admission applications currently are available either on-line or by downloading a PDF file. A common on-line application system would improve this process.</p>	
	<p><b>On-Line Catalog and Schedule of Classes</b>                  These two items need to be incorporated in an online enrollment system. The need to know course descriptions and class schedules coincides with the enrollment cycle. All three items (catalog, schedule and enrollment) should be contained in one application. The development of an integrated application for these three items is underway.</p>	
	<p><b>CD-ROM Jayhawk Viewbook</b>                  This initiative will strengthen our 'high tech, high touch' relationship with prospective students, reduce dependence on printed material and delivery costs, and help KU stay competitive with our peer institutions.</p>	
<ul style="list-style-type: none"> <li>The utilization of information technologies to conduct KU business, provide information, and enhance the campus culture should be encouraged.</li> </ul>	<p><b>PeopleSoft Implementation</b>                  The initial implementation of 2 major modules of PeopleSoft (HR and Financials) has been completed. Work is currently underway on the Student Administration module.</p>	<p>IV-2</p>

	<p><b>Decision Support</b>          Providing operational data through systems such as PeopleSoft is only the first step toward creating an environment which will support informed decision-making by university administrators. The next step involves establishing an “easy access” system for end-users to query and develop reports based on transactional and longitudinal data. The web-based DEMIS and KUFS systems, and the university data warehouse system currently under development, will support such a system.</p>	
	<p><b>DEMIS</b></p>	
	<p><b>Electronic Signature</b>          KU is working in conjunction with the State on developing electronic signature capability.</p>	

<b>Improve Student Recruitment</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>Review current recruitment and admissions strategies including an analysis of letters sent to potential students and accepted applicants. Incorporate some of the more creative recruitment methods used at other universities such as birthday cards sent to children of alumni on their 18th birthdays.</li> </ul>	<p><b>New Student Orientation Registration</b> Beginning in Spring 2001, new students may register for their New Student Orientation and Enrollment date on-line.</p> <p>All new students are required to establish an email account with the University of Kansas on their New Student Orientation and Enrollment day. <b>[What does register an email account mean?]</b></p> <p><b>The website address for the admissions page is <a href="http://www.admissions.ku.edu">www.admissions.ku.edu</a></b></p> <p><b>Establish e-mail accounts on-line</b></p> <p><b>Completely revamped web page to contemporary standards (get number of contacts from Alan)</b></p>	
<ul style="list-style-type: none"> <li>Recruit ethnic minority students, faculty, and staff more aggressively. To realize this goal, commitment must be firm from the top (Chancellor) to the bottom (student recruiters, faculty search committees).</li> </ul>	<p><b>Multicultural recruitment</b></p> <p><i><b>Graduate Minority Recruitment Program is in place</b></i></p>	
<ul style="list-style-type: none"> <li>KU should step up its efforts to recruit top-flight graduate students from a variety of cultural and national backgrounds.</li> </ul>	<p><b>International recruiting and advising committee</b></p> <p><b>Self Fellows</b></p> <p><b>Best practices workshop in Fall</b></p> <p><i><b>Increase campus visits for non-minority and minority graduate students</b></i></p>	

<b>Maintain Our Sense of Place</b>	<b>Status/Examples</b>	<b>SB 345</b>
<ul style="list-style-type: none"> <li>As mentioned earlier in the report, a learning community is centered in the classroom. While the Crumbling Classrooms initiative has made some progress toward improving the condition of classrooms, laboratories, and workshops, too many of our classrooms and laboratories are not conducive to good teaching and learning. A plan to go beyond the Crumbling Classrooms improvements should be developed.</li> </ul>	<b>R &amp; R for Research</b>	IV-3
	<b>Reapply for NIH remodeling grant</b>	
<ul style="list-style-type: none"> <li>All future building plans should ensure maintenance of green space. Landscaping strategies should be educational, as well as aesthetic, i.e., trees, shrubs, and flowers could be clearly labeled, and innovative landscape designs utilized to highlight both native and non-native species. Where possible, students should be involved in such projects.</li> </ul>	<b>Hired landscape manager</b>	IV-3
	<b>Visitor's center</b>	
	<b>Plans for a gateway at 15<sup>th</sup> and Iowa</b>	
	<b>Landscaping plan</b>	
	<b>Education building</b>	
	<b>Mediated classroom</b>	
	<b>Murphy addition</b>	
<b>Capital Plan</b>		
<ul style="list-style-type: none"> <li>The regard of the university for its educational and research missions is directly reflected by the condition of its facilities. Clean, well-lit, and modern classrooms as well as functional, safe, and well-equipped laboratories must be provided.</li> </ul>	<b>R &amp; R for Research</b>	
	<b>Instructional Technology Equipment for classrooms and labs</b>	
<ul style="list-style-type: none"> <li>A comprehensive campus building audit and renovation plan is needed to maintain the integrity and beauty of the campus. Space utilization studies should be analyzed regularly, and poorly used space should be reassigned to units that can put it to better use.</li> </ul>	<b>Organized space management group</b>	IV-3
<ul style="list-style-type: none"> <li>The University should bring together administratively Facilities Management, Design and Construction Management, and Facilities Operations under the Provost or in another way that ensure responsiveness to Lawrence campus needs.</li> </ul>	<b>Reorganized</b>	
	<b>Revision of business processes</b>	

<p>Lawrence campus needs.</p>	<p><b>CADS system Wiring</b>                  Responsibility for the wiring infrastructure layer of the University-wide CAD effort will shift from DCM to NTS. This shift will allow NTS to add dedicated staff to this project and focus on project implementation and maintenance.</p>	
<ul style="list-style-type: none"> <li>The University should provide and maintain high-quality services in areas such as health and recreation to provide for the physical well-being of students, faculty, and staff.</li> </ul>	<p><b>3-5 year capital improvement plan</b></p>	
	<p><b>Plans for Recreation Center</b></p>	<p>IV-3</p>
	<p><b>Plans for addition to student union</b></p>	

Build a Premier Learning Communities—KUMC		
University of Kansas Medical Center Campus	Status/Examples	SB 345
<ul style="list-style-type: none"> <li>Invest in Research</li> </ul>	Allied Health, Nursing, Medicine, and departments on the Lawrence campus collaborate on grants.	
	The Medical Center developed its first medical research strategic plan which will be used to develop long range strategic research goals. This plan provides the basis for doubling the external research funding for the Medical Center within the next five years and for the University Capital Campaign.	
	The Center for Health in Aging has amassed \$20 million of external funding over the past seven years and its new facility, the Theo and Alfred M. Landon Center on Aging, is open and functioning.	
	The School of Nursing is ranked in the top 15 for National Institutes of Health funding for nursing research, and has a 60% success rate in obtaining research grants from the National Institutes of Health.	
	The School of Allied Health is in the process of expanding the staff support for research/grant activity.	
	Key recruitments of Chairs of Medicine and Microbiology have enhanced the scholar – research base in both clinical and basic science areas.	
	Workshops in grant writing have been offered and increased support developed in the Research Office for faculty seeking support. The Research Institute continues to be successful in fostering both grant acquisition and in providing seed money for new programs.	
	The office of Technology Transfer in the Research Office at KUMC has been established and become an effective tool in allowing the translation of research results to commercial or product development. This office has also been contracted by Children’s Mercy Hospital to handle their technology transfer requirements and has become advisory to both our Lawrence Campus and other entities in the KC area in developing technology transfer strategies and mechanisms.	

<ul style="list-style-type: none"> <li>• <b>Interinstitutional Collaborations</b></li> </ul>	<p>KUMC continues to be a key player in the Life Sciences Initiative in the greater KC area. Formal agreements for research cooperation and education have been signed between KU and several other institutional partners in the area, including the Midwest Research Institute, Children’s Mercy Hospital, and the Stowers Institute for Medical Research.</p> <p><b>Note: Further elaboration on KUMC activities in the KC area Life Sciences Initiative can be found in “Act As One University.”</b></p>	
	<p>A cooperative program in biophysics between KUMC and the UMKC faculty has been in place and has fostered a number of collaborative research projects between faculty on the two campuses.</p>	
	<p>A bi-campus Neuroscience Ph.D. program has been developed and approved by the Regents as a collaboration between KU - Lawrence and KUMC in Kansas City and it has admitted its first students.</p>	
<ul style="list-style-type: none"> <li>• <b>Faculty Development</b></li> </ul>	<p>A comprehensive needs assessment, which utilized surveys, focus groups, and structured interviews, has been completed. Programs, including an assessment of needs to meet faculty career objectives and programs relative to under-represented minority and women faculty, were developed, prioritized, and initiated using this assessment process.</p>	
	<p>Faculty development activities included attending local and national workshops, seminars, and conferences on such topics as the medical core curriculum, and management and leadership.</p>	
	<p>The core curriculum in teaching "med ed 101" was completed by 22 faculty members and over 200 individuals attended one or more workshops in the series</p>	
	<p>Guidelines for the process of academic promotion and tenure were developed and introduced. Process for this year has been improved, including faculty information meetings, web site information, and support services for faculty members.</p>	
	<p>The School of Nursing Curriculum Committee sponsored a faculty development workshop "Critical Thinking in Nursing Education," which provided faculty an overview of the evolution of critical thinking and various measures of critical thinking.</p>	

	<p>The School of Nursing is sponsoring "Scholarship Savvy" a series of faculty development seminars that provide skill building instruction, resource materials, tips and techniques, peer support and mentorship for faculty's scholarship endeavors. This program is open to faculty in the Schools of Allied Health and Medicine.</p>	
	<p>The School of Nursing and the Academic Support Department co-sponsored a live, four-session satellite series - "Internet Issues in Higher Education."</p>	
	<p>A major effort in faculty development has been initiated in the School of Medicine. Significant programs have been developed to assure that faculty are aware of requirements for successful promotion in each of the several faculty tracks available at KUMC.</p>	
	<p>In addition to the tenure track, faculty may currently be appointed in a clinical track or the Regent's contract track allowing faculty to select a career path suited to their chosen area or areas of activity.</p>	
	<p>A new faculty track has been developed to recognize scientists at affiliated institutions such as the Stowers Institute, the Midwest Research Institute and Children's Mercy Hospital and to allow their participation in our faculty, including the opportunity to work as members of our graduate faculty. The first 5 of these appointments have been recently approved and additional nominations are being evaluated.</p>	
	<p>Work continues in the School of Medicine on a Mission Based Budgeting and Faculty Compensation plan, which will relate faculty effort and productivity to compensation.</p>	
<ul style="list-style-type: none"> <li>• <b>Reinventing Medical Education</b></li> </ul>	<p>Enhancing professionalism for medical students: white coat ceremony for first year medical students; transition ceremony with beepers at the end of the second year; Rainbow award from students to "hero of medicine" at student banquet.</p>	
	<p>Recruiting remains a major effort in each of the schools at KUMC. In the School of Medicine, credentials of the entering class have been maintained or increased in spite of a significant national decrease in applicants to medical school.</p>	
	<p>Academic Societies have been formed in the School of Medicine to provide for improved student advising, mentoring and faculty-student interaction for medical students. These societies are in their 3<sup>rd</sup> year of operation.</p>	
	<p>Restructured curriculum to bring patients into contact with students earlier in the curriculum and teaching in smaller groups.</p>	

	An Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS) to provide a common application process and core coursework for the training of basic science Ph.D. students has been established.	
	A new rural track has been instituted for students committed to practice in rural underserved areas and a scholars in rural health program has been initiated to specifically recruit such students.	
	Minority students are recruited through a federally funded Health Careers Pathway program.	
	The effort to increase integration in the medical school curriculum continues and further increases in coordination and integration in the second year of the curriculum are being actively explored by the Office of the Dean in coordination with the Education Council of the school.	
	Several courses in the School of Medicine now serve students from other schools and a proposal for an MD / MPH program to join the RN / MPH program has been developed.	
	Residency programs are being maintained in all of the core medical specialties as well as the primary care disciplines.	
	A series of network sites have been developed in Kansas to allow medical students to take both core clerkships and electives at off-campus sites under the direction of network faculty and qualified community physicians serving as volunteer faculty.	
	The “Delbert D. Neis, M.D. Clinical Skills Laboratory” is currently under construction and will allow medical students to learn and practice clinical skills in a realistic setting. This facility will also facilitate the increased use of standardized patients for more effective evaluation of student clinical skill levels.	
<ul style="list-style-type: none"> <li>• <b>Reinventing Healthcare Education</b></li> </ul>	The School of Nursing is in the process of completing the last few classes for the on-line RN to B.S.N. degree program, and has graduated the first class of students to complete the restructured community-based undergraduate curriculum.	
	In May 1999, the first class of eight students graduated from the School of Allied Health Physical Therapy distance education program on the Pittsburg State University campus.	
	The Departments of Health Information Management, Clinical Laboratory Sciences, and Deaf Education have developed, or are in the process of developing, distance education courses.	

	The new School of Nursing building includes innovative skills labs that will enhance interdisciplinary learning and teaching opportunities.	
	Continuing Education in medicine and nursing are active programs serving the practicing communities in Kansas and the greater Kansas City area.	
	A new director of education technology has been appointed and new software to support student web based learning and testing is being evaluated. The number of computer stations available to students has been increased, although there are still not enough secure terminals to support computer based testing for large classes as in the School of Medicine.	

<b>Build Premier Learning Communities – Edwards Campus</b>		
<b>A Strong Orientation to Serve Adult Students</b>	<b>Goal</b>	<b>Outcome</b>
<ul style="list-style-type: none"> <li>Admissions</li> </ul>	Create a simple and uniform admissions process, including financial aid, for KUEC students, which merges technology and person-to-person interaction.	An on-line registration process has been created and will be offered for the first time for the summer 2001 semester.
	Establish a test preparation (GMAT, GRE) service for prospective students as a recruitment tool.	Test preparation for GMAT and GRE have been made available in the Regents Center Library.
<ul style="list-style-type: none"> <li>Advising</li> </ul>	Establish and promote a consistent and comprehensive faculty and professional staff advising mechanism to ensure student satisfaction and progress.	Added the positions of graduate recruitment director and undergraduate advisor.
		Established strong relationships with academic units to provide thorough and responsive advising support.
		Opened a branch office of the Writer's Roost, a Lawrence-based service to assist students in improving their written communication skills.
<ul style="list-style-type: none"> <li>Bookstore</li> </ul>	Include a full-service bookstore in campus master plan including web-based or phone ordering/shipping, and gathering space.	Opened a permanent bookstore in fall 1999 to serve our adult students.
		Offer on-line textbook ordering.
<ul style="list-style-type: none"> <li>Bursar/Registrar</li> </ul>	Create bursar and registrar functions and policies, which serve the unique KUEC population.	Created a campus registrar position with support of the University Registrar in FY 99.
<ul style="list-style-type: none"> <li>Food Service</li> </ul>	Study the viability of providing a full food service to KUEC based on student traffic.	Still under review.

A Strong Orientation to Serve Faculty	Goal	Outcome
<ul style="list-style-type: none"> <li>Environment</li> </ul>	Create a superior environment of services and space that encourages faculty commitment to reside at KUEC and enhances their opportunity for academic development in teaching, research and service.	Introduced the use of Blackboard software for on-line course instruction. Created an academic environment in the former Continuing Education suite that facilitates the collaboration and cooperation of academic units through shared space and services . Improved education technology by creating the position of associate director of Instructional Development and the position of web course developer.
<ul style="list-style-type: none"> <li>Ease of Access</li> </ul>	Survey students on an annual basis to monitor adequacy of hours of operation.	Conduct a formal student survey each spring semester with questions alluding to this subject.
<ul style="list-style-type: none"> <li>Library</li> </ul>	Establish an integrated library system in which access to all materials and service is transparent to the user, and evolves according to student needs.	Regents Center Library now provides students with web retrieval, KU Uncover and interlibrary loan as a means for accessing additional materials.

Faculty Commitment	Goal	Outcome
<ul style="list-style-type: none"> <li>Incentive System</li> </ul>	Develop an incentive/reward structure that makes participation at the Edwards Campus a clearly valued element in the promotion and tenure, and merit increase process.	In progress.
<ul style="list-style-type: none"> <li>Advocacy</li> </ul>	Develop an Edwards Campus advocacy agenda in all schools and departments.	Established the Edwards Campus deans advisory group and Edwards Campus associate deans committee to strengthen relationships with Lawrence-based programs. Joined the KU Lawrence associate deans and program director committee. Established stronger links among Edwards Campus, Lawrence and Medical Center units. Examples: KU communicators group, educational technology support group.
<ul style="list-style-type: none"> <li>Research</li> </ul>	Develop new models of research, which maximize the interests of faculty and students and respond to the needs of the Kansas City region, e.g. faculty fellowships in corporation, schools and human services, an Applied Research Center.	Created the Center for Metropolitan Studies, which aims to support the policy making processes and decisions of government, social services, education, health, and economy.

High Quality Programs	<i>Goal</i>	Outcome
<ul style="list-style-type: none"> <li>Academic Plan</li> </ul>	<p>Draft a comprehensive academic plan (See Appendix IV for short-range programming plans) for KUEC which:</p> <p>Outlines long-range academic programming needs for the region with an immediate focus on engineering, software development and technology.</p> <p>Identifies university resources required meeting those needs.</p> <p>Assures continuous quality improvement of courses and programs through:</p> <ul style="list-style-type: none"> <li>Assessment of student evaluations and instructional development support</li> <li>Faculty orientations and facility development workshops</li> <li>Specific development programs for adjunct faculty.</li> </ul> <p>Establishes a mechanism for creating new programs.</p> <p>Increases visibility and participation of faculty in individual, economic and community development activities</p>	<p><b>Experienced record-breaking enrollment each semester since fall 1997 — 23% growth from FY 97 to FY 00.</b></p> <p><b>Added nine new programs to support workforce development: Master of Science in Electrical Engineering and Computer Science (information technology focus); Master of Science in Business Information Systems; Master of Civil Engineering; Master of Construction Management; Master of Science in Health, Sports and Exercise Sciences; Doctor of Pharmacy (on-line program); Master of International Studies; MBA/MHSA degree (joint MBA and Health Services Administration degree) and Certificate in Systems, Analysis and Design.</b></p> <p>Created strategic partnerships with: <u>Johnson County Community College and Kansas City Community College</u> to offer bachelor degree-completion programs for working adults: Bachelor of Arts in Literature, Language and Writing and Bachelor of Science in Molecular Biosciences. <u>Sprint</u> Developed a web-based training partnership with Sprint in communications technology. <u>Blue Valley School District</u> Created the Blue Valley Alliance Program for new teachers in the district. It provides introductory graduate-level education courses to advance their professional development.</p> <p>Increased enrollment in on-line PharmD courses by 68% from FY 00 to FY 01.</p>

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		<p>Increased the number of web-enhanced courses from 55 in FY 00 to 103 in FY 01.</p>
		<p>Provided greater Kansas City community with access through the Edwards Campus to programs top-ranked by US News: Special Education and Public Administration.</p>
		<p>Offered more than 60 undergraduate courses in the past two summer semesters to serve traditional students.</p>
		<p><b>Offered 26 computer-training courses to students, faculty, staff and the public in conjunction with ACS.</b></p>
		<p><b>Created a Board of Advisors consisting of key community leaders to provide guidance for program and campus expansion.</b></p>

A Supportive Physical Environment	Goal	Outcome
<ul style="list-style-type: none"> <li>Expansion</li> </ul>	Develop an interim plan for campus expansion: partner with businesses and schools for classroom and laboratory space.	Expanded classroom resources by offering classes at Black & Veatch and Blue Valley Northwest High School.
<ul style="list-style-type: none"> <li>Building usage</li> </ul>	Maximize use of existing space through office/space sharing and reassignment (e.g. Continuing Education, infant lab, telenet, and library).	<p>Increased from 3 to 4 computer labs and added multimedia production capabilities. Also increased technical capabilities for students visiting the library.</p> <p>Added a second media classroom (distance learning, interactive TV) to bring more course opportunities from Lawrence to our students in greater Kansas City.</p> <p>Relocated and expanded office space for academic departments.</p> <p>Increased online course offerings, which increased availability of classrooms.</p> <p>Added seven group breakout rooms for students.</p> <p>Used student survey results to guide improvements in facilities (bookstore, break-out rooms, access to technology).</p> <p>Provide building space to local organizations and businesses for meeting and training.</p>
<ul style="list-style-type: none"> <li>Master Plan</li> </ul>	Develop a Campus Master Plan, which accommodates planned growth and includes faculty office space, flexible classroom space, meeting space for students, lounges, secondary learning space and parking.	<p>Developed a \$70 million dollar master plan, which was approved by the Kansas Board of Regents in fall 1999.</p> <p><i>In June 2001, the Hall Family Foundation pledged \$5 million toward construction of a new building at the Edwards Campus. This building represents the first phase of a \$70 million expansion of the campus, and will feature an auditorium, classrooms, and offices.</i></p>
<ul style="list-style-type: none"> <li>Research outreach</li> </ul>	Establish relationship/procedures with Vice Chancellor for Research to expand research scope and partnerships to the KC region through the KUEC.	Established the Center for Metropolitan Studies, a source of information, research and consultancy on matters of public, social and educational policy in greater Kansas City.

<b>An Environment That Attracts a High Quality and Diverse Student Body</b>	<b>Goal</b>	<b>Outcome</b>
<ul style="list-style-type: none"> <li>• Public Relations</li> </ul>	Develop a comprehensive marketing/public relations plan, which heightens awareness of the high-quality programs at KUEC.	Public relations plan written in summer 2000.
		Campus image campaign implemented in summer 1999 and continuing through spring 2002.
		Significantly increased KU participation in community organizations: Blue Valley School District, Boy Scouts of America, Girl Scouts of America, Greater Kansas City Chamber of Commerce, KCADC High Technology Committee, KC Catalyst, Olathe Chamber of Commerce, Olathe School District, Overland Park Chamber of Commerce, Overland Park Fire Department, The Enterprise Center of Johnson County, The New Economy Council, Public Relations Society of America, Starlight and Theater League of Kansas City.
		Initiated a series of community leader luncheons which bring together the academic leadership of KU Lawrence with corporate, political and community leaders from Greater Kansas City.
		Participated in community service projects: United Way Day of Caring, Ground Hog Job Shadow Day through the Greater Kansas City Chamber, Salvation Army Adopt A Family and flu shot drive to benefit Harvester's.
		Launched a new image campaign to increase public awareness of the Edwards Campus and its programs. Total awareness has now reached 66% from 31% in the 1998 benchmark study.
		Produced a new campus website: <a href="http://kuec.ukans.edu">http://kuec.ukans.edu</a> .

		Published a new bi-monthly student newsletter, KU in the City.
		Extended outreach of the Edwards Campus through a partnership with KU Endowment Association.
<ul style="list-style-type: none"> <li>• Diversity</li> </ul>	<p>Create recruitment strategies that reflect the unique qualities of each academic program with respect to their adult student market and have elements of outreach to attract a diverse student body.</p>	Developed occupation specific databases to target perspective students.
		Developed recruiting plans for at least half of the Edwards Campus programs.
		Created an on-line open house with live web conferences for our unique student population.

Build Premier Learning Communities—Wichita		
KU School of Medicine—Wichita	Status/Examples	SB 345
<ul style="list-style-type: none"> <li>• <b>Create Partnerships with Others in Wichita</b></li> </ul>	KUSM-Wichita prepared and submitted a capital campaign request for a new facility that would combine the Department of Preventive Medicine and other departments with the Sedgwick County Health Department to provide community education and health care services. The focus would be on the immediate surrounding community, which traditionally has been underserved and uninsured.	
	Two plots of land contiguous to the campus facilities have been acquired. In 1999, Sedgwick County agreed to guarantee adequate parking for their new regional forensic center and to demolish its vacant community health building directly north of the school. A 60-slot paved parking lot was sold to the school at less than cost, and in 2001, another undeveloped plot north of 10 <sup>th</sup> Street on Kansas was purchased	
	KUSM-W medical school faculty teach in the Physician Assistant and the Master of Public Health programs based at Wichita State University (WSU).	
	The OB/GYN research faculty are collaborating with the WSU Biological Sciences Department and have submitted a number of research grant applications jointly.	
	The chair of the KU Biohazards Committee is a professor at WSU and Director of Environmental Health and Safety.	
	Two WSU faculty hold adjunct faculty appointments at KU, and KUMS-W faculty teach graduate level courses at WSU.	
	Dr. Edwards Dismuke, Distinguished Professor in Public Health, is chair of the United Way Community Planning Committee which will coordinate services among Wichita not-for-profit health care agencies.	
	The School of Medicine maintains strong working relationships with the School of Health Professions at WSU. The Dean at WSU has been actively involved in inter-institutional programs with the School of Medicine including the search committee for the new Dean on the Wichita campus. In addition, the Family Medicine Department has collaborated with the nursing program in utilizing a standardized patient program here at the school for their nursing education.	

	<p>The Department of Student Affairs and the Family Medicine Department collaborated with the Office of Medical Education in Kansas City to conduct the first pilot phase of the Clinical Skills Assessment utilizing standardized patients. In addition, the Family Medicine program continues to expand the use of standardized patients for the third year clerkships.</p>	
<ul style="list-style-type: none"> <li>• <b>Focus on Practice-based Research</b></li> </ul>	<p>A priority of the new Dean is to recruit new faculty with track records in clinical research. The Department of Family Medicine has obtained a federal grant from the Health Resources and Services Administration related to a rural research network of physicians. The Department of Preventive Medicine has obtained multiple grants related to improving the expansion of the state and national S-CHIP program for uninsured children, and is leading various evaluation initiatives in analyzing multiple Medicaid databases.</p>	
	<p>The school is undertaking a six month strategic planning initiative in which there will be a focus on developing clinical and health services research in Wichita. Focus is on outcomes research, quality improvement, and cost effectiveness research.</p>	
	<p>The new dean has as a priority to improve relationships among faculty on all KU campuses, and is emphasizing a much closer relationship with the Executive Dean in Kansas City.</p>	
	<p>Preventive Medicine has applied for 12 service and population-based research grants in the past six months.</p>	
	<p>Family Medicine faculty members received the Rural Education Award from the National Rural Health Association (1999), and the department now has a HRSA grant to develop an Objective Structured Clinical Examination.</p>	
	<p>The basic science faculty of the Women's Research Institute have established formal collaborations with faculty at Wichita State University and have jointly submitted several federal research grants. The faculty of the Institute all have joint Graduate Faculty appointments with Wichita State university and have provided research training opportunities for WSU MS degree students.</p>	
	<p>The Office of Research sponsors a Research Education Forum each summer to provide training in all aspects of research methodology and responsible conduct in research. This forum, originally targeted to medical students and residents, has recently been expanded to include faculty. Additionally, the Office has re-structured it's clinical trials program to offer support to more faculty in the identification, promotion and management of clinical research opportunities.</p>	

	<p>The Associate Dean for Research has formed a Committee on Research Integrity which is composed of the Chairs of the Wichita Hospital IRBs and the hospital administrators responsible for research. This committee now addresses research compliance issues and serves as a forum for increasing collaborations and reducing hindrances.</p>	
<ul style="list-style-type: none"> <li>• <b>Be a National Model for Community-based Medical Education</b></li> </ul>	<p>Dean Powell has charged Ken Kallail to lead the development of the rural track program as a pilot medical educational program. As a result, two students have started the program in January 2001, and an additional two students will begin in January 2002.</p>	
	<p><i>The Health of the Public rotation has completed its third year and has been favorably reviewed by both faculty and students. This one month rotation, which is required of all senior medical students, exposes students to a number of concepts involving community health and disease prevention.</i></p>	
	<p>In 1999, KUSM-Wichita began its series on the Family Health Channel. Four, 60-minute programs highlight the medical expertise of our faculty and provide public awareness of the medical school. The programs are broadcast quarterly throughout the year.</p>	
	<p>In 2001 the medical school hosted three Live and Learn health education programs which addressed medical conditions such as obesity and eating disorders, thyroid disease and ADHD. More than 100 participants attended the programs.</p>	
	<p>The school hosted the first Mini-Medical School. For a minimal fee, participants could attend four sessions with medical school faculty. More than 85 persons attended the sessions.</p>	
	<p>The School of Medicine has played a major leadership role in developing Project Access in Wichita. This project, which is under the direct leadership of the Medical Society, seeks to provide health care services for uninsured patients in the community. The Medical School Residency programs serve approximately half of the uninsured citizens in our county. Project Access emphasizes specialty referral of uninsured patients and coordination of the various primary care programs for the uninsured, and has received national recognition and a Mary Gates award from United Way of America. The medical school led the project grant writing effort, which has resulted in two Robert Wood Johnson Foundation grants and, hopefully, a third federal grant (a HRSA CAP Grant).</p>	

	<p>Several Master of Public Health (MPH) students have worked with the Urban League to encourage interest in health care professions among under privileged students. One of the new Dean’s priorities is to stimulate interest among medical students in pursuing projects related to the education of under privileged students who might have the interest and capability of pursuing a health profession career.</p>	
	<p>The new dean has begun discussions with Wichita VA Hospital about educational opportunities for medical students and residents in the VA outreach clinics around the state.</p>	
	<p>Faculty in Family Medicine received the first three National American Academy of Family Physicians Exemplary Teacher Awards (1998, 1999, 2000), and has completed a federal HRSA grant for development of community-based faculty.</p>	
	<p>The KUSM international elective program, which started in 1993, now has program sites in twelve countries. While only two percent of the 1997 Wichita class participated in this international program, participation by the class of 2001 climbed to thirty percent.</p>	
<ul style="list-style-type: none"> <li>• <b>Information Technology</b></li> </ul>	<p>IT has made an organized effort to increase communications with our counterparts at KUMC, with regular interaction occurring through frequent e-mail and phone contacts. The Associate Dean of Academic Affairs, Associate Dean of Administration, Director of IT, unit managers and key staff have regular retreats with the Associate Vice Chancellor for Information Resources and key KUMC technical staff. These retreats serve to keep Wichita “in the loop” regarding the University’s technical infrastructure and provide Wichita with a forum to discuss our unique IT needs.</p>	
	<p><i>The Medical Education Support Unit (MESU) was formed to address issues concerning technology in the delivery of course content. This group has worked to develop evaluations of faculty teaching ability, create mentoring opportunities, and implement the Clinical Skills Lab. In addition, Educational Technology has assisted several faculty members in creating Web based training and curriculum.</i></p>	

	<p>Mobile Computing Projects was developed to identify resources and encourage student access to electronic technology. Dean's Club funding was committed to the purchase of handheld computers for our students. Library staff researched and selected key services that provide electronic access to medical texts, journals and databases, and computer labs were established to provide convenient, high speed access. Finally, free remote access to the Web is provided to currently enrolled students, allowing easy access to resources from home.</p>	
	<p><i>Major changes in capability that have been built into our video-conferencing system include:</i></p> <ul style="list-style-type: none"> <li>• Added a codec, allowing us to support two concurrent video sessions;</li> <li>• Wired rooms to a central switching point, allowing flexibility in room selection;</li> <li>• Added ISDN connectivity, allowing direct dial conferencing with other sites;</li> <li>• Equipment was added allowing direct connectivity to KUMC (without hourly connect fees)</li> </ul>	