
UNIVERSITY OF KANSAS

NCA Self-Study Report

Submitted to

**The Higher Learning Commission
of the
North Central Association of Colleges and Schools**

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NCA Self-Study Report

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NCA Self-Study Report

Process and Report Structure

In preparation for re-accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, the University of Kansas (KU) embarked upon the Self-Study process with three goals in mind: 1) to obtain re-accreditation, 2) to identify and explore areas of strength on which to build and areas of challenge in planning for the future, and 3) to gain insights from the peer consultant-evaluators' review of the Self-Study report and campus visit. With those goals in mind, the Self-Study process was designed to provide an opportunity for reflective and analytic dialogue within the University community to clarify substantive institutional issues, to assess the current status of outcomes from its planning initiatives, and to provide a perspective of current or anticipated challenges.

The Self-Study Process

Two years ago, KU began the process of reflection in preparation for its institutional re-accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Provost/Executive Vice Chancellor David Shulenburg invited 21 representatives from across the University community to serve as members of the North Central Accreditation Steering Committee. The primary charge of the committee was to guide the Self-Study process within the framework identified above and to oversee the development of the Self-Study document. The committee was comprised of faculty, administrators, and students.

In Fall of 2002, the steering committee began meeting regularly to analyze and discern patterns of evidence concerning University progress in each of the five criteria. The examples were compiled and integrated into a broad narrative, telling KU's story and describing specific activities that demonstrate its efficacy as a major public research university.

In January 2004, the steering committee chair, with the help of support staff, held focused meetings with key individuals to clarify particular patterns of evidence. The chair and support staff also engaged in conversations with various internal constituency groups to reflect on KU as a distinctive organization and to identify future opportunities and challenges. The discussions yielded a rich array of observations and patterns. The range of comments gleaned from the different constituency focus groups was remarkably similar, affirming the validity of these reflections.

In early Fall 2004, the Self-Study report was distributed broadly across the University for review and input. Feedback was incorporated into the final document.

Decision to Use New Criteria

The decision to use the new criteria was based on the rationale that the new criteria appeared to hold more potential for assessing important institutional goals. Many University initiatives over the past ten years fit into the new criteria structure. Additionally, there was a sense of greater benefit from the consultant-evaluators' feedback using the new criteria. As one of the first institutions to use the new criteria, KU expected it could play a role in assisting the commission and other institutions, which would use the criteria in the future.

Challenges of Using the New Criteria

Not surprisingly, choosing to use the new criteria held some challenges. During the development of the Self-Study, there were refinements in the interpretation of the criteria that caused a shift in the approach taken to respond to the criteria. Some of the criteria do not seem to be particularly reflective of the mission of a research university. Many hours were spent in trying to understand the intent of some of the criteria and how best to present evidence indicating KU had met those expectations. The nature of the new criteria caused a self-reflection beyond what was required a decade ago using the old criteria. In response to this challenge, KU chose to interpret Criterion 4 broadly to include specifics of our research mission. In another case, to respond to Criterion 2 the core components of the criterion were addressed not in the order presented in the Handbook of Accreditation but in an order that made sense in describing the evidence being presented. Other components were combined to avoid unnecessary repetition of evidence (Criterion 3).

Organization of the Self-Study Report

KU's Self-Study report is organized into two volumes. The University Overview in Volume 1 contains an introduction to the University of Kansas describing KU's history, traditions, and culture as well as its organizational structure and campus locations. The Significant Changes section presents KU's responses to demographic and cultural changes particularly important to the institution over the last 10 years. Following this section is KU's response to the concerns identified after the last re-accreditation visit in 1994. The University Overview concludes with a short piece on the future direction of KU. The next sections of the report discuss the five criteria and evaluate evidence of University progress in core component areas. Volume 2 contains descriptive information about the academic units and supplemental materials.

Volume 1

- **University Overview**
 - Introduction to KU
 - Structure of KU
 - Significant Changes 1994-2004
 - Response to 1994 Concerns
 - Future Directions
- **Executive Summary of the Five Criteria**
- **Criteria for Accreditation**
 - Criterion 1: Mission and Integrity
 - Criterion 2: Preparing for the Future
 - Criterion 3: Student Learning and Effective Teaching
 - Criterion 4: Application, Discovery, and Application of Knowledge
 - Criterion 5: Engagement and Service

Volume 2

- **Academic Profiles**
- **Supplemental Materials**

Notes to Readers

The Self-Study report often focuses more extensively on Lawrence campus activities and cites the majority of examples from its programs, students, faculty, and staff rather than the Medical Center campus. The disproportionate focus is both intentional and appropriate for several reasons. First, the majority of the programs, students, faculty, and staff reside in Lawrence. Second, and perhaps more importantly, the health-related nature of the Medical Center programs requires more frequent and stringent specialized accreditation from a variety of public and private agencies.

It also should be noted that by its very nature, the Self-Study report is often repetitive – specific programs, processes, and policies may be mentioned multiple times throughout this report. This is intentional and due to the integrative nature of both the criteria and the educational enterprise. Teaching, research, and service are all intertwined and bound together by learning. A research agenda may at the same time fulfill the mission of the university, respond to needs of constituent groups, enhance student learning, further the acquisition of knowledge, and engage the community. In other words, one example provides evidence for all five criteria.

Steering Committee

The primary charge of the NCA Steering Committee was to guide the Self-Study process and to oversee the development of the Self-Study document. The committee was comprised of faculty, administrators, and students representing the university's broad range of internal constituencies. Members of the university community who served on the steering committee are as follows:

Barbara Romzek, *Chair*, Associate Dean, College of Liberal Arts and Sciences

Maurice Bryan, Graduate Student, American Studies

Perri Cagle, Assistant Professor, Physical Therapy and Rehabilitative Services – KUMC

Diana Carlin, Dean, Graduate School and International Programs

Bill Carswell, Associate Dean, School of Architecture and Urban Design

Helen Connors, Associate Dean, School of Nursing – KUMC

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Diane Goddard, Comptroller

James Hartman, Professor, English

Kathleen McCluskey-Fawcett, Senior Vice Provost for Academic Affairs

Kathryn Nemeth Tuttle, Associate Vice Provost, Student Success

Dallas Rakestraw, Law Student

Allen Rawitch, Vice Chancellor/Dean, Academic Affairs/Graduate Studies – KUMC

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Valentino Stella, Distinguished Professor, Pharmaceutical Chemistry

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University Overview

Introduction to the University of Kansas

Hail to Old KU

It is a warm, humid evening, much like any other August evening in Kansas – except for the feeling of energy in the air. That energy is being generated by thousands of new college students who have gathered in KU’s Memorial Stadium for Traditions Night. This is the night when they will learn the intricate clapping sequence that accompanies “I’m a Jayhawk,” and the simple but haunting “Rock Chalk Chant.” They will hear the history of the term Jayhawker, and learn about the University’s commitment to equality and diversity that extends back to its opening atop Mount Oread in the 1870s. An important symbolic moment during the evening is a torch pass that comes down Mount Oread, through the World War II Campanile, and into the Stadium, a World War I memorial. This torch of learning is carried by a faculty member, who passes the torch to a senior, then to a junior, then to a sophomore, then to a first-generation freshman college student, symbolizing the direct line of knowledge transmission that extends through all who come to learn on this campus. On this night, these students will cease to be high schoolers, with stronger ties to their new college home than to their high school community. On this night, they become Jayhawks.

History runs deep at the University of Kansas, as is evidenced by the emphasis placed on events like Traditions Night. In 1864, when Governor Thomas Carney approved the act to organize the University in the state of Kansas, the purpose of the institution was clear: “The object of the University shall be to provide the inhabitants of this state with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts.” The institutional culture that has evolved since KU’s founding is an extension of the state’s long-held populist leanings. During the early decades of the University’s existence, agrarian-based populism, one of the largest democratic mass movements in American history, took root in Kansas. That philosophy prevailed in shaping much of the Kansas attitude, despite some very nondemocratic detours. While segregation ruled human relations in Lawrence and at KU for a long period of time, the University never excluded women or minorities from study. Of the 55 students who first enrolled at KU in 1866, 26 were women (47 percent); the first African-American student at KU enrolled in preparatory work in 1870 and began collegiate studies here in 1873. The University of Kansas is proud of the fact that it is one of the few public institutions of higher learning founded in the 1800s that never in its history denied entrance on the basis of race or gender.

The populist sentiment of early Kansas still fuels the promotion of equality and diversity. The most recent legislative session produced a bill empowering the children of illegal immigrants who meet certain requirements to attend state institutions of higher education at resident tuition rates. This law is being challenged in the courts, but its passage provided assurance that the belief in education as a path to success is still alive in Kansas.

The original vision of this University as a “place to educate the state’s children in the subjects that would make them good Kansans” has expanded. Today, students across the nation and the world choose KU. One-third of KU’s students are from outside the state of Kansas, and approximately 6 percent come from abroad. This diversity has a remarkable leavening effect on the student body and on the larger community, providing a benefit that the KU founders could not have imagined.

A Distinctive Place

Various focus groups met during the past year to discuss those aspects of the institution that were most remarkable. Across the spectrum of participants ran the idea of KU’s distinctiveness in place, people, and the learning environment. Part of the uniqueness that everyone identified is the exceptional physical beauty of the KU campus. Participants felt strongly tied not just to KU as an institution in some abstract sense, but to the Lawrence campus, its physical place. Throughout its history, the campus has remained an excellent model of what a college campus should look like.

The concept of distinctiveness perhaps accounts for the great loyalty to KU that has kept so many faculty in Lawrence during lean salary years when they might have accepted far more lucrative offers at other schools. This concept has also made KU’s Endowment and Alumni Associations tremendously successful. *KU First: Invest in Excellence*, the capital campaign managed by KU’s Endowment Association, met its \$500-million goal in November of 2003 – a year ahead of schedule – and set a new goal of \$600 million by the end of 2004. The KU Alumni Association membership is more than 45,000 strong.

Differences that arise between faculty and administrators or between students and faculty are more muted at KU than at many large institutions because of its long tradition of inclusive faculty governance, a system that also includes ample student and staff involvement. Participation in governance at KU is broad, and university citizenship is the norm here, which means that large numbers of people are involved in significant ways. While sometimes cumbersome, the process for change of policy or direction is accessible to all members of the University community. Service in University Governance is recognized as essential to the successful operation of the University. Indeed, the benefits of such a collegial system permeate every aspect of the institution.

Institutional Excellence

The University of Kansas is a research-extensive university and a member of the prestigious Association of American Universities (AAU), a group of 62 public and private research universities that represents excellence in graduate and professional education and the highest achievements in research internationally. KU is well-regarded nationally as evidenced by rankings of both specific programs and for public research universities in general. *U.S. News & World Report* ranked KU 42nd out of 162 public universities in its 2005 edition of college and university rankings. *U.S. News* ranked 25 KU graduate programs in the top 25 of their respective programs at the nation's public universities. Other noteworthy rankings include the *Fiske Guide to Colleges*, in which KU has rated four stars out of a possible five in academics, social life, and quality of life every year since the first guide was published in 1982. KU is consistently chosen as a best value by publications such as *Kiplinger's Personal Finance Magazine*, *Princeton Review*, and by *America's 100 Best College Buys*.

Outstanding Students and Faculty

KU traditionally has attracted talented and ambitious students. KU's average 24.3 student ACT score for Fall 2004 is well above the national average of 20.9 and is the highest among the six Kansas Regents universities. KU students have a strong record of prestigious fellowships, including 381 Fulbright Fellows and 24 Rhodes Scholars. KU students regularly win Goldwater, Marshall, Mellon, Truman, Eisenhower/Roberts and Udall scholarships. Another way that KU traditionally has nurtured talented students is the University Honors Program, which enrolls an average of 1,500 undergraduate students each year. The honors program is among the oldest in the nation and has been a model for other institutions. The honors program also administers the Undergraduate Research Awards, which support original student research projects supervised by KU faculty. Students compete to receive funding for research projects, and award-winners present their findings at an undergraduate research symposium, held annually in March.

In addition to academic success, KU prides itself on a tradition of active and meaningful student involvement. Student government was mentioned repeatedly during focus group sessions as a distinctive aspect of KU, as was the maturity of the decisions that student leaders have made in recent years. For more than three decades, student voices at KU have resulted in significant change – and change that likely would not have happened without strong student support.

KU on Wheels, the bus system on campus, was initiated in 1969 as a result of student leadership. Hilltop Child Development Center was created in 1972 when students realized that child care was a critical issue for many students. Student interest and support were pivotal in the construction of the beautiful new Hilltop facility that opened in Fall 2000. Students funded Legal Services for Students in 1979, recognizing that college students are not immune from the need for sound legal advice. More recently, in 2001, students initiated the Newspaper Readership Program that gives students daily access to four different newspapers. In 2003,

students celebrated the opening of the state-of-the-art Student Recreation Fitness Center, initiated and funded by students. Currently, students have earmarked significant funds for the construction and maintenance of a new Multicultural Resource Center.

The excellence of KU faculty is nationally recognized. Since 1950, a total of 263 faculty members have received Fulbright awards. Six are members of the National Academies – one in the Institute of Medicine, three in the National Academy of Engineering, two in the National Academy of Sciences. Four faculty members are fellows of the National Academy of Public Administration. Five faculty members are recognized fellows of the American Association for the Advancement of Science. Outstanding faculty also are recognized through a number of awards for teaching, research, and service at KU, including several given by students. KU faculty are not only very accomplished, but also were described by focus groups as collegial, world class (by the student group), humble, friendly, and overachieving. The collegiality of the working environment is considered an important characteristic of KU's distinctiveness, both within departments and in interdisciplinary groups.

Integrated Mission

The mission statement of the University of Kansas encompasses teaching, research, and service, as well as an international dimension and humanitarian values. KU has a long history of commitment to scholarship and service in its many manifestations, and the University's accomplishments have far exceeded its founders' original charter. At KU, research and teaching are mutually reinforcing, with scholarly inquiry underlying and informing the educational experience at the undergraduate, professional, and graduate levels. Outstanding library collections, teaching museums, Thematic Learning Communities, scholarship halls, honors program, and opportunities to study abroad complement and enrich classroom instruction and research endeavors. Perhaps KU is described best by the phrase, "Kansas roots, global reach," a phrase that captures the university's dedication to discovering and creating connections among the local, the national, and the global.

Commitment to Teaching

The University's commitment to undergraduate teaching has remained strong even with the expansion of disciplines and growth in graduate programs never imagined at the time of the institution's inception. The success of this commitment was nationally recognized by the selection of KU to participate in the 2002-2003 *Documenting Effective Educational Practice*, or *Project DEEP*. The project included case studies of 20 colleges and universities that had both higher-than-predicted scores on five benchmarks of effective educational practice and higher-than-expected graduation rates. Benchmarks were based on student responses to the National Survey of Student Engagement (NSSE). The goal of the *DEEP* project was to understand what works well in engaging different types of students at high levels and how the institution achieved its success. The *DEEP* case study provides

pertinent and timely validation from highly regarded outside researchers that KU actively engages undergraduate students through effective educational practices.

The value that the University places on high-quality teaching creates a culture in which positive interaction between students and faculty occurs regularly. Despite KU's size, the authors of the *DEEP Report* found a norm of close working relationships between students and faculty that pervades the University and plays an important role in student success. Faculty members are highly responsive to the needs of their students. Their open-door policies keep them accessible to students who need help. Many faculty make an effort to get to know their students not only academically but personally as well. Students frequently report feeling that they matter at KU. The willingness of faculty to invest in their students' academic success emanates from a tendency to think of education in broader terms than solely classroom instruction.

In addition to undergraduate instruction, the University takes seriously its responsibility as educator of the future professorate. In 2001, the Graduate School joined the national Preparing Future Faculty program to improve students' readiness to assume tenure-track faculty roles in a diverse set of academic institutions. Further evidence of the University commitment to teaching is the creation of the KU Center for Teaching Excellence (CTE) in 1997, the result of a grassroots effort by faculty. CTE provides development opportunities and support for teaching – for tenured professors to novice graduate teaching assistants – through seminars, workshops, mentoring, and a teaching commons that lasts throughout the year.

Expanding Research

The Carnegie Classification of Institutions of Higher Education has deemed KU a research-extensive institution because of the breadth and depth of its graduate programs, particularly its doctoral programs. KU is viewed as the national public research university for Kansas because of the broad range and global impact of its research enterprise, as well as its level of research funding.

As a comprehensive research university, the University of Kansas has outstanding research programs across the range of academic disciplines. For example, the Hall Center for the Humanities is recognized as one of the premier humanities centers in the nation. Building on the institution's strong record in humanities research, including three federally funded area studies centers, the Hall Center has helped make KU a leader in receiving Fulbright grants. In addition, the Schiefelbusch Institute for Life Span Studies commands the largest external funding support of any research center on the Lawrence campus, a rarity for behavioral sciences centers. The success of the Life Span Institute is a reflection of the campus's long-time strengths in disabilities research and intervention, a commitment that spans several academic units and both campuses of the University. The state and the University's joint commitments to life sciences research ensure a large role for the Higuchi Biosciences Center in shaping the research face of the campus.

The KU Medical Center plays a leading role in the discovery of new knowledge and the development of health-related programs in research, education, and patient care. The KU Medical Center pioneered the deep-brain implant surgical procedure to control tremors in Parkinson's patients, and the University of Kansas Hospital is the nation's leading center for this surgery. In 2004, the KU Hospital was designated as one of the 100 most improved hospitals in the country – one of only 15 teaching hospitals to make the *Modern Healthcare* list.

The University has moved forward on several fronts to assume more responsibility for its own destiny. For example, in the past 10 years, KU has become a much more research-oriented institution as demonstrated by the significant increase in external grant funding. KU's annual total research, development, and training expenditures have risen more than 120 percent during the past 10 years: growing from \$115 million in fiscal year 1994 to \$258 million in fiscal year 2003.

Value of Service

Service is an integral part of the academic responsibility at KU. One of the institution's earliest examples is the Kansas Geological Survey, formed in 1889 to study the state's resources and to promote a better understanding of the geology of Kansas. Its primary emphasis is on natural resources of economic value, water quality and quantity, and geologic hazards. In 2001, following natural gas explosions in the city of Hutchinson, survey scientists responded and helped to mitigate the immediate danger. They investigated the causes of the disaster and outlined ways to avoid future explosions. Such hands-on applications are not rare. Scientists from the Kansas Geological Survey are working to head off another disaster – this one foreseeable – by informing the public of the rate at which the Ogallala Aquifer, a major underground water source in North America, is being depleted. Because so much of the region's rural economy is dependent on the aquifer, the need to monitor its depletion and take appropriate conservation steps is vital. Other examples of KU's service to the general public are the Kansas Law Enforcement Training Center and the Kansas Fire and Rescue Training Institute, which provide specialized statewide training on basic protection of life and property. Both of these vital training agencies operate under the umbrella of the KU Continuing Education.

As the major resource in Kansas for preparing healthcare professionals, the KU Medical Center strives to meet the wide range of healthcare needs in Kansas. Since the 1940s, the School of Medicine has sponsored the Rural Preceptorship Program, giving medical students the opportunity to put into practice diagnostic and clinical skills under the individual guidance of a preceptor, or physician teacher. The program was designed to address the desperate doctor shortage in Kansas; it still helps to address that need today.

Students with a commitment to service find many opportunities during their years at KU both within and outside the curriculum. Service learning is being incorporated into more and more courses of study. In addition, two innovative minors, one in Leadership Studies and the other in Public Service and Civic

Leadership, can be combined with more traditional majors for students interested in leadership in their personal, community, and professional lives. Students who pursue these opportunities participate in leadership-based field experiences in the community. Supervised field experiences are available to students in a broad range of disciplines in both the liberal arts and sciences and the professional schools.

KU makes every effort to connect student learning with community needs. Some examples include the School of Social Welfare program *Consumers as Providers*, which trains people to help others recover from mental illnesses; a certificate program in systems analysis and design, developed in response to the overwhelming need expressed by major employers in Greater Kansas City to build a qualified information systems workforce; and a Speakers Bureau established by faculty governance with nearly 100 faculty who volunteer to speak about their scholarly areas of expertise at various forums in Kansas communities. In addition, KU provides all of the state's training in web accessibility for the disabled and has achieved national prominence in this area.

A student-run Center for Community Outreach (CCO) organizes volunteers to serve diverse needs in the Lawrence community. The CCO works with more than 7,000 volunteers annually – about 35 percent of KU's undergraduate population – through volunteer referral and placement. The center receives allocations from student government to cover costs and maintain its 12 programs. KU's Alternative Break programs serve as a model nationally and are emulated by colleges and universities throughout the country. In Spring 2004, more than 140 students participated in providing services at some ten spring break sites and gained a valuable perspective on important social issues. KU's School of Law provides free legal services to low-income residents of Douglas County. In addition, during tax season law students prepare income tax returns for low-income individuals. Accounting students from the School of Business perform a similar service.

International Emphasis

By emphasizing international experience, KU prepares students for citizenship in an increasingly diverse and global community. The University of Kansas has been noteworthy in its commitment to international studies since the 1960s when Chancellor Franklin Murphy made the in-depth study of other cultures a priority. Based on a strong humanities core, KU area and language studies have been a national resource for decades. There are several study centers in the College of Liberal Arts and Sciences: the Center for East Asian Studies, the Kansas African Studies Center, the Center for Russian and East European Studies, the Center of Latin American Studies, the Center for Indigenous Nation Studies, and the Center for European Studies Center. The East Asian, Latin American, and Russian and East European centers have been funded continuously as Title VI Comprehensive National Resources Centers for many years. Thirty-one languages are taught at KU, and two language departments, Spanish and Portuguese and Slavic Languages and Literatures, are ranked among the top ten in their fields.

Language and area studies programs are supported by extensive opportunities to study abroad. Semester, academic year, summer, winter, and spring break programs in more than 50 countries are available for KU students. About 20 percent of KU students participate in study abroad programs, a much higher percentage than the national average. The oldest exchange program in the Western Hemisphere was established in 1958 between the University of Kansas and the Universidad de Costa Rica in San José. The Asolo, Italy campus provides an international venue for business students to gain the skills and knowledge necessary for professionals in a global economy.

As the perils attendant to an insular perspective become more apparent with each international crisis, the University of Kansas, with its treasury of language and cultural expertise, is increasingly engaged in the business of sharing its vital resources for the good of the nation. For example, while there have long been intermittent collaborations between KU and the Fort Leavenworth Command and General Staff College, these have been based on individual initiatives. A formal memorandum of agreement was crafted in Fall 2004 to facilitate faculty and student exchanges, curricular development, and research projects between the two institutions.

The Spirit of the Hill

In many ways, KU is an institution defined by its traditions. Since its inception, KU has fostered an atmosphere that values diversity in its many manifestations, as well as the open and active inclusion of students, faculty, and staff in the learning and governance of the institution. KU's commitment to high-quality teaching informed by high-quality research is another tradition carried forward into the 21st century. One of KU's most distinctive characteristics is that of place. Mount Oread – “the Hill” – is the site of many long-standing traditions, including the “walk down the hill” at graduation. Each May, the new graduates of KU retrace the path taken by the torch pass on Traditions Night – through the Campanile and down the hill to Memorial Stadium, where their degrees are conferred. This gesture brings to conclusion a journey that begins each August, and symbolizes the “free state” spirit of inquiry, inclusion, and collaboration that defines the University of Kansas.

University Overview

The Structure of KU

The background and history of KU provided in the previous section lays the foundation for the way that the University operates today and how it plans for the future. Like many large, public universities, the University of Kansas is a highly complex organization connected through loosely coupled systems in support of teaching, research, and service activities. This section gives a brief description of the University organizational, administrative, and governance structures.

Organizational Structures

The University of Kansas includes two official campuses – the original location in [Lawrence](#), founded in 1864, and the [Medical Center](#) in Kansas City, Kansas, established in 1899. There are also two specialized branch campuses – the [Wichita Medical Campus](#) in Wichita, Kansas, and the [Edwards Campus](#) in Overland Park, Kansas. Other affiliated sites include the [KU Public Management Center](#) in Topeka, Kansas as well as a campus in Asolo, Italy. Across these campuses, the University offers a broad array of academic programs through [KU Continuing Education](#), the Schools of Allied Health, Architecture and Urban Design, Business, Education, Engineering, Fine Arts, Journalism and Mass Communications, Law, Medicine, Nursing, Pharmacy, and Social Welfare, as well as the College of Liberal Arts and Sciences.

The six [University Libraries](#), the [Law Library](#), and the [Dykes Medical Library](#) provide resources and services that support learning, teaching, and research. Numerous research centers and museums foster highly specialized and interdisciplinary research. A full array of integrated student support services complement and support the academic life of the University.

In addition, several affiliated corporations provide vital services to the University. For example, the Lawrence and Medical Center campuses each has a research infrastructure that supports the activities of research units, research support units, federal research partnerships, and the transfer of technology. The KU Alumni Association (KUAA) and the KU Endowment Association (KUEA) are also examples of university affiliates.

The following sections briefly describe each of the campus sites, including information about program offerings. Descriptions of affiliated corporations, organized by source of control, follow.

Lawrence Campus

The University's main campus sits high atop Mount Oread, enjoying a lovely view of the Kansas (Kaw) River to the north and the Wakarusa River to the south. The landmark structures on top of Mount Oread form an impressive skyline above the city of Lawrence, a vibrant community of about 80,000 residents. The campus, known for its physical beauty, is a great source of pride for the approximately 27,000 students who attend classes in over 250 programs. The Lawrence campus offers degree programs in a wide variety of fields through the Schools of [Architecture and Urban Design](#), [Business](#), [Education](#), [Engineering](#), [Fine Arts](#), [Journalism and Mass Communications](#), [Law](#), [Pharmacy](#), [Social Welfare](#), and the [College of Liberal Arts and Sciences](#) in conjunction with the [Graduate School](#). Overall, about 75 percent of the student population is undergraduates, with the remaining 25 percent in graduate or professional programs. About one third of the students come from outside the state of Kansas, including students from 120 countries. Below are brief descriptions of each of the academic units on the Lawrence campus; more extensive information can be found in the *Academic Profiles* section of this report.

- **College of Liberal Arts and Sciences.** The College of Liberal Arts and Sciences (or simply the College) was organized in 1893 and is home to the largest number of students on campus – more than 17,600 enrolled in Fall 2003 and 2,500 graduates in FY 2004. The College offers degree programs in the humanities, the social sciences, and the natural sciences in over 50 different fields and includes 544 tenured and tenure-track faculty. The College includes several top 10 graduate programs as rated by the *U.S. News and World Report*: paleontology, public management administration, audiology, public affairs, speech language pathology, and sedimentology/stratigraphy as well as the number one rated city management and urban policy program.
- **School of Architecture and Urban Design.** Established in 1969, the school offers two bachelor's and two master's degrees. In Fall 2003, 581 students were enrolled in architecture or urban design programs, and tenured or tenure-track faculty numbered 29.
- **School of Business.** For 80 years, the business school has prepared future business leaders. In Fall 2003, more than 1,450 KU students chose business as a major, studying under 47 tenured and tenure-track faculty. The school awarded 691 degrees at the bachelor's, master's, and doctoral levels in FY 2004.
- **School of Education.** More than 2,150 students were enrolled in 14 different education programs in Fall 2003, with approximately 70 percent (1,490) at the graduate level. Education has 84 tenured and tenure-track faculty. The School of Education was established in 1909 and includes the Department of Special Education, ranked number one in the nation according to the *U.S. News and World Report*.
- **School of Engineering.** Established in 1891, the school enrolls over 2,100 undergraduate and graduate students in programs that include aerospace,

architectural, chemical, computer, civil, environmental, electrical, and mechanical engineering, as well as computer science, engineering management, and engineering physics. The school has 89 tenured and tenure-track faculty. A state-of-the-art addition, funded entirely by private contributions, was completed in 2003.

- **School of Fine Arts.** Established in 1891, Fine Arts typically awards more than 300 degrees in disciplines that include music, dance, art, design, music therapy, and art and music education. In Fall 2003, the school had 99 tenured and tenure-track faculty, and enrolled more than 1,500 students.
- **School of Journalism and Mass Communications.** In Fall 2003, 863 students studied under 18 faculty in the school. More than 90 percent of degrees awarded are at the bachelor's level (359 out of 382 in FY 2004).
- **School of Law.** The law school was established in 1890. In Fall 2003, 556 students were enrolled, and tenured and tenure-track faculty numbered 29.
- **School of Pharmacy.** Also established in 1890, the school enrolled 676 students in Fall 2003, and included 34 tenured and tenure-track faculty members. More than 75 percent of the degrees conferred by the school are doctor of pharmacy degrees. The school is currently ranked second nationally among schools of pharmacy.
- **School of Social Welfare.** Established in 1969, the school offers bachelor's, master's, and doctoral degrees; over 70 percent of the degrees awarded are at the master's level. In Fall 2003, 524 students were enrolled, with 26 tenured and tenure-track faculty.

Medical Center

The KU Medical Center (KUMC) campus, in Kansas City, Kansas, offers educational programs through its Schools of [Allied Health](#), [Medicine](#), and [Nursing](#), and the [Office of Graduate Studies](#). It is the major resource in the Kansas Board of Regents system for preparing healthcare professionals. Over half of the approximately 2,500 students are medical students or residents; another 25 percent are graduate students, and about 20 percent are in undergraduate programs in nursing or allied health. The campus is composed of academic units operating alongside the [University of Kansas Hospital](#), which provides opportunities for clinical experience and residency positions.

- **School of Allied Health.** Established as a school in 1974, Allied Health currently offers four certificate programs and 16 degree programs at the bachelor's, master's, and doctoral levels. In Fall 2003, the school enrolled 416 students and employed 31 tenured and tenure-track faculty. Three allied health programs are ranked in the top 10 of like programs.
- **School of Medicine.** Established in 1905, the School of Medicine offers a broad array of fellowship certificate programs and graduate degrees as well as medical degrees. In Fall 2003, the school enrolled 243 graduate students, 707 medical students, and 632 medical residents. Instructional faculty in Fall 2003,

included 276 in the basic sciences and 1,778 in the clinical sciences. Of those numbers, 274 held tenured or tenure-track appointments.

- **School of Nursing.** Established in 1906, the nursing school offers bachelor's, master's, and doctoral degrees as well as an online BSN program and post-professional certificates. More than 70 percent of the degrees awarded in FY 2004 were at the bachelor's level. In Fall 2003, 455 students were enrolled, with 31 tenured and tenure-track faculty.

Wichita Campus

A separate clinical campus of the KU Medical Center was established in Wichita in 1971. The [School of Medicine in Wichita](#) is a community-based medical school that uses local healthcare facilities and relies on the cooperation and support of Wichita private and public healthcare institutions and area physicians. Students train at local medical facilities rather than at a university hospital. Approximately 120 third- and fourth-year medical students complete their training at the Wichita campus following two years of basic science courses at the Medical Center in Kansas City, Kansas. A master's degree in public health is also offered. The academic programs at the Wichita campus are affiliated with local hospitals, providing students the opportunity to observe and participate with medical staff in the care and supervision of patients. In addition, rotations in rural areas are required of all fourth-year medical students in the Wichita program.

Edwards Campus

The [Edwards Campus](#) has provided working adults in greater Kansas City with the necessary tools to further their careers since 1975. The campus offers 21 graduate and professional programs, three undergraduate degree completion programs, and a certificate program in systems analysis and design, and enrolls more than 1,800 students each semester. The Edwards Campus also serves as a community resource for conferences and events. The campus opened at its current location in Overland Park, Kansas, in 1993, and currently is undergoing the first phase of a \$70 million expansion, with a second building opening in Fall 2004. Two more buildings are planned by 2012. The campus is expanding programs as well; for example, a new undergraduate degree program in public administration enrolled its first students in Fall 2004.

Other Campus Locations and Centers

Asolo, Italy was added as a KU campus site by the Higher Learning Commission in 2001. KU is the degree-granting institution for the international master of business administration degree in a university consortium of more than 30 accredited U.S. public universities – the Consortium of Universities for International Studies. The undergraduate campus for consortium programs is in Paderno del Grappa, Italy, just a few kilometers from the consortium's M.B.A. facility. The consortium offers semester and summer programs for business graduate students and for upper-division undergraduate students in business, communication studies, economics, and journalism. The Italy campus allows KU

faculty the opportunity to enhance and share their expertise in international business and to participate in international business research activities. The campus provides KU students an additional opportunity for an international experience and has fostered incorporation of international content into the Lawrence campus curriculum.

The [KU Public Management Center](#) in Topeka, formerly called the KU Capitol Center, offers a master of public administration degree (M.P.A.). The Topeka site was established in 1974 and makes the M.P.A. program more accessible to state employees who work in the state capitol. Most M.P.A. graduates from the Public Management Center are full-time state employees who attend classes part-time in the evening. In addition, KU Continuing Education offers two certificate programs – the certified public manager program and Kansas public health certificate program – at the Public Management Center. The center director has a courtesy appointment in the Department of Public Administration.

Affiliated Corporations – University Controlled

The following affiliated corporations are controlled by the University through membership on their boards. The Lawrence campus organizations and the key services they provide are listed in the following section.

- **University of Kansas Center for Research, Inc. (KUCR).** The research administration office of the Lawrence campus, [KUCR](#) applies for all grants on behalf of the University and manages and oversees grants as well as the technology transfer operation.
- **University of Kansas Memorial Corporation (Kansas and Burge Unions).** The [memorial corporation](#) operates the student union for the Lawrence and Edwards campuses, including the bookstores, food services, and other student services, and also oversees the student-run radio station, [KJHK](#).
- **University of Kansas Athletic Corporation.** The athletic corporation manages and oversees [intercollegiate athletics](#) for the University.

The University-controlled affiliated corporations at the KU Medical Center and the key services they provide are listed below.

- **University of Kansas Medical Center Research Institute.** The [research administration office](#) for the Medical Center handles non-federal grants, clinical trials, and technology transfer.
- **Student Union Corporation.** The [student union corporation](#) administers the student union and bookstore for the Medical Center.
- **Kansas University Physicians, Inc. KUPI** is the management service organization for the 14 physician practice corporations at the Medical Center.

Affiliated Corporations – Not University Controlled

The University does not control the following affiliated corporations. However, as with the University-controlled affiliates, the University has a formal, legal agreement with each. The Lawrence campus organizations and the key services they provide are listed in the following section.

- **University of Kansas Alumni Association.** The [Alumni Association](#) was established in 1883 for the purpose of strengthening loyalty, friendship, commitment, and communication among all graduates, former students, current students, parents, faculty, staff, and all other interested friends of the University of Kansas.
- **University of Kansas Endowment Association.** Founded in 1891, [KU Endowment](#) is an independent, nonprofit organization recognized by KU as the official foundation for raising and managing private funds on behalf of the University. It was the first endowment in the nation affiliated with a public institution. By securing donor contributions, as well as managing and investing the funds established from those contributions, the KU Endowment Association provides an increasing amount of financial support for the University.
- **William Allen White Foundation.** In 1944 the Kansas Board of Regents established the William Allen White School of Journalism at the University of Kansas. The following year, a group of William Allen White's friends established the [William Allen White Foundation](#) in his honor. The William Allen White Foundation continues to contribute to KU as well as promote White's journalistic ideals.
- **Student Publications (UDK).** This corporation manages and runs the student newspaper, [The University Daily Kansan](#). The corporation is a student organization, not a 501(c)(3).
- **Hilltop Child Development Center.** KU has a contractual arrangement with [Hilltop](#) to provide childcare services for University students and employees.

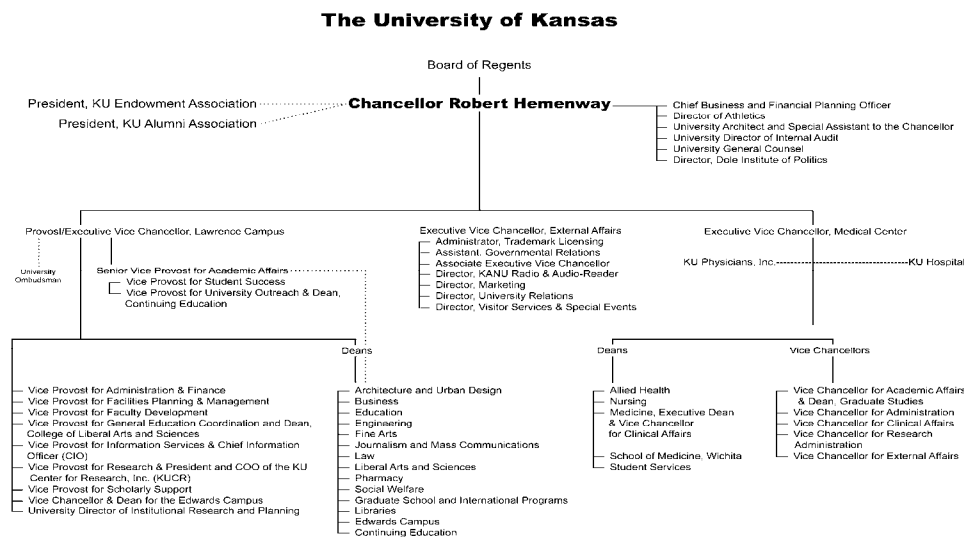
The affiliated corporations at the KU Medical Center that are not controlled by the University and the key services they provide are listed below.

- **University of Kansas Hospital Authority.** The [University of Kansas Hospital](#) is the primary teaching hospital for the School of Medicine.
- **Wichita Center for Graduate Medical Education.** The [education center](#) provides graduate medical education in Wichita.
- **Wichita Medical Practice Association and Physician Practice Corporations in Kansas City.** These organizations include the 15 physician practice corporations for School of Medicine faculty. The physician practice corporations in Wichita and Kansas City were created as a means to provide additional salary support for School of Medicine physician faculty through clinical practice.

- **Kansas Health Partners.** This is the [professional practice corporation](#) for School of Nursing and School of Allied Health faculty.

Administrative Structure

The chief executive officer for the University of Kansas is Chancellor Robert Hemenway, who oversees all campuses and reports to the Kansas Board of Regents. Branching out from the chancellor position are two separate administrative structures at the Lawrence and Medical Center campuses. Two executive vice chancellors – one in Lawrence and another at the Medical Center – report to Chancellor Robert Hemenway. On the Lawrence campus, Provost and Executive Vice Chancellor David Shulenburg plays a dual role as chief operations officer and chief academic officer. He oversees all academic, research, and public service activities and the units that support these activities. At the Medical Center, Executive Vice Chancellor Barbara Atkinson is chief operating officer for that campus and also serves as the executive dean of the School of Medicine. A third senior administrator, Paul Carttar, serves as the Executive Vice Chancellor for External Relations. He leads KU’s public relations, communications, marketing, and government relation efforts and coordinates the development and communication of planning priorities and initiatives spanning all campuses. A more detailed organizational chart is shown below.



10/04/04

State Governance Structures

As established by state statute, the Kansas Board of Regents governs the University of Kansas. The Kansas Board of Regents is a nine-member body that governs the six state universities – the University of Kansas including the KU Medical Center, Kansas State University, Wichita State University, Emporia State

University, Fort Hays State University, and Pittsburg State University. The board members are appointed by the Governor and confirmed by the Kansas Senate, and serve staggered four-year terms. One member must be appointed from each congressional district, with the remaining members appointed at large. Board membership must also include representatives of both major political parties – no more than five board members may be from the same political party. Each member serves on the board as well as various councils and committees throughout the year. Under the Higher Education Coordination Act of 1999, the Regents also became responsible for coordinating the state's 19 community colleges, five technical colleges, six technical schools, and Washburn University, a municipal university in Topeka.

In its governance role, the Kansas Board of Regents hires (and fires) chief executive officers, sets tuition, and establishes policies that govern the six universities. In its coordinating role, the Regents establish policies and coordinate institutional activity on matters affecting all institutions, such as admission standards, transfer of credit, and concurrent enrollment. The Regents act as an advocate for higher education in the state.

Faculty and Staff Governance

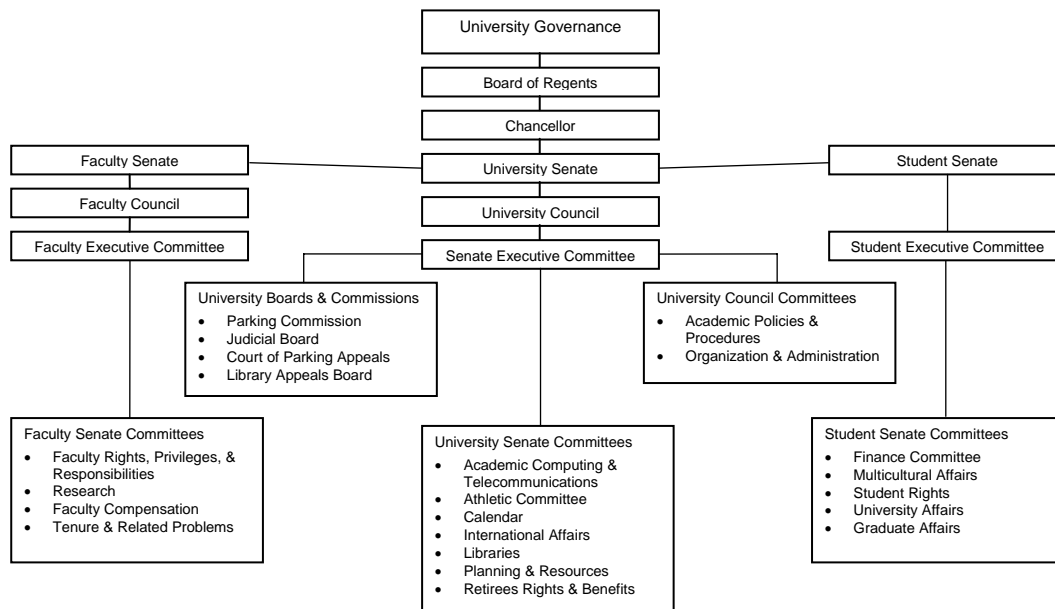
The populist philosophy that helped shape the institutional culture remains influential today, in that shared institutional governance is a point of pride at KU. The University's governance structure guarantees that students, faculty, and staff have opportunities to have their viewpoints heard and respected. By policy and practice, governance structures ensure that all constituencies are represented in major decisions affecting the University. Governance bodies are respected by the university administration, and administrators typically consult representatives of the respective governance bodies even when policy does not so dictate.

The current system of governance, authorized by the Kansas Board of Regents in 1969, is relatively complex. The Lawrence campus and the Medical Center each has its own student, faculty, and staff governance structures, by-laws, and practices. In addition, each academic unit has a governance structure specified in its own by-laws and not described in detail here.

University Governance: Lawrence Campus

The Lawrence campus has a unified system of faculty, student, classified, and unclassified professional staff governance. In this system, each group has its own senate or board and elected members, and elected officers deal with issues specific to that group. However, each group participates, with voting rights, in the University Council, the major policy-making body with responsibility for university-wide academic policy and other campus-wide issues. The chart below describes the organization of faculty and student governance at KU. In accordance with *University Senate Code*, the Classified Senate and the Unclassified Professional Staff Association also have representatives on most Governance committees and boards such as parking, academic computing and telecommunications, calendar,

international affairs, libraries, and planning and resources (budget), among others. Aside from the addition of classified and unclassified representatives, the governance structure has not changed significantly since it was created over 30 years ago. During the current academic year, University Governance representatives are undertaking a review of the structure with an eye towards eliminating some layers and simplifying some processes. The organizational chart of University Governance on the Lawrence campus is shown below.



09/04

University Governance: Medical Center

The Medical Center governing bodies are the Faculty Assembly and the Student Government Council. The Faculty Assembly is a joint body consisting of faculty from each school and is concerned with the definition of educational goals, objectives, programs, and policies of the Medical Center and the planning and development of faculty and support for research. It provides advice to the administration on these matters. The Student Government Council is responsible for expenditure of student center fees and the organization of campus events.

Summary

Over the past 140 years, the University of Kansas has grown from a small, state liberal arts university in Lawrence, to a top research institution, with a complex array of delivery locations, research centers, and affiliated corporations. A minimalist administrative structure and a shared governance system continue to enable the University to actively address the changing needs of students, faculty, staff, and the people of the state of Kansas.

University Overview

Significant Changes 1994-2004

This section describes significant changes in policies, practices, and philosophies that have occurred at the University of Kansas over the last decade. The changes are outlined to give readers an overview of the evolution of the University since the last accreditation visit in 1994. The table and discussion in the next section summarize basic institutional data to broadly illustrate the differences between KU in 1994 and KU in 2004.

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Selected Comparisons: FY 1994 and FY 2004

	Fall 1993 FY 1994	Fall 2003 FY 2004	Percent Change
Total Enrollment	28,862	29,272	1.4%
Lawrence	26,127	26,814	2.6%
Medical Center	2,735	2,458	-10.1%
Undergraduates	19,554	21,118	8.0%
Graduate/First Professional	8,614	7,485	-13.1%
Medical Residents	694	669	-3.6%
Minority Students (Amer. Indian, Asian, Black, Hispanic)	2,326	3,281	41.1%
ACT composite			
KU average	23.3	24.1	---
U.S. Average	21.3	20.8	---
One Year Retention Rate of New Freshmen¹	74.9%	81.8%	9.2%
Minority Students (Amer. Indian, Asian, Black, Hispanic)	73.6%	81.9%	11.3%
Minority Students (Amer. Indian, Black, Hispanic)	67.9%	78.9%	16.2%
Degrees Conferred	5,676	6,205	9.3%
Lawrence	5,109	5,642	10.4%
Medical Center	567	563	-0.7%
Baccalaureate degrees	3,715	3,970	6.9%
Masters/First Professional/Doctorate degrees	1,961	2,235	14.0%
Faculty Headcount	2,101	2,158	2.7%
Women Faculty	618	850	37.5%
Minority Faculty	219	296	35.2%
Endowment (total assets)	\$389,281,000	\$886,295,000	127.7%
Ratio of State General Fund Expenditures to General Fee (Tuition) Expenditures - Lawrence	1.73	1.10	---
Inflation-Adjusted State General Fund Expenditures per Student FTE²	\$6,096	\$5,591	- 8.3%
Research Expenditures³	\$115,415,000	\$257,906,000	123.5%
Federal Government	\$52,307,000	\$133,309,000	154.9%
Total Assignable Square Feet			
Lawrence	4,652,715	5,181,760	11.4%
Medical Center ⁴	1,039,014	1,192,000	14.7%

¹ First-year students are part of the Fall 1993 entering class and the Fall 2002 entering class.

² Expenditures are in FY 2004 and adjusted for inflation using the Higher Education Price Index (HEPI). FTE is the fall term of the appropriate fiscal year, Lawrence campus only.

³ Most current available data is FY 2003.

⁴ FY 1994 Medical Center data was adjusted to remove the hospital square feet since that figure is not included in FY 2004 data.

Overview 1994-2004

As seen in the summary table, the overall enrollment at KU has remained relatively stable, increasing by 1 percent between Fall 1993 and Fall 2003. Taken alone, the small increase does not, however, paint a complete picture. One area of focus for KU has been to enhance the quality and diversity of the student body.

- The average ACT score of entering freshmen rose by almost one point – from 23.3 to 24.1 between Fall 1993 and Fall 2003. During the same time period, the [national average](#) dropped by 0.5 points from 21.3 to 20.8. The KU ACT average increased to 24.3 in Fall 2004.
- The student population became more diverse with a 40-percent increase in the enrollment of minority students.
- The one-year retention rate of first year students of color has increased by more than 11 percent – demonstrating that KU has not only invested resources in attracting students but also in creating a supportive environment in which they can succeed. The first-year retention rate for all students increased by 9 percent.

The Medical Center experienced a 10-percent enrollment decline between Fall 1993 and Fall 2003. These figures reflect a national decline in enrollment in Schools of Nursing and Allied Health. In the School of Nursing the decline has been primarily in graduate programs. A decline in undergraduate nursing student enrollment has been offset by enrollment in an online R.N. to B.S.N. degree completion program. In the School of Allied Health, the most significant enrollment decline has been in the undergraduate occupational therapy program due to both market forces and the introduction of the master of occupational therapy as the entry level required for practice. This decline has been partially offset by the post-professional master's program and the doctoral program in therapeutic science. The total enrollment for School of Medicine programs has remained stable with slight decreases in some programs being offset by a significant increase in enrollment in some graduate programs.

Graduate and professional enrollment experienced a 13-percent decrease over the past ten years as a result of several factors. Some programs placed ceilings on enrollment due to market conditions as well as limited ability to place graduate students. Low stipends for graduate teaching and research assistants hampered other programs in their ability to recruit high-ability students. Even with the decrease in the absolute numbers of graduate students, the proportion of graduate students to undergraduates at KU remains above the AAU average for public research universities. Thus the decline in graduate student enrollment reflects a deliberate downsizing of graduate programs as well as a desire to focus on quality rather than size.

In the 1994 report, the NCA team expressed concern about the excessive use of graduate teaching assistants. The team felt that KU used graduate students more to cover undergraduate teaching than as a means to train the future professoriate. KU

carefully reviewed graduate programs to address this concern. (*The issue is addressed more fully in the section of this report titled Response to 1994 Concerns*) After this period of examination, KU has begun targeted efforts to increase graduate program enrollment. New resources from sources such as the tuition enhancement will enable KU to recruit more competitively in the future. For example, tuition enhancement monies have already funded a 30-percent increase in graduate student stipends over the last three years. However, it is too early to identify any changes in graduate student recruitment patterns yet.

While overall student enrollment has increased, state appropriations per FTE student have not kept pace. Using FY 2004 dollars adjusted for inflation, the amount of decrease is over \$500 per student – an 8-percent decrease. In addition, the ratio of state general fund expenditures to general fee (tuition) expenditures has also declined, from 1.73 in FY 1994 to 1.10 in FY 2004. Both of these numbers demonstrate the decreasing proportion of state funding available to cover University expenditures.

The faculty became more diverse with an increase of approximately 35 percent in the numbers of women and minority faculty. More specifically, the proportion of women faculty increased from 29 percent in Fall 1993 to 39 percent in Fall 2003. The proportion of minority faculty increased from approximately 10 percent to 14 percent – with a net gain of 35 percent. The availability of more women and minorities in the marketplace and KU's supportive environment facilitated efforts to create an ethnically and culturally diverse intellectual community.

KU Endowment undertook a very successfully capital campaign, meeting its \$500-million goal a year ahead of schedule in November 2003. The goal is now targeted at \$600 million by the end of 2004. Endowment assets more than doubled in the last 10 years, increasing from \$389 million in FY 1994 to \$886 million in FY 2004.

The growth of research expenditures has been significant, increasing by over 120 percent between FY 1994 and FY 2003. The amount of federal government research support increased 2.5 times from \$52 million in FY 1994 to more than \$133 million by FY 2003. The increase in research dollars has contributed to the expansion of facilities on the Lawrence campus, with an increase in net assignable square footage of 11 percent over the last decade. The Medical Center also shows an increase in assignable square feet; however the numbers should be interpreted with some caution since the FY 1994 number was retroactively adjusted to remove the University Hospital, which became a separate entity with its own governing board in 1998.

Strategic Planning

During the past decade, the University of Kansas has engaged in numerous planning activities. The most visible, inclusive, and successful effort is *Initiative 2001*, KU's planning framework for the 21st century that was launched in 1997. Its major priorities include the following.

- Build Premier Learning Communities
- Serve Kansans
- Act as One University
- Serve as the Research University for the Greater Kansas City area (added at the conclusion of the initial planning process)

Initiative 2001 serves as the foundation for University priorities, and the spirit of the plan continues to guide activities and investment of resources. The priorities of *Initiative 2001* have been used to fulfill Regents reporting requirements and to guide the development of performance agreements to comply with Kansas legislative mandates. In this way, Regents and state of Kansas requirements flow directly from institutional priorities rather than vice versa.

The strategic planning efforts were successful and influential for several reasons. The plan focused on several broad areas. The stage was properly set by previous conversations among key campus constituency groups and activities such as the PEW roundtables and the Government University Industry Research roundtables. The plan was developed shortly after the chancellor's reorganization of administrative structures in 1996. And, perhaps most importantly, the planning engaged a significant number of students, faculty, and staff across the University.

Numerous recommendations from *Initiative 2001* have been implemented, such as tuition enhancement and upgrades to the technological infrastructure. Progress toward meeting planning goals is regularly communicated in public forums such as convocation speeches.

Qualified Admissions

In the Fall of 2001, a qualified admissions policy was put into practice for the six universities in the Regents system by Kansas state statute. Under the previous open admissions policy, any graduate of an accredited Kansas high school received guaranteed admission to a Regents university. Under qualified admissions, Kansas high school students, as well as out-of-state students, are required to achieve minimum standards to be admitted to a Regents university as measured by ACT score, high school rank, or completion of a college preparation curriculum.

The impact of this change has been an increase in the level of preparation of Kansas high school graduates and a concomitant expansion of high school curricula across the state. These improvements were completed in partnership with the Kansas universities and the public schools. The University of Kansas fully supported the move to more selective admissions criteria. However, in practice, the change in policy has had minimal effect on the acceptance rate at the University. Each entering freshman class at KU continues to have the highest average ACT score among the Regent universities. The [qualified admissions policy](#) and specific requirements are found at the Kansas Board of Regents website.

Increase in Undergraduate Retention and Graduation

The continued improvement of KU's academic support programs is evidenced in the best-ever freshman retention rate of 82.7 percent for the Fall 2003 entering freshman class. This is a significant increase over the University's all time low of 74.9 percent in Fall 1993. While this increase is very positive, the University continues to work toward a goal of 85 percent. Over the last ten years, the six-year graduation rates for full-time, first time freshmen also have increased from 55.9 percent to 58.1 percent. The University goal is to increase the six-year graduation rate to 65 percent.

Factors that contribute to the improved retention and graduation rates include:

- In 1998, both the Freshman-Sophomore Advising Center (FSAC) and the KU Writing Center opened. Both centers provide one-on-one support to freshmen to guide their academic lives and improve their writing skills – key factors in improving retention. The KU Writing Center serves all undergraduate students, and the development of the FSAC has encouraged the improvement of advising at all undergraduate levels.
- Tutoring services for students have expanded significantly in the last few years. The services have targeted classes known to be challenging to students.
- Findings from the program assessment of the College Orientation Seminar course (taken by almost 700 freshmen each year) indicate the course has a positive impact on retention and graduation. The course is an integral part of other student support programming.
- Successful modifications in course content and delivery methods have taken place in Math 002 and Math 101, courses often taken by students at academic risk.
- In 2001, new Kansas Board of Regents Qualified Admissions standards were implemented, resulting in better-prepared incoming students.

The University of Kansas believes that a diverse student body and interactions with people and ideas different from one's own are essential components of a student's educational experience. Targeted recruitment over the last 10 years has resulted in an increase in the number of minority students of over 40 percent. In addition, the [retention and graduation rates](#) for students from underserved populations have risen more rapidly than for the student body overall. For American Indian, Black, and Hispanic students, the retention rate after one year is up more than 10 percentage points from 66.4 percent for the 1998 cohort to 78.9 percent for the 2002 cohort. This is the highest rate ever at KU. The one-year retention rate for Hispanic students entering in Fall 2002 (83.1 percent) now exceeds the retention rate for White students. The increase in six-year graduation rates for American Indian, Black, and Hispanic students over the last 10 years is up 9.5 percent, from 38.3 percent to 47.8 percent. In addition to the factors mentioned above, the HAWK Link program has played a crucial role in the

improvement of retention and graduation rates for students from diverse backgrounds.

Curricular Enhancements

One of the goals of KU's strategic plan, *Initiative 2001*, is to "build premier learning communities." A premier learning community is defined as one that supports, creates, and shares new knowledge through research and scholarly inquiry. Although a learning community is centered on the classroom, it extends throughout the campus and into the surrounding world. This commitment has been operationalized through a number of different student learning initiatives including Thematic Learning Communities (TLCs), the Global Awareness Program (GAP), undergraduate research opportunities, service learning, the integration of library instruction into coursework, and the enhancement of instructional technology.

Fall 2004 marks the second year of Thematic Learning Communities, an academic program designed specifically for first-year students at KU. Each TLC is typically composed of a group of 20 students who are co-enrolled in two core courses and a seminar course that all focus on a particular theme. In Fall 2004, there were 18 different communities with themes ranging from "Engineering by Design" to "Science and Ethics" to "Law and Society." By participating in TLCs, students become involved in a learning community that helps them make the transition to the college environment by providing a supportive network of other students, peer educators, and professors. Some of the TLCs are living/learning communities, while others do not include the living component. Further growth will focus on additional options in both areas.

In combination with the Study Abroad program, the Global Awareness Program (GAP) is an important step in expanding international opportunities for students. The program was inaugurated in Fall 2004. The ultimate goal is for an international experience to become a central component of each student's education at KU. The criteria for awarding the GAP certificate were developed to be flexible enough to encourage wide participation. An online journal allows students and faculty to track student progress in fulfilling the requirements of the program. Successful completion of the program will be noted on the student's transcript.

Other efforts are underway to ensure that undergraduates have a significant research experience as part of their academic program. Many students already participate in research with faculty members, and several academic programs have incorporated an undergraduate research experience as part of degree requirements. The University Honor's Program administers the Undergraduate Research Awards that come from KU's general research fund and also hosts an annual Undergraduate Research Symposium in support of original independent research by undergraduates. Criteria and systems are under development to recognize these experiences in a manner similar to the GAP certification.

Community involvement through service learning is an increasing part of the undergraduate educational experience. For the last 15 years, the student-run Center for Community Outreach has functioned as a volunteer clearinghouse for students who want to participate in community activities, involving more than 7,000 student volunteers annually. Discussions are underway to determine if KU should establish more formal structures so that service learning becomes a part of every graduating student's portfolio or simply to facilitate service learning and encourage students to participate.

The KU Libraries Instruction Program is designed to support and advance the University's teaching and research missions by preparing students to think critically and use information effectively in their academic, professional, and personal lives. Support services are provided for students and faculty and include library orientation tours, instructional publications, interactive tutorials, personal assistance, workshops, and course-specific instruction.

Keys goals of the *Build Premier Learning Communities* planning initiative are being implemented to enrich the overall educational experience of KU students. It is expected that these initiatives will serve long-term goals such as better preparing student to live in a complex, diverse, and global world, as well as short-term goals like increasing student retention and graduation rates.

Administrative Reorganization

Over the past decade, the University of Kansas has reorganized its administrative structures both to increase organizational effectiveness and to better position itself to respond to future challenges.

A new chancellor was hired in 1995. Shortly after his arrival, the chancellor convened a task force to evaluate the organizational structure that had been in place for almost two decades. Based on the group's recommendations, the chancellor implemented an administrative reorganization in 1996. One of the key changes consolidated all campus academic and support operations under one position – the provost. The provost serves as the chief operating officer for the Lawrence campus, and subsequently his position title was augmented to clarify the role as provost and executive vice chancellor. The KU reorganization better aligned functional areas for improved student services and greater research productivity. This resulted in a flatter and more effective organizational hierarchy that allowed the many voices of the University community to be more clearly heard by senior administration.

In 2002, the provost instituted additional administrative realignments to increase efficiency and to clarify administrative responsibilities. A senior vice provost was designated as second-in-charge on the Lawrence campus, with a particular focus on critical student support services, new outreach opportunities, and curricular coordination. The dean for continuing education assumed a broader role in

distance education and public service. Major positions that reported directly to the Provost on the Lawrence campus were renamed vice provost positions, including the vice chancellors for research, information services, and student affairs (now student success) to indicate a clearer chain of responsibility.

Other reorganization efforts during the last decade include the following.

- The KU Center for Research, Inc. (KUCR), a nonprofit corporation, that primarily served the School of Engineering, was expanded to oversee the financial administration of externally sponsored research and training grants for the entire Lawrence campus. The Research Institute (RI) at the Medical Center was expanded to increase research capacity for privately funded and federally funded research projects. Structuring these research entities as nonprofit corporations has the benefit of increased flexibility in investment, general purchasing, and real estate acquisition, and in purchasing research equipment. Significant infrastructure was established to assure research compliance with human-subject and animal-protection regulations as well as the privacy requirements of the HIPPA law.
- With the announced retirement of the executive vice chancellor for the Medical Center campus, a decision was made to combine the position of executive dean of the School of Medicine with that of the executive vice chancellor. The incumbent executive dean will assume those responsibilities on January 1, 2005.
- The University of Kansas Hospital was established as a separate entity with its own governing board in 1998. By operating as a public authority rather than continuing as part of the University structure, the hospital gained greater flexibility and additional autonomy from state rules and regulations.
- External Affairs was formed in 2001 when University Relations, Governmental Relations, Kansas Public Radio, the Kansas Audio-Reader Network, trademark licensing, and the Visitor Center were brought together for the first time under a new executive vice chancellor. This structure promotes closer cooperation between the communications and legislative functions of the University, and connects the broadcasting operations more closely to KU's service and outreach mission. Marketing and web communications positions were added in 2004. One outcome of the formation of External Affairs has been the development and implementation of a broad-based integrated marketing initiative.
- In 2003, the office of Student Success was created by integrating student and academic services. The merger was based on the recommendation of a task force appointed to assess delivery of student services.
- The KU Libraries and the information technology units were brought together in a unit called Information Services. This partnership has enabled the University to move rapidly in the implementation of technology and acquisition of content to support learning and research on campus.

These changes have resulted in more effective and efficient structures that are better able to fulfill the mission of the University. Academic policy development and communication are facilitated by an organizational arrangement in which academic units report directly to the provost/executive vice chancellor. The research structure changes have been instrumental in the growth of externally funded research and in fostering a sense of efficacy and enthusiasm in KU's research community. The changes in student services allow the University to continue to build upon its success in the enrollment and retention of a high-quality, diverse student body.

System Governance

The Kansas Board of Regents, as established by Kansas statute, is a nine-member body that governs the six state universities including the University of Kansas. In 1999, the Kansas Board of Regents took on the additional responsibility of coordinating the 19 community colleges, five technical colleges, six technical schools, and Washburn University, a municipal university. Better planning and fuller accountability are two of the implications of a coordinated system of public higher education. All institutions are now operating under performance agreements that will determine their state funding. As a result of the legislation, the Regents are developing a longitudinal student tracking system to better understand student progression and movement among the various public institutions in the state.

Funding Mechanisms

A major change in state funding support for higher education occurred in 2001. The Kansas Board of Regents stipulated and the Governor concurred that the Regents universities would be funded by block grants and full tuition ownership; henceforth, all tuition paid by students remains with the University. This was an extremely important event for KU in its budget planning efforts. Prior to that time, tuition was re-appropriated to the University, but general fund allocations were reduced as tuition increased on a dollar-for-dollar basis. In practice, the University had no guarantee that it would benefit from increased tuition. Tuition ownership separated these two funding streams. State appropriations are now provided in a block to the Kansas Board of Regents to be allocated to each university under its authority.

With the advent of tuition ownership, the Kansas Board of Regents in October 2001 asked each of the six Regents universities to develop a five-year tuition strategy. Three enhancement tuition scenarios were developed to reduce the funding gaps between KU and its peer institutions and to ensure and enhance the continued quality of educational programs. KU peers (Universities of Colorado-Boulder, Iowa, North Carolina-Chapel Hill, Oklahoma, and Oregon) were identified by the Kansas Board of Regents in the mid-1970s and have served as a comparative base for various purposes for the past three decades.

After presenting funding alternatives to groups of students and faculty across the University community, an Ad Hoc Committee on University Funding was appointed by the University Council to review the alternatives and to recommend a course of action. A similar process was conducted at KU Medical Center, and the membership of the Ad Hoc committee included students and faculty from Lawrence and the Medical Center. In April 2002, the committee recommended a plan to generate \$43 million over five years for educational enhancements and \$8.6 million in scholarships for students with unmet financial need as a result of the tuition increases for the Lawrence campus. The amount of the tuition enhancement is \$16.50 per credit hour for each of five years and is applicable to both campuses.

The first three years of the strategy, which were approved by the Kansas Board of Regents, provided revenue to address some of the needs and priorities identified in *Initiative 2001*. For example, in response to the *Build Premier Learning Communities* goal, nearly \$5 million funds technology improvements each year (new lab equipment and new computers), and another \$2.8 million will improve KU's libraries over five years. In addition, improvements to classrooms have been completed and more are underway.

Over the five years of the tuition enhancement plan, 100 new faculty will be recruited to augment KU's scholarly and research expertise and graduate training, as well as to keep undergraduate classes small. Compensation for graduate teaching assistants, graduate research assistants, and student hourly employees has significantly increased. Other improvements include the addition of support staff for various student service programs and expanded opportunities for undergraduate research and international experiences. Because tuition enhancement allocations, which are projected to total \$43.2 million over five years, are being spent in areas identified as high priorities by students, faculty, and staff, widespread support exists. The effects of this tuition strategy and system of allocation will positively affect the University for many years to come.

Infrastructure and Capital Improvement

The master plans for the Lawrence and Medical Center campuses assist in the identification of facilities and infrastructure projects needed to effectively support KU's academic mission. Over the past decade, more than \$300 million in new building projects have been funded on the Lawrence and Edwards campuses and another \$155 million at the Medical Center campuses.

During the past 5 years, sponsored research and indirect funds have grown at double-digit rates annually, tuition has increased, and plans to hire 100 new faculty in a wide range of disciplines have been developed, and on-campus enrollment is at record highs. The confluence of all these factors, although extremely positive for the University, present significant challenges for the planning and implementation of capital improvement projects.

The University is taking several actions to more systematically address the increasing need for more and better facilities for teaching, research, and service activities, including the creation of an Office for Space Management.

Administrative Computer Systems

Enterprise-wide administrative systems have been installed over the last 10 years. A Human Resources and Payroll System became operational in 1995, a Financial System was added in March 1999, and a Student Administrative System was implemented in stages from 1999 to Spring 2003. This last component replaced the five separate systems previously used to track recruiting, records, registration, admissions, and scholarships. The installation of the financial aid component is slated for completion in January 2005.

An integrated library system was introduced in 1998, and the newest generation of library search technology was launched in November 2002. KU was among the first universities around the world to implement this type of system, which integrates disparate resources into a single interface and search system, resulting in clearer and more efficient online access to research materials for students, faculty, and staff.

The design and development of a university-wide analytical system that stores University data and provides access to that data for both operational and decision-making has been pivotal in providing operational managers and decision makers with current data. The Departmental Executive Management Information System (DEMIS) is a model that is highly regarded throughout the country. A campus-wide CAD system also documents the physical plans and layouts for KU's infrastructure and buildings.

In Fall 2003, the University created a web portal – Kyou (a word play on the University's informal name KU) – for students, faculty, and staff to access electronic information and online services. By the end of Fall 2003, more than 25,000 individuals had used the Kyou portal. It gives the KU community convenient and timely access to University information and personal data. It also provides cost savings for the University by providing access to online enrollment and billing and eliminating paper version of documents such as the course timetable.

Through the Kyou portal, students can access their personal library account information, course schedule, grades, enrollment information, finances, KU Card services, and more. Faculty, staff, and student employees also have access to online pay advices and leave accrual balances. Other features for all users include announcements from the University, daily news headlines from University Relations and *The University Daily Kansan*, the KU events calendar, as well as individual bookmarks and notepad tools. Additional features planned include My Student Organizations, an individual view of the more than 450 registered campus

organizations, single-click access to additional online services, and expanded library services.

Additional student-related resources are now available on the web, such as online class rosters for faculty, student email accounts, student web space, online applications for admission, and chat rooms for prospective students. E-commerce applications allow electronic tuition payment, ordering and purchasing of textbooks, athletic tickets, and KU merchandise, and online financial transactions with the KU Alumni Association and the KU Endowment Association.

Instructional Support Systems

In 1999, a new courseware system, Blackboard, was implemented as a standardized course management system to maximize effective technical capabilities and instructional development support. The adoption of Blackboard for enhancing and supporting face-to-face instruction was rapid and widespread. In the first semester of use, Fall 2000, there were 171 course sites. By Fall 2004 there were more than 1,100 active course sites per semester, and it is expected that growth will continue, albeit more slowly.

Each academic unit developed a plan for investment in technology infrastructure with funds from tuition enhancement – \$4.8 million between FY 2003 and FY 2007. Recent investments include upgrades to classroom technology, the installation of wireless internet connections, and multimedia classrooms, as well as specialized software and hardware purchases.

Research Support and Technology

Major upgrades to the campus network have been accomplished by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), as well as internal sources. The University is in the process of reviewing support for research computing and technology. The consultants' report was discussed with faculty in the Fall 2004, and recommendations for changes implemented in Spring 2005. Major investments in research-related equipment include the following.

- An 800-MHz nuclear magnetic resonance (NMR) spectrometer was installed in the new Structural Biology Center as well as a second NMR, a mass spectrometer, and an X-ray diffractometer. This state-of-the-art instrument array is used to analyze proteins and provides additional capabilities for KU scientists not available at other universities in the region.
- The Microscopy and Electronic Imaging Laboratory acquired a LEO 1550 field-emission scanning electron microscope. In addition to the usual secondary and backscatter electron detectors, this high-resolution microscope is equipped with additional detectors that provide elemental analysis, mapping of zonal variation and chemical composition in materials, identification of phase changes and crystal deformations, and nanostructure device fabrication.

- The Mass Spectrometry Laboratory installed a dedicated HPLC/MS instrument with a triple quadrupole analyzer (Micromass Ultima) and another high performance tandem instrument of quadrupole-time of flight configuration (Micromass Q-TOF2). Together with other instruments already in place, the new equipment supports a wide range of research from small-molecule synthesis to analysis of whole proteins isolated from organisms.
- A High Throughput Screening Laboratory was established in 2002. Equipment in this laboratory allows a large number of small organic compounds to be screened against biochemical and cell-based assays. The systems provide the technology necessary for advancing drug development in the pharmaceutical industry.
- A Rigaku/MSCW X-Ray diffractometer was acquired in 2003. This equipment enhances the capabilities of KU researchers for determining the bonding arrangement of atoms in a crystalline solid.
- An Applied Biosystems Model 4700 MALDI/TOF/TOF mass spectrometer was acquired in 2003 as well as a ThermoFinnigan Model LTQ ion trap FT-MS hybrid mass spectrometer with electrospray source. These instruments will extend KU's ability for proteomics research.

University Overview

Response to 1994 Concerns

This section addresses the nine concerns identified by the 1994 accreditation team.

Concerns from 1994 Accreditation Visit

- There has been a considerable amount of deferred maintenance, which has resulted in the need for building repairs. For example, the Art and Design building should be tested for high levels of solvent and other fumes. This building's ventilation system most likely is grossly inadequate. There is also a need to upgrade facilities and equipment in several units.
- There needs to be a more systematic plan for accountability at the institutional and department levels for recruitment and retention of underrepresented minorities and women among the students, faculty, and staff. Patterns of evidence for support of affirmative action should be strengthened.
- The open admissions policy continues to pose problems for an institution committed to academic excellence. There are insufficient academic support services for underrepresented students entering the university directly from high school. Efforts should be made to provide additional advising and support programs to improve retention of such undergraduate students.
- There is a need for more strategic and tactical actions regarding technological improvement for administration, teaching, research, and professional programs. This includes computerization, networks, wiring of buildings, and facilities and software acquisition.
- The NCA team is aware that the University has established additional instructional sites, for example, the Capitol Center [now the Public Management Center], in pursuit of its mission. The team is concerned, however, that the University's institutional and academic integrity be maintained and not be diluted by diversion of resources to service those sites.
- In some disciplines, undergraduate teaching needs appear to drive admission to graduate programs rather than the research potential of applicants to those programs.
- Continued progress is needed to improve graduate stipends and to provide tuition remission for graduate research assistants.
- Parking on the KUMC campus, for patients and others, is a definite problem.
- There is a need to address inadequate and insufficient space in the libraries.

Concern 1

There has been a considerable amount of deferred maintenance, which has resulted in the need for building repairs. For example, the Art and Design building should be tested for high levels of solvent and other fumes. This building's ventilation system most likely is grossly inadequate. There is also a need to upgrade facilities and equipment in several units.

Since the last NCA accreditation visit in 1994, the University has addressed a significant portion of deferred maintenance as a result of the 1996 *Crumbling Classrooms* legislative initiative, which provided funds for improvements to Regents university campuses through a bond issue. The University of Kansas received \$48 million for facilities improvements. The funds were allocated to renovate Joseph R. Pearson Hall for the School of Education, to construct a major addition to Murphy Hall for the Department of Music and Dance, to accomplish \$4.2 million in fire code improvements, \$4.1 million in ADA improvements, more than \$6 million in classroom and class lab improvements, and \$12 million in major repairs and rehabilitation. These projects involved 41 buildings across campus and made a significant positive difference in KU's academic facilities.

The 1994 NCA team expressed specific concerns regarding conditions in the Art and Design Building. The Environmental Safety Officer assigned to this project determined that conditions in the building never approached any exposure level that would be of concern. Nonetheless, the foundry exhaust system was repaired, ventilation was improved for various studios and the darkroom, and the entire HVAC system was replaced. These projects cost approximately \$190,000.

The primary source of state funding that the University receives to address deferred maintenance is a state tax mill levy for the Educational Building Fund (EBF). From FY 1994 to FY 2004, the University received \$26,590,000 in EBF funding that contributed to maintenance in 60 buildings, including \$2 million allotted specifically to classroom and class lab improvements. However, the continuing level of EBF funding does not adequately address the impact of continued deterioration and economic inflation on KU's 125 academic, academic support, and research facilities, which totaled 5.4 million gross square feet. Of these facilities, 34 percent are 20 to 40 years old, and 42 percent are over 40 years old. The average age of the facilities is 45 years, and five campus buildings are on the State and National Registers of Historic Places.

Over the last 10 years, the University has been fortunate to have various sources of funding such as the *Crumbling Classrooms* legislation to address deferred maintenance and improve its academic and research program facilities. In addition, the Kansas Board of Regents continues its advocacy with the state legislature for increased funding. However, recognizing that state funding alone will not be

sufficient in the near future, the University has sought to identify additional sources of revenue in order to maintain and build on the progress made as a result of previous initiatives. Two strategies have been identified and implemented. The first was to earmark \$500,000 of the tuition enhancement funds each year over the next five years for classroom improvements, with an additional \$2.4 million targeted annually for technology and equipment. Within the initial two years of the tuition enhancement funding, more than \$1 million has funded 57 classroom and lab improvement projects. The second strategy was to leverage cost-savings from energy improvements. In the Spring of 2002, the University hired an engineering firm, CMS Viron, to conduct an energy-performance audit of campus facilities. CMS Viron completed a detailed analysis of opportunities for energy savings and payback on capital investments for energy improvements, and signed contracts with the University to provide \$18.4 million in energy conservation improvements on mechanical and electrical systems. Improvements are being made in 79 buildings include programmable thermostats, lighting improvements, window solar film treatment, insulation, water conservation devices, air conditioning equipment improvements, and a new boiler for the power plant. Savings from the energy conservation improvements were leveraged to fund approximately 25 deferred maintenance projects at a cost of \$8.6 million. These improvements were completed in June 2004.

In February 2004, the Kansas Board of Regents approved a system-wide FY 2005 allocation totaling \$7 million for campus facilities rehabilitation and repair. Of that total, the Lawrence campus will receive \$2.03 million to address fire code improvements, tuckpointing, roof repairs, and electrical and mechanical upgrades. The KU Medical Center campus will receive \$715,000 for fire code improvements, exterior maintenance, and other infrastructure improvements.

Coping with aging facilities and current life safety building codes continues to be a pressing issue for KU and other universities across the country. KU, in cooperation with the other Regents universities, is preparing documentation of the \$600 million in deferred maintenance and repairs that are needed for the six state universities. This documentation will build the foundation for an initiative to increase funding for deferred maintenance at state universities. The additional revenue could be used to fund ongoing maintenance and to support revenue bonds.

Concern 2

There needs to be a more systematic plan for accountability at the institutional and department levels for recruitment and retention of underrepresented minorities and women among the faculty, students, and staff. Patterns of evidence for support of affirmative action should be strengthened.

KU enrolled a record number of American Indian, Asian, Hispanic, and Black students in both Fall 2003 and Fall 2004 – 3,281 students (11.2 percent) and 3,420 students (11.6 percent), respectively. These increases are due, in part, to targeted recruiting, support programs designed to improve retention of diverse students, and efforts to maintain accessibility. (*More detailed information about programs to recruit and retain minority students appears in Criterion 3.*)

Keeping the cost of education affordable is a priority for KU. As compared to peer institutions, tuition costs at the Kansas Regents universities have historically been low. With the advent of tuition ownership, in October 2001 the Kansas Board of Regents asked each of the six Regents universities to develop a five-year tuition strategy. The tuition proposal for 2004-2005 includes more than \$5.2 million in need-based aid for the Lawrence campus through KU Tuition Grants. A similar program at the Medical Center campus assures accessibility. These grant programs have allowed KU to remain essentially as affordable to students who qualify for need-based aid as before the tuition hikes took effect.

There has also been a steady increase in the numbers of both minority and women faculty over the last decade. The proportion of women faculty increased from 29 percent in Fall 1993 to 39 percent in Fall 2003. The proportion of minority faculty increased slightly from approximately 10 percent to 14 percent. The Department of Chemistry ranked second in the nation for its proportion of female faculty in a survey published in the September 25, 2000, issue of *Chemical and Engineering News*. KU was cited as one of only two surveyed U.S. universities where women account for more than 20 percent of the chemistry faculty. KU is one of only 17 universities nationwide with at least four female physics faculty members, according to a study published in June 2000 by the American Institute of Physics. The availability of more women and minorities in the marketplace and an increasingly supportive environment at KU have facilitated efforts to build an ethnically and culturally diverse intellectual community.

At the time of the last NCA visit, the University had just embarked on the *Blueprint for Diversity Initiative*. This initiative resulted in the identification and implementation of strategies for faculty and student recruitment and retention, and fostered ongoing dialogs among university, school, and department administrators regarding institutional diversity. Over the past decade, KU administrators have reinforced the expectation of increased campus diversity. The University has strengthened policies, processes, and procedures to develop a more systematic plan for accountability for recruitment and retention of underrepresented

minorities and women. In addition, minority recruitment now is tracked systematically as part of institutional performance indicators, as mandated by the Kansas Board of Regents. Increased accountability has been systematically infused into ongoing processes and has influenced reorganization and reengineering efforts in key units. The University is cognizant of the U.S. Supreme Court decision in June 2003 in the Michigan cases. These decisions confirmed KU's belief that diversity in the student body, staff, and faculty is essential to the educational process. At the same time, the University recognizes that effective diversity within the University cannot be achieved simply by race-exclusive or race-predominant programs. To be effective, programs instead must emphasize a wide range of diversity factors that enrich and broaden the quality and depth of the University and the academic experience.

Senior administrators both on the Lawrence campus and at the Medical Center have led by example. In searches for key administrators such as deans and vice provosts, the provost consistently has charged search committees with the responsibility of identifying a diverse pool of qualified candidates. As a result, the number of women deans on the Lawrence campus has increased from two in 1994 (social welfare, education) to five in 2004 (social welfare, graduate school, continuing education, libraries, and journalism); the senior vice provost and four of the eight vice provosts are women. The newly appointed executive vice chancellor of the Medical Center, who is also the executive dean of the School of Medicine, is a woman, as are the dean of allied health and nursing and the dean of students.

In February 1995, shortly after he was selected as chancellor and before he arrived at KU, Chancellor Hemenway issued [*10 Points for a Great University*](#). The need to ensure a diverse university community figures prominently (#1, "welcomes all people, respecting their differences" and #6, "is an international university"). In Fall of 1995, he elaborated upon those ten points in his first [Faculty Convocation](#) address and set goals for recruitment of a diverse faculty, staff, and student body.

The Provost's Office has established an opportunity fund to aid in the recruitment of a diverse faculty. With the support of the dean, a department that has identified an excellent prospect but does not immediately have a vacant position available can apply for salary support during the bridging period. This strategy has enabled academic units to move more expeditiously toward hiring individuals who contribute to the diversity of the faculty than otherwise would have been possible.

Hiring policies and procedures have been reviewed extensively and modified as appropriate. The Equal Opportunity Office on the Lawrence campus undertook a complete review of its policies and procedures, working with the Office of the Provost, the Department of Human Resources, and University Governance, as appropriate. As a result of this effort, revised nondiscrimination, sexual harassment, and racial and ethnic harassment policies, and a discrimination complaint resolution process were approved and implemented by 2003. In February 2003, the Office of Federal Contract Compliance Programs (OFCCP)

undertook a detailed desk audit of the Lawrence campus Affirmative Action plan. On July 29, 2003, the University received a letter from the OFCCP certifying compliance with the requirements of Executive Order 11246 and related amendments.

Data processes within the Lawrence Equal Opportunity Office have been redesigned to provide better data auditing and reporting systems. As a result of a review in Spring 2003, Equal Opportunity Office functions and reporting structures were separated to increase accountability in the academic units. Based on this review, the equal opportunity monitoring and compliance functions have been integrated into the University's Department of Human Resources and Equal Opportunity to utilize the strength and efficiency of consolidation and to increase accountability for affirmative action across employee categories. *(Note: Prior to the merger, oversight of recruitment and selection, investigation and resolution of complaints, coordination of training activities, and consideration of disability issues was segmented by nature of employment – faculty, unclassified staff, and classified staff.)*

Outcomes of this merger include increased data auditing and reporting capacity, completion of the University's Affirmative Action Plan (which yielded data for more effective identification of areas of significant underutilization for women and minorities), direct dissemination of this information to unit administrators beginning in Fall 2004, and development of systematic plans for improvements in recruitment and retention. The outcomes of the consolidation of Human Resources and Equal Opportunity provide increased oversight for accountability at the department or unit level. At the Medical Center, the Equal Opportunity Office staff works closely with both the Compliance Division of the Research Office and the Human Resources Office to assure equal opportunity and protection.

Concern 3

The open admissions policy continues to pose problems for an institution committed to academic excellence. There are insufficient academic support services for underrepresented students entering the university directly from high school. Efforts should be made to provide additional advising and support programs to improve retention of such undergraduate students.

The concern expressed by the 1994 NCA team regarding academic excellence has been addressed in two ways. First, the university no longer has an open admissions policy and, second, the University has expanded academic support programming to enhance retention.

As noted in the *Significant Changes* section of this report, in Fall 2001 the state of Kansas implemented a [qualified admissions policy](#) for the six universities in the Regents system. Under the previous open admissions policy, any student graduating from an accredited Kansas high school was guaranteed admission to a Regents university upon first matriculation. Under qualified admissions, Kansas high school students must achieve an ACT composite score of 21 or above, rank in the top one-third of their high school's graduating class, or complete a specified pre-college curriculum with at least a 2.0 grade point average to be admitted to a Regents university. Minimum ACT or SAT, high school rank, and the Kansas college preparatory curriculum equivalency requirements were also established for out-of-state students.

The Regents allowed each university to develop procedures for the review of applicants who did not meet the qualified admissions standards and to admit up to 10 percent of such students with each admissions class. The University of Kansas continues to admit fewer such students than any other Regents university. For example, in 2001 and 2002, of the total number of students admitted to KU, only 0.6 percent did not meet the qualified admissions standards. To put these statistics into context, across all Regents universities, 3.88 percent of admitted students did not meet the qualified admissions standards and were granted exceptions in 2001 and 2002. In 2003, 1.9 percent, and in 2004, 1.4 percent of the entering freshmen from Kansas high schools were admitted as exceptions at KU. The low exception rates are consistent with the University's preference for a selective admissions system that allows KU to apply more stringent admission criteria consistent with the mission of a major research university.

The University is committed to enhancing and supporting the retention of admitted students and their progress toward graduation. This commitment is reflected in the ongoing development and enhancement of programs supporting the success of all students, with special attention to underserved populations. Such programming is grounded in the campus *Initiative 2001* strategic planning priority

to build premier learning communities. Accountability for programmatic actions and retention outcomes is an integral component of KU's designated performance indicators that were developed in response to Regents and legislative performance requirements.

As discussed in the *Significant Changes* section, these efforts have resulted in higher retention rates for students overall and for underrepresented students. The overall retention rate for full-time, first time freshmen increased from 74.9 percent to 81.8 percent over the last decade – a percentage change of 9.2 percent. The percentage increase for underrepresented students is even greater – from 67.9 to 78.9 percent – a 16.2 percent increase. The Hispanic one-year retention rate of 83.1 percent now exceeds the retention rate for majority students.

The following examples illustrate a small number of the campus programs that focus on increased undergraduate retention. These specific efforts demonstrate the University's commitment to retention and graduation – an emphasis apparent in the restructuring and identification of the Division of Student Success (formerly the Division of Student Affairs). In addition, KU has established or expanded a number of programs designed specifically to support the diverse students on campus. This section concludes with key examples of the many support programs available to students. More extensive information can be found in *Criterion 3*.

- **Freshman-Sophomore Advising Center.** A key factor in improving the overall undergraduate retention rate was improvement in the quality of advising. The Freshman-Sophomore Advising Center, established in 1998, continues to expand and improve its advising services to KU freshmen and sophomores. In Fall 2003, FSAC appointed additional academic advisors in order to improve the ratio of students assigned to each advisor and to facilitate changes in advising procedures for online enrollment.
- **Writing and Math Skills.** In 1997, the University expanded writing assistance (KU Writing Center) and re-engineered freshman mathematics (Kansas Algebra Program) as strategies for providing students with better access to academic support in mathematics and writing.
- **Academic Achievement and Access.** Academic Achievement and Access augmented its services for students in difficult entry-level courses in mathematics, chemistry, biology, and Spanish, and added tutoring to courses in Engineering Calculus, Physics, Business and Psychology Statistics, and sophomore level Spanish. In FY 2003, the program served more than 200 students; over 75 percent passed the classes for which they received tutoring.
- **Thematic Learning Communities.** The most recent academic initiative supporting undergraduates is Thematic Learning Communities – living-learning communities designed specifically for first-time students at KU.

- **Educational Opportunity Programs.** The School of Education's Institute for Educational Research and Public Service has managed successfully several federally funded [educational opportunity programs](#) for many years (e.g., McNair Scholars, Upward Bound). New since 1994 are the Gateway Center, the College Assistance Migrant Program, the Math and Science Center, Veterans Upward Bound, the Educational Opportunity Center, and the GEAR UP Programs. The ongoing success of KU's educational opportunity programs and the stability of program leadership have enhanced KU's standing in the African American and Hispanic communities in Kansas City, Kansas, and have contributed significantly to the effective recruitment and retention of under-represented students.
- **Office of Multicultural Affairs and the Multicultural Resource Center.** In 1991, members of the Student Senate advanced a proposal to establish a [Multicultural Resource Center](#) (MRC) that would help to create an environment in which individuals could learn to respect and appreciate cultural diversity. In 1995, the University completed renovation of the former Military Science Annex, and the center became a reality. The center and its parent, the Office of Multicultural Affairs (OMA), have expanded programming significantly. Of special note is the HAWK Link program for new students, which has garnered national recognition for its success in improving the retention of diverse students. HAWK Link participants maintained one-year retention rates between 83 and 86 percent from Fall 2000 to Fall 2003, as compared to overall rates from 78 to 83 percent over the same time period. Expansion of programming and services has been so successful that the offices have outgrown their current quarters. A new Multicultural Resource Center, funded in part by fees voted by the Student Senate and in part by private donations and campus funds, will be constructed as an addition to the Kansas Memorial Union.
- **The Multicultural Scholars Program.** In 1992, the School of Business implemented a [Multicultural Scholars Program](#) for students from various racial and ethnic backgrounds, first generation college students, and students from low socio-economic environments. The program focuses not only on academic but also on personal and social aspects of attending KU. It has proven to be an extremely effective mentoring and academic support model, with retention rates over the first nine-year period at 85 percent, and graduation rates for the six 6-year cohorts at 77 percent. The program has been expanded to the schools of architecture and urban design, education, journalism, and pharmacy, and to the departments of African and African American studies, and applied behavioral science, as well as departments in the languages and the humanities.
- **Partnerships with Haskell Indian Nations University.** In 1884, Haskell's predecessor, the United States Indian Industrial Training School, was established in Lawrence to teach agricultural education to American Indian students. The mission and scope of Haskell has expanded over time. Today it

offers baccalaureate degrees in elementary teacher education, American Indian studies, business administration, and environmental science, as well as two-year programs that allow students to transfer to other baccalaureate degree-granting institutions. Though KU historically has recruited Haskell students, because of institutional differences, particularly in respect to culture and size, they frequently had difficulty in making a successful transition to KU.

In 1998, the Provost hired a Director of American Indian Outreach, whose responsibility is to facilitate partnerships and relationships with Haskell Indian Nations University and to raise the visibility of KU nationally as an institution that serves American Indian students. The director is currently president of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), the premier group promoting science activities for these groups. The program has four National Institute of Health training grants and has helped Haskell obtain a key National Science Foundation grant.

The Haskell-KU Bridge program is designed to provide research opportunities and to ease the transition for Haskell students who enroll at KU. Through the Initiative for Minority Student Development (IMSD), KU is providing research opportunities and is reviewing and modifying the delivery of so-called gatekeeper classes such as biology, chemistry, and calculus that typically impede minority students who wish to pursue careers in the sciences and technology.

The Research Initiative for Scientific Enhancement (RISE) grant, a Haskell program offered through the KU Center for Research, is designed to change the infrastructure at Haskell so that it can more effectively serve students from the tribal communities. Through RISE, Haskell has created and staffed a highly effective developmental learning laboratory and is establishing an office of institutional research and sponsored projects.

The Institutional Research and Academic Career Development Award provides three years of support for nine postdoctoral students who teach science classes at Haskell but work in research laboratories at KU. The NSF-funded Tribal College/University Program (T-CUP) provides resources to permit a much needed overhaul of Haskell's mathematics curriculum. A total of about \$12.5 million has been obtained for these activities overall.

Concern 4

There is a need for more strategic and tactical actions regarding technological improvement for administration, teaching, research, and professional programs. This includes computerization, networks, wiring of buildings and facilities, and software acquisition.

Information Services was formed in July 1996 to coordinate and optimize technological improvements across the University. Information Services includes all campus-wide technology software, hardware and networking services, KU's printing division, and the libraries. The decision to merge these critical areas reflected the University administration's belief that information and knowledge play a critical role in the life of the University and that the staff who provide systems and services to support the access, use, and preservation of information and knowledge should work in collaboration to deliver those services to the University community.

Technological facilities in support of KU's research mission have also been upgraded substantially over the past decade. The core service laboratories provide centralized facilities that are shared by investigators from numerous departments and centers. A recent example of the University working in concert with the state occurred in 2003 when the state of Kansas authorized \$5 million in funding (secured by bonds) that was used to purchase the 800-MHz nuclear magnetic resonance spectrometer that was recently installed in the new Structural Biology Center.

Between 1996 and 2001, *KUWired*, a campus-wide strategic plan for information technology, was developed. Full results of that planning process are available at the [Information Services website](#). Significant technological improvements over the last 10 years are listed below.

- Implementation of PeopleSoft enterprise software for financials, human resources, admissions, student records, and student financials at a cost of approximately 30 percent less than at peer universities. These systems are utilized for many campus-wide services and contain vast amounts of university data.
- Significant upgrades of the data and voice network capacity including wiring upgrades, electronic upgrades, wireless implementations, acquisition of dark fiber, new collaborations with higher education groups, and network monitoring systems. The University network has grown from 4,237 connections in 1995 to 20,165 in 2004.
- Upgrades of web presence and implementation of the Kyou Portal. The portal typically has more than 31,000 users per week.
- Implementation of a campus-wide groupware (email and calendaring) system, with more than 27,000 accounts.

- Implementation of a central directory identity management system that is compliant with internet2 standards. This system tracks more than 30,000 registered users of KU systems.
- Implementation of a digital library system, including a federated search capability and an institutional repository. This multi-database search software processed over 13,000 searches in the first six months of 2004, the equivalent of conducting over 198,000 individual database searches.
- Establishment of an Information Technology Security Office with three staff members and the appointment of a network security engineer.
- Substantial enhancement of the technology and services for instructional activities, including the establishment of an office of Instructional Development and Support, equipping every classroom on campus for internet connections and computer-based displays, and installation of a campus-wide courseware system.

Current planning activities are focused on providing integrated library and technology services to campus users. A planning process entitled [High Velocity Change/High Volume Collaboration](#) combined three related projects to evaluate the university's infrastructure and to tailor user-friendly services for students, scholars and administrators. More than 60 people representing information technology, libraries, academic units, administrative units, students, and national consultants participated in three major projects:

- Collaborative learning spaces – improving campus learning centers, such as computer labs and library reference areas by integrating print and electronic resources
- Quality of Service models for students, scholars, and decision makers – designing new service models and delivery methods such as the greater use of email and instant messaging
- Digital preservation – preserving digital resources in such areas as human resource, student enrollment, and scholarly research records

In the Spring of 2004, Information Services (IS), in cooperation with KUCR and governance groups, commissioned an external review of centralized research computing support. The review focused on the following:

- General Purpose Research Computing Environment (*What support is needed?*)
- High Performance Computing (*How effective is this partnership?*)
- Access (*Is the network capable of supporting our research community?*)
- Technology Staffing and Support (*Do we have adequate staff and support for research?*)
- Future Strategies (*How should IS work with researchers? What are the outstanding, unmet needs? What kind of support model is needed?*)

The results of this review process will culminate in a new plan for technological support of research in the Spring of 2005.

Concern 5

The NCA team is aware that the University has established additional instructional sites, for example, the Capitol Center [now the Public Management Center], in pursuit of its mission. The team is concerned, however, that the University's institutional and academic integrity be maintained and not be diluted by diversion of resources to service those sites.

Strategic planning priorities drive the University's response to opportunities to expand or establish instructional sites. KU's programs offered at the Edwards Campus in Overland Park and at the Public Management Center in Topeka are direct responses to the Serving Kansans and the Research University for Kansas City initiatives of *Initiative 2001*. The additional instructional sites are integral extensions of the University mission rather than diversions or dilutions of resources. However, the caution noted by the 1994 NCA team is understandable, particularly given the decline in state resources over the last decade.

The Edwards Campus continues to expand in number of students, programs, and facilities. All programs at the Edwards Campus are offered through Lawrence-based academic departments that provide quality assurance. Student credit hours taught at the Edwards Campus have increased from approximately 19,000 in FY 1994 to over 32,500 in FY 2004. Available programs in Fall 2004 include 21 graduate and professional programs as well as three undergraduate programs. The growth in students and programs at the Edwards Campus has been financed in a large part through additional tuition revenue. In FY 1996, the Kansas Legislature allowed the University to retain all the additional tuition collected at the Edwards Campus. (In FY 2002, the legislature extended tuition ownership to the remainder of KU campuses.) In addition to state economic development funds projected for 2005-2007, a tuition enhancement plan is also in place at the Edwards Campus. Beginning Fall 2004, a \$15-per-credit-hour surcharge was added to cover more of the instructional costs. This tuition enhancement will provide revenue to support new tenure-track faculty hires for Edwards Campus programs and projected enrollment growth.

In August 2004, Regnier Hall was opened – a \$17.8 million, 82,000-square-foot building – funded through private gifts to the Kansas University Endowment Association and through revenue bonds. The building is part of a proposed \$70-million expansion of the campus. The new facilities are expected to double both the size of enrollment and the number of programs. Plans also call for expanding the campus degree programs by adding new undergraduate and graduate programs in such areas as business, social welfare, developmental psychology, and information technology.

The Public Management Center's location in the capital of Kansas makes it a logical site to offer Public Administration and related courses to individuals

currently working in all levels of state and local government or who aspire to such positions.

The instructional site in Asolo, Italy, where KU is the degree-granting authority for the Consortium of Universities for International Business Studies, expands Study Abroad opportunities for KU students, a prominent goal in the Building Premier Learning Communities planning initiative. In 2001, the North Central Institutional Actions Council voted to extend KU's accreditation to include the M.B.A. in Asolo, Italy. The Asolo instructional site is entirely self-financed by fees charged to students who attend there.

In regard to matters of academic integrity, all instructional sites – the Edwards Campus, the Public Management Center, the Asolo program, the KU School of Medicine at Wichita – are governed by the same faculty governance policies and procedures as those on the Lawrence and Kansas City campuses. New programs offered at these sites must be approved according to the same procedures, both on the campus and the Kansas Board of Regents levels, as programs to be offered at the home campuses. Faculty members who teach at these other instructional sites are either individuals who also teach at the Lawrence or Kansas City sites or who have been selected according to the same standards that govern faculty selection in the departments and schools that offer the programs on the Lawrence or Kansas City campuses. In the case of graduate programs, the Graduate School must approve all programs to be offered on the additional sites, just as Graduate School approval is mandatory for graduate-level programs in Lawrence or Kansas City. In short, there are no short cuts or special processes that distinguish practices at instructional sites away from the Lawrence and Kansas City campuses. Matters of academic quality and integrity are treated identically at all the sites that constitute the University of Kansas.

Concern 6

In some disciplines, undergraduate teaching needs appear to drive admission to graduate programs rather than the research potential of applicants to those programs.

The University of Kansas has used several strategies to address this concern successfully. These strategies include developing administrative policies to control the growth of undergraduate enrollment, capitalizing on the centralization of the GTA appointment process, using information gained from academic program reviews to deploy resources more effectively, and allocating tuition enhancement funds to increase the number of tenure-track faculty positions.

In 1994, the appointment of graduate teaching assistants (GTAs) was highly decentralized and the responsibilities associated with GTA positions varied significantly from unit to unit. Units with heavy demands for service courses employed a variety of unsustainable practices to meet instructional needs, including the acceptance of some graduate students whose academic qualifications were not strong, appointment of experienced dissertation-level GTAs at levels above 50 percent (thereby increasing teaching productivity but decreasing the GTA's time available to work on the degree), using the funds from vacant faculty lines, or freezing GTA salary levels in order to create new GTA positions from funding allocated to increase GTA salaries.

Over the last decade, such practices have been discontinued and replaced by strategies that are in the best interests of both graduate students and the University. The Lawrence campus systematically has reduced its reliance on graduate teaching assistants to meet undergraduate instructional needs. (The Medical Center employs very few GTAs and was not a part of this effort.) Although instructional needs have risen consistently, the University now deploys its faculty and GTAs in patterns similar to other major research universities.

Administrative Policies

In response to the NCA report and to internal concerns about percentage of lower-division undergraduate courses taught by GTAs, the vice chancellor for academic affairs (now the provost/executive vice chancellor) began discussions in 1995 with the academic deans about freezing the number of GTAs, allocating faculty positions strategically, and increasing the number of lower-division courses taught by tenured and tenure-track faculty. The University intentionally included the increase in lower-division undergraduate courses taught by tenured/tenure-track faculty as a performance indicator in the Regents *Vision 2020* initiative. The result of these actions was that the proportion of lower-division student credit hours taught by GTAs declined from 42 percent in Fall 1993 to 24 percent in Fall 2002. To continue to meet increasing instructional needs, the University has increased the number of tenured and tenure-track faculty teaching at this level. The proportion of lower-division student credit hours taught by tenured and

tenure-track faculty increased from 43 percent in Fall 1993 to 52 percent in Fall 2002. The proportion of lower-division credit hours taught by nontenure-track instructional faculty also has increased, from 16 percent in Fall 1993 to 24 percent in Fall 2002. To manage future growth of nontenure-track faculty effectively, the administration proposed creation of a full-time multiyear contract lecturer track. Faculty governance reviewed and endorsed this policy in Spring 2004, and it is now in effect. These policy and management strategies reduced the incentive for departments to admit graduate students primarily to meet undergraduate instructional needs.

Enrollment Management

In the 1994 NCA Self-Study (p. 200), KU cited enrollment management as one of the challenges of the next decade. At the time, Kansas was one of the few remaining states with an open admissions policy for state residents. By statute, all Kansas Regents institutions were required to admit upon first matriculation anyone who had graduated from an accredited Kansas high school, regardless of type of preparation or academic achievement. Further, state allocations were not tied to institutional enrollment growth. If enrollment burgeoned in a given year and tuition revenues increased, the University was not authorized to spend the additional revenues to offset the increased costs of instruction without legislative permission. In many instances, the requests were approved only in part. In the mid-1990s, the University began to implement a series of measures to better manage enrollment growth. Application deadlines were more strictly enforced. An enrollment management committee recommended a desired profile of a given entering class (size, ACT score range, demographics, resident/nonresident mix) and the student body as a whole. Recruiting efforts were tailored accordingly.

KU and other Regents universities continued to advocate a statutory change from open admissions to a qualified admissions policy; the change was effective beginning with the 2001-2002 academic year. This policy helps ensure that matriculating students have the academic background necessary for success. The University's efforts to manage enrollment and retention received a boost in 2002, with a change in financing that permitted tuition ownership for Kansas universities. Enrollment growth and associated tuition revenues support the academic programs required for additional students. The end result of these efforts has been a higher quality student body as well as the resources to provide needed courses and services.

Academic Program Review

As part of the Kansas Board of Regents program review process, each program at KU is evaluated at least once every eight years on centrality to mission; strengths, productivity, and qualifications of the faculty; curriculum and impact on students; student need and employer demand; service provided by the program; cost-effectiveness; and overall program quality by its academic deans and the Provost. A Graduate School evaluation of graduate programs is also part of every program

review. It includes an analysis of student recruitment efforts, quality of the applicant pool and currently enrolled students (including information about GRE scores, undergraduate GPAs, or other standardized measures), timeliness of degree completion, adequacy of financial support, availability of professional development opportunities for graduate students, employer and student demand for the program, and the department's record of placements for graduate students. As a result of the information gained through the reviews, some departments with significant service loads have remodeled their strategies in order to strengthen the quality of graduate students while still meeting instructional needs.

Addition of Faculty Lines

Lawrence campus administrators have engaged in a concerted effort to expand the number of faculty positions eligible for graduate faculty status and to deploy positions efficiently. Upon the retirement or resignation of a tenured or tenure-track faculty member, the position does not automatically remain in the department or specialization area. Instead, the dean evaluates the overall needs of the school and determines whether the position should remain in the current unit or should be reallocated to another area or department. Although faculty positions may remain vacant for a year after a retirement or resignation with the resources temporarily being redirected toward lectureships or GTA positions, tenure-track positions are not permanently eliminated.

In Fall 2004, the Lawrence campus began the third year of a five-year tuition enhancement program. In keeping with promises made to student leaders, additional funds realized from tuition increases are being used to enhance instructional capabilities. In the first three years of the program, 67 new faculty positions were added.

Concern 7

Continued progress is needed to improve graduate stipends and to provide tuition remission for graduate research assistants.

The University has implemented a range of strategies to improve support levels for graduate students. GTA and GRA salaries have increased, as has the value of benefits provided to GTAs and GRAs. A portion of the new revenues from the five-year tuition enhancement plan has been earmarked for graduate fellowships.

GTA Memorandum of Agreement

The first Memorandum of Agreement (MOA) between GTAs and the University was executed in October 1997; a new agreement was signed in October 2002. One direct result of the memorandum of agreement was the necessity of centralized oversight for many functions that formerly had been broadly dispersed, including appointment procedures, conditions for holding GTA appointments, orientation and training, evaluation, procedures for allocating salary increases, benefits available, and grievance procedures, among others. At the heart of all GTA appointments is the philosophy that the graduate teaching assistantship must be an integral part of the student's preparation for a career in academe. All GTA appointments must be reviewed and approved in the Provost's Office.

Implementation of the memorandum of agreement enabled the Provost's Office to identify units whose pay rates for GTAs were significantly lower than average. In FY 2002, the office established a minimum pay rate of \$7,000 for academic-year half-time appointments and provided affected units with the funding necessary to reach that level. The second memorandum of agreement, signed in 2002, guaranteed a 10-percent annual increase in average academic-year salaries over three fiscal years (2003, 2004, 2005) and established minimum salaries for those three years – \$8,000, \$9,000, and \$10,000 – for 50 percent time. These increases, in combination with the value of tuition and health insurance contributions, should better position the university relative to other public institutions for total compensation (salary plus tuition paid).

The original memorandum formalized existing practice for tuition payments, with the University agreeing to pay full basic tuition for GTAs with appointments at 40 percent or above and a portion of tuition for those with appointments between 10 percent and 39 percent. In addition, by Regents policy, GTAs with appointments of 40 percent or more are eligible for resident tuition. For example, in 1997-1998, tuition for a GTA appointed at 40 percent taking 12 hours was \$1,172 per semester for Kansas residents and \$3,856 for non-residents. For 2003-2004, the value had increased to \$1,873 for residents and \$5,038 for non-residents. The University also agreed to pay the full cost of three hours of campus fees for GTAs appointed at 40 percent or more and a percentage of the fees for those with lower levels of appointments.

A central issue for GTAs was the provision of healthcare benefits. The State Employees Health Care Commission (HCC) has statutory responsibility for determining eligibility for employee participation in a state-sponsored plan, negotiating the contract, and setting the level of employer contribution. In 1997, GTAs were not eligible for such coverage. KU and the GTA bargaining unit joined in urging the HCC to include GTAs in an employer-sponsored healthcare plan. The HCC adopted a regulatory change to establish a plan for students at Regents institutions and determined that both GTAs and GRAs with half-time appointments over two consecutive semesters would be eligible for an employer contribution. The health benefits plan, available for the first time during the 1998-1999 academic year, allowed employer contributions of \$26 per month (\$312 annually) for the comprehensive plan and \$11 month (\$132 annually) for the basic plan. For 2004-2005, the HCC will allow KU to pay 75 percent of the student-only premium for GTAs and GRAs with half-time appointments, at an annual cost of \$465. The HCC has dropped the requirement that GTAs and GRAs be employed over two consecutive semesters in order to be eligible for the employer contribution. A student who has a one-semester appointment at half-time can receive the employer contribution for that semester.

The current memorandum of agreement also commits the University to providing returning GTAs with a merit increase of at least two-thirds of the authorized departmental average percentage merit increase. Any additional merit increase is at the discretion of the department within the parameters established by the University and based upon performance evaluations. By University policy, funds allocated for GTA merit increases may not be used for other purposes (e.g., creating new GTA positions or supporting salary increases for other employee groups). (Note: With the new memorandum, references to faculty averages were taken out.)

Enhancements in GRA Support

In 1994, the Lawrence campus undertook an analysis of salaried student appointments (intended to support GTAs and GRAs) and found that in some instances such appointments were inappropriately being extended to individuals who were not engaged in either teaching or research. Because salaried students with appointments of 40 percent or more are eligible for staff (resident) fee rates, misuse of salaried student positions was costing the University a significant amount of tuition revenue (almost \$2 million in FY 1995) that was urgently needed to support the academic mission.

As a result of the analysis, the campus instituted a policy, effective June 1, 1996, that only GTAs and GRAs would be appointed to salaried student positions. For the first time, the University established campus-wide criteria for GRA appointments, including current enrollment in a graduate degree program, and engagement in research related to his or her academic field, with funding from a source appropriate for a research appointment. In the following years, policies and procedures for GRA appointments were standardized further, enrollment minima

for GRAs were established, and a GRA Intent to Appoint form was introduced. All proposed GRA appointments are now subject to central review. GRAs with appointments of 40 percent or more continue to be eligible for staff fee rates. Since 1998-99, GRAs with appointments of 50 percent or more are eligible, like GTAs, for an employer contribution to a healthcare plan.

In January of 2003, the Provost's Office introduced a new program intended to provide tuition support for doctoral GRAs, supported by \$750,000 in tuition enhancement funds. The University also began to require that principal investigators include tuition costs for GRAs in all grant submissions unless the funding agency will not allow tuition funding. With the implementation of the tuition payment program, the Provost also established minimum requirements for GRA salaries: compensation must be the greater of either the minimum compensation for a GTA, as contained in the 2002 Memorandum of Agreement or, in disciplines that offer both GTA and GRA appointments, the average GTA compensation.

The program also provides tuition support for a limited number of new Ph.D.-eligible first-year students. In FY 2005, 28 supplemental scholarships were provided for a total of \$100,200 from tuition enhancement funds. With the introduction of the GRA tuition support program, the Provost's Office also promulgated detailed GTA/GRA eligibility guidelines to ensure that, where appropriate, requirements for the two kinds of positions are parallel. Detailed information about the GRA tuition assistance program and about GTA/GRA eligibility guidelines are available in *GTA/GRA Information and Documents* section of the [Provost's Office website](#).

Madison and Lila Self Graduate Fellowship

The Self Graduate Fellowship identifies, recruits, and provides development opportunities for exceptional Ph.D. students in the physical sciences, mathematics, engineering, business, economics, and biological and pharmaceutical sciences. Self Fellows are selected for their vision, career goals, and achievements, as well as their leadership potential and work ethic. The fellowship development program provides general education and training in communication, management, and leadership to help prepare the fellows for future leadership roles, complementing the specialized education and training provided in Ph.D. programs. Fellows interact with nationally-prominent experts to gain broad knowledge of public policy issues. A capstone of the development program is an intensive public policy seminar held in Washington DC. The first two Self fellows matriculated in 1991; in 2004-2005, there are 32 Self fellows and 50 alumni. In 2004-2005, the four-year fellowship offers an annual \$22,000 stipend, full tuition and fees, and a development program. The Self Graduate Fellowship was permanently endowed through the generosity of Madison and Lila Self.

Concern 8

Parking on the KUMC campus, for patients and others, is a definite problem.

As the Medical Center continues to expand its academic, clinical, and research efforts, the issue of parking noted by the 1994 NCA team continues to be a challenge. In the short term, 200 spaces were added in a new lot on the north edge of campus in 2001, and additional spaces were acquired at the Rainbow Mental Health Center. Further, in Summer 2004, improvements were made to the Cambridge Parking Facility, and a new 230-car surface lot was completed.

The Medical Center's master plan for campus expansion includes a detailed commitment to improve parking over the next three years with parking in the north campus area a high priority. The following timeline details the efforts to improve parking over the next three years:

January 2006 Completion of a 900-car staff and student parking garage as part of the Bioscience Research Facility project on the north side of campus. State funding has been approved for this project.

January 2007 Completion of a 580-car patient parking garage

The parking improvements of approximately \$22 million will be funded by existing and future parking revenues, bonds, and private gifts. The addition of the two parking garage facilities should yield a net gain of 1,100 spaces. Parking will continue to be an issue over the next 18 to 24 months as parking improvements and construction continue. However, at the completion of the planned improvements in 2007, the Medical Center will have addressed its projected parking requirements through 2012.

Concern 9

There is a need to address inadequate and insufficient space in the libraries.

The University has been able to address space needs in the University Libraries in several ways since the 1994 NCA Accreditation visit, and tremendous progress has been made. A chronological review outlines the actions that have been taken. In the Libraries Strategic Plan 2000, the top priority is the construction of a Book and Archival Record Depository (BARD) that will be completed in 2006. The first module will hold approximately 800,000 volumes.

- 1994 Storage in JRP made possible the move of 150,000 volumes from Watson Library.
- 1995 Map Library was relocated from Malott Hall to Anschutz Library. Some additional materials were transferred from Watson to Anschutz.
- 1998 Anschutz North 2nd floor addition was completed, and additional compact shelving was added to Murphy Art and Architecture Library.
- 1999 Materials were transferred from Watson and other locations to Anschutz, and JRP was decommissioned.
- 2000 Anschutz North 1st floor addition was completed. The documents collection moved from Malott Hall to Anschutz. Additional materials were transferred from Watson to Anschutz.

The new Gorton Music and Dance Library opened in the Murphy Hall Addition.

- 2003 With the opening of the Dole Institute of Politics, the Dole Archives moved from Spencer Research Library. Temporary storage space was leased off-campus, and materials were shifted from several libraries to the off-campus site. More materials were shifted from Watson to Anschutz. Funding was allocated to build BARD.

The Dykes Library on the Medical Center campus began a major renovation that includes increased student study space, a large computer testing facility, and more efficient book storage and access shelving.

- 2005 A site has been selected for BARD, and construction is planned to begin in the spring. A second temporary storage space, which will hold approximately 75,000 volumes from Watson and Anschutz, has been leased.

With the additional spaces and shifts of materials described above, the University has also been able to create more user space and set up several fully networked classrooms for library instruction. A phased program has renovated user space in several locations: third floor of Watson and Anschutz during 2003, additional Watson and Anschutz space in 2004, and Spahr Engineering Library in 2004. While some space problems remain, the opening of the BARD high-density storage facility in 2006 will alleviate them and allow the University to address user space needs and collection storage needs in the campus libraries.

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Future Directions

University Overview

Future Directions

The University of Kansas will continue its mission of providing broad educational experiences, training for the intellectual professions, and scholarship based on a spirit of inquiry. Pursuit of this mission will build upon the institution's current strengths and be conducted in a spirit of openness that derives from knowing that today's truth will be overtaken by new knowledge. KU will work to provide high quality intellectual and academic experiences for its students, faculty, and staff in order to stimulate individual and institutional achievements and emphasize broad intellectual, social, and civic development. Pursuit of these goals must recognize the current context within which the University operates.

Future success for KU will require adaptations to new challenges and opportunities that derive from the complex, global environment within which the University operates. Those challenges, which some argue derive from the increasing application of a market model to universities, are likely to result in increased competition for scarce resources, including high-quality faculty and students, financial resources, and external recognition. The University also faces increased public scrutiny and the obligation to justify its existence to public stakeholders, including students. In response, KU will continue to develop accountability structures that are responsive to societal demands for transparency of operations and high performance while being sensitive to the administrative challenges inherent in developing increasing responsiveness.

These contextual factors will require institutional flexibility as the University seeks to build upon its traditional strengths and adapt to the changing environment. KU in the future will pursue new configurations and capitalize on collaborative strategies in the drive for the highest quality educational experiences for its students, faculty, and staff.

KU anticipates continued expansion of its research enterprise, including externally funded and internally supported research, in ways that encompass both traditional disciplinary research and more expansive collaborative, interdisciplinary endeavors. The University will enhance support for research by providing incentives to encourage interdisciplinary and multidisciplinary investigations that generate new knowledge, especially in areas that are closely related to significant global issues. KU anticipates investments in the life sciences and environmental issues that range from the basic sciences to applied technology. KU's distinctive focus on behavioral sciences, visible in the Life Span Institute, provides a strong core to complement future investments in social sciences and public policy issues related to the human condition. Continued investments in humanistic inquiry will address fundamental aesthetic and ethical issues related to complex human societies. KU's two distinctive humanities resources, the Hall Center for the Humanities and the

Spencer Research Library, will continue to provide a strong base to support advanced humanistic inquiry. Together these broad research emphases will allow KU to provide leadership in understanding how scientific researchers, community groups, governments, markets, and multinational entities can address significant global challenges in the 21st century, including such issues as public health, human rights, and global security. Such inquiry will enable the institution to provide undergraduate and graduate education that transforms individuals into inquiring critical thinkers and leaders who are prepared for the challenges of the future.

With education as its core mission, KU faces two key challenges related to the student experience in the future: the quality of its student body and the quality of its curriculum. At the undergraduate level, the institution plans to undertake a program to build public and legislative support for the University to move from its current policy of qualified admissions to selective admissions for undergraduate students. KU recognizes that doctoral education is a key to strong institutional performance for a research university. At the graduate level, KU plans to continue to improve financial support for students and work to address the challenges of recruiting highly competitive graduate student candidates.

KU also plans to expand and enhance its recruitment and retention efforts in ways that respond to changing demographics. The institution sees diversity – in race, ethnicity, beliefs, experiences, and learning styles – as a legitimate institutional goal; it is one that is characteristic of a comprehensive and effective university learning experience and a reflection of today's society. These differences enrich the University's environment and create experiences that enable KU graduates to work more effectively in the multicultural world around us.

A second key factor in the quality of the student experience at KU in the future is the overall quality, comprehensiveness, relevance, and integrity of its curriculum. The University plans the continued review and refinement of comprehensive assessment tools for undergraduate and graduate education. KU plans to revisit its assessment processes at both the graduate and undergraduate levels with the goal of identifying an appropriate balance between reporting on goals and input measures and assessing outcomes. At the same time, KU anticipates it will increase its outreach capacity through expanded service and service learning opportunities to cultivate a sense of civic responsibility among students, faculty, and staff.

Pursuit of these agenda will require expanding the international collaboration capacities among KU's faculty as the institution works to fulfill the research, teaching, and outreach components of its mission. Toward these ends, KU plans to expand the international aspects of the educational experience by integrating global and international perspectives into the academic experiences of the entire University community, including classroom content, faculty and student research, and outreach opportunities. These efforts will manifest in research agenda that are increasingly interdisciplinary and international in focus, curricula that incorporate international and global perspectives, outreach and service with international components, and patterns of recruiting students, faculty, and staff that ensure

diversity of perspectives and experiences that are integrated into the day-to-day life of the University.

As it pursues its academic mission, KU will work to adapt its administrative practices to incorporate useful lessons from the corporate world. Key components of this quest for greater adaptability will be focused attention on increased autonomy for the University, especially regarding its human resources policies. The pending retirements of faculty, due to an aging faculty group, present an opportunity to reshape the faculty cohort by increasing emphasis on recruiting individuals with interests in interdisciplinary scholarship and designing institutional incentives to encourage collaborative research. A competitive stance on faculty and staff salaries will be essential for future success; KU will necessarily focus sustained attention on this goal. To address staff salaries, the University plans to pursue an initiative to transfer classified staff from the state's step-pay system and into a university-based pay system.

As the institution continues to strengthen the quality and scope of its teaching, research, and outreach endeavors, it will address the need for corresponding improvements in its space and infrastructure capacities. In addition to significant renovation of existing buildings, the University anticipates substantial investments in infrastructure in the near future, including new information systems as well as new research, classroom, and student residence buildings.

In summary, as is true of most research universities, KU will need to be more flexible and adaptable if it is to play a significant role in the new challenges confronting society, including those presented by the explosion of new knowledge in the life sciences and increasingly fractious social and political dynamics characteristic of human communities. KU plans to continue to offer the highest-quality graduate and undergraduate experiences to its students and to be a great place for people to work and learn. The University will devise administrative and educational programs that are more transparent and provide greater capacity for accountability for performance outcomes of the institution and its graduates.

KU will map its course into the future with an emphasis on enhancing the quality of the intellectual and academic experience it offers students, faculty, and staff. The University plans to continue to expand its research profile and more fully embed international and global perspectives into its research, teaching, and outreach activities while remaining student-focused and learner-centered. The University will pursue intellectual achievement for its students, faculty, and staff with an emphasis on the breadth of their intellectual, social and civic development. KU expects to continue to be a meritocratic institution that nurtures political, business, scientific, and technological leaders among its students, faculty, and staff. In turn, such leadership will enable the state and the country to excel culturally, scientifically, technologically, and economically. KU expects to be recognized for these efforts in the future through enhanced reputation and external assessments.

NCA Self-Study Report

Executive Summary of Criteria

CRITERION 1: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Overview

The University of Kansas is a major public research and teaching university that operates through a diverse, multicampus system. KU's many parts are bound together by a mission to serve as a "center for learning, research, scholarship, and creative endeavor" in the state of Kansas, the nation, and the world.

The University's mission is achieved through high-quality undergraduate, graduate, and professional instruction, high levels of research productivity, and valuable service to the community. The mission is sustained by outstanding administrative support units, exceptional student support services and programs, research centers, libraries, and museums. Students, faculty, and staff are committed to excellence, integrity, and diversity in the creation, dissemination, and preservation of knowledge, and in service to the broader community and constituent groups.

Graduate and professional education, with their direct links to scholarly endeavors and funded research, distinguishes KU from other universities in the state of Kansas. Twenty-five graduate and professional programs are ranked by *U.S. News & World Report* among the top 25 at public universities nationwide.

Outside groups also recognize the University's distinctive core commitments. Recently, the *National Study of Student Engagement* found four distinctive institutional characteristics during a site visit to KU: 1) a collegial environment, 2) an emphasis on undergraduate teaching, 3) data-driven decision-making, and 4) traditions and culture.

Criterion Components

Under Criterion 1, the University responds to a series of mission-related component statements.

- The organization's mission documents are clear and articulate publicly the organization's commitments.
- In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Understanding of and support for the mission pervade the organization.
- The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- The organization upholds and protects its integrity.

Commentary

The goals and priorities of KU's individual campuses vary according to their particular niches, but the University mission (approved by the Kansas Board of Regents in 1992) flows through all activities, policies, and structures and links them together into a more coherent whole. In addition, the mission statements serve as a framework for assessing programs, setting goals, developing initiatives, and evaluating progress.

The University has a strong tradition of providing high quality, broad-based services to multiple constituencies in the region, state, nation, and world through a variety of programs and delivery methods. KU's mission clearly acknowledges the diversity of its learners, as well as the University's role in preparing students to live in an increasingly complex and multicultural society. KU currently has many programs and initiatives aimed at enhancing the international flavor of the University. At the Edwards Campus and through Continuing Education, KU also serves the lifelong educational needs of businesses, organizations, and working adults.

University strategic planning activities are grounded in and informed by the University mission. The current university-wide strategic plan, *Initiative 2001*, clearly reflects the mission, values, culture, and traditions of KU through its emphasis on building premier learning communities, serving as the research university for the Kansas City metropolitan area, and serving the state of Kansas.

The value placed on shared governance at KU is reflected in the highly visible role of governance in discussion and change. Students, faculty, and staff understand both the importance and challenge of shared governance and work in concert to ensure its success. Issues are raised and debated, and result in changes to academic and administrative policies through collaborative processes. Decisions are inclusive, giving a large number of people from different constituent groups a sense of ownership.

The University is strongly committed to ensuring that the activities of the institution are consistent with its mission and are conducted with integrity and sensitivity. A wide range of statutes, policies, and procedures with implications for

the ethical behavior of students, faculty, staff, and administrators govern the institution. These rules and procedures are periodically reviewed and revised, if necessary, to ensure that they remain pertinent and effective. In this context, challenges to academic values and integrity are addressed in a fair and open manner.

CRITERION 2: PREPARING FOR THE FUTURE

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Overview

Over the past decade, the University of Kansas has engaged in numerous planning activities across many levels of the organization – from institution-wide strategic plans to departmental enrollment plans. All of these different planning processes are bound together by a common understanding of the University's mission, goals, and priorities. Planning initiatives are also linked with budgeting processes so that adequate resources can be allocated to support planning initiatives. The budgeting processes also inform planning efforts in a continuous cycle of evaluation and feedback.

Planning activities at KU typically include students, faculty, and staff. This broad-based inclusiveness is a key feature of the University's culture, and all groups have major, legitimate roles in the decision-making processes. A crucial component of all planning activities is identifying situations and issues in the external environment that are likely to impact the University and its constituents. Through such environmental scanning, the University is better able to identify challenges that will face KU in the future.

One of the most visible, inclusive, and enduring of KU's planning efforts is *Initiative 2001*, which involved 185 students, faculty, and staff. Launched in 1997, the plan continues to guide the University. The key components of the University's mission statement – instruction, research, and service – form the basis for *Initiative 2001*'s major priorities:

- Build Premier Learning Communities
- Serve Kansans
- Act as One University
- Be the Research University for the Greater Kansas City area

In addition to *Initiative 2001*, numerous other KU planning initiatives have provided a framework for addressing future opportunities and challenges. Examples include:

- Five-Year Tuition Enhancement Plan (2001-2006)
- KU Medical Center Campus Strategic Plan (2003)
- KU Lawrence Campus Master Plan (1997)
- Government University Industry Research Roundtable (1996)
- Pew Roundtable (1996-1997)
- Research Foundation Committee to restructure KU Center for Research, Inc. (1996-1997)
- Kansas Board of Regents Vision 2020 process (1996-2000)
- Kansas Board of Regents Performance Indicators (2001-present)

Criterion Components

Under Criterion 2, the University responds to a series of planning-related component statements.

- All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.
- The organization realistically prepares for a future shaped by multiple societal and economic trends.
- The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Commentary

Planning drives decision-making at KU. All planning is firmly grounded in the mission and values of the University: highest quality instruction; high levels of scholarship and funded research productivity; service to the state, nation, and world; students prepared for lives of learning in a complex and diverse multicultural and international community; and commitment to excellence.

KU First: Invest in Excellence, is one example of how the *Initiative 2001* vision was realized. The \$500 million capital campaign focused on raising private funds for educational and research initiatives that position KU to pursue cutting-edge knowledge in science education, computer science, health sciences, and biomedical research, as well as provide monies for student support services (including scholarships), additional facilities for growing programs, endowed positions for senior faculty, and awards for promising young faculty. As of Fall 2004, the campaign has gifts and pledges of \$578 million, and will exceed a new goal (\$600

million) by year's end. *KU First* has funded 15 construction projects on three campuses, 230 new scholarships, and 31 new professorships.

Adherence to the mission and institutional values are central to planning and budget decisions at KU. The annual budget process demonstrates the strong interrelationship of the mission, planning, and fiscal management. The budget documents are structured to: 1) relate to institutional goals and priorities, 2) respond to specific institutional priorities (e.g., retention, diversity, graduation rate, etc.), and 3) identify strategies for continued progress toward goals in varying fiscal environments.

The overarching philosophy that guides planning and budgeting decisions at KU is to protect and enhance the academic core and mission. These principles reflect KU's core values and guide budget decisions – both allocations and reductions – on all campuses. During the mandatory state budget reductions imposed in FY 2002-2003, cuts were made in accordance with these principles.

Academic units work within the framework provided by the KU strategic plan to prepare for the future. Implementation of the tuition enhancement plan has strengthened this alignment of academic priorities with institutional priorities. Stable leadership in senior administrative positions has allowed the coherent implementation of strategic planning initiatives. With full tuition ownership and tuition enhancement resources, the KU administration now has resources to fulfill such *Initiative 2001* priorities as targeted faculty positions and funding for premier learning community initiatives such as the Global Awareness Program, Thematic Learning Communities, among others.

Systematic environmental scanning enables KU to identify societal and economic trends and threats at the regional, national and global levels that have potential to shape KU's organizational context in the future. While strategic planning positions the University to evaluate the trends and threats that require attention, some are beyond the University's control. Examples include changes in the state's funding mechanism for higher education, an aging state population, changes in student demographics, shifts in the labor market for graduate students, advances in technology, and the increasingly complex and global nature of society.

KU consistently utilizes operational, management, and analytical data to maintain and improve institutional effectiveness. Both quantitative and qualitative data are used on a systematic basis to inform decisions, evaluate programs and processes, and make improvements. Centralized institutional research offices on both the Lawrence and Medical Center campuses play key roles in providing accurate and reliable data for budgeting and strategic planning processes as well as operational decisions. Evaluation and assessment activities are not limited to institutional research offices, but occur in both academic and administrative units across the University. The broad range of coordinated activities performed by the institutional research offices help to ensure that the collection and interpretation of data at the University is consistent, explicit and accurate, as well as widely

disseminated across the University to better inform planning at all levels of the organization.

Financial resources flow from four main sources: state appropriations, tuition revenue, externally funded research, and endowment funds. Of these:

- State appropriations per FTE student at KU declined in inflation-adjusted dollars from FY 1994 to FY 2004 (\$6,100 to \$5,600), an amount equivalent to almost \$12 million.
- Tuition enhancement revenue generated from student tuition is new money targeted primarily for improving the academic core to strengthen and improve the quality of education, generating \$26 million over the first three years.
- University research, development, and training expenditures increased from \$102.7 million in FY 1993 to \$257.9 million in FY 2003, an increase of more than 150 percent.
- KU's annual financial support from the KU Endowment Association grew from \$44 million in 1998 to \$83 million in FY 2004.

Since 1994, KU has made substantial investments in its physical plant and infrastructure, including more than \$308 million for projects that are completed, in progress, or in design. These include construction or renovation of classroom, research, laboratory, residential, athletic, recreational, museum, parking, administrative, childcare, and service-related structures.

As of Fall 2004, KU had 8.7 million gross square feet of space on the Lawrence and Edwards campuses and 2.5 million gross square feet at the Medical Center. On average, KU has added more than 40,000 square feet of space per year for more than a century. Projects now underway will add about 30,000 square feet. Plans are underway for construction of 170,000 gross square feet of office and research space within the next 5 years. The need for research space, particularly laboratory space, parallels KU's increase in funded research, especially for larger projects in engineering and the sciences.

CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Overview

The University of Kansas is a major research university that excels at student learning and effective teaching at the undergraduate, graduate, and first professional levels. KU is characterized by the breadth and outstanding quality of

its academic program offerings. KU continues to value undergraduate teaching as much as graduate teaching and sustains a culture that views research and teaching as equally critical to the overall learning environment.

The past 10 years have seen major coordinated and strategic investments in the teaching and learning environment, improving on an already strong tradition. The *Build Premier Learning Communities* initiative, part of the *Initiative 2001* strategic plan, illustrates the importance KU places on teaching and learning. *Build Premier Learning Communities* has served as a framework for establishing many of the programs cited in this section.

In this process, KU has kept several important commitments in mind: adherence to its mission as a research university and belief in the value of face-to-face instruction in a tradition-rich environment of frequent student-faculty and student-student interaction. KU has made significant technological advancements since the last review, and has also focused on improving student experiences on its brick and mortar campuses. In addition, three specific components of the undergraduate experience have been enhanced: an international experience, service learning, and undergraduate research.

At the graduate level and in the professional schools, courses have been re-engineered to support and enhance learning through the integration of technology. Beyond the strategy of hiring and retaining high-quality faculty with active research agendas, the institution has made concerted efforts to enhance the quality of the graduate experience. These efforts include creating a more central role for the Graduate School, raising student stipends, expanding fellowship and scholarship opportunities, and improving advising and career preparation.

KU has used assessment since the mid-1980s to guide the development of the complex teaching and learning environment. In particular, the general education assessment process has become part of the Lawrence campus culture. Not only has this provided important campus-wide data on the extent to which Lawrence undergraduate students meet university-wide General Education goals, it has served as the basis for campus-wide conversations about the kind of general education a KU graduate should possess. Other pieces of this process include: assessment in the undergraduate major, assessment of graduate programs, academic program review, and professional accreditation. In addition, KU also reviews and evaluates its assessment processes.

Criterion Components

Under Criterion 3, the University responds to a series of component statements about teaching and learning.

- The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- The organization values and supports effective teaching.

- The organization creates effective learning environments.
- The organization's learning resources support student learning and effective teaching.

Commentary

The information provided in this section articulates KU's commitment to student success. The recent *DEEP Report*, for example, provides external documentation of KU's success in developing a learning environment that is both challenging and supportive. KU has devoted significant attention during the past decade to increasing its research profile, while protecting the quality of the undergraduate experience. KU has made major investments in the teaching and learning environment that have led to increased retention rates and praise from the NSSE researchers.

KU has established a set of university-wide goals for general education that are independent of specific course requirements. First identified in 1987 and revised in 2000-01, these six goals represent the common expectations for a KU graduate.

- **Goal 1:** Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity.
- **Goal 2:** Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.
- **Goal 3:** Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.
- **Goal 4:** Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.
- **Goal 5:** Become aware of contemporary issues in society, technology, and the natural world, and appreciate their complexity of cause and consequences.
- **Goal 6:** Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

Assessment of General Education is an annual activity, and the goals now are included in information provided during new student orientation. The goals also are in the undergraduate catalog. A University General Education Task Force is exploring the issues surrounding general education on a university-wide basis.

KU's academic programs have identified goals for student learning that drive an ongoing, multi-faceted assessment program at the undergraduate, graduate, and professional levels. KU's assessment programs all have a high level of faculty involvement, and the results are used by programs to enhance learning experiences. Assessment in the major is required of all undergraduate academic programs, and has prompted curricular changes as well as the addition of scholarship opportunities and improved laboratory equipment. The assessment of

graduate programs occurs through program assessment and departmental self-studies as part of academic program review. Other forms of assessment include those linked to the dissertation process in doctoral programs and surveys conducted by organizations outside of the University.

Effective teaching is a celebrated hallmark of KU. The past ten years have seen many concrete initiatives to recognize and facilitate effective teaching and learning. Efforts to support excellence in teaching include increased recognition through teaching awards and professorships, and initiatives that integrate technology in instruction. KU values teaching excellence and the evaluation of teaching effectiveness is an important component of annual merit reviews, tenure and promotion reviews, and post-tenure reviews. The quality of teaching is not limited to tenure-eligible faculty. Typically, 20 percent of the memorable teachers mentioned by seniors on a comprehensive survey are graduate teaching assistants – an indication that GTA workshops, coaching, and development opportunities are effective.

The academic learning environment, particularly the curriculum, is never static and this has been particularly true at KU during the past 10 years. Much effort has been directed toward meeting the challenges outlined by *Initiative 2001*. The Build Premier Learning Communities task force identified preparation of the emerging professorate – graduate students – for teaching, advising, and research as a prerequisite of an effective research university learning environment. Among the many KU programs that support teaching, learning, and retention are the Freshman-Sophomore Advising Center, Thematic Learning Communities, HAWK Link, PRE 101 Orientation Seminars, the Honors Program, scholarship halls, the Office of Multicultural Affairs, the Multicultural Resource Center, the Haskell Mentor Program, and academic support for student athletes.

KU has made major investments in the use of technology to support learning and instruction, in terms of computing labs, a digital library, and wireless zones. KU has also integrated technology into instruction. One example is the use of instructional technology that enables faculty to teach large classes while maintaining a degree of interactivity and active learning. Tuition enhancement funds have been used to upgrade technology in academic units.

Since 1996, KU has received \$48 million at Lawrence and \$20 million at the Medical Center for facilities improvements as part of the Kansas Board of Regents *Crumbling Classrooms* initiative. Projects have included the renovation of existing space, additions to existing buildings, ADA and fire code improvements, and construction of a new School of Nursing building. The Kansas Board of Regents has documented deferred maintenance and repair needs of more than \$600 million at the six state universities, and is urging increased funding for this purpose. Tuition enhancement funds have also been earmarked for physical improvements directly related to the student educational experience.

Several strategies are used to ensure educational effectiveness: task forces for in-depth investigation of a perceived problem or issue and periodic comprehensive surveys of students. For example, a new, flexible organizational structure was established to address the changing needs of students. The reorganized student services office was renamed Student Success. Student Success has identified 11 priorities, each clearly linked to key student needs, which it plans to pursue.

Another example is the Senior Survey conducted at regular intervals since 1977. The survey, to be administered next in 2005, provides a baseline measure of the level of student satisfaction with the university experience. The Student Perceptions Survey has been administered five times since 1996 and is intended to measure student perception on instruction, faculty help outside the classroom, opportunities for intellectual challenge, English language ability of instructors, development of course schedules, overall educational experience, and the quality of academic advising.

One of the overarching themes that emerged from the *DEEP Report* was KU's commitment to an environment that values student success. It provided outside confirmation that KU's culture places a high value on creating effective learning environments for students. KU was selected as one of only two public research universities for an in-depth follow-up case study because of "higher-than-predicted scores on five clusters of benchmarks of effective educational practice and higher than predicted graduation rates."

The Self-Study process identified these areas of challenge at KU:

- KU's goal of having every undergraduate student complete a research experience and a service learning experience are not as full developed as the Global Awareness Program. Although service learning and undergraduate research take place, experiences are not systematic and available for all students.
- Although some efforts have been made to improve the support for graduate students and several programs have been instituted to prepare graduate students for future careers, greater attention will be given over the next 10 years to the quality of the graduate student experience.
- Renewed attention should be given to graduate outcomes assessment. Because of the program specific nature of graduate education, identification of graduate program goals and appropriate means of determining goal attainment is an important step in building strong graduate programs.

CRITERION 4: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Overview

The acquisition, discovery, and application of new knowledge are of paramount importance and a principal institutional focus at the University of Kansas. The depth and breadth of research resources and scholarly activity are outward manifestations of the pivotal value this activity holds in the life of the University. From cutting edge scientific investigation on the neurological effects of aging, to cutting edge research on autism, to maximizing useable bandwidth in telecommunications, to analyzing the works of poet Langston Hughes, KU faculty, as well as graduate and many undergraduate students, are actively engaged in the research arena. In many ways, research at KU clearly reflects the true value and meaning of a “life of learning.”

The importance of preparing students for a life of learning in the world outside the academy is also stressed. Through multiple and varied methods of evaluation, KU constantly assesses the usefulness of its curricula to students, modifying it continually to meet the demands of the workplace while exposing students to a diverse and dynamic global society.

Criterion Components

Under Criterion 4, the University responds to a series of component statements about the acquisition, discovery, and application of knowledge.

- The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- The organization provides support to ensure that students, faculty, and staff acquire, discover, and apply knowledge responsibly.

Commentary

KU has a core belief that research is important – both for itself and because it is essential to a vibrant the teaching and learning environment for all KU students and faculty. As a major research university, KU values the work of its investigators as they seek to better the human condition and provide leadership to researchers around the world.

The educational priorities of KU clearly rest in the acquisition, discovery, and application of knowledge as demonstrated by the depth and variety of research resources and research opportunities available to faculty and students. The sustained research activity and scholarly productivity of the faculty, the emphasis on research experiences for students at both the undergraduate and graduate levels, and the significant growth in research expenditures over the past decade all testify to the high value KU places on a life of learning.

Research at KU is a thriving, dynamic enterprise. Research productivity is a key criterion in the hiring, promotion, merit reviews, and post-tenure reviews of faculty. The critical importance of research is expressed through the campus strategic planning initiatives, which encourage the collaborative creation of new knowledge. Sponsored project expenditures have nearly doubled since 1995, building on traditional strengths while recognizing and taking advantage of research opportunities and trends at the national level. Increasing the effect and volume of externally funded research is a major goal at KU.

Research collaboration is promoted at KU through multidisciplinary centers focused on common themes. KU is home to six national research centers funded by NIH and NSF. Major research foci are the arts and humanities, education, the environment and natural sciences, human health, information technology and informatics, societal organization, and quality of life.

Research meets crucial educational goals by enhancing the ability of KU faculty to teach at the frontiers of their fields and by providing students with research experiences. The effects of research in these and other areas are profound, increasing knowledge and understanding, and contributing to economic development.

Research universities need suitable research space and equipment, especially during periods of growth. The Kansas Legislature recently provided \$65 million in bonding authority for the construction of a biomedical research facility at the Medical Center, and \$5 million for life sciences research equipment on the Lawrence campus. This support has continued in the form of the Kansas Economic Growth Act, enacted by the Legislature in 2004, which is aimed at promoting life sciences research within the state as a lever for economic development.

On the Lawrence campus, nearly 100,000 square feet of laboratory space was acquired or built in the past three years. The first phase of the Structural Biology

Center was completed in 2004, and construction is about to begin on a new 100,000-square foot research building. Plans call for an additional 50 percent increase in research space over the next five years. Similar efforts are underway at the Medical Center to improve and expand space available for research.

The directors of KU research centers and institutes, surveys, science-based museums, and core service laboratories all report to the Office of the Vice Provost for Research. This organizational structure facilitates interdisciplinary research and places KU in a better position to compete for interdisciplinary research grants. In addition, the research center structure provides substantial benefits that enhance research productivity, such as pooling of faculty talent, institutional resources and grant support. More than half of the sponsored project expenditures at KU are conducted through approximately 60 centers, institutes, and other non-academic units, including the following:

- Biodiversity Research Center
- Center for Environmentally Beneficial Catalysis
- Center for Research on Learning
- Joyce and Elizabeth Hall Center for the Humanities
- Higuchi Biosciences Center
- Information and Telecommunication Technology Center
- Schiefelbusch Institute for Life Span Studies
- Hogle Brain Imaging Center
- Kansas Masonic Cancer Research Institute
- Landon Center on Aging
- Kansas Biological Survey
- Kansas Geological Survey
- Policy Research Institute
- Transportation Center

KU's traditional strength in the arts and humanities provides a focus for interdisciplinary research, scholarship, and discourse. KU is also an important center for educational research, and has become a leader in research that addresses environmental issues. KU researchers are also involved in the development of resources such as energy, water, and fuel cells, as well as improving infrastructures such as better roads and bridges.

Human health research has always been a major focus of research at KU, focusing on drug discovery and delivery, neurosciences, and cancer research. In recent years, this focus has intensified, with more than two-thirds of KU's sponsored project expenditures now in projects related to the life sciences (including \$67.7 million in NIH awards in FY 2003). The KU Medical Center is at the forefront of the University's human health focus. In July 2004, the Medical Center received an

\$18 million NIH grant, the largest in the state's history. KU's School of Pharmacy currently ranks second in total NIH funding among all U.S. schools of pharmacy. Its research programs have consistently been among the most successful and well funded in the country.

Another important research area is the distribution of information across networks and data mining – particularly the areas of computational technologies, communications, and sensors for a host of applications. KU is also at the forefront of informatics research, which brings emerging computational technologies to bear on a wide range of issues.

Significant questions related to public policy and social organizations are studied at KU, based on interdisciplinary expertise in the social sciences, business, law, and journalism. The Robert J. Dole Institute of Politics is a major new catalyst for public policy discussion on campus, providing a forum for pressing public policy issues.

The Offices of Technology Transfer and Intellectual Property on the Lawrence and Medical Center campuses facilitate the transfer of technology by assisting researchers with intellectual property protection and commercialization, maintaining entrepreneurial and industry resources, and summarizing technology transfer activity for statistical and outreach purposes. The Research Dissemination and Support Program within KU Continuing Education works to ensure that KU's research is shared widely.

The KU Libraries provide an array of print and digital research materials and user services to support research at the University. The Libraries provide access to on-site collections of traditional materials, collections of electronic resources, and services that help users find, retrieve, and use information conveniently.

An array of financial support is available to faculty members to support research, including the Competitive General Research Fund, the New Faculty General Research Fund Program, the Higuchi Research Achievement Award Program, federal financial support, travel grants, and utilization of overhead funds.

The University is committed to striking a balance between general education and discipline-specific knowledge so that all students acquire the fundamental skills necessary to pursue a life of learning in a diverse and complex society. In doing so, it encourages faculty and students to pursue critical inquiry into a broad range of subjects as well as to build upon this broad base through specialized focus in disciplines of particular interest.

A guide to achieving this balance is the General Education goals, described earlier, which reflect the breadth of knowledge that KU encompasses in its educational programs. The Kansas Board of Regents also provides direction by establishing minimum credit hours and distribution requirements for general education courses for students transferring among Kansas postsecondary institutions.

All of the 5,700 graduate students on the Lawrence campus participate in research as part of their education. Many undergraduates also take advantage of the abundant research opportunities available to them.

The regular evaluation of academic programs is critical to effective self-management. A combination of self-assessment and outside review facilitates improvements in curriculum and instruction as well as better use of faculty time and talent. The principal formal assessment of program quality, usefulness, and capacity is the Kansas Board of Regents Program Review process. In addition, the relevance and value of the KU curricula are routinely evaluated by faculty and administrators, as well as by external constituencies such as the professional licensure boards and accrediting agencies. Less formal but equally important assessment of curricula and program utility comes from entities such as advisory boards, recruiter surveys, and solicited feedback through program and departmental newsletters.

All degree programs at KU are reviewed on an eight-year cycle through an intensive departmental Self-Study and recommendation process. Annual reports are submitted to the provost by academic units. In addition, a common set of data is collected on an annual basis, giving KU administrators and the Kansas Board of Regents a statistical overview of each academic program.

An additional, independent check on whether the curricula are current and relevant is professional accreditation. All of the KU programs that have external accrediting bodies are accredited. At the Medical Center, healthcare professional curricula are influenced by national and external forces, such as licensure requirements and program accreditation, as well as national mandates. On the Lawrence campus, the professional school programs are subject to periodic evaluation by professional organizations and licensing boards.

KU's research and scholarly endeavors benefit the citizens of Kansas, the nation, and the world. Strengths in this area include the breadth of research in the humanities, social sciences, and natural and physical sciences, a tradition of interdisciplinary research, and an international focus. Challenges in this area include outgrown infrastructure, the need for more technical/research/library staff, and barriers to collaborative research or differences in policies and practices between the Lawrence and Medical Center campuses.

CRITERION 5: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and analyzes its capacity to serve their needs and expectations.

Overview

The constituents of the University of Kansas include students, alumni, faculty and staff, as well as the citizens of the state, the nation, and the world. “Kansas roots, global reach” is the term that best captures KU’s dual obligation. This commitment is reflected in the University’s mission and in the many documents and activities highlighted in this section.

Both KU’s mission statement and *Initiative 2001* identify key constituencies. KU serves Kansans through a variety of collaborative efforts targeted at enhancing the Kansas and greater Kansas City workforce, developing research and responding to specific needs. KU serves the region, the nation, and the global community through a variety of educational and research efforts. The *Serve Kansans* task force for *Initiative 2001* defined public service at KU as follows:

Public service is the purposeful application of teaching, research, and scholarship to the needs of citizens and communities within Kansas and beyond. Public service involves active outreach that is responsive to the needs of diverse constituencies within the State, with special emphasis toward assisting underserved communities and disadvantaged populations. Such responsive outreach requires the formation of vital partnerships between representatives of the University and Kansas communities.

While recognizing its broad-reaching responsibility, KU must target its external activities to capitalize on its strengths and avoid duplication of services. The KU Medical Center, as the only medical school in the state, is one example of strength and opportunity.

Criterion Components

Under Criterion 5, the University responds to a series of component statements about engagement and service.

- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Internal and external constituencies value the services the organization provides.

Commentary

KU interacts with its constituent groups to better understand and respond to their needs. The University must invest its limited resources carefully and thus must assess and match its level of engagement with its capacity to provide effective collaborations. KU and its many units constantly scan the appropriate external environments to identify mutually beneficial forms of engagement. This approach ensures that activities are based on capacity and need as judged by those most able to respond.

KU faculty and administrators are regularly involved in efforts to identify critical public education issues and workforce development needs in the region and beyond, with the Medical Center, the Edwards Campus, and KU Continuing Education playing key roles.

In addition to these services, the University employs other programs and mechanisms to communicate with key audiences. Such communication provides opportunities for KU to better understand the needs and expectations of external constituencies. It also enables KU to convey to constituency groups the role that a public research university can play in meeting their needs. As a public university, it is important for lawmakers, prospective students, donors, and the citizens of Kansas to understand the value of KU.

University Relations, part of External Affairs, is the central public relations office for KU, providing information to foster a better understanding of the University and its contributions. In 2004, KU began the development and implementation of an integrated marketing strategy to enhance the image, reputation, and visibility of KU. The four main objectives are:

- To enhance KU's reputation statewide in order to increase state funding for teaching, research, and public service
- To identify and communicate to Kansans and the greater Kansas City region the benefits of having a public research institution with a strong national reputation
- To enhance recruitment to ensure that KU's student body is a strong and diverse mix of high achieving students from Kansas, the nation, and the world
- To develop and implement an effective visual identity for KU

Since 1883, the KU Alumni Association has provided information and programs to connect alumni and friends to the University. One of the Association's most significant duties is construction and maintenance of KU's official database on graduates. Other programs and services include the *Kansas Alumni* magazine, an online alumni directory, and *KU Connection*, a monthly online newsletter. The professional schools, as well as the College of Liberal Arts and Sciences, have advisory boards that assist them in maintaining up-to-date contact with their alumni and professional communities. These advisory boards facilitate connections

between KU and its constituent groups to address curricular issues as well as the needs of the larger community.

KU's service and outreach reflect its mission, through research endeavors, faculty expertise, and teaching resources. KU Continuing Education provides a wide variety of educational services, including professional certification, law enforcement, fire service training, distance and correspondence courses, as well as lifelong learning opportunities for all ages. Curricular and co-curricular activities also provide opportunities for student engagement in the community through service learning activities and internships that are part of academic programs. A large number of units on campus provide service based on their expertise and capacity to serve a particular clientele.

In addition, many other KU units actively engage in public outreach and service that benefit constituency groups, including the KU Libraries, the Spencer Museum of Art, the Office of International Programs, the Kansas Audio Reader Network, Kansas Public Radio, the Faculty Speakers Bureau, the Lied Center, and the Athletic Department.

As part of the Serving Kansas component of *Initiative 2001*, KU committed itself to increasing service learning opportunities for all students. Examples include:

- Rural Health Services, including a required preceptorship month with a generalist physician in private practice in a medically underserved area of the state
- Alternative Breaks in January or March each year, involving groups of 7-10 KU students
- JayDoc Free Clinic, a free, student-run medical service in Kansas City
- Jubilee Café, providing breakfast for in-need community members in Lawrence

KU has forged partnerships with other postsecondary institutions, schools, public agencies, and private companies to promote the education, health, and well being of all people, particularly Kansans. These partnerships focus on shared educational, economic, and social goals and build effective bridges among the diverse communities that KU serves.

Each fall, 1,400 to 1,500 students transfer to KU. About half arrive from Kansas community colleges, another 25 percent come from other states, and the balance are from other universities in Kansas. The existence of a sound articulation process is an important element in the relationship between the institution and potential students. It is also a necessary component in a statewide educational system with differentiated institutional missions. Students transferring to a Kansas public university with a completed associate of arts or associate of sciences degree are given junior status.

In addition to the policies outlined by the Kansas Board of Regents, the University makes every effort to ensure that its transfer policies and procedures are clear to students and other stakeholders and are consistently and fairly administered. KU's postsecondary relationships include KU-Haskell Indian Nations University partnerships, cooperative institutional agreements with universities in 29 countries, agreements for faculty exchanges with 16 universities, a partnership with the University of Costa Rica, a cooperative pharmacy graduate program with Monash University in Australia, and Graduate Direct Exchange agreements with nine European partner universities.

KU has many partnerships that promote economic development in Kansas and the nation, including participation in the Kansas City Area Life Sciences Institute, the Kansas Technology Enterprise Corporation, the Lawrence Regional Technology Center, the KU Small Business Development Center, the Biotechnology Development Center of Kansas City and Higuchi Biosciences Center. At each of its four campuses, KU has also established other mutually beneficial relationships with the local community.

Public research universities, such as KU, play a crucial role in the economic, political, and cultural life of the nation and its people. Every center and academic unit engages its constituents in ways appropriate to its mission and in concert with KU's mission as a research university.

Workforce development is not only the province of community colleges and technical and vocational colleges. Increasingly, the workplace is global, knowledge-based, and dynamic. KU must prepare its graduates to enter the workplace and continue to supply them with the knowledge they will need to grow and adapt successfully in their careers over time.

KU Continuing Education offers courses – both public and custom-tailored for specialized industries – to keep professionals current in such fields as engineering, law, accounting, business, education, medicine, journalism, public administration, public works, and life sciences. Professional continuing education allows these professionals to continue to learn and benefit from the research and expertise of the University's faculty. Many of the professional schools also offer continuing education opportunities for professionals.

Continuing Education constituents include participants from every county in Kansas, all 50 states, and 48 other countries. Programs include 1,000 professional, academic and public service events annually, which serve 50,000 noncredit participants. Continuing Education also offers 170 undergraduate and graduate distance education courses, developed and taught by KU faculty, with 2,300 undergraduate and graduate students enrolled. Through its educational service to the community, KU furthers the development of community leaders. For example, many of the graduates from the Kansas Law Enforcement Training Center are now in leadership positions, including 162 police chiefs and 81 sheriffs.

Lawrence, in partnership with KU, is a cultural center for northeastern Kansas. Thousands of individuals attend events at the Lied Center, the School of Fine Arts, the Dole Institute of Politics, Memorial Stadium, and Allen Fieldhouse. Last spring, for example, more than 12,000 students, faculty, staff, and citizens attended a speech on campus by former president Bill Clinton. The Museum of Natural History is one of the most visited tourist attractions in Kansas. The Lied Center's education and outreach programming includes over 150 activities serving over 15,000 patrons. Kansas Public Radio estimates that some 70,000 people listen each day to its varied musical and public service programming.

One of the themes to emerge from KU's Self-Study is the large number of units on campus that contribute to K-12 education in Kansas. This extends beyond the School of Education, the Center for Research on Learning, and the Life Span Institute. Nearly every academic unit and a diverse array of research centers, museums, and administrative departments have outreach activities that benefit K-12 students and/or teachers. Other programs, such as Telekids, the clinics sponsored by the Department of Psychology and the School of Education, and such community projects as Juniper Gardens and the Rosedale neighborhood initiatives, work directly with children to improve their mental, social, and physical health.

The KU Medical Center, in partnership with KU Physicians and the KU Hospital, provides over \$400 million in patient care and \$70 million in research each year – with an economic impact in excess of \$1 billion on the Kansas economy. In addition, the School of Medicine provides an average of \$12 million in uncompensated care each year, i.e., charity and billed-but-uncollectible charges for medical care provided to patients who were unable to pay.

The direct effects of research at KU contribute significantly to the local and state economies. Numerous positions are created directly by research projects. Scientists as well as student workers are employed by the University in a myriad of programs. A study commissioned by the Milken Foundation found that one of the best predictors of a region's economic success was its proximity to a major research university. KU serves this role for greater Kansas City.

The year 2003 marked the seventh consecutive year that research expenditures increased at KU. Since 1995, KU's total research expenditures have more than doubled. Over 80 percent of these expenditures came from federal agencies, i.e., money brought into the state that would not have contributed to the state's economy otherwise. Each dollar spent directly on research will also circulate through the economy, indirectly generating additional income and employment. Further, basic university research may result in discoveries with commercial potential. Transferring technologies from research laboratories to the marketplace can have significant economic impact. KU research has generated 52 patents, 24 licenses, 13 equity positions, and 15 startup companies.

Clearly, KU engages its constituents in many ways. The breadth and depth of engagement mirrors the diversity of the University in general. This diversity is both a strength and a weakness. Because of the broad range of activities, citizens of the state often do not realize the amount or extent of service provided to the state and beyond. This general lack of knowledge of the range and extent of service activities exists even within the university community. KU's integrated marketing effort is aimed at helping the University better communicate these and other messages to the public.

CRITERION 1

Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criterion Overview

The University of Kansas is a major public research and teaching university that operates through a diverse, multicampus system. Although each member of the University community approaches the mission from a unique perspective, the many parts are bound together by the mission to serve as a center for learning, research, scholarship, and creative endeavor in the state of Kansas, the nation, and the world. “Kansas roots, global reach” captures the University’s primary obligation to the citizens of the state of Kansas, while recognizing its responsibility to serve the nation and the world through its teaching, research, and service.

The University achieves its mission through high-quality undergraduate, graduate, and professional instruction; high levels of research productivity; and valuable service to the community. The mission is sustained by outstanding administrative support units, exceptional student support services and programs, research centers, and libraries as well as museums and art centers. Students, faculty, and staff are committed to excellence, integrity, and diversity in the creation, dissemination, and preservation of knowledge, and in service to the broader community and constituent groups.

Graduate and professional education programs, with their direct links to scholarly endeavors and funded research, distinguish KU from most other universities in the state of Kansas. *U.S. News & World Report* ranks twenty-five KU graduate and professional programs among the top 25 at public universities. These rankings are compiled based upon evaluations from graduate program directors in those programs across the country. (*More detailed rankings can be found online in [Profiles](#).)*

Outside groups also recognize the University’s core commitments and the distinctive ways that these commitments are articulated in documents and carried out in practice. For example, when a team of faculty researchers visited KU to identify and document distinctive qualities that contributed to the high performance of KU undergraduates on benchmarks of effective educational practice in the *National Study of Student Engagement* (NSSE), they found four distinctive institutional characteristics that transcended the specific benchmarks: 1) KU’s collegial environment, 2) an emphasis on undergraduate teaching, 3) data-

driven decision-making, and 4) traditions and culture. The team commented that these themes emerged from interviews with KU students, faculty, and staff; campus observations; and review of many institutional documents including the student handbook and undergraduate catalog as well as numerous web pages that display information about students and programs.

The preamble to the campus mission succinctly describes the broad institutional mission. It states:

UNIVERSITY OF KANSAS INSTITUTIONAL MISSION

The University of Kansas is a major comprehensive research and teaching university that serves as a center for learning, scholarship, and creative endeavor. The University of Kansas is the only Kansas Regents university to hold membership in the prestigious Association of American Universities (AAU), a select group of 58 (now 62) public and private research universities that represents excellence in graduate and professional education and the highest achievements in research internationally.

Approved by the Kansas Board of Regents 1992

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Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

Component Overview

The University of Kansas is dedicated to ensuring that its mission and goals are understood by both internal and external audiences. The University [mission statement](#) clearly communicates the priorities and goals of the institution and is prominently featured in a broad array of media outlets. Although the goals and priorities of the individual campuses vary according to their particular niches, the mission flows through the activities, policies, and structures on all the campuses and links them together into a coherent whole. The University's commitment to excellence in teaching, research, and service is emphasized in the University and campus mission statements. In addition, the mission statements serve as frameworks for assessing programs, setting goals, developing initiatives, and evaluating progress.

- In 1992, the Kansas Board of Regents approved the overall University of Kansas mission statement as well as the individual statements for the Lawrence and the Medical Center campuses. Each statement clearly identifies the goals and commitments of the University in the areas of instruction, research, and service as well as the University's commitment to *“offering the highest quality undergraduate, professional, and graduate programs, comparable to the best obtainable anywhere in the nation.”*
- The University serves its students, the state of Kansas, the region, the nation, and ultimately the world through research, teaching, and the preservation and dissemination of knowledge. The values of excellence, integrity, and diversity are articulated in the overall mission statement as well as the statements specific to each campus. Educational, research, and service programs are offered throughout the state, including the main campus in Lawrence, the Medical Center campuses in Kansas City and Wichita, the Edwards Campus in Overland Park, and other sites in Topeka, Parsons, and the Kansas City metropolitan area.
- The University and campus mission statements are included in numerous documents targeted to a variety of audiences. The Regents approved mission statements are prominently featured on the University of Kansas websites for both the Lawrence campus and the Medical Center. In addition, the mission statements are included in the undergraduate and graduate print catalogs that are also accessible through the University websites.
- A distinctive aspect of the Lawrence campus mission is the emphasis on preparing students to live and work in a global community. In recent years, KU has added new academic programs that provide students with additional

opportunities to expand their knowledge of the world. (Detailed information is available in *Criterion 3d*.)

UNIVERSITY OF KANSAS INSTITUTIONAL MISSION

Lawrence Campus

Instruction. The university is committed to offering the highest quality undergraduate, professional, and graduate programs, comparable to the best obtainable anywhere in the nation. As the AAU research university of the state, the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic, and research programs of international distinction, and outstanding libraries, teaching museums, and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and for research.

Research. The university attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry underlying and informing the educational experience at undergraduate, professional, and graduate levels.

Service. The university first serves Kansas, then the nation and the world through research, teaching, and the preservation and dissemination of knowledge. The university provides service to the state of Kansas through its state- and federally-funded research centers. KU's academic programs, arts facilities, and public programs provide cultural enrichment opportunities for the larger community. Educational, research, and service programs are offered throughout the state, including the main campus in Lawrence, the KU health-related degree programs and services in Kansas City and Wichita, as well as the Regents Center at the Edwards Campus and other sites in the Kansas City metropolitan area, Topeka, and Parsons.

International Dimension. The university is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world. The university offers teaching and research that draw upon and contribute to the most advanced developments throughout the United States and the rest of the world. At the same time, KU's extensive international ties support economic development in Kansas.

Values. The university is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance.

Approved by the Kansas Board of Regents 1992

- The University of Kansas Medical Center provides leadership in the health field through discovery of new knowledge and the development of programs in research, education, and patient care. The mission statement drives its commitment to excellent education, innovative scientific discovery, outstanding clinical programs, and dedication to community service.

UNIVERSITY OF KANSAS INSTITUTIONAL MISSION

University of Kansas Medical Center

The University of Kansas Medical Center, an integral and unique component of the University of Kansas and the Kansas Board of Regents system, is composed of the School of Medicine, located in Kansas City and Wichita, the School of Nursing, the School of Allied Health, and a Graduate School. The KU Medical Center is a complex institution whose basic functions include research, education, patient care, and community service involving multiple constituencies at state and national levels. The following paragraphs chart the KU Medical Center's course and serve as a framework for assessing programs, setting goals, developing initiatives, and evaluating progress.

The University of Kansas Medical Center is a major research institution primarily serving the state of Kansas as well as the nation and the world, and assumes leadership in the discovery of new knowledge and the development of programs in research, education, and patient care. The KU Medical Center recognizes the importance of meeting the wide range of healthcare needs in Kansas - from the critical need for primary care in rural and other underserved areas of the state, to the urgent need for highly specialized knowledge to provide the latest preventive and treatment techniques available. As the major resource in the Kansas Board of Regents system for preparing healthcare professionals, the programs of the KU Medical Center must be comprehensive and maintain the high scholarship and academic excellence on which the reputation of the university is based. Our mission is to create an environment for:

Instruction. The KU Medical Center educates healthcare professionals to primarily serve the needs of Kansas as well as the region and the nation. High-quality educational experiences are offered to a diverse student population through a full range of undergraduate, graduate, professional, postdoctoral, and continuing education programs.

Research. The KU Medical Center maintains nationally and internationally recognized research programs to advance the health sciences. Health-related research flourishes in a setting that includes strong basic and applied investigations of life processes, inquiries into the normal functions of the human body and mechanisms of disease processes, and model healthcare programs for the prevention of disease and the maintenance of health and quality of life.

Service. The KU Medical Center provides high-quality patient-centered healthcare and health-related services. The University of Kansas Medical Center will be the standard bearer in the development and implementation of model programs that provide the greatest possible diversity of proven healthcare services for the citizens of Kansas, the region, and the nation.

Approved by the Kansas Board of Regents 1992

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Component Overview

The University has a strong tradition of providing high-quality, broad-based services to multiple constituencies in the region, state, nation, and world through a variety of programs and delivery methods. The University of Kansas mission documents clearly acknowledge the diversity of its learners as well as the

University's role in preparing students to live in an increasingly complex and multicultural society. The mission statements of the various academic units and campuses further detail their unique roles in serving the educational needs of different constituent groups. The University diversity statement builds on the mission statement and demonstrates the importance that KU places on welcoming learners from a wide range of backgrounds, viewpoints, and learning styles.

- The University of Kansas mission statements explicitly communicate the values of the University regarding the diversity of individuals and its expectations for behavior within the University community.

... [KU] fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance. (Lawrence Campus Mission Statement 1992)

- The mission documents clearly indicate that the University understands the varying needs of its constituent groups and its role as a major research university in meeting those needs.

... [KUMC] recognizes the importance of meeting the wide range of healthcare needs in Kansas - from the critical need for primary care in rural and other underserved areas of the state, to the urgent need for highly specialized knowledge to provide the latest preventive and treatment techniques available. (Medical Center Mission Statement 1992)

- The University of Kansas [diversity statement](#) acknowledges the differences among individuals and underscores the high value it places on a diverse learning community and its role in preparing students to succeed in an increasingly multicultural world. At KU, diversity goes well beyond race, ethnicity, and other categories to include the recognition of differing viewpoints, beliefs, experiences, and learning styles. These differences enrich the University's environment and create experiences that enable KU graduates to work effectively in the multicultural world around us.

The University of Kansas values diversity in its student body and believes that the intentional creation of a diverse learning environment is essential to achieving the University's educational mission. (Policy on Diversity of the Student Body 2004)

- KU is located in a state that is relatively homogeneous and strives to incorporate diversity in among the students, faculty, and staff. As indicated in the mission statement, the University values a multicultural environment.
- Participants in the NCA [Self-Study focus groups](#) (made up of students, faculty, staff, and senior administrators) raised the long-standing commitment to diversity as one of KU's distinct qualities. One focus group participant commented with pride on being able to look back at KU's photos from the 19th century and see black and female students included in the student body.

Another noted that a woman was valedictorian of KU's first graduating class in 1873. KU's history shows that it has long been a place committed to educating a diverse student body. Focus group participants commented that the current climate at KU does not simply accept diversity and inclusiveness; rather, the institution values and promotes these qualities. The following examples demonstrate the University's commitment to multiculturalism and respect for diversity.

- The [Office of Diversity Programs](#) in the School of Engineering provides support for women and minority students studying engineering. The office is committed to excellence and intellectual diversity through efforts such as leadership training; career search assistance and career counseling; scholarships; campus and community involvement; mentoring, counseling and advising; and outreach to K-12 students. The office director works closely with several student chapters of national engineering organizations that enhance the experience for minorities and women in engineering. Through the high profile activities of these organizations, others on campus also are exposed to and benefit from their efforts.
- One of the goals of the [Journalistic Association for Minorities](#) in the School of Journalism is to make journalism more representative of America's changing demographics. The group's support and encouragement aid in the retention of students of color who often face barriers in completing their college degrees. Through networking with both academics and professionals in journalism, the group works to send more journalists of color into the media world.
- The [Office of Cultural Enhancement and Diversity](#) in the School of Medicine sponsors several programs targeted at developing interest in the healthcare professions in underrepresented minority populations. Its programs include the Center of Excellence for Minority Medical Education, the Health Careers Pathway Program, a post-baccalaureate program for medical student applicants and several community-based programs to encourage minority youth to consider careers in healthcare and the biomedical sciences.

... [The School of Medicine] recognizes that a diverse student body and faculty, a culturally enriched curriculum, and a broad-based research agenda are essential for the best possible educational and personal experiences for our students. Further, through diversity we will assure the vigorous exchange of ideas, the breakdown of stereotypes, the growth of professionalism and the development of the cultural competence required for our future physician leaders. (Office of Cultural Enhancement and Diversity Mission Statement)

- Members of the University community also value the international flavor of KU. Participants across the [Self-Study focus groups](#) mentioned the distinctiveness of KU as a place with a significant international population in the heart of the Midwest. Particularly impressed with KU's international

perspective, the student group commented on the uniqueness of being geographically situated in Kansas but being able to walk across campus and hear many languages spoken. Faculty and administrative participants commented that colleagues at other institutions noted KU's international perspective.

The University is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world. (Lawrence Campus Mission Statement 1992)

- The [Edwards Campus](#) serves the educational needs of businesses, organizations, and working adults in the Kansas City area. Professionals in business, education, government, engineering, and nonprofit organizations, among others, are able to complete advanced degrees part-time through evening programs.

The mission of the University of Kansas Edwards Campus is to serve the workforce, economic and community development needs of the region by bringing the high-quality academic programs, research and public service of the University of Kansas to the greater Kansas City community. (Edwards Campus Mission Statement)

- The Edwards Campus currently offers three undergraduate degree completion programs (molecular biosciences; public administration; and literature, language and writing), one certificate program, and 21 graduate and professional programs. In August of 2004, the Edwards Campus opened Regnier Hall, the first stage in a \$70 million expansion plan. With the completion of the \$17.8 million building, the campus plans to double the current enrollment to about 4,000 students.
- Through its continuing education activities, KU meets the lifelong educational needs of diverse audiences throughout the state of Kansas and beyond. The mission of KU Continuing Education is

To support the teaching, research, and public service missions of the university, contributing to quality of life and economic development for Kansans and communities worldwide. (KU Continuing Education Mission Statement)

- [KU Continuing Education](#) programs include professional postgraduate education and certification, workforce development, and legislatively mandated professional fire service training and law enforcement training to all fire fighters and law enforcement officers in Kansas counties and municipalities. Continuing Education provides a broad array of programs on the Lawrence campus and at the Medical Center, as well as comprehensive educational programming through its distance learning and independent study courses. Continuing Education offers numerous short courses in a number of

professional areas; for example, short courses in aerospace engineering is offered at locations across the United States and internationally.

- Over the past several years, KU Continuing Education has offered “KU in Lawrence,” a series of non-credit short courses designed to meet the intellectual needs of Lawrence residents. Building on that success, Continuing Education has been selected as one of 50 sites for the Osher Lifelong Learning Institute, which will provide intellectually engaging and enriching classes to diverse communities of lifelong learners, with a focus on those age 50 and over. The institute will create a highly accessible and innovative learning environment for Lawrence, the Kansas City area, Topeka, and the state. It partners with regional arts centers, theaters, museums, libraries, schools, institutes of higher learning and industry in sponsorship, collaborative programming, identifying off-campus venues, and encouraging learner participation.
- Each individual campus, the College of Liberal Arts and Sciences, and the professional schools, as well as most support units, have mission statements that are displayed on unit websites and in informational materials. They reflect the essence of the University mission statements but are tailored to their specific role in the University.

Core Component 1c: Understanding of and support for the mission pervade the organization.

Component Overview

The mission of the University is embodied not only in documents, but also in the programs, behaviors, and attitudes of the institution. At the University of Kansas, knowledge of and support for the institutional mission are broad and well integrated into all aspects of University life. The integration is demonstrated by internal processes such as linking the mission with planning initiatives and policy development. However, the most powerful evidence comes from the testimony of external groups and independent sources that routinely comment on the strongly held and consistently articulated core values and sense of place that are shared by members of the University community.

- [Roundtable discussions](#) held in Spring 1997, and sponsored by the Pew Foundation, gathered 50 Lawrence campus faculty, staff, and administrators to more clearly articulate a set of values reflective of the KU mission. The following description resulted:

KU is a place where people come up the Hill to learn and discover together. It is a campus where the community shares diverse perspectives, draws insights from the educational experience and transfers them to nearby and far-flung communities, and explores systems and goals to facilitate learning and discovery. To support this special

place, the community is dedicated to fostering a sense of collective trust, responsibility toward maintaining the beauty of the campus, respect for people of diverse backgrounds, and an enjoyment of the Jayhawk spirit. KU maintains its commitment to its graduates and members of its wider community in Lawrence and the state of Kansas through ongoing communications and continuing education programs. (Pew Roundtables, 1997)

- University strategic planning activities are grounded in and informed by the University mission. The current university-wide strategic plan, *Initiative 2001*, clearly reflects the mission, values, culture, and traditions of the University of Kansas through its emphasis on building premier learning communities, serving not only as the research university for the nation, but also for the Kansas City metropolitan area, and serving the people of Kansas.
- The NCA [Self-Study focus groups](#) consistently articulated KU's distinctiveness in terms of people, place, and learning environments. The data revealed striking similarities in the sets of notes for each group, providing evidence that students, faculty, and staff share a common vision of the University mission and purpose.
- The following excerpts from the [DEEP Report](#), prepared by an outside faculty team as part of an institutional case study on student engagement. They illustrate the extent to which core values, such as student-faculty interaction and undergraduate teaching, permeate the institution.

Student-Faculty Interaction

KU clearly values student-faculty interaction. One faculty member confirmed what we observed firsthand: "We leave our doors open." This gesture is one way that faculty communicate that they are accessible and willing to help students succeed. Students told us that faculty members often personalize questions. People are available to each other and willing to interact to solve problems. The student newspaper editor said he knew he could call the provost at home to check on a fact for a story. (DEEP Report 2004, p. 25)

Undergraduate Teaching

The faculty members with whom we spoke suggested the institutional value placed on high quality teaching creates a culture in which the interaction between students and faculty is frequent and very positive. One student leader said, "It can best be described as they are looking to replace themselves, you know they are seeking individuals who can become the next professor in their area of study." The Provost's Office supports student and faculty interaction through providing undergraduate research grants and funding. (DEEP Report 2004, p. 25)

Interplay between Teaching and Research

The interplay between "the creation of knowledge and the dissemination of knowledge" is at the heart of a research university, several senior administrators emphasized. Rather than treating these as separate missions, many people and departments at KU are bringing them together in the undergraduate experience by involving students directly in original research. A pioneer in obtaining National Science Foundation (NSF) support for undergraduate research, the University has funded undergraduate research since 1957. Today, the University funds more than 60 Undergraduate Research Awards each year; other undergraduate researchers participate in externally funded projects. (DEEP Report 2004, p. 17)

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Component Overview

As a state university, KU is accountable to the Kansas Board of Regents, which grants a broad degree of autonomy to its institutions. It is within this context that the administrative and governance structures at the University support effective leadership and collaborative processes that include all members of the University community – students, faculty, and staff. The value placed on shared governance at the University of Kansas is reflected in the highly visible role of [University Governance](#) in discussion and change at KU. Students, faculty, and staff understand both the importance and challenge of shared governance and work in concert to ensure its success.

- The Kansas Board of Regents grants a broad degree of autonomy to its institutions to pursue excellence according to an institution's individual mission.

The overarching goal of the Board of Regents is to provide a diversity of institutions of higher education, each seeking excellence in its own sphere. (Kansas Board of Regents [Policy and Procedures Manual](#), Chapter 1, p. 2)

Within the Kansas Board of Regents guidelines, the University of Kansas has developed policies and structures to further its mission and role as a public research university. During the last decade, for example, KU has developed policies and procedures in setting unclassified employee salaries, establishing user and administrative fees (up to a maximum of \$250,000 annually), and revising institutional authorizations for rehabilitation and repair of facilities.

- As a major research university, the University is committed to enhancing and strengthening the level and quality of research productivity. In 1996, KU restructured its research administrative infrastructure to more effectively support research activities throughout the institution. The increase in [federally funded research](#), from \$52.3 million in FY 1994 to \$133.3 million in FY 2003, demonstrates the success of this commitment.
- The University community's willingness to raise concerns and the administration's receptiveness to those concerns demonstrate the institution's commitment to the values of integrity, intellectual diversity, and inquiry as articulated in the University mission statement. Issues that were raised, debated, and resulted in changes of academic and administrative policies through collaborative processes include post-tenure review, policy on interruption of the probationary period (tenure clock), student evaluation of

teaching, the conflict of interest policy, the intellectual property policy, grievance reform, updates to the substance abuse and equal opportunity policies, refinements of the procedures for approving promotion and tenure decisions and awarding sabbatical leaves, and recommendations on service learning and research learning experiences for students.

- The University of Kansas places a high value on face-to-face communication within the institution and believes strongly that this approach fosters and enriches effective collaboration with the broad range of internal institutional stakeholders. For example, the provost meets weekly with representatives of the Senate Executive Committee and University Council and monthly with the student body president and with leaders of the Unclassified Professional Staff Association and the Classified Senate. To ensure broad involvement in decision-making, the provost also meets monthly with the Planning and Resources Committee, composed of representatives from the faculty, unclassified staff, classified staff, and student governance.
- One of the most positive elements of collaborative dialogue is that debate leads to decisions that are inclusive, thus giving a large number of people from different constituent groups a sense of ownership. These collaborative relationships have proven to be very valuable in furthering the understanding of, and support for, administrative decisions and commitment to the University mission. For example, the [*Ad Hoc Committee on University Funding*](#), which included students, faculty, and staff from both the Lawrence campus and Medical Center, recommended in April 2002 significant tuition increases over five years to address the budget gap between the University and its peers.
- Observations made by the visiting faculty team and included in the *DEEP Report* on student engagement add further evidence of the importance of shared governance at KU and its effectiveness in furthering the University mission.

Shared governance is a point of pride at KU. A faculty member is always the president of the 50 member elected University Council; a student is always the vice president. A similar arrangement is in place for the Senate. And it is not uncommon for grassroots issues to bubble up and later become policy, which is what happened recently in terms of a tuition enhancement plan (backed by student leaders) and adoption of a course repeat policy. Within the past few years, classified and unclassified staff have also been represented. (DEEP Report 2004, p. 11)

Shared governance also works well at KU because the culture is “respectful of administrators” as one faculty member put it. Equally important, the campus enjoys strong leadership and support from the upper administration. Many people with whom we talked mentioned their respect for the provost; as one Associate Dean put it: “I don’t know anyone who doesn’t trust the provost.” (DEEP Report 2004, p. 11)

Core Component 1e: The organization upholds and protects its integrity.

Component Overview

The University is strongly committed to ensuring that the activities of the institution are not only congruent with its mission, but are conducted with integrity and sensitivity. This commitment is supported through established processes and is validated by external review.

- The University of Kansas conducts its affairs openly, making its policies and data a matter of public record. The University fully complies with the requirements of Kansas open records and meetings acts regarding meetings and accessibility to documents. The University is proud of the openness of its institutional data, and of its long-standing policy of free and widespread sharing of information throughout the institution. For example, financial expenditures in all institutional accounts are accessible to all individuals with access to the KU Financial System via a web-based management information system. The [*University of Kansas Profiles*](#), the institutional fact book, contains more than 300 pages of information and is available at the KU libraries. Many of the frequently used *Profiles* tables are available on the web. The majority of institutional data is handled through the campus institutional research offices that serve a disclosure and verification role to assure that data are accurate and are presented in a way that ensures their significance is accurately understood within a given context.
- The University established an Internal Audit Department, an autonomous administrative unit, in the early 1970s, more than 20 years prior to a Regents system mandate for an institutional internal audit function. The unit is authorized to direct throughout the University a broad, comprehensive program of review of financial and management issues, sound business practices, and internal control requirements. Internal Audit has full and unrestricted access to any and all University functions, records, files, property, and personnel as needed to fulfill its responsibilities. Kansas Board of Regents policy requires that the auditor report directly to the chancellor on all audit matters and that internal auditors report directly to the Board Audit Committee in the event that the auditor perceives that the chancellor might have a possible conflict of interest in a specific audit. Over the last seven years, the department has conducted an average of 14 audits per year, approximately evenly distributed between the Lawrence campus and the Medical Center.
- The General Counsel serves as the University legal advisor in matters concerning both internal and external constituencies. The General Counsel assures University compliance with federal and state legal and policy mandates, and responds to all legal queries and litigation involving the University. The General Counsel office includes an NCAA compliance auditor who works

directly with the Athletic Corporation to insure integrity in athletic operations. The General Counsel maintains an effective and comprehensive working relationship with corporate counsel for the two University research corporations and the KU Athletic Corporation.

- The Lawrence campus Ombuds Office was established by University Senate Rules and Regulations over 20 years ago. The role of the office is to ensure that students, faculty, and staff receive fair, equitable, and just treatment within the University system. An Ombuds considers all sides in an impartial and objective way in order to resolve problems and concerns raised by members of the University community. Contact and communication with the office are confidential, and the Ombuds Office does not keep records on behalf of the University. The Ombuds Office also serves as a resource center for a variety of University services of consultation, conciliation, negotiation, conflict assistance, and mediation and makes referrals to a number of offices and faculty or staff persons involved in the Campus Dispute Assistance Services (CDAS).
- Through classes, bulletins, publications, and electronic media, effective and broad communication is established with University constituencies about important laws such as the Family Educational Rights and Privacy Act, Campus Security Act, copyright, conflict of interest, and research involving human subjects. Such information is easily accessed through various University websites.
- Several corporations support KU, including the [KU Hospital Authority](#), the [KU Center for Research, Inc.](#) (KUCR), the [KUMC Research Institute](#), the [KU Endowment Association](#) (KUEA), the [KU Alumni Association](#) (KUAA), the [KU Memorial Corporation](#) (student unions), and the [KU Athletic Corporation](#) (KUAC). In order to help ensure the integrity of these affiliated and independent corporations, each publishes an annual report and is audited annually by an independent auditing firm.

Policies, Processes, and Structures that Illustrate Institutional Mission and Integrity

Summary Statement

The University of Kansas recognizes that institutional activities must be congruent with the University's mission and be conducted with integrity and sensitivity. A wide range of statutes, policies, and procedures have been enacted to guide the ethical behavior of students, faculty, staff, and administrators. These rules and procedures are periodically reviewed and revised, if necessary, to ensure that they remain pertinent and effective. This section provides examples of such policies, processes, and structures that cut across the five components of Criterion One to

further illustrate how the University operates with integrity and inclusiveness to fulfill its mission as a public research and teaching institution.

Equal Opportunity

In 2003, the Lawrence campus completed a thorough review of [policies and procedures](#) related to equal opportunity: the Nondiscrimination Policy, the Sexual Harassment Policy, the Racial and Ethnic Harassment Policy, and the Discrimination Complaint Resolution Process. The revisions were designed to ensure that KU policies conform with current federal and state laws and to Regents policy. Equal opportunity complaints that cannot be resolved through informal means now go through the University Judicial Board or other specialized proceedings as appropriate.

A 2003 decennial audit of the Lawrence campus Equal Employment Opportunity (EEO) functions by the Office of Federal Contract Compliance Programs gave KU its unqualified approval in a clean audit with no recommendations.

Faculty Salary Equity: Gender and Race/Ethnicity

The University of Kansas continues to build on a 30 year tradition of attentiveness to issues of salary equity for all groups at the University through annual examinations of salary differences among faculty groups. The annual process allows administrators to identify and correct any differences based on demographic characteristics, rather than performance or merit. Results are routinely shared with academic deans so that nonperformance discrepancies can be addressed during the annual merit salary allocation process. Over the past half dozen years, linear regression has been utilized to isolate the effects of gender and race/ethnicity, after controlling for factors such as academic rank, discipline, and individual accomplishments. The most current study, conducted in Spring 2004, showed no evidence of systematic, campus-wide salary bias based on gender, race/ethnicity, or age. The salary model accounted for 87 percent of the variation in faculty salary levels. The factors that explained the greatest proportion of variation in faculty salaries are the senior faculty ranks, departmental appointment, status as a distinguished or named professor, and administrative experience.

In October of 1999, the Kansas Board of Regents asked each university under its purview to conduct a [comprehensive equity study](#) that included both faculty and unclassified staff. The findings of the study concluded that, overall, KU is an equitable place to work.

Institutional Control of Intercollegiate Athletics

The University takes seriously its responsibility for institutional control of athletics. The director of athletics is an employee of the University in the Department of Intercollegiate Athletics, not the KU Athletic Corporation (KUAC). Therefore, the director reports to, and serves at the pleasure of, the chancellor. The departmental and corporation budgets are reviewed and approved annually by the chancellor

and KU fiscal officers, and the corporation undergoes an annual audit by an outside accounting firm. In addition, the University Athletics Compliance Officer is charged to provide regular, independent oversight of the athletics program. This officer, who reports to the University General Counsel, is hired by that office, and is not an employee of the Department of Intercollegiate Athletics or KUAC. The KUAC Compliance Policy Statement is quoted below.

The University of Kansas Athletic Corporation is committed and obligated to the principle of institutional control in operating its athletics program in a manner that is consistent with the letter and spirit of NCAA, Big 12 and University rules and regulations.

The commitment and obligation to operate the intercollegiate athletics program in adherence to the principle of institutional control is both institutional and individual. The University's commitment is to maintain control of its athletics programs through the responsible administrators, faculty, and institutional bodies; to educate coaches, staff, student-athletes and other individuals involved with the athletics program in their institutional responsibilities under the rules; to develop operating systems within the athletics department and the University that provide guidance in how to work within the rules; and to discover and report any violations of rules that occur. Each individual involved in intercollegiate athletics is obligated to maintain competency in knowledge of the rules; to act within his or her realm of responsibility in full compliance with the governing legislation; and to report any violations of NCAA, conference, and/or institutional rules of which he or she is aware. (KUAC Compliance Policy Statement)

A recent controversy over a change in basketball ticket policy led the KUAC Board and University General Counsel to examine whether the board served as an advisory body to the chancellor or as a policy-making body for governance of KUAC. The Bylaws and the Articles of Incorporation indicated that the Board is a policy-making body, but much of that policy-making function had eroded over the past 20 years. To streamline the institutional control aspect of the business operation and still maintain a broad-based team of advisors to the chancellor, the KUAC Board voted on February 27, 2004, to establish two separate bodies, establishing clear separation of the policy-making and advisory functions.

A new six-member board will govern the Kansas University Athletic Corporation and will provide direct ties to the University's senior administration as well as reflect the NCAA principle of institutional control. The members of the Board of Directors are the director of the Department of Intercollegiate Athletics, the KU chief business and financial planning officer, the faculty athletics representative to the Big 12 Conference, one senior administrator appointed by the provost, the vice provost for student success, and the president of the student body. The board meets bimonthly to oversee the regular operations of the KUAC. Members of the old KUAC Board (i.e., students, faculty, and alumni) are now members of the Advisory Committee, which meets regularly throughout the academic year.

Faculty Evaluation (Post-tenure Review)

The University of Kansas post-tenure review policy was developed in cooperation with faculty governance. The policy, accepted by the chancellor and Kansas Board of Regents in 1996, allows unit autonomy in defining the minimum discipline expectations while affirming that tenure does not shield the faculty from the consequences of inadequate performance or non-performance of their duties. Each unit adopted procedures governing its evaluation actions. Documentation of the procedures followed specifications provided by the Provost's Office. Implementation of the procedures strengthened the annual faculty evaluation process by defining more effective practice, linking the process to faculty development, and establishing shared consensus of department performance expectations. All plans are reviewed by the Provost's Office for consistency with established guidelines and institutional expectations, particularly for continued effectiveness during the post-tenure period. In accordance with the policy, departments have formally reviewed and approved their plans on a three-year cycle. Plans are being reviewed and resubmitted during the 2004-2005 academic year.

At the Medical Center campus, annual reviews of faculty are required in each of the schools according to procedures approved by the respective deans. Defined procedures and consequences follow unsatisfactory performance.

Conflict of Interest/Time and Consulting Policies

In 1995, the Kansas Board of Regents adopted a policy on Commitment of Time, Conflict of Interest, Consulting, and Other Employment, which requires increased disclosure of real or potential conflicts, and monitoring of management plans. All full-time faculty and unclassified staff are required to report annually. In addition, all faculty and other unclassified staff with at least a 50 percent appointment must report any instance of a conflict or perceived conflict should it occur. The Lawrence campus [policy](#) was adopted in 1996 and is available on the Provost's Office website. The Lawrence campus policy is more conservative than the Kansas Board of Regents' policy regarding consulting activities by unclassified staff and requires that "unless an exception is granted by the chancellor, the provost, or a designee, unclassified staff members may consult only on nonuniversity time, including vacations."

A committee composed of faculty, staff, and researchers evaluates all reports of potential or real conflicts and the associated management plans, where appropriate. KU Center for Research staff consult with this committee on federal and institutional requirements and provide updated information and resources such as the Council on Governmental Relations' document, *Recognizing and Managing Personal Financial Conflicts of Interest*.

In addition to the policies described above, Kansas statutes require that persons who have certain responsibilities (e.g., hold policy-making positions; are responsible for contracting, purchasing, or procurement; write or draft

specifications for contracts; award grants, benefits, and subsidies; or are responsible for licensing or regulating any person or entity) must file annual Statements of Substantial Interests with the Secretary of State. KU is required to submit lists of the employees who must file to the Kansas Commission on Governmental Ethics, which coordinates the reporting process and also reviews inquiries about conflicts of interest. Approximately 470 Lawrence campus employees and 150 Medical Center employees file such statements annually.

Intellectual Property Policy

In 1995, the Kansas Board of Regents convened a committee that included Lawrence campus senior administrators and was charged with reviewing and recommending updates on [Regents policies](#) dealing with intellectual property. In 1998, the Kansas Board of Regents adopted a policy that covers the broad range of contemporary intellectual property issues. The Lawrence campus convened a university-wide committee to develop a campus policy based on the Regents' policy and approved it in 2001. The intellectual property policy is available on the [policy website](#) and is routinely distributed to all new employees.

Grievance Structure Revisions

A hierarchy of grievance committees extends from individual academic programs and departments to the school level. The [University Senate Code](#), the University Senate Rules and Regulations (USRR), and the [Handbook for Faculty and Other Unclassified Staff](#) of the Lawrence campus provide the road map for resolving internal complaints and grievances. The [Kansas Board of Regents Policy and Procedures Manual](#) (section G.10) provides a mechanism for addressing grievances of individuals who are external to the University.

KU's experiences in the dismissal of two tenured faculty for serious misconduct (in 1990 and 1993) were valuable tests of the University's grievance procedures. As a result of those experiences, University Governance and administration undertook an examination of the relevant University procedures. In 1994 and 1995, the "Procedures for Cases involving Dismissal, Infringement of Academic Freedom or Tenure Rights, and Violation of Established Procedures and Criteria for Appointment, Reappointment, Promotion or Non-reappointment" (*Handbook*, C.2.f.1) were revised. The discussions between administration and University Governance served as a useful exercise in reviewing and recalibrating the balance between individual faculty academic freedom and institutional interests.

These discussions led to a broader review of complaint resolution procedures set forth in the [University Senate Rules and Regulations](#). The regulations were originally adopted in the late 1970s, had been amended periodically, and had become overly complex, occasionally confusing, and redundant. In the mid-1990s, the Senate Executive Committee and the executive vice chancellor/provost jointly charged a member of the School of Law faculty to conduct a thorough review and propose revisions of the rules and regulations procedures, with attention to the

relationship between those procedures and the various specialized procedures that exist for resolving specific kinds of disputes. Representatives of University Governance and administration reviewed and discussed the resulting grievance reform recommendations carefully. The new procedures were finalized during the 1998-1999 academic year and became effective in August 1999.

In addition to the general complaint resolution procedures contained in the University Senate Rules and Regulations, a number of specialized procedures are used to resolve specific kinds of disputes. The revised Section 6.4 of University Senate Rules and Regulations describes each of these specialized procedures, including information about the avenue for hearings and appeals.

The University has long-established and detailed internal procedures for hearing complaints involving dismissal of faculty members; infringement of academic freedom or tenure rights; and violation of established procedures and criteria for appointment, reappointment, promotion, or non-reappointment (*Handbook* C.2.f). Such complaints are heard by the Faculty Senate Committee on Tenure and Related Problems (TRP), which has sole jurisdiction.

Over the last decade, four Lawrence campus faculty members who did not receive tenure filed federal lawsuits against the University alleging discrimination on the basis of race or sex. A fifth faculty member, the husband of one of the women who did not receive tenure, filed jointly with her, alleging discrimination on the basis of race. In all cases, the courts found in favor of the University.

As the outcomes of the judicial proceedings described here demonstrate, the University's policies and procedures have withstood close scrutiny by both the district and appellate courts and have been judged to be fair. Such challenges, while affirming the strength of the institution's policies and practices, also have served as opportunities to sharpen training of department chairs and the pre-tenure review process as well as to tighten processes to preserve academic and intellectual integrity. At the Medical Center campus, similar procedures are followed and multiple stages of consideration for promotion and tenure allow feedback and verification of decisions relating to faculty promotion and tenure decisions. These procedures have led to satisfactory resolution of promotion and tenure issues.

Institutional Response to Integrity Challenges

Summary Statement

The University also faces challenges to its academic values and integrity that originate from external sources. Over the past decade, KU has experienced two important challenges that threatened the University's autonomy and its freedom to pursue inquiry unfettered by changes in the state political landscape. Both

challenges were addressed in a fair and open manner that reaffirmed the reliability of KU's internal process and procedures.

Academic and Intellectual Integrity

The University's intellectual integrity and academic freedom were challenged in 2003 when a state legislator accused a faculty member of sexual harassment and obscenity in his teaching of a human sexuality course. The legislator chose to use the local and national media to pursue her allegations. The University responded by employing Kansas Board of Regents external grievance procedures to investigate the allegations. The grievance procedures call for the chief executive officer at each Regents institution to designate an officer at the provost level to evaluate complaints or charges from nonemployees alleging inappropriate conduct by employees of the institution.

The chancellor designated the provost to investigate the merits of the complaint brought by the legislator. The provost conducted a thorough investigation, interviewing both the professor accused of misconduct and the student who brought the complaint to the legislator. He examined the textbook, reviewed the audiovisual materials that were used in the class, and read numerous materials generated by students and alumni who had taken the class in recent years, and examined the course evaluations that students had submitted over the past several years. At the conclusion of his investigation, the provost found the accusations to be without merit. The summary of his report to the chancellor includes the following statement.

I have concluded that the preponderance of evidence does not support Senator Wagle's allegations, particularly those alleging that his classes are obscene or contain obscenity or that students in the class experience sexual harassment. That is, I find that the materials Professor Dailey uses in his class and his teaching methods are not obscene but rather are very similar to those used in other major universities. It is my finding that the complaint does not have merit. (Provost Report to Chancellor, 2003)

The legislator inserted language into a house bill to require each university under the jurisdiction of the Kansas Board of Regents to develop a policy on the use of sexually explicit materials or face the loss of state revenues. KU worked with the Kansas Board of Regents and other Regents institutions to respond as a group, rather than to reiterate the policies that were already in place on each campus. The institutions reaffirmed the principles of academic freedom and responsibility without responding to specific allegations. The Kansas Board of Regents approved a policy statement that is excerpted from the AAUP's 1970 *Statement on Freedom and Responsibility*. Each of the Kansas Board of Regents committees endorsed the statement, including the Council of Presidents, Council of Chief Academic Officers, Faculty Senate Presidents, and the Student Advisory Council.

The Integrity of Science Education in Kansas

In August 1999, the Kansas Board of Education voted to change statewide assessment standards for K-12 science education, including standards affecting the teaching of evolution. In response, the KU University Council passed a resolution urging the State Board of Education to rescind its action on science education standards and urged all local school boards to adhere to the science education standards in effect before the action by the State Board of Education. The resolution was prompted by concern that this change might leave Kansas students unprepared for science education at the university level. In an article published in the October 29, 1999, issue of the *Chronicle of Higher Education*, Chancellor Hemenway defended the continued pursuit of truth at schools, colleges, and universities and called for institutions of higher education to encourage and promote scientific literacy for their students and the general public.

Also in response to these changes, the chancellor appointed a Science Education Task Force in October 1999. The task force was charged with evaluating how well KU was teaching science to its own students, both majors and nonmajors, and how the University could better promote scientific literacy among the general public. The task force recommendations included the creation of the [Center for Science Education](#). The new center serves as a resource to explore effective ways to teach science both on campus and in the public schools.

CRITERION 2

Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion Overview

Over the past decade, the University of Kansas has engaged in numerous planning activities across many levels of the organization – from institution-wide strategic plans to departmental enrollment plans. All of these different planning processes are bound together by a common understanding of the University's mission, goals, and priorities. Planning initiatives inform budgeting processes so that adequate resources can be allocated to support planning initiatives. Furthermore, the budget materials which include both goals and outcomes flow back to inform planning efforts in a continuous cycle of evaluation and feedback.

Planning activities at KU typically include students, faculty, and staff. This broad-based inclusiveness is a key feature of the University's culture, and students, faculty, and staff have major, legitimate roles in decision-making processes. By policy, students generally constitute at least 20 percent of all policy-making committees, a clear demonstration of KU's commitment to giving students a voice in the University's planning for the future.

One of the most visible, inclusive, and enduring of KU's planning efforts is [Initiative 2001](#), its name acknowledging the beginning of the 21st century. Launched in 1997, the plan continues to guide the University. The key components of the University's mission statement – instruction, research, and service – form the basis for *Initiative 2001*'s major priorities:

- Build Premier Learning Communities
- Serve Kansans
- Act as One University
- Be the Research University for the Greater Kansas City area (added at the conclusion of the initial planning process to recognize KU's role in the *Kansas City Life Sciences Initiative*)

In addition to *Initiative 2001*, numerous other KU planning activities have provided a framework for addressing future opportunities and challenges. A prime example is the [Report of the Ad Hoc Committee on University Funding](#) – a strategic response to a significant change in funding methods enacted by the Kansas Legislature. With extensive input from the campus community, the University created a five-year tuition enhancement plan to maintain and improve the quality of the educational experience for students by closing a portion of the funding gap between KU and its Regents-approved peers. The resulting plan proposed by the ad hoc committee included a tuition increase of \$43 million, plus 20 percent for financial aid, to be phased in over five years. A committee of students, faculty, and staff from both Lawrence and the Medical Center developed the plan, working in tandem with senior administration and based on feedback from the University community through open campus meetings.

Other selected university-wide planning efforts are listed below. It should be recognized that a significant proportion of planning activities takes place on the local level in academic departments, administrative units, and research centers. Examples of these processes are contained within each of the criteria components in the remainder of the document.

- **Medical Center Campus Strategic Plan (2000, 2003).** The Medical Center strategic plan guides future investments aimed at expanding biomedical research, developing world-class biomedical programs; revitalizing existing facilities and infrastructure; and building and equipping additional research, clinical, and academic facilities.
- **Government University Industry Research Roundtable (1996).** Faculty, administrators, and community leaders participated in the [roundtable](#) to discuss the opportunities available in research and the barriers that keep KU from reaching its full research potential.
- **Pew Roundtable (1996-1997).** Lawrence campus students, faculty, and staff came together in two [Pew Higher Education Roundtable](#) discussions of the future of the University.
- **Research Foundation Committee (1996-1997).** The committee recommended a [new administrative structure](#) to better meet research needs and promote the expansion of research productivity. This resulted in the expansion and re-engineering of the research administrative structure, including the KU Center for Research, Inc. (KUCR).
- **Vision 2020 (1996-2000).** The Kansas Board of Regents implemented this [institutional improvement process](#), with each institution identifying its own goals.
- **Campus Master Plan, Lawrence Campus (1997).** The [master plan](#) was developed within a framework of existing patterns of land use, provision for access to campus, and maintenance of KU's image and environment. Implementation of the initiatives may require years, decades, or in some cases, generations. The process of projecting future needs, implementing projects,

and evaluating results is ongoing. An inventory of work identified in the Master Plan was developed and reviewed in Fall 2004.

- **Campus Master Plan, Medical Center (2000, 2003).** The Medical Center, in cooperation with the Kansas University Hospital, completed a campus Master Plan in 2000. The Master Plan provides a guide for the zoning of teaching, research, and patient care functions for improved efficiency; campus expansion; locations for new buildings; and the removal of existing buildings that have exceeded their useable life. This Master Plan was updated in 2003 and now includes standards for architectural materials, building style and appearance, and landscaping for the campus.
- **Performance Indicators (2001-present).** The Quality Performance Indicators/Institutional Improvement Plan is the latest institutional improvement process implemented by the Kansas Board of Regents. Grounded in state statute, the process requires state-funded higher education institutions to make progress in core goals identified by the Kansas Board of Regents. Six goals were identified by the Regents such as increased system efficiency, effectiveness, and seamlessness; improved learner outcomes; improved workforce development; and increased external resources. KU's specific responses to these goals were developed with input from a committee of faculty and staff. In June 2004, the Kansas Board of Regents approved the Lawrence campus and Medical Center performance agreement contracts required by Senate Bill 647 for FY 2006 incremental funding.

A crucial component of all planning activities is to identify situations and issues in the external environment (e.g., the change in the state funding method) that are likely to affect the University. Through such environmental scanning, the University is better able to identify challenges that will face KU over the next decade.

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READER'S NOTE

Because all planning at the University of Kansas emanates from the University mission, the response to Criterion Two: Preparing for the Future begins with the last component (2d) – a discussion of how planning for the future is guided by the University mission.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Component Overview

Planning informs decision-making at the University of Kansas. All planning is firmly grounded in the mission and values of the University as enumerated below.

- Highest quality instruction
- High levels of scholarship and funded research productivity
- Service to the state, nation, and world
- Students prepared for lives of learning in a complex and diverse multicultural and international community
- Commitment to excellence

The planning model is informed by the vision of the University's leaders and involves students, faculty, and staff from across the organization. Various types of planning take place simultaneously across many levels of the organization – from strategic planning led by senior administration to recruitment planning by admissions to resource allocations by the deans. Each of these processes is tightly coupled to budgeting processes and informed by changes in the needs of constituent groups and the external environment.

This section begins with a discussion of university-wide strategic planning activities, followed by an overview of operational planning and budgeting decisions. Examples of academic and program planning follow – planning that typically takes place in academic units. The final section includes highlights from the tuition enhancement planning process, which combines the vision of strategic planning with the daily operational decisions of the University.

Strategic Planning

KU's strategic planning model identifies priorities, aligns resources with those priorities, and then assesses results. Consistent with the high value the University places on collegiality, KU's formal planning processes and examinations of critical issues are strategic, broad based, and inclusive, drawing on as many voices and viewpoints as possible. Through broad participation, students, faculty, and staff are more likely to be supportive of the resulting recommendations.

Stable leadership in senior administrative positions has allowed the coherent implementation of strategic planning initiatives. Since coming to KU as chancellor in 1995, Robert Hemenway has streamlined KU administration, made the University more student-centered, and overseen KU's growing national reputation. David Shulenburg, provost and executive vice chancellor for the Lawrence campus, has almost 25 years of administrative experience at the University including time as the vice chancellor of academic affairs and as a professor in the School of Business. Donald Hagen (former Surgeon General of the United States Navy), the executive vice chancellor at the Medical Center since 1995, retires in December of 2004. Barbara Atkinson, the executive dean of the School of Medicine since 2002, will assume his position in January 2005.

Initiative 2001, KU's strategic plan for the 21st century, involved 185 faculty, staff, and students in activities that led to the development of a vision for the future of KU. This vision includes building premier learning communities, serving Kansans, acting as one university, and in addition to its roles as a national university, being attuned to its responsibility to also serve as the research university for Kansas City. The plan serves as a foundation for future growth and a framework for other planning that occurs in both academic and administrative units.

The four initiatives that emerged from the strategic planning process are described in more detail in other sections of the Self-Study report. *Criterion 3* elaborates on recommendations designed to build premier learning communities, *Criterion 4* captures the elements used to grow and expand the research enterprise, and *Criterion 5* describes the resources and mechanisms utilized to better serve Kansans. The act as one university initiative resulted in a variety of specific actions that ranged from local dialing among all campus locations to shared computer software to various research collaborations. But more importantly, act as one university embodies a mindset that departments, schools, and campuses transcend their local interests to pursue the synergies that result from collective efforts that are the hallmarks of a national research university.

The vision articulated in *Initiative 2001* is being realized through action and the allocation of appropriate resources. The University capital campaign, [KU First: Invest in Excellence](#), is one example of the effort to turn the *Initiative 2001* vision into reality. The campaign focuses on raising private funds for investments in science education, computer science, and the health sciences; biomedical research such as KU Center on Aging at the Medical Center; student support services such as additional merit and need-based scholarships; additional facilities for expanding programs like those on the Edwards Campus in Kansas City; and endowed positions for senior faculty and awards for promising young faculty members.

Operational Planning and Budgeting Decisions

Adherence to the mission and institutional values is central to planning and budget decisions at KU. The annual budget process demonstrates the strong interrelationship among the mission, planning, and fiscal management. The

budget documents are structured to relate and respond to institutional goals and priorities (e.g., retention, diversity, graduation rate, etc.) as well as identify strategies for continued progress toward goals in varying fiscal environments. The process includes discussions among administrators and faculty that focus on the relationship between unit and institutional goals as well the accomplishments and future direction for each unit.

The overarching philosophy that guides planning and budgeting decisions at KU is to protect and enhance the academic core and mission. The principles listed below reflect KU's core values and guide budget decisions – both allocations and reductions – on all campuses.

- Students come first – educating students in a high-quality manner to achieve timely graduation is always the highest priority.
- Teaching and research are higher priorities than nonacademic programs.
- Research is a critical component to all students' academic experience.
- Public service programs, while tied to the academic mission and important, must assume a lower priority if they require major subsidies or are not truly excellent.
- Tuition increases should enhance students' education. Increases in tuition revenue must be used to maintain and build upon the University's excellence, not to replace funds lost from the state budget.
- Administrative structures must be as lean and efficient as possible.
- The University cannot be all things to all people. The University must have the courage to eliminate or consolidate programs in order to preserve the overall quality of the institution.
- Any budget cuts should be targeted rather than across the board.
- All affected constituencies will be consulted when budget reductions are necessary.

Such guidelines lead to intentional decision-making by central administration and campus units. For example, during the mandatory state budget reductions in FY 2002 and FY 2003, cuts were made in administrative support staff and services and museum funding rather than in tenured and tenure-track faculty or student retention programs.

Academic Program Planning

Within the framework provided by the KU strategic plan, academic units work with their internal and external constituent groups to develop and enhance academic programs to prepare for the future. Some examples of the many planning activities that occur in academic units are listed below.

- Teacher education programs used faculty-led statewide committees in developing performance-based content standards. All KU programs in teacher education have been revised based on these standards.
- The Department of Human Development and Family Life has been reinvented and renamed the Department of Applied Behavioral Science, the result of a year-long planning process. External reviewers examined the program and the faculty revised the curriculum.
- The School of Journalism and Mass Communications is initiating a science writing and reporting program both in response to the shortage of trained science writers and to teach students the importance of clear and accurate information in specialized science areas. Using tuition enhancement dollars, the school hired one journalism professor and is searching for a second.
- The Edwards Campus works closely with the Kansas City community to identify academic programming needs. The campus held Workforce Development Roundtables and established a New Program Development Advisory Board of human resource professionals in business, education, and governmental agencies to guide the campus on future needs of the greater Kansas City workforce. Some examples of academic programming needs identified include undergraduate degrees in chemistry, education, business, and engineering.

Tuition Enhancement Planning

Implementation of the [tuition enhancement plan](#) has strengthened the alignment of academic priorities with institutional priorities. With full tuition ownership and tuition enhancement resources amounting to \$26 million over the first three years, the KU administration has resources to fund campus priorities. For example, in the first round of allocating 18 new faculty positions from FY 2004 tuition enhancement funds, most positions were targeted in support of the life sciences, a strategic priority for the University.

Funding priorities provide another example of how tuition enhancement planning is closely linked with broad strategic goals. Tuition enhancement funding has enabled the University to make significant progress on the *Initiative 2001* goal to build premier learning communities. Investments have been made in undergraduate education programs that promote a broad and collaborative approach to learning – for example, the [Thematic Learning Communities](#) and the [Global Awareness Program](#).

Monies have been allocated for additional support staff to expand key student services such as financial aid, freshman-sophomore advising, and career services. The University also invested tuition enhancement funds in technologies such as online enrollment and billing and web-based information portals to better meet student needs. Tuition enhancement funding is enabling the libraries to create

collaborative learning spaces and information commons. The libraries are also in the process of moving lesser-used materials to leased storage and are building a remote storage facility to increase on-campus library space for students and faculty.

In Fall 2004, five schools implemented [differential tuition](#) increases, to be assessed in addition to the basic tuition and fees. These additional charges were proposed in consultation with affected students, and the revenue is targeted for curriculum enhancement, new faculty positions, scholarships, student services, technology and other equipment. Differential tuition has allowed academic units greater autonomy and flexibility to respond to specific opportunities and changing environments in particular fields of study. Students are active participants in tuition decisions and provide input on areas that should be funded.

Examples of funding by academic units include the addition of four new majors (management, marketing, information systems, and finance) and eleven new faculty in the School of Business. The School of Engineering and the School of Architecture and Urban Design invested in additional equipment. The School of Journalism and Mass Communication enhanced its curriculum and technology to emphasize multimedia. The School of Education is using a portion of the differential tuition funds to provide additional scholarships to fifth-year students in teacher education.

Student Involvement in Planning

As described in the planning initiatives above, students are actively involved in planning and decision-making at the University of Kansas. Not only do students contribute to issues identified by University officials, they also take leadership roles in identifying and meeting student needs. Past examples of student-led initiatives include KU on Wheels (the campus bus system), a campus daycare facility, legal services for students, a newspaper readership program, and a new multicultural resources facility. One recent example of student leadership is highlighted below.

During the Summer of 1998, the student body president developed a plan of action to evaluate recreational needs on the Lawrence campus. A Campus Recreation Task Force (composed entirely of students) researched the issues during the Fall 1998 semester through a variety of methods including focus groups, town hall meetings, and surveys and developed a recreation improvement proposal based on student input. The task force and the Student Recreation Advisory Board supported a referendum campaign that placed a \$49-per-semester student fee increase for a new student recreation center on the April 1999 Student Senate election ballot. The referendum passed by a 70-percent approval margin.

The [KU Student Recreation Fitness Center](#) opened in September 2003 to widespread acclaim. It was an immediate and overwhelming success, generating student traffic far surpassing projections, averaging 4,000 users per day. This success has encouraged students to move ahead with expansion plans for the

complex. More than 200 undergraduate and graduate students work at the center each year. Students who sponsored the student recreation and fitness center worked hard to develop a plan that would be financially feasible, student-oriented, and address the immediate and future needs of the campus. The project's success can be attributed entirely to the hard work and dedication of the students involved.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Component Overview

Systematic examination of the environment and purposeful strategic planning allow the University to take advantage of future opportunities and better prepare for multiple challenges and threats. Environmental scanning enables KU to identify societal and economic trends on regional, national, and global levels that have the potential to shape KU's organizational context over the next decades. Evaluation of the environment takes place across many different levels of the organization, from senior administration to research centers to academic units to individual departments and programs. Many mechanisms are used to assess environmental trends – from membership on community advisory boards to leadership in national and international organizations.

Although strategic planning positions the University to evaluate the trends that require organizational attention, some trends remain outside of the University's control. Such trends must nonetheless be understood and considered. For example, an aging state population in Kansas, changes in student demographics, shifts in the labor market for graduate students, advances in technology, and the increasingly complex and global nature of society will affect KU's future. Consideration of future trends helps KU develop the capacity to meet the needs of its students and the challenges facing the state, the region, the nation, and the international community. Initiatives such as adding a new program in bioinformatics, tuition enhancement planning, the [*Kansas City Life Sciences Initiative*](#), investment in the infrastructure necessary to increase teaching and research capacity, and new academic programming are aimed at meeting future needs.

This section describes selected results of the various scanning activities and how the University is preparing to address the issues identified.

Institutional/Management Flexibility

A major change in state funding support for higher education occurred in 2001 when the Kansas Legislature approved full tuition ownership and block grant funding for the state's six Regents universities, including the University of Kansas, effective in FY 2003. For many years prior to this shift, increased tuition revenues

offset state appropriations rather than enhancing the overall funding of the University. In 1996, KU obtained authority to retain tuition from enrollment growth. With the full tuition ownership effective in FY 2003, KU assumed responsibility and accountability for managing tuition dollars. Budget requests for increases in the level of state funding are made as block grants by the Kansas Board of Regents rather than as individual line items.

As KU begins its third year under the new block grant funding structure in FY 2005, the complete effect of the shift is not yet clear. However, the greater flexibility already has permitted salary increases, more effective allocation of nonpersonnel/other operating expenditures (OOE), and investments in technology. The change is expected to further enhance the quality of education at KU, the institution's ability to serve the people of Kansas, and its role as a national research university.

The chancellor, in cooperation with the Kansas Board of Regents, continues to lobby for increased management flexibility. During the past two years, Kansas Governor Kathleen Sebelius has moved to make state government more efficient and effective. These efforts have resulted in significant administrative delegation to the University as the state government was streamlined. In addition, because of the size and professionalism of University staff, KU obtained some special flexibility in the areas of purchasing and human resources. Additional flexibility is being pursued, and a major initiative for 2005 is to remove KU support personnel from the state civil service system. This effort, which is endorsed by KU civil service staff, would enable KU to better manage and remunerate 1,500 employees currently in the state civil service system.

Changing Student Populations

Changing demographics of the state and primary recruitment areas outside of Kansas have multiple implications for student recruitment and enrollment planning. These challenges affect the institution's ability to attract and retain a high-quality student body from a variety of different backgrounds, which in turn affects KU's ability to provide its students with the experience of a diverse student body.

The number of graduates from Kansas public high schools peaked in Spring of 2003 with slightly over 29,700 graduates. A steady decline is expected over the next decade to 27,650 in Spring 2013. As significant as the projected decline is the fact that the mix of students will change over that time period. The number of Hispanic students is expected to increase from 1,700 in Spring 2003 to 3,550 in Spring 2013 and to over 6,000 by 2018. The number of white students will decline from 24,500 in Spring 2003 to 18,100 in Spring 2013.

KU has a slightly larger graduate/professional student body compared with other Association of American Universities (AAU) public universities – 27 percent compared with 26 percent on average. However, graduate schools at all of these

universities are wrestling with the potential decline in international students as a result of immigration regulation changes following September 11, 2001. The long-term implications of these changes are unknown and are of concern both at KU and nationally.

Racial/Ethnic Diversity

Because the state of Kansas is predominantly white (86 percent in 2003), attracting and retaining a diverse student body requires significant and diligent efforts by the entire University community. Over the last five years, the proportion of minority students at the Lawrence campus increased by 18 percent, from 9.3 percent in Fall 1998 to 10.9 percent in Fall 2003. Even more promising, the proportion of first-time, first-year students from minority groups increased by almost one-third over the same five-year period, from 9.9 percent in Fall 1998 to 12.9 percent in Fall 2003. The increasing diversity of the incoming freshman class speaks to the success of recruitment strategies and bodes well for the future.

In response to projections regarding the racial/ethnic mix of Kansas high school graduates, KU has taken steps to attract and retain students from a variety of different backgrounds. Some of these steps include crafting an inclusive definition of diversity, developing new student support programming, and enhancing targeted recruitment and retention efforts.

Academic units have also responded to efforts to create a more diverse student body. A few of many efforts are highlighted below.

- The School of Engineering has invested staff to address diversity within the engineering student body since the early 1970s through its [Office of Diversity Programs](#). The School of Engineering provides support for women and minority students and a staff member dedicated to increasing enrollment and graduation of women and minorities. Additional support is provided through student chapters representing the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the American Indian Sciences and Engineering Society, the Society of Women Engineers, and the Asian American Architects and Engineers Association.
- The School of Social Welfare has a clear commitment to diversifying its student body to ensure that a culturally diverse workforce is available to serve clients in need of social services. An especially successful partnership has been formed with Haskell Indian Nations University. The program combines active outreach to students in the Haskell Associate of Arts programs, individual academic advising, and financial and academic support. More than 100 American Indian students have successfully graduated with social work degrees, and many have returned to their home communities to carry out careers as professional social workers.

- The KU [Multicultural Scholars Program](#) is recognized as one of the most successful retention programs in the nation for students of color. Since its inception, the program has maintained a one-year undergraduate retention rate of approximately 85 percent each year. Originally established in 1992 to provide comprehensive mentoring and scholarship support to students of color interested in earning a bachelor's degree in the School of Business, the [program has expanded](#) to the Education and Journalism schools as well as the departments of Applied Behavioral Science and African and African-American Studies.

International Students

KU has long been an institution that welcomes international students. Historically, international students constituted about 6.5 percent of the student body on the Lawrence campus. A decade ago, international students were 7.5 percent of the student body. In the late 1990s the percentage declined to 5.6 percent, but renewed international recruiting has restored the population to slightly over 6 percent. International enrollment was 1,720, 1,677, and 1,585 for Fall 2001, 2002, and 2003 respectively. While many institutions of higher education have experienced significant reductions in international student populations due to the stringent immigration requirements implemented following September 11, 2001, KU's loss of international students has been quite moderate. In Fall 2004, international enrolment totaled 1,615, which reversed the latest trend. Whether the momentum of earlier and ongoing recruitment efforts can be sustained in this current challenging environment is difficult to predict.

Older and Nontraditional Students

According to the National Center for Education Statistics (NCES), the number of older college students continues to increase. Between 1990 and 1999, enrollment of persons 25 and over rose by 7 percent, and from 1999 to 2010, NCES projects an increase of 9 percent. KU is well positioned to take advantage of the increased number of older students, especially on the Edwards Campus, where it offers 21 graduate and professional programs, three undergraduate degree completion programs, and one certificate program. The programs at the Edwards Campus are tailored to meet the special demands of working adults, including late afternoon and evening classes to help students balance the responsibilities of work and family.

In the past decade, annual student credit hour production has increased by 36 percent at the Edwards Campus. To keep pace with the demand, the Edwards Campus is undergoing a \$70 million building expansion. New facilities include [Regnier Hall](#) opened in Fall 2004 and a student union is scheduled in Spring 2005. University administrators plan to double the current enrollment to about 4,000 students. In the next five years, plans call for increasing the number of programs from twenty-five to forty by adding new graduate, undergraduate, and certificate programs in such areas as business, psychology, and social welfare.

Student Support Programs

The KU community is committed to responding to the needs of diverse student groups, and this commitment is an integral part of the KU heritage and culture. This theme emerged consistently across the NCA focus groups convened as part of the Self-Study process. All focus groups – students, faculty, and staff – reported that KU must be aware of the future challenges presented by diversity. Focus group participants believe that KU must meet the needs of this increasingly diverse student body, fewer and fewer of whom will be traditional 18- to 22-year olds who attend college full-time, live on campus, and have only minimal commitments other than school.

KU is well positioned to respond to the shift in student demographics with a broad array of support programs and resources to assist students from nontraditional backgrounds. KU has programs that serve first-generation students, underserved populations, students with disabilities, and economically disadvantaged students. Examples include the office of Academic Achievement and Access, HAWK Link, Multicultural Scholars programming, and TRIO programs such as McNair Scholars and Upward Bound. On-campus housing and child care also are available for families with children.

To address the changing needs of students more effectively, in 2004 [Student Success](#) adopted an organizational structure that combines traditional departments with a several collaborative priority groups. Priority groups focus on key programs and services that go beyond one individual department's realm of responsibility, such as parent programs, assessment, services for graduate and professional students, and communication. Dynamic priority groups provide the Student Success organization and the University with a flexible, need-driven structure to address student needs.

Changing External Environments

Rapid changes in the financial, economic, and social climate in Kansas, regionally, nationally, and globally have had a profound influence on KU, challenging the institution to remain relevant and vital. Highlighted below are examples of KU's response to changes in the external environment grouped by changes affecting student recruitment, those affecting academic programming, and those that provide opportunities for expansion and growth.

Changes in Student Recruitment

Across the nation, declining financial support for higher education from state legislatures is shifting more educational costs to students and their families. KU is committed to keeping its tuition affordable so that access to the University is preserved for a wide range of learners. In support of this commitment, 20 percent of the tuition enhancement increases is directed toward need-based student aid – more than \$5.2 million in grants for the 2004-2005 academic year.

Graduate program recruitment planning and funding are shaped in part by external forces such as the labor market for graduates with advanced degrees and the ability of graduate programs to support students both financially and academically. This point is illustrated by the decline in graduate student enrollment on the Lawrence campus, from 6,635 in Fall 1993 to 5,580 in Fall 2003. In a purposeful response to tight labor markets and an oversupply of graduates in selected areas, particularly the humanities, KU limited enrollment in some fields. Additionally, KU recognized the need to focus on quality rather than size of programs. The proportion of graduate students to undergraduate students at KU currently is slightly above the AAU average for public research universities, whereas a decade ago KU was significantly above the average.

KU continues to monitor graduate student recruitment to facilitate a balanced response to the demand for graduates. For example, several graduate programs in the College of Liberal Arts and Sciences – English, history, systematics and ecology, theatre and film – were intentionally downsized to respond to market placement issues and available resources. An improvement in the quality of students completing the degree programs resulted, and placements have improved. Rather than undermining these programs, the decreases in enrollment actually worked to improve the programs.

Changes in Academic Programming

In some instances, changes in the external environment have led to modifications in academic programming and/or curriculum. KU's academic units carefully monitor such environmental shifts and respond in ways that enhance the educational experience of students and their future success. For example:

- In 2003, the School of Business revised the undergraduate and graduate curricula to include majors in finance, marketing, information systems, and management. These revisions were made in response to changing market conditions and on the advice of employment recruiters and advisory board members. These changes will provide business students with a greater degree of specialization in specific business fields.
- The School of Architecture and Urban Design is developing a curriculum and transitional plans to change from a predominantly undergraduate degree program to a graduate degree program. The result will be the clarity of a single professional degree, which is consistent with national trends.
- The Department of English designed and introduced a new undergraduate major in literature, language, and writing in 2001 at the Edwards Campus. The department recognized that a different though equally rigorous set of requirements was needed to address the different interests and career aspirations of the nontraditional students on the Edwards Campus. By 2003, the new program had 60 majors and hundreds enrolled in classes.
- The Department of Health, Sport, and Exercise Sciences, located in the School of Education, initiated the process for accreditation of its athletic training program in June 2002. The program received accreditation in the Spring of

2003 and currently limits enrollment each year to the top 25 applicants for admission. Satisfactory completion of the program requirements and clinical hours allow prospective athletic trainers to register for the National Athletic Trainers Association certification tests. Passing rates for KU students are at the national average and graduates of the program readily find employment in their discipline.

- Over the past three years the School of Law has taken a careful look at its curriculum and identified priorities in faculty hiring to support and create new programs and/or fill curricular gaps. Two new programs have been developed for international lawyers seeking to improve their academic credentials to pursue academic careers. An additional advanced degree in elder law was created to address the increasing demand for training in the specialized needs of a growing elderly population in Kansas and across the United States.

Opportunities for Expansion

The Edwards Campus's Academic Program Committee has worked closely with the academic units and a marketing research firm to identify areas of growth for the University in the Kansas City area. The information gathered from these resources identified potential programs to serve the workforce, economic, and community development needs of the region. The programs include degree completion programs in developmental psychology, social welfare, and a graduate program in information technology. To date, two continuing upper-division degree completion programs in English and molecular biosciences have been added, and a new program in public administration began in Fall 2004. Additional research and review will be conducted for a degree completion program in geographical information science and for potential programs from the School of Education.

The University of Kansas has the responsibility of training emergency first responders in medical, fire and rescue, and law enforcement statewide. In the aftermath of the Oklahoma City bombing, KU's Continuing Education unit began to provide emergency training for medical, law enforcement, and fire service professionals through the [Kansas Law Enforcement Training Center](#), the [Kansas Fire and Rescue Training Institute](#), and the [Continuing Education office at the KU Medical Center](#). Well before the terrorist attacks of September 11, 2001, KU Continuing Education held annual conferences, funded by the Federal Emergency Management Agency, on response to terrorism for all first responders. Since September 11, 2001, KU Continuing Education has developed and produced 41 training events through distance and on-ground instruction for more than 2,200 Kansas law enforcement, emergency, and medical personnel. A comprehensive report on these activities is available in the recently updated *Briefing: Terrorism Response Training for Kansas Emergency and Medical Personnel*, prepared for the Kansas Legislature Joint Committee on Kansas Security, August 30, 2004. (*Available in the Resource Room*)

Monitoring the external environment has led to the expansion of selected programs in the sciences – particularly the health and life sciences. Part of KU's goal to serve as the research university for the Kansas City metropolitan area is strategic investment in life sciences, including expanded facilities and the recruitment of highly qualified faculty and graduate students. Such investments will increase KU's ability to offer coursework, produce graduates, conduct research, and contribute to the state's economic growth. The opportunities in life sciences are due to the confluence of events and situations at the University and in the surrounding communities. Specific examples of these opportunities are listed below.

- There is a lack of qualified people to fill bioscience positions in the Kansas City metropolitan area. In cooperation with the [Kansas City Coalition for Excellence in Life Sciences](#), priorities and action plans have been developed to address the workforce needs of the Kansas City science community. KU Continuing Education provides needed training and the Edwards Campus offers courses in molecular biosciences that are convenient for Kansas City area residents.
- The chancellor appointed a Life Sciences Research Council in 2003 to oversee expansion of life sciences research across the University. A key feature of the [KU Life Sciences Research Strategic Plan](#) is the creation of shared research centers between the Lawrence and Medical Center campuses. The first two joint centers under development are the Neuroscience, Aging, and Neurodegenerative Disease Center and the Kansas Cancer Institute. The joint centers draw on existing strengths at both campuses and will attract additional research faculty expertise nationally. Shared core facilities and equipment will reduce costs dramatically for each campus.
- The Kansas City region has a thriving pharmaceutical industry and research cluster. Two KU entities support these efforts. A new NIH Center of Excellence in Chemical Methodologies and Library Development creates libraries of molecules that can be used to develop new drugs or other therapies. In Fall 2004, the new [Structural Biology Center](#) was dedicated. This unique facility provides broad support to life sciences researchers. Instrumentation includes 800- and 600-MHz nuclear magnetic resonance spectrometers, a mass spectrometer, and an X-ray diffractometer. This instrumentation can be used to study complexes of multiple proteins that work together.

The Impact of Technology

The management of rapidly evolving information technology is a critical determinant of the quality and value of the University's education and support services as well as its competitiveness with peer institutions. Information Services at KU is a successful partnership of technology programs and the University Libraries, a collaboration that underscores the value and utility of information in

the research university. The road map for the implementation of information technology is detailed in the [KUIWired](#) strategic plan; selected achievements are briefly illustrated below.

- In Fall 2003, a KU institutional repository system, [KU Scholar Works](#), was launched to disseminate and preserve work created by KU scholars. Other initiatives to improve communication include a permanent email forwarding service for alumni and the installation of a consolidated system for email, calendaring, and group discussion.
- New electronic hardware and software resources support new pedagogical approaches and empower instructional innovation. Instructional technology enables faculty to teach large classes while maintaining a degree of interactivity and facilitating active learning.
- Technological support for coursework includes online course reserve materials, online interactive reference services, several hundred databases, and 17,000 electronic journals. These services allow students access to course resource materials from their personal computers at any time.
- Student-related resources on the web include online class rosters, online access to grades, emailed class schedules, student email accounts, online applications for admission, and chat rooms for prospective students. Ecommerce applications allow electronic tuition payment, ordering and purchasing of textbooks, athletic tickets and KU merchandise, and online financial transactions with the KU Alumni and Endowment Associations.
- Technology advancements to support research include the creation of the [Digital Libraries Initiatives](#), which provides more efficient online access to research materials through the KU library system. The Digital Library supports new methods of access to and management of external resources, such as commercial databases, as well as local digital content. KU is the second university in the nation to implement this library database access function.

Technological modifications and enhancements to University administrative systems are driven by changes in campus business management practices. KU has successfully implemented cost-effective changes in these systems and has done so on time and on budget. By phasing the implementation and leveraging the experience of in-house staff, rather than hiring external consultants, KU's financial outlay for implementing these systems has been typically 30 percent less than at peer institutions.

- The University implemented PeopleSoft HR/Pay System to support KU's human resource and payroll functions in 1995. The PeopleSoft Financial System was implemented in March 1999. The PeopleSoft Student Administration Information System, which replaced five separate systems tracking recruitment, records, registration, admissions, and scholarships, was

implemented in stages from 1999 to Spring 2003. The student financial aid module is being implemented in Fall 2004.

- The design and development of a university-wide analytical system that stores University data and provides access to that data for both operational and decision-making have been pivotal in providing operational managers and decision makers with current data. The system is called [DEMIS](#) (Departmental Executive Management Information System). It is a model that is highly regarded throughout the country. (*See the Resource Room for guest access.*)
- A campus-wide CAD system documents the physical plans and layouts for KU's infrastructure and buildings.

KU Leadership in Responding to Change

Participation of faculty and staff in various national organizations and forums keeps the campus well informed of emerging issues. Often, KU faculty and staff play leadership roles in addressing issues of concern to the higher education community at large. Numerous faculty and administrators serve on national committees/boards. Several examples follow.

- As leaders in the fields of human development, disabilities, and aging, investigators from the [Schiefelbusch Institute for Life Span Studies](#) shape public policy and research priorities through state and federal appointments, community partnerships, public and private leadership forums, and interdisciplinary research and publication. The institute's [Merrill Advanced Studies Center](#) sponsors invitational conferences of leaders in science and policymakers from around the United States and other countries to establish new directions and build collaborative projects in science and policy.
- Faculty members are actively involved in their disciplinary organizations and often serve in leadership positions. For example, one faculty member was elected president of the American Chemical Society, the world's largest scientific society with more than 160,000 members. Another faculty member is the president of the American Geographical Society.
- The Dean of the Graduate School and International Programs serves on the boards of the Kansas City International Relations Council, Kansas International, and the Kansas City World Trade Center International Investors Board.
- The Dean of the Schools of Nursing and Allied Health was appointed to the National Advisory Council on Nurse Education and Practice of the Health Resources and Services Administration. She is one of only 23 professionals nationwide selected by former DHHS Secretary Donna Shalala to be members of the prestigious council. The Executive Dean of the School of Medicine in

Kansas City is a member of the Institute of Medicine (the medical entity of the National Academy of Sciences).

- The provost advocates nationally and internationally for a system in which published research findings are made available free of charge after an agreed-upon period. This system would allow publishers to continue to earn revenues from their journals, but it would also allow universities access. This proposal is gaining proponents both in the United States and abroad.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Component Overview

A set of important core values consistently guides the University of Kansas in times of scarcity and in times of plenty. The values include an administrative planning and budgeting philosophy that reinforces the centrality of the academic core mission, structures revenue sources to supplement the state's financial commitment, and advocates for fiscal and administrative flexibility. These factors support the maintenance of high-quality programs while allowing for implementation of the University's strategic initiatives.

Since the mid-1990s, additional state resources have been limited. Starting in 1996 the University, recognizing the limited ability of the state to adequately fund higher education, has pressed for greater control of tuition and for greater flexibility in financial management. The Kansas Board of Regents and the Legislature endorsed this direction and in 1996, the University gained the ability to retain tuition related to growth rather than the state using the additional tuition to offset state appropriations. Additionally, the University was permitted to retain 25% of the increase in the rate of tuition each year to finance operations. Then in 2002, the Governor and Legislature changed the funding model to allow full ownership of tuition. This came at the same time the state faced significant budget cuts. Since the KU tuition rates were extremely low by comparison with other research universities, the opportunity to increase tuition to enhance the institution was viable. KU made a commitment to separate the tuition raised as part of the enhancement process from the state budget cuts. Thus, a budget cut of 1-2 percent campus-wide was not offset by tuition increases.

With tuition ownership, KU can access an important source of increased funding and make strategic investments consistent with the University's plans for the future. Analyses of comparative costs with peer institutions consistently demonstrate that KU is under funded relative to its Regents-defined comparator group. This documented gap in funding serves as the basis for the five-year tuition enhancement plan. Further, school-specific differential tuition is designed to allow

targeted investment in specific programs. The goal is to ensure the continued quality and long-term competitiveness of KU programs.

KU's history of resource development documents a forward-looking concern for ensuring educational quality through strategic investments in faculty development, technology and new delivery systems, learning support services, and new and renovated facilities. Some of these initiatives include the [Center for Teaching Excellence](#), [KU Center for Research](#), [Thematic Learning Communities](#), [KUWired](#), the [KU First](#) capital campaign, and [tuition enhancement](#).

Financial Resources

The financial resources of the University of Kansas flow from four primary sources including 1) state appropriations, 2) tuition revenues, 3) externally funded research, and 4) endowment funds. The relationship between funding sources and planning for future changes is highlighted in the following sections.

State Appropriations

Inflation-adjusted state appropriations per student have declined steadily during the past two decades. The decline in appropriations is a critical concern and reflects a national trend affecting KU and other public universities. State appropriations per FTE student at KU declined by \$500 in inflation-adjusted dollars from FY 1994 to FY 2004 (\$6,100 to \$5,600). This decline amounts to almost \$12 million, given current enrollment levels.

In response, a number of civic leaders formed the [Kansas Citizens for Higher Education](#), a broad citizen-based group, to serve as an advocate for increased state support of higher education and the promotion of economic development.

Additionally, the state legislature in 2000 funded the development of research infrastructure. And in 2004, the legislature passed the [Kansas Economic Growth Act \(KEGA\)](#). KEGA will invest a total of \$500 million statewide over 10 years in the biosciences, including monies for Kansas universities to build and maintain research facilities and hire outstanding biosciences scholars and researchers. At present KU is preparing proposals to submit to this authority to pursue life sciences collaborative research.

Tuition Revenue

Tuition and tuition enhancement funds are used to address many of the specific recommendations in the *Initiative 2001* strategic plan for building premier learning communities, serving Kansans, serving the research needs for the Kansas City area, and acting as one university. To better serve Kansans, tuition revenues are supporting expanded service learning opportunities and the creation of a KU Speakers Bureau.

Revenues from tuition enhancement monies are targeted primarily towards strengthening and improving the quality of education. The particular focus of the tuition enhancement plan is to build premier learning communities through the recruitment of new faculty, significant investments in technology for direct student benefits, strengthened career counseling, and improved access through need-based financial aid. Investments in premier learning communities include:

- Library resources, particularly electronic access
- Technology improvements such as new lab equipment and new computers
- Program and support staff for student services including the Freshman-Sophomore Advising Center, HAWK Link, Multicultural Scholars, University Career Center, Student Involvement and Leadership Center, Student Financial Aid, and Thematic Learning Communities
- Support for further development of student writing skills through the KU Writing Center
- Expanded funding for graduate students

External Research Funding

Research funding at the University of Kansas is a critical element in the overall funding of the institution. In FY 1993, University research, development, and training expenditures totaled \$102.7 million, with \$49.1 million of that total funded by the federal government. By FY 2003, research, development, and training expenditures increased more than 150 percent to \$257.9 million, while the federally funded portion of those expenses grew over 170 percent, to \$133.3 million. In addition, the strategic reinvestment of facilities and administrative costs recovered from externally sponsored research aids continued research growth and serves as seed money for future research. (*Additional details on research expenditures can be found in [Profiles Table 7-002](#).*)

While there are many venues for conducting research, from research centers and institutes, to campus and departmental collaborations, to individual scholarship, faculty provide the expertise and knowledge necessary for continued research growth. Faculty then incorporate their research experiences into academic instruction activities. In this way, research activity directly informs and supports the educational programs and mission of KU.

Similarly, student participation in ongoing research projects, at both the undergraduate and graduate levels, is a critical component of the educational process. It is considered such an important part of a well-rounded undergraduate academic experience that the university, with the strong support of the provost, is working toward the goal of affording every undergraduate student an opportunity to work with a faculty member on a meaningful research project.

KU Endowment Association

The KU Endowment Association ([KUEA](#)), founded in 1891 as an independent, nonprofit organization, provides critical financial resources. Recognized by KU as the official agency for raising and managing private funds on behalf of the University, KUEA has total assets of over \$1 billion. KU's annual financial support from the KU Endowment Association grew from \$44 million in 1998 to \$85.1 million in 2003.

In 2001, the Endowment Association launched *KU First: Investment in Excellence*, a \$500-million fundraising campaign that is the largest and most successful in University history. The funds raised through *KU First* will address a myriad of needs at KU, including research facilities, endowed professorships, need- and merit-based grants, scholarships, and loans for students, and equipment and other facilities that will significantly improve educational quality at KU. KUEA exceeded its initial goal in February 2004 and established a new goal of \$600 million. The impact of this success has already been felt with 15 new construction projects, 230 new scholarships, and 31 new professorships across the University, in addition to many other enhancements.

Development of Human Resources

KU recognizes that its human resources are critical to its success and offers faculty and staff many opportunities for learning, growth, and development.

This development starts with an orientation session for new faculty and staff. The session provides information about the University's mission and organizational structure as well as staff benefits and pertinent enrichment opportunities. One goal of this program is to emphasize that all KU employees, regardless of job title, are at KU for the same reason: to provide high-quality education, research, and service.

Other development opportunities are described in the following sections. The programs are loosely grouped into the following categories: leadership and professional development, faculty development and support, graduate student development and support, technical training, and alternatives for classified staff.

Leadership and Professional Development

The University develops potential leaders in a variety of ways both through structured programs and through collaboration and involvement in University processes. The Department of Human Resources offers a wide range of professional development opportunities.

Less formally, one result of the strategic planning processes is the development of future University leaders. Participants of the planning process emerge with a deeper understanding of the challenges and opportunities facing the University, as well as a shared vision of future directions and goals. Those involved are prepared

to move into more visible leadership roles. For example, several individuals involved with the *Initiative 2001* strategic planning process now serve as vice provosts and deans of academic units.

Human Resources Programs

The departments of [Human Resources](#) on both the Lawrence campus and at the Medical Center provide education and training in leadership and supervision skills, organizational improvement, managing change, ethics in management, creative meeting strategies, coaching and counseling, violence in the workplace, and customer service.

More than 300 KU employees on the Lawrence campus participated in 11 new education and training programs during 2002-2003 on topics such as team-building, coping with change, and stress management. Program evaluations demonstrated that participants were highly satisfied with the educational and training opportunities.

The Medical Center Human Resources department investigated and determined that opportunities for staff development met employee expectations, but training opportunities could be improved with the introduction of web-based technologies. Two web-based training modules were created, and several more are in development.

Tuition Assistance program

The tuition assistance program is another way that the University encourages the professional and educational development of staff members. In response to staff feedback in a 2001 Human Resources [survey on workplace climate](#), the University's tuition assistance program was made more accessible. Classified and unclassified staff – both full- and part-time – with greater than 6 months of service may apply for tuition assistance. Tuition assistance awards are generally for one class per semester, and future awards are contingent upon the satisfactory completion of previous coursework. Staff members are encouraged to take classes at KU, and departments and supervisors are encouraged to make reasonable efforts to facilitate academic course attendance by staff as long as the normal functions of the department can be carried out. Participation in the tuition assistance program quadrupled between 1994 and 2003 – from 74 to 333, with approximately equal numbers of classified and unclassified staff participating in this important development program.

The Senior Administrative Fellows Program

The Senior Administrative Fellows Program is designed to acquaint existing faculty with administrative challenges and processes. Each year, after receiving applications, the senior vice provost selects a small group of four to five faculty to participate. They attend bi-weekly presentations from senior administrators and department heads that focus on major organizational and planning issues of the University. They are also invited to attend meetings at all levels in order to gain a clear sense of the way in which the University operates administratively. A number

of Fellows have opted to shadow a senior administrative officer for a period of time to get an in-depth understanding of a particular office. Over the years, several of the participants have assumed administrative positions in academic units.

Women's Mentoring and Support Programs

Several programs and activities at KU specifically target the professional and personal development of women – particularly women in administration. Many of the programs were grassroots efforts led by senior women administrators at KU.

- The Women Administrators Network for Development and Action (WANDA) grew out of the efforts of senior women administrators to organize development opportunities for women administrators at KU. The purpose of WANDA is to provide an opportunity for KU women in administration (or interested in administration) to network and explore personal and professional development. Women administrators at Haskell Indian Nations University are also invited to be part of this group. In the Spring semester of 2004, two topical luncheons were offered, and in 2004-2005, a monthly schedule of meetings is planned.
- The [Women's Mentoring Program](#) was started in 2002 to develop the professional skills of middle-level women managers within KU's Information Services unit. The goal of the group is to provide support for women professionals and empower them to progress in their chosen career paths. Mentoring activities include open group discussions, social activities, and individual mentoring meetings.

Faculty Development and Support

Retention and recruitment of quality faculty is a high priority at KU. All new faculty members are assigned a mentor upon joining the KU faculty. This university-wide practice aids new faculty in the development of their academic careers at KU, with mentors providing guidance, input, and support. The mentoring program has proven to be crucial to the continuity and success of new faculty. One of the reasons for the University's low faculty turnover rate of 5 to 6 percent is the ability of new faculty members to start their teaching and research careers under the guidance of senior faculty. Based on conversations with faculty, successful recruitment and retention of faculty can also be credited to the quality of life on campus and in Lawrence.

Consistent with national demographic trends, a significant portion of KU's faculty is approaching retirement age. Forty-five percent of the faculty are 49 or younger, 35 percent are in their 50s, and 20 percent are 60 or older (Fall 2003 data). To address this human resources challenge, a phased retirement program is available to retain the expertise of senior faculty while assessing and planning future staffing needs.

Faculty-specific development occurs through vehicles such as programs offered by the Center for Teaching Excellence, sabbatical leaves, and a scholarly travel fund.

Faculty development activities also occur on a more local level. Selected examples follow.

- The department of English established endowed teaching professorships to reward and to stimulate excellence in teaching. Faculty also increased attendance at pedagogical workshops sponsored by the Center for Teaching Excellence. The department has organized groups to discuss and implement pedagogical improvements such as teaching with technology, dealing with diversity in the classroom, and how to teach survey courses better. The result has been consistently high scores on teaching evaluations over the past three years.
- International Programs sponsors an annual faculty development seminar to encourage and reward faculty for engaging in international research, to promote interdisciplinary collaboration, and to enhance participants' teaching. Seminar participants report that they benefit greatly from the opportunity to meet and discuss a common topic with colleagues from a variety of disciplines. The seminars have led to collaboration in research as well as to changes in curriculum to incorporate new perspectives and information.

Graduate Student Development and Support

Both graduate students and post-doctoral associates are important to a strong research and learning environment. KU has several programs aimed at providing enhanced developmental and financial support for graduate students. For example, one component of the [tuition enhancement plan](#) is a 30 percent increase in graduate stipends over three years to help recruit and reward the best student cohort the University can attract. In 2003, the University also began funding tuition stipends for graduate research assistants. Another example of graduate student support is the Self Graduate Fellowship, a four-year award consisting of an annual stipend, full tuition and fees, and a structured professional development program.

The Graduate School offers two programs specifically designed to assist KU graduate students in their professional development. [Preparing Future Faculty](#) (PFF) assists students seeking employment in academia, and [Preparing Future Professionals](#) (PFP) assists students seeking employment in business, government, and the nonprofit sectors. *(These programs are discussed in more detail in Criterion 3.)*

Supporting the ongoing development of graduate teaching assistants is also important. For example, the Center for Teaching Excellence has provided a university-wide preparation program for new graduate teaching assistants since August 1998. The purpose of the conference is to give new GTAs a broad overview of teaching in higher education, as well as to provide specific, practical suggestions for teaching in various disciplines and various situations. Participation in the conference is required for all new GTAs. Many departments have developed their own discipline-specific orientation programs for GTAs.

Technical Training

The University has employed a variety of measures to help faculty and staff successfully navigate the increasing complexity of the educational enterprise, especially in the area of technology. Evidence of this can be seen in a wide range of technology training and support services for faculty and staff.

Since 1995, KU has made sweeping and comprehensive changes to university-wide administration systems by implementing the PeopleSoft Financial System, the Human Resources/Payroll System, and the Student Administration Information System including Admissions, Student Records, and Student Financials. A significant part of the implementation process required training students, faculty, and staff to use these systems as well as setting up support structures for ongoing assistance. As an illustration of the scope of these efforts, the initial training for the student records and student financials components alone involved eight different courses and more than 1,500 participants. Support for the student system includes an online training manual, regularly updated help documents, a listserv for system status and user questions, and a schedule of upcoming training courses.

Additionally, [Academic Computing Services](#) (ACS) offers an extensive array of services including instructor-led computer workshops, faculty support, virus protection, and online services. For example, ACS works in conjunction with [Instructional Development and Support](#) (IDS) and the University Libraries to offer workshops in office productivity, instructional development, website authoring, publishing, library resources, data analysis, multimedia, and computer operating systems. ACS also provides desk-side coaching and statistical computing and research support. According to the 2004 results of an ACS Training Survey, over 88 percent of those who participated in computer workshops felt that the workshop met their training needs.

Alternatives for Classified Staff

As mentioned the section on management flexibility, a major initiative for 2005 is to remove KU support personnel from the state civil service system so that KU is better able to manage and remunerate these employees. The description below provides additional background on this initiative, including the involvement of classified staff to pursue this option.

At the request of the provost, a work group was formed in Spring 2003 to discuss whether alternatives to the state's Civil Service would be of interest to KU classified staff. This group prepared discussion papers proposing a plan for an alternative to the state of Kansas Civil Service System. The goal is to create better working conditions for classified employees by taking the best features of the existing system and removing some of the barriers to administering a classified personnel system for University employees. The proposal would allow KU to use tuition and block grant funds to better compensate and reward employees.

A series of town hall meetings, departmental meetings, and meetings with the Classified Senate took place during the 2003 Spring semester. In May 2003, classified staff voted on the proposal. This first vote resulted in a tie. During the Summer of 2003, the Work Group surveyed classified staff to determine what aspects of the proposal were most or least liked. The Work Group developed a final version of the proposal, taking into account the findings of the survey, and distributed it to classified staff in October 2003. Seventy-eight percent of classified staff participated in the second vote, and, of those participating, 54 percent voted that they were interested in pursuing an alternative to state civil service. The University administration worked through the Kansas Board of Regents to gain support for advancing the proposal to the Legislature. However, board members decided at their January 2004 meeting to delay consideration for one year. The board indicated that the proposal had system-wide implications and required further study for action in a subsequent legislative year.

In November of 2004, the Kansas Board of Regents endorsed a proposal to seek legislation that would permit Kansas institutions to remove themselves from the state civil service system. Each campus would be allowed to propose an alternative to the state civil service system. KU would seek to convert its classified, civil service positions to a new category of unclassified support staff. The Kansas Board of Regents will pursue legislative delegation for this change. If acquired, KU would then make a formal request to the board to leave the civil service system.

Physical Assets and Infrastructure

The master plans for the Lawrence and Medical Center campuses assist in the identification of facilities and infrastructure projects needed to effectively support KU's academic mission. Over the past decade, more than \$300 million in new building projects have been funded on the Lawrence and Edwards campuses and another \$155 million at the Medical Center campuses.

During the past 5 years, sponsored research and indirect funds have grown at double digit rates annually, tuition has increased, plans to hire 100 new faculty in a wide range of disciplines have been developed, and on-campus enrollment is at record highs. The confluence of all these factors, although extremely positive for the University, present significant challenges for the planning and implementation of capital improvement projects.

The University is taking several actions to more systematically address the increasing needs for more and better facilities for teaching research, and service activities, including the creation of an Office for Space Management.

Lawrence Campus Master Plan

The 1997 [Campus Master Plan](#) was widely circulated and discussed on the Lawrence campus and in the Lawrence community in order to codify planning principles that would guide decisions about the campus physical space. The planning effort involved students, faculty, staff, alumni, and Lawrence residents as

well as the facilities planning staff, outside consultants, representatives of constituency groups, and KU administrators. Two guiding principles emerged from the planning process – to preserve the beauty of Mount Oread and to create an environment which shows respect for learning.

The 1997 plan noted that priorities would evolve and projects would be added or dropped as circumstances and realities changed. The plan has adapted to new opportunities and challenges; however, the spirit of the plan remains unchanged – “*KU physical planning will communicate to all, through the media of architecture, landscape, and space, the respect for learning and growth of knowledge, which characterize a great university.*” (Lawrence Campus Master Plan 1997)

Eleven key areas were identified for future development.

- Quality of the Academic Environment
- Research Support and Administration
- Student Support
- Campus Access and Mobility
- Campus Landscape
- Auxiliary Enterprises
- Institutional Support Activities
- Campus Signage
- Mandates from the Americans with Disabilities Act (ADA)
- Infrastructure
- Buildings and Building Sites

An ongoing study, scheduled for completion in February 2005, is evaluating and documenting the specific accomplishments and progress in each of these areas. For example, the 1997 Lawrence Campus Master Plan identified the need for a comprehensive landscape master plan to address the renovation of distinct areas of the campus, as well as to guide the plans for general enhancement of exterior spaces and plantings on campus. The comprehensive analysis and evaluation process resulted in the creation of the *University of Kansas Landscape Master Plan* in August of 2002. Within the three volume study are recommendations to address design, signage, and maintenance issues including prototypes for a comprehensive campus wayfinding system.

Medical Center Master Plan

In 2000, the Medical Center, in cooperation with the Kansas University Hospital, completed a campus Master Plan. The Master Plan provides a guide for the zoning of teaching, research, and patient care functions for improved efficiency; campus expansion; suggested locations for new buildings; and the removal of existing buildings that have exceeded their useable life. This Master Plan was updated in 2003 and now includes standards for architectural materials, building style and appearance, and landscaping for the campus.

Capital Improvement Projects

The implementation of the campus master plans are largely driven by available funding and the plans have been modified as new infrastructure and physical plant needs have emerged. The following projects are illustrative of how various sources of funding are used to accomplish institutional goal and priorities.

Research Facilities

Many of KU's successful and high growth research programs require expensive and specialized facilities in compressed timeframes. The University has employed several strategies to address this critical need including the renovations of current buildings, renting space, buying existing buildings, and building new facilities. Examples of research-related projects include:

- **Structural Biology Center.** The University received \$5 million in bond funding from a Kansas state initiative, to purchase research equipment for a new Life Science Research Laboratory, including an 800 MHz nuclear magnetic resonance (NMR) spectrometer. This \$2 million piece of equipment is a key component of future growth and development of the bioscience research on campus, and required a special facility. Phase 1 of the building (12,000 square feet) was completed in August 2004 and phase 2 (5,000 square feet) in December 2004. Phases 1 and 2 of the [Structural Biology Center](#) represent an investment of \$4.7 million. The center is the first in a series of buildings of a research complex on the West Campus in Lawrence.
- **Multidisciplinary Research Building.** The proposed, funded project consists of a new four story research laboratory – the second in the series of buildings planned as part of the research complex. The \$40 million, 110,000 square foot facility will include laboratories, lab support spaces, clean rooms, BSL-3 labs, offices, and conference rooms. The project is scheduled for completion in December 2005.
- **Molecular Library Center.** This project is a continuation of the Structural Biology Center development, and the third building planned for the research complex on West Campus. The KU Center for Research has applied to NIH for a grant to construct a \$6 million, 20,000 square foot facility with sufficient space for the Chemical Methodologies and Library Development program and High Through-put Screening Labs. This will be an integral component of the research complex. The project will be funded by a grant with matching funds from the KU Center for Research.
- **Interdisciplinary Research Facility.** The KU Center for Research has developed a program to construct \$60 million, 130,000 square foot research lab facility. This is the fourth in the series of buildings in the research complex. The research building will include laboratories, lab support spaces, offices, and conference rooms for teams of researchers.

- **Hoglund Brain Imaging Center.** Funding for the 12,250 square foot building was provided in part by a private pledge of \$4 million. Completed in the Spring of 2003, the center received \$3.25 million in federal support and \$2 million in state support, which helped fund \$8.8 million in equipment and financing costs. [Hoglund](#) provides a unique array of human and animal brain imaging equipment.
- **Biomedical Research Building.** The [Biomedical Research Center](#) is a \$57.7 million project funded with both state bonds and private funds at the Medical Center campus. The five-story building will total 205,000 square feet, housing 80 separate laboratories and a world-class scientific conference center. Areas of research planned for the new building include pharmacology, toxicology, reproductive biology, neurosciences, and proteomics. The planned building completion is October 2006.

Deferred Maintenance Funding

In October 1994, the Kansas Board of Regents initiated a capital improvement campaign for addressing deferred maintenance at the Regents institutions. The 1996 Kansas Legislative session authorized the use of the Educational Building Fund as the source for the bond payments. The Crumbling Classrooms initiative used the proceeds from the \$156.5 million bond issue to repair and rehabilitate university facilities in the Regents system as well as to finance several critical new construction projects on the campuses. The Lawrence campus was allocated \$47.6 million and the Medical Center \$19.3 million to address ADA, fire code, classroom improvements, repair and rehabilitation projects, major remodeling, and new construction. The projects completed using Crumbling Classroom funds include the following.

- **Renovations of J.R. Pearson (School of Education).** J.R. Pearson was originally built in 1956 as a residence hall. In 1998, [J.R. Pearson](#) underwent a one-and-a-half-year, \$13.1 million renovation and addition to transform the hall into a state-of-the-art, student-centered academic building for the School of Education.
- **Murphy Hall Addition.** The \$8.9 million addition to Murphy Hall provided state-of-the-art music practice rooms of varying sizes with acoustical treatment, music library, offices, band equipment storage, and other support spaces for the academic programs in music.
- **School of Nursing.** The \$11.3 million nursing building replaced an antiquated dormitory structure at the Medical Center in 2000. The 90,000 square foot building project was funded with \$8.6 million from Crumbling Classrooms funds and \$2.7 million in private gifts. The new six-story facility includes innovations such as a multidisciplinary clinical learning laboratory that allows students to practice their skills in a variety of simulated settings as varied as maternity, intensive care, and home care.

- **Other Improvement Projects.** Crumbling Classrooms funding was used in 41 buildings to address ADA, fire code, and classroom deficiencies as well as to repair and rehabilitate building infrastructure systems. The improvements included \$4 million for renovations in the Malott Hall science building and \$2.3 million in Strong Hall – KU’s primary administrative building.

Private Gift and State Appropriations

Private gifts and state appropriations have also been used to fund specific capital improvement projects to expand and enhance teaching, research, and scholarship at KU.

- **Budig Hall/Hoch Auditoriums.** In 1991, the interior of [Hoch Auditorium](#) was destroyed by fire. This facility provided the space for major performing arts, a large lecture hall, and large band practice. The reconstruction of Hoch created two 500 seat and one 1,000 seat state-of-the-art lecture halls. Two floors of library space and major computer labs were also added. The project was completed in 1997 at a cost of \$23.9 million. The project was funded by a state appropriation.
- **Eaton Hall, School of Engineering.** A KU graduate pledged \$5 million for a building to expand KU School of Engineering facilities. The gift is among the top ten largest single gifts received by KU Endowment. The 80,000 square foot [building](#) consolidated all academic engineering programs including the Department of Electrical Engineering and Computer Science into the engineering complex. The \$15 million project includes a multimedia classroom, several state-of-the-art instructional and computer laboratories, an atrium, the Engineering Career Services Center, and the school’s administrative offices.
- **Dole Institute of Politics.** The \$11.3 million, 28,000 square foot [Dole Institute](#) building houses offices, meeting spaces, and exhibits for programs that focus on major public service and policy issues of the day. It also houses Senator Robert J. Dole's archives -- more than 3,500 boxes of material -- for future study and use by students, scholars, and the people of Kansas. The University received \$3 million in state appropriated funds and \$8.3 million in private gift funds to construct this project.
- **Hall Center for the Humanities.** The [Hall Center](#) will get a new home in 2005, as the result of a \$3.26 million gift from the Hall Family Foundation for the \$5.4 million project. The new building incorporates elements of KU's oldest surviving structure, the 1887 Powerhouse. The two-story building will have approximately 11,000 square feet of space, and will include a 120-seat conference room, a seminar room, a serving kitchen, and offices for Hall Center staff and research fellows. An additional \$500,000 in private funds will also support the project.

- **Regnier Hall.** A pledge from the Victor and Helen Regnier Charitable Foundation supported construction of a second classroom building on the Edwards Campus. The 82,000 square foot [building](#) features 21 classrooms, a 240-seat auditorium, and offices for 45 faculty members. In addition to the Regnier pledge, the building was funded by a \$5 million gift from the Hall Family Foundation, and another \$9.8 million was financed through revenue bonds, which will be paid through tuition revenue from the campus.

Student Funded Projects

Projects have also been financed through student fees.

- **Student Recreation and Fitness Center.** The \$17.1 million student recreation center that opened in 2003 was a student initiated project, providing 103,985 square feet of exercise and gymnasium space. Funding included a 1999 student referendum that approved a \$49 per semester student fee increase and \$17 million in bonds approved by the Kansas Legislature.
- **Kansas Union Renovations.** The seven-year, \$10 million multiphase renovation projects were completed in the Spring of 2004. The projects were conceived and funded by students to add space for student organizations while enhancing other areas of the union. The result provides nearly twice as much space for student offices and offers improved services for students, faculty, and staff. Included among renovation highlights are the glass-enclosed central staircase, a covered bridge connecting the union to the parking garage, a lounge/performance area, and an expanded bookstore.
- **Multicultural Resource Center.** The center, scheduled to be completed in the Summer of 2006, will act as a hub for diversity programs and focus on multicultural education and issues for the campus community. The 11,500 square foot, \$3 million facility is funded half by a gift and half by student fees. This facility replaces the current building with a more modern facility located near other student activities and organization offices.

Housing Facilities

In 1994, the Housing Department on the Lawrence campus completed a study of housing facilities and student needs. The plan set up a process for renovation of the 1960s high rise dormitories to bring the facilities into current code compliance and meet student housing needs. Projects completed in accordance with the study are Templin Hall for \$5.8 million, Lewis Hall for \$6.5 million, and Ellsworth Hall for \$12.5 million. Currently in design is Hashinger Hall at \$12.6 million. Housing renovations have been financed through revenue streams made possible by affordable interest rates as well as gift funds for scholarship halls. The Margaret Amini Scholarship Hall, a 17,000 square foot, \$2.5 million building, was the second of two gifts from the Amini Family in support of the scholarship hall program and facilities development and is scheduled to open in Fall 2005.

Parking and Transportation

The Parking Services Department on the Lawrence campus added 2,000 new parking stalls between 1998 and 2000. Included in the parking expansion was a \$10 million, 850 space garage just north of the Kansas Memorial Student Union. The parking improvements were funded by parking permit fees and a revenue bond. The Parking Services Department on the Lawrence campus commissioned a parking study to be delivered in 2004-2005. The study will assess the current condition of parking facilities, parking deficiencies, park-and-ride options, a financial plan for maintaining existing facilities, and the planned development of additional parking.

At the Medical Center, parking improvements include new surface parking, the renovation of existing parking garages, and the construction of a new 900 car parking garage scheduled to begin in February 2005.

Athletic Facilities

The KU Athletic Corporation conducted a facilities study in 1996 to identify areas requiring improvements and estimated budgets for each project. The study resulted in a master plan for improvements to athletic facilities. Improvements to athletic facilities are financed by gifts and through increased revenue from athletic events used to pay back bonds.

Significant improvements have been made to Memorial Stadium and Allen Field House. New facilities were constructed for women's softball, women's volleyball, and a strength and conditioning center.

Infrastructure Improvements

- **Energy Performance Contract.** In December 2002, the Lawrence campus entered into a contract with Chevron Energy Solutions to implement \$18.3 million in energy conservation projects in 75 buildings. The annual utility savings pay for the investment. Improvements included new lighting, better automated temperature controls, new air conditioning and heating equipment, and other miscellaneous water, steam, and electrical system improvements.
- **Electrical Distribution Improvements.** In 1990, a comprehensive electrical distribution study was completed to identify critical improvements needed for safety and reliability of the utility. A combination of Crumbling Classrooms, annual allocation for repair and rehabilitation, and the Energy Performance Contract provided the funding of over \$7 million to make the required improvements. The last phase of improvements was completed in June 2004.
- **Energy Conservation Project.** At the Medical Center, an energy conservation project will make \$12 million in infrastructure improvements.

Space Management

As in any educational institution, space management is an issue of concern to student, faculty, and staff. In 2003, the provost approved creation of the Office of Space Management, which is composed of two full-time and several part-time staff, including two architects and an interior designer. The Office of Space Management works with the University Space Advisory Committee and the Instructional Space Advisory Committee to provide analysis and recommendations to the vice provost for scholarly support, who makes final space decisions, subject to review by the provost. The new organizational structure and an additional staff position added greater analytical capacity to evaluate the most effective use of current space and projections for future space needs and strategies. This analytical ability is particularly important with the rapid growth of the research enterprise and the addition of 100 new faculty positions from tuition enhancement funds.

As of Fall 2004, KU had 8.725 million gross square feet of space on the Lawrence and Edwards campuses and 2.534 million gross square feet at the Medical Center. On average, KU has added more than 40,000 square feet of space per year for more than a century. Ongoing construction projects will add about 30,000 square feet to the KU space inventory, and plans are underway for the construction of 170,000 gross square feet of office and research space within the next five years.

The need for research space, particularly laboratory space, is growing in parallel with the [increase in funded research](#) (a 113 percent increase in federal research expenditures from FY 1997 to FY 2003). The most critical need is modern lab space for larger projects in engineering and the sciences. In 2001, KU Center for Research purchased 55,000 square feet of office and laboratory space to be used by researchers in biology, chemistry, and biomedical science. The majority of funding for long-term research space is expected to come from the 2004 Legislature's Kansas Economic Growth Act, which will provide \$150 million in construction funds statewide for bioscience research space.

Meeting the remainder of new space needs will require improvements in efficiency of space use. The Office of Space Management has identified several classrooms that will be converted to laboratory or office space, requiring minor adjustments in classroom scheduling. Some research space is being reallocated based on criteria such as recent and current outside funding, a demonstrable record of publications in the relevant literature, and overall relevance to KU's research mission.

On the Medical Center campus, programs in the biomedical and life sciences will be enhanced through the construction of a new research building, offering more than 200,000 square feet of research space and housing key programs from the basic science departments in the School of Medicine. In addition, planning has begun for a new building at the Medical Center campus to expand outpatient practice for the clinical faculty in space that will be both more accessible and efficient for both patients and the practicing physicians.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Component Overview

The University of Kansas consistently uses operational, management, and analytical data to maintain and improve institutional effectiveness. Both quantitative and qualitative data are used on a systematic basis to inform decisions, evaluate programs and processes, and to make improvements. Centralized institutional research offices on both the Lawrence and Medical Center campuses play key roles in providing accurate and reliable data for budgeting and strategic planning processes as well as operational decisions.

The [Office of Institutional Research and Planning](#) (OIRP) supports the informational, analytical, and planning needs of the Lawrence campus for administrators as well as the academic, student services, human resources, and financial and budget functional areas. On the Medical Center campus, the [Office of Planning and Analysis](#) (OPA) provides analytical support for planning and decision-making and serves as the source for official data about the Medical Center. On both campuses, the offices offer a broad range of services including the development of decision-support systems, routine and ad hoc assessment and evaluation of programs and processes, survey research, and the preparation of official responses to external agencies such as the federal government, accrediting bodies, and the Kansas Board of Regents.

Evaluation and assessment activities are not limited to institutional research offices, but occur in both academic and administrative units across the University. The broad range of coordinated activities performed by the institutional research offices help to ensure that the collection and interpretation of data at the University is consistent, explicit, and accurate, as well as widely disseminated across the University to better inform planning and decision-making at all levels of the organization.

Data Systems Supporting Planning and Decision-making

The [Department Executive Management Information System](#) (DEMIS) is a web-based decision-support system that allows campus staff and administrators quickly to query and assimilate data in a semistructured, ad hoc manner. DEMIS uses the internet to deliver management and analytical information to decision makers across campus for use in ongoing assessment and evaluation processes. The information provided through DEMIS ranges from basic data on student enrollment and staff head count to faculty workload comparisons by department to management of space inventory to financial tracking.

The guiding philosophy of DEMIS is open access in which all administrative data are available to all administrative users to support decision-making. Individual personnel or student data are limited by privacy regulations. Otherwise, DEMIS users can access enrollment information for any academic unit, financial data for any entity, program review information for any department, etc. The philosophy of open access pre-dates DEMIS, but DEMIS has made information more readily available to a wider audience.

The use of DEMIS has grown from 20 accounts in the mid-1990s to more than 700 named users. Currently, between 60 and 100 unique users submit from 600 to 1,300 queries each day. Access to various components of DEMIS is controlled by individual user profiles. Many operational data sets are updated daily, and financial data are updated twice daily. Consequently, planning and assessment activities across the University are informed by consistent, accurate, and timely data. Examples of how data available through DEMIS are used to support evaluation and planning are described below. (*Note: Guest access details are in the Resource Room.*)

- Academic data include both static and dynamic datasets. For example, the standard set of department and program data collected annually as part of the Regents Program Review is available to all department administrators and includes at least five years of historical data. More dynamic data examples include student credit hour enrollments that are captured at key points during an academic term (opening day, census date, end of term) but also at the end of every business day. The ability to do trends analysis helps departments manage course offerings and instructional resources. Comparative academic data are available for faculty salaries and teaching loads. These types of comparisons are valuable in assessing productivity and informing allocation decisions.
- The DEMIS budget system facilitates position management and fringe management in addition to managing state, general fees, and tuition funding resources. The budget system incorporates the financial aspects of budgeting, actual expenditures tracking, and salary forecasting using future-dated funding and position or job changes available in the data. This integrated system draws upon payroll, human resources, and financial data stores, bringing a complete budget picture to an administrator.
- The project management tool is also an integrated financial system in DEMIS. The project tool is designed to assist principal investigators' management of their projects and overhead (or indirect cost) accounts. This system brings together a complete financial picture by drawing on financial data that crosses the academic and research business centers and includes salary forecasting using future dated payroll data.
- In addition to the integrated financial tools, single-system reporting tools allow an administrator or other investigator to research transaction details for payroll, student financial data, and sponsored program awards as well as

financial transaction details for academic business units, research business units, and student organizations.

- The best example of the power of integrated systems on DEMIS is the Space Utilization reporting model. The Space Utilization model incorporates human resources, payroll, budget, student enrollment, and research data and blends that information with the inventory of space on campus. The University Space Committee uses this tool to evaluate changes in space allocation requests from units and in managing construction projects. On-the-fly impact analysis of changes in space allocation is an added feature to the model available to the space allocation decision makers. Space Utilization is one of a series of web-based space management tools in the DEMIS system.

Evaluation and Improvement: Department Level

Assessment and evaluation take place regularly at the department and program levels. For example, the Department of Chemical and Petroleum Engineering reviewed all courses and established a structure for continuous review and curricular/course revision in 1999. The department put in place a continuous improvement process to meet the requirements of the Accreditation Board for Engineering and Technology (ABET) for assessment (comprehensive, continuous, outcomes-oriented) and to improve student retention of knowledge. An internal committee meets at the end of each semester to review student and faculty course evaluations; concerns are identified and changes documented, if needed. As a result of the evaluation process, improvements were made in senior laboratory courses, and student learning outcomes continue to be monitored.

In Spring 2001, Human Resources conducted a [*Workplace Climate Survey*](#) for classified and unclassified professional staff. The survey assessed the general working climate, particularly in the area of management and employee relations, and identified nonsalary ways to improve KU's climate for staff. Positive aspects of the KU workplace that staff members highly valued include satisfaction with their job performance, recognition of their expertise, flexibility within the workplace, safety from workplace violence, and recognition of how staff contribute to departmental goals. Among the areas cited for improvements were the need for formal recognition of achievement, clearer day-to-day communication, and the need for improved top-down departmental communication. As a result of the survey, Human Resources revised the tuition assistance program for employees to reduce the initial eligibility period, provided department heads with response profiles of perceptions of their departmental climate in comparison to the overall campus profile, and provided consultation to develop improvements based on the responses. Furthermore, as a result of the survey, the University established a recognition award for project teams and expanded training opportunities.

Evaluation and Improvement: University

The University regularly examines its structures and operations to assure the delivery of services in the most effective and efficient manner.

Evaluation and Reorganization of KU's Approach to Research

As changes in research occurred, the University needed to position itself better to remain competitive in this area. In early 1997, the chancellor formed a transition team of campus leaders to help determine what changes were needed. KU had a functioning research foundation, the Center for Research, Inc. founded in 1962, which primarily served the School of Engineering. Noting this organization's success, the transition team recommended that the services of this office be extended to the entire campus. That year, a new senior research officer was hired. Several other factors played into the success of the Lawrence campus research community following this consolidation.

- Individuals in leadership roles initiated a campus conversation about the importance of research.
- Bringing all of the research overhead funds (indirect costs) under the purview of one office gave KU efficiencies of scale, as well as greater flexibility in business practices and in the acquisition of research space.
- Interdisciplinary research centers, the largest of which are known as designated centers, reported to the office of the vice provost for research instead of to the academic deans. This gave the centers more freedom to work collaboratively with colleagues in different departments and schools.
- The KU Center for Research encouraged investigators to apply for larger grants. In 2000, a professor of medicinal chemistry won the first seven-figure grant in state history. In the ensuing four years, Lawrence campus faculty have won five more projects of \$10 million or larger.
- The office of the vice provost for research began measuring research productivity – tracking past performance and planning for the future.

The KU Center for Research facilitates research on the Lawrence campus in multiple ways. For example, a portion of overhead funds is used to invest in research (acquiring or remodeling research space, purchasing equipment, and sharing faculty start-up and retention costs). KUCR provides administrative assistance to the research community by handling pre- and post-award financial matters, research compliance issues, contract negotiations, and appointments. A Proposal Services unit helps investigators assemble the various components of a proposal (including the budget) and submits it to the appropriate funding agency.

In September 2003, the University commissioned an [external evaluation](#) of the KU Center for Research (KUCR). The evaluation team was comprised of three members from Indiana University, University of Colorado, and the University of Nebraska. They were charged with the task of assessing KUCR's organizational structure, its operations, the relationship between KUCR and the Lawrence

campus, and making recommendations for improvement. The review team concluded that there was ample evidence that the University and KUCR had been “unusually successful” in meeting the original goals formulated in 1995-1997. In addition, the external reviewers cited the focus and bureaucratic independence of KUCR as essential components of its success. Recommendations were made regarding policy development, communication, and linkages with graduate education, among others. These recommendations are under consideration by the new senior research officer.

External Evaluation of International Programs

In March 2004, KU commissioned an external review of its International Program activities and the degree of internationalization at the University of Kansas. The three reviewers, all widely regarded as leaders in international education from major research universities, were impressed with KU’s commitment to international activities. They praised the work of the International Program’s constituent units: International Student and Scholar Services, Applied English Center, and Office of Study Abroad, and commended KU for its long tradition of excellence in international teaching and research; they cited as evidence the presence of three Title VI National Resource Centers (Russian and East European Studies, Latin American Studies, East Asian Studies), a Center for International Business, two additional area studies centers (African and European), and recent hires of College of Liberal Arts and Sciences faculty with global expertise. The reviewers noted challenges associated with KU’s decentralized structure and recommended that any future initiatives in global studies extend to the whole university.

Evaluation and Improvement: External Constituent Groups

As a state university, KU is accountable to both the Kansas Board of Regents and the Kansas Legislature. Responses to various initiatives from those two agencies draw upon planning and assessment activities that are a part of the ongoing work of the University.

KU’s Response to Regents and Legislative Initiatives

KU has a coherent planning process and established institutional goals. The institution makes every effort to integrate these goals into its responses to Kansas Board of Regents and legislative initiatives.

Academic Program Review. The University developed the current program review process in 1997 in response to a Kansas Board of Regents mandate to evaluate academic programs systematically on an eight-year cycle. (*See documents in the Resource Room for a full description of the process.*) The program review process includes two separate but interrelated components – the annual collection of a common set of program data that are submitted to the Kansas Board of Regents and a more comprehensive Self-Study that is conducted once by departments within an eight-year cycle. The University will complete the current cycle in 2004.

The self-study involves input from department faculty as well as department chairs. The reports are evaluated by the reporting dean, the provost, and graduate school committees as appropriate. Summaries of the review are provided to the Kansas Board of Regents. These reports are comprehensive and include qualitative judgments and observations as well as a wide array of quantitative measures. The goals of program review are threefold:

- **Self Evaluation and Assessment by the Academic Unit.** The core of program review is departmental self-study, assessment, and planning. Departments are asked to articulate programmatic goals and propose ways to work with other academic units to achieve overall goals and maximize University resources.
- **Program Improvement.** The self-study structure gives faculty the opportunity to reflect upon programs in the context of academic fields and national trends in order to strengthen and improve the program.
- **Building a Better University.** The overall objective of program review is to improve the University as a whole by identifying strengths and weaknesses of individual programs and facilitating the strategic allocation of resources to maintain a competitive intellectual and educational position.

Outcomes of Program Review: An example from Health, Sport, and Exercise Sciences. As a result of the program review self-study, the Department of Health, Sport, and Exercise Sciences participated in an external review of its graduate programs. In this review, concerns were raised about quality control, faculty resources and expertise, mentoring of graduate students, and the large numbers of students being admitted. The Graduate Review Committee recommended that the department reduce its graduate student numbers. As a result, the Ed.D. program was eliminated, and a selective admissions process was introduced that includes minimum GRE scores, faculty screening of applicants, assignment of a faculty mentor/advisor at admission time, and reduced admissions into the nonthesis degree programs. The recommended program changes became effective Fall 2004.

Institutional Accountability and Performance Measures. Over the past 10 years, the Kansas Board of Regents has implemented various accountability systems that were board-generated and legislatively mandated. As the processes evolved, KU continued to draw upon established institutional initiatives to respond to these mandates. Where appropriate, goals identified for a particular mandate were carried into the next iteration of the accountability process. For example, the KU goal from the *Initiative 2001* strategic plan to increase the number of undergraduate students participating in research served as a performance indicator under both SB 345 and SB 647 (see below). Regardless of the legislative mandates, the University continues to hold itself accountable for achieving goals important to its mission that will contribute to building a better university and will better position KU for its future challenges.

Vision 2020. In 1995, the Kansas Board of Regents initiated [Vision 2020](#) to ensure that the state's universities would continue to provide high quality, accessible programs at reasonable costs. All universities monitored performance indicators in common areas, and each university developed institution-specific indicators. KU identified performance indicators in student advising, progress to degree, graduate education, faculty workload, faculty support and development, minority recruitment and retention, and management of operations. The identification of these indicators grew out of the regular planning processes already in place at KU. Each of the Vision 2020 areas has achieved progress.

Performance Indicators (Senate Bill 345). With the passing of the Higher Education Coordination Act (S.B. 345) in 1999, which expanded the Regents oversight to all sectors of public institutions of higher education in Kansas, changes were made in the Vision 2020 process. Significant changes included a more integrated annual reporting system that required institutional improvement plans and the introduction of the concept of performance-based funding. This legislation included a faculty salary component and institutionally defined performance measures within four broad areas specified by the Kansas Board of Regents. Deliberations of the Regents Council of Chief Academic Officers shaped the resulting process to consider multiple purposes, including internal and external accountability, institutional improvement, integration of planning and budgeting, and development of talent and human potential within the total student experience. Flexibility in determining institution-specific indicators allowed institutions to pursue those most appropriate to making each a better university.

Performance Indicators (Senate Bill 647). In 2003, this legislation modified S.B. 345 to strengthen the budgetary authority of the Kansas Board of Regents. System performance will determine legislative funding, and in turn, institutional performance will determine allocation of new resources. Under the modified legislation, the Regents will focus on a more unified approach by identifying system goals. All institutions will develop performance agreements responding to these goals. Institutional goals addressing achievement of system goals must be congruent with the institution's mission and progress toward meeting the [performance agreements](#). This will determine the allocation of new institutional funds. Implementation of the process will begin with FY 2006 allocations, so implications of this budgetary strategy are unclear at this time.

Criterion Summary

With a diverse, multicampus system and thousands of employees, the University is challenged to retain a mindset of one university as it prepares for the future. As a decentralized organization that allows units and campuses a high degree of autonomy, the University strives to build unity through similar management and operational systems as well as collaborative processes that reinforce the idea of one university. In this manner, the synergy among the multiple campuses and programs creates a whole that is greater than the sum of its parts and places the

University in a position to better prepare for future challenges such as the following:

- Balancing the natural tension between KU's culture of academic equity across disciplines and its traditional emphasis on undergraduate teaching with targeted new investments in graduate programs, goals that align research and scholarly opportunities, and an increased emphasis on funded research in targeted disciplines.
- Adapting the institutional culture to embrace an increasingly interdisciplinary approach to research and teaching so that students will be better prepared for today's increasingly complicated work environments and multicultural society.
- Keeping KU's programs accessible and affordable to students from a wide variety of backgrounds in the face of the new funding mechanisms as well as shifts in state and national demographics.
- Managing finances in a new context that includes a state funding model of tuition ownership and block grants, coupled with decreasing state support.
- Developing the skills of faculty and staff to better navigate the increasingly complex educational enterprise and to master new technologies that allow access to almost infinite amounts of data and information.

CRITERION 3

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion Overview

The University of Kansas is a major research university that excels at student learning and effective teaching at the undergraduate, first professional, and graduate levels. KU is characterized by both breadth of academic program offerings and outstanding quality as evidenced by various national rankings. In parallel with efforts to enhance research, KU continues to value undergraduate teaching and sustains a culture that values research and teaching as equally critical to the overall learning environment.

Curriculum, in its various manifestations, is the central means through which teaching and learning are accomplished. Curricula at all levels evolve constantly as courses are taught, evaluated, refined, and enhanced based upon student feedback and societal trends. Common general education goals guide the undergraduate curriculum, with specific general education course requirements varying across the liberal arts and sciences and the professional programs. Designated faculty bodies in each of the professional schools and the College of Liberal Arts and Sciences oversee the program requirements for the academic programs in their areas on the Lawrence and Edwards campuses and at the Medical Center. At the graduate level, the Graduate Council approves new degree programs, certificate programs, and program changes for all graduate programs.

The past 10 years have seen major coordinated and strategic investments in the teaching and learning environment at KU to improve on an already strong tradition. The [*Build Premier Learning Communities*](#) initiative, part of the *Initiative 2001* strategic plan, illustrates the importance KU places on teaching and learning. A broadly participative process, this initiative has served as a framework for establishing many of the efforts cited in this section, and provides evidence of KU's commitment to enriching the teaching and learning environment on each of its campuses.

Specifically, the *Build Premier Learning Communities* recommendations called for increased opportunities for undergraduates to participate in research, service learning, and international experiences; improvements in technology; library

instruction for every student; additional faculty positions to continue to keep classes small; improved access to academic advising; investments in thematic learning communities; and investments to support development of writing skills. On the Edwards Campus, the recommendations included the development of academic programming to meet the long-term needs of the Kansas City area. The Medical Center goals included the coordination of the hospital, practice plan, and educational activities; the maintenance of specialist residency training programs; the enhancement of residency training programs to include formal training in scholarly research; and greater integration of curriculum across nursing, allied health, and medicine to create the interdisciplinary learning environments required for healthcare today.

In its efforts to build premier learning communities, KU has kept two important commitments in mind: adherence to its mission as a research university and the value of face-to-face instruction in a tradition-rich environment of frequent student-faculty and student-student interaction. KU has made significant technological advancements since the last review (e.g., widespread use of course management software, online enrollment, all residence halls hard-wired), KU has also focused on improving student experiences on its brick-and-mortar campuses. To this end, KU has made major investments to support effective teaching and to enhance the learning environment both in and out of the classroom for undergraduate, graduate, and professional students. In addition, three specific components of the undergraduate experience have been enhanced: an international experience, service learning, and undergraduate research. At the graduate level and in the professional schools, courses have been re-engineered to include the integration of technology to support and enhance learning.

High quality learning experiences at the graduate level – especially at the doctoral level – rely heavily on the seminar experience and mentoring relationships between faculty members and students. Many departments emphasize a junior colleague approach to graduate education. Efforts to enhance the quality of the graduate experience include creating a more central role for the Graduate School, raising student stipends, and expanding fellowship and scholarship opportunities, as well as improving advising and professional preparation for graduate students seeking careers both inside and outside academe.

To ensure that all these efforts result in effective student learning, KU has used assessment since the mid-1980s to guide the development of this complex teaching and learning environment. In particular, the campus-wide general education assessment process has become part of Lawrence campus culture. Not only has general education assessment provided important campus-wide data on the extent to which Lawrence undergraduate students meet university-wide general education goals, but it also has served as the basis for campus-wide conversations about the kind of general education a KU graduate should possess. Other important pieces of the ongoing assessment process are: assessment in the undergraduate major, assessment of graduate programs, academic program review, and professional accreditation. In addition to comprehensive review of student

outcomes assessment, KU also reviews and evaluates its processes as necessary. These reviews have resulted in implementing important services and programs such as the [Freshman-Sophomore Advising Center](#), the [KU Writing Center](#), [Thematic Learning Communities](#), and [Preparing Future Faculty](#).

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Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Component Overview

In its report from the last accreditation visit, the NCA visiting team concluded that “In all, the University of Kansas has an extremely sophisticated system of assessment and it is one that is not inexpensive. Much time and energy are given over to this matter, and it is taken very seriously, most especially by the vice chancellor for academic affairs [now the provost and executive vice chancellor]” (p. 35). KU continues to build upon this foundation. KU's academic programs have identified goals for student learning that drive an ongoing, multifaceted assessment program at the undergraduate, professional, and graduate levels. KU's assessment program consists of several components, all with a high level of faculty involvement. For each component, program goals are identified, appropriate assessment activities implemented, data collected and analyzed, and the results utilized by programs to enhance learning experiences.

This core component begins with three sections that describe various types of assessment at KU: 1) assessment of general education, 2) assessment of the undergraduate major, and 3) graduate assessment. The component concludes with a section that evaluates each of the different assessment processes and its effectiveness in demonstrating student learning.

General Education Goals and Assessment

Goals and Process

KU has established a set of university-wide [goals for general education](#) that are independent of specific course requirements. A faculty committee and the deans of the academic units first identified 11 general education goals in 1987. Deans were asked to identify their unit goal for the general education of students. The commonalities were consolidated into a set of goals that represented the common expectations for a KU graduate. In taking this approach, the University was less concerned about which specific courses led to gains in general education than in assuring that all KU graduates possessed a certain set of knowledge and skills. A faculty committee revised and condensed the 11 goals in 2001, to the following six goals.

Goals of General Education

Approved May 23, 2001

- Goal 1** Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity.
- Goal 2** Acquire knowledge in the fine arts; the humanities; and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.
- Goal 3** Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.
- Goal 4** Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.
- Goal 5** Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences.
- Goal 6** Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

Assessment of general education is an annual activity that is driven by these six university-wide goals. In order to assess the degree to which students achieve the goals, a sample of fourth-year KU students is invited annually to participate in the assessment process (*See documents in the Resource Room for more details*). The centerpiece of the portfolio-driven process is individual, structured interviews with students by teams of three faculty members who provide independent assessments of the level of student learning across the curriculum. Interview questions are specifically designed to measure each of the six Goals of General Education. The portfolio contains the four measures listed below.

- Based on individual interviews, faculty ratings on the student's attainment of the six goals.
- A student self-assessment in which students rate their own level of attainment on the six goals.
- A goal attainment survey on which students rate the importance of 35 institutional goals and KU's success in meeting those goals.
- An academic transcript of coursework without grades or standardized test scores.

Results and How They Are Used

Results of the faculty ratings are compiled for each professional school or division within the College of Liberal Arts and Sciences (social sciences, humanities, and natural sciences/mathematics) and distributed to deans of those units. The [general education assessment results](#) are available to the entire university community and outside constituent groups via the Office of Institutional Research and Planning

website. Mean faculty ratings from the previous three-year assessment cycle are summarized in the table below.

KU General Education Assessment							
Mean Faculty Ratings (2002-2004)							
<i>Scale: 1-little/ no attainment 2-below average attainment 3-average attainment 4-above average attainment 5-outstanding attainment</i>							
		Academic Goals			Social Framework Goals		
		<u>Goal 1</u>	<u>Goal 2</u>	<u>Goal 3</u>	<u>Goal 4</u>	<u>Goal 5</u>	<u>Goal 6</u>
2002	Architectural Engineering	3.50	3.06	3.39	3.67	3.39	3.61
2004	Architecture & Urban Planning	3.52	3.41	3.57	3.63	3.56	3.83
2004	Business	3.21	3.01	3.57	3.32	3.23	3.46
2003	Education	3.25	3.16	3.56	3.67	3.25	3.77
2002	Engineering	3.89	3.36	3.73	3.20	3.73	3.71
2003	Fine Arts	3.42	3.70	3.78	3.72	3.50	3.81
2004	Humanities	3.44	3.51	3.90	3.90	3.65	3.99
2002	Journalism	3.23	3.26	3.59	3.78	3.43	3.80
2003	Natural Sciences and Math	3.77	3.51	3.75	3.92	3.93	3.85
2003	Pharmacy	3.42	2.97	3.46	3.06	3.33	3.41
2002	Social Sciences	3.22	3.17	3.53	3.68	3.48	3.50
2002	Social Welfare	3.25	3.39	3.61	3.96	3.47	4.25

Academic deans receive information on the average rating and range of scores for their students on each goal. Deans are then able to use the assessment data as the basis for further investigation, to recognize student achievement of the general education goals, and to encourage curricular revisions that will better facilitate achievement of the goals. Examples of the various ways that assessment data are used are listed below. *(Additional examples are available in the Resource Room)*

- The general education assessment process had a major effect on individual faculty courses and instruction. For example, based on his experience with the interview process, a design professor made student oral presentations a part of his coursework. A business professor, who was discouraged by how few students kept up on current events, now makes a conscious effort to integrate current news into his class. In addition to course changes, the assessment process created greater university-wide awareness of the goals for general education. Faculty who participate in the process typically add the general education goals to their syllabi. A Spanish professor added the goals to her syllabus to reinforce an assignment requiring students to integrate current events into their coursework. The Department of Geography uses the goals to structure its undergraduate informational brochure. Another professor uses the goals in academic advising to help students make connections between general education requirements.
- Data from the assessment process played a key role in shaping both the current goals and the *Build Premier Learning Communities* initiative. For example, students routinely scored lower than expected on the old Goal 11: “Increase knowledge of methods used by scholars to explain phenomena in the social

sciences; humanities; and the natural, mathematical, and physical sciences.” Because inquiry is one of the major purposes of a research university, student research became an emphasis in *Build Premier Learning Communities* and the inquiry goal received considerable attention in the goal revision process.

- Based on assessment feedback, two new full-time advisors were added to focus specifically on advising for juniors and seniors in high-demand liberal arts and sciences majors, including communication studies, psychology, Spanish, and math.
- Data from general education assessment is being used to inform the current university-wide conversation about the potential revisions of general education that began in Spring 2004 and was continued as the theme of the 2004 [Teaching Summit](#) in August.

Evaluating General Education Goals and Process

Several forms of evaluation of the general education goals and assessment process have taken place over the last decade. One is an annual debriefing of faculty interviewers; another is feedback solicited and received from the academic deans. A comprehensive review of both the goals of general education and the assessment process was also undertaken. In addition, over the past year, a General Education Task Force has engaged the KU community in conversations regarding the role and importance of general education, including the six goals.

- **Faculty Debriefings.** The general education assessment process is faculty intensive and is designed to facilitate direct faculty-student interaction. About one-third of the tenured and tenure-track faculty (270 individuals) from a broad range of academic disciplines participated in the process. Of this number, 51 percent have participated more than once, and 23 percent three or more times. (See the [General Education Report](#) on faculty participation for more details) Faculty who have participated in the interview process report they often make changes to their own courses as a result.

Annual debriefings with faculty interviewers provide a built-in feedback mechanism to inform strategies for continuous improvement of the process. The debriefings give faculty an opportunity to share their experiences as part of a broader discussion of the quality of educational experiences provided undergraduates. Suggestions for changes have resulted in a more standardized process in which questions, and the standards by which answers can be evaluated, are more clearly specified. Consequently, faculty are better able to judge students' goal attainment.

- **Feedback from Deans.** Deans expressed concern that the sample size from their units was too small to support curricular change. In response to their concerns, the practice of interviewing students from all academic units in a single year was modified by shifting to a three-year cycle, limiting the number

of academic units to four and increasing the number of students from each unit. Beginning in 1997, sample sizes were increased from 10 in each professional school and 12 in each division in the College of Liberal Arts and Sciences, to 30 from each unit, in order to provide deans with more robust data.

- **A Comprehensive Review of the Goals and Process.** A [comprehensive review](#) that took place in 2000 identified lingering concerns regarding the adequacy of the sample size, the need for further standardization of the interview, a desire for improved comparability between faculty ratings and student self-ratings on the six goals, and the need for wider dissemination of the results. In addition, the review established that the general education goals needed to be more widely communicated to students.

As a result of the review process, several steps have been taken to address these concerns. The goals now are included in information provided as part of new student orientation and are printed in the undergraduate catalog. Common interview questions were developed and standardized. The student and faculty rating systems were synchronized to improve comparability. Additional increases in the sample size were discussed; however, the review concluded that logistical and resource constraints prevent appreciably expanding the sample size. The widespread use of assessment results to inform curricular change remains a continuing challenge.

- **General Education Task Force.** The vice provost for general education (also the dean of liberal arts and sciences) currently heads a University [General Education Task Force](#) that is exploring the issues surrounding general education on a university-wide basis. The task force and its working committees are using the six goals of general education as a foundation on which to initiate university-wide conversations on issues such as the utility of the goals, accountability for attainment of the goals, the link between the goals and the curriculum, and the challenges of raising awareness of the goals across campus.

Assessment in the Major (Undergraduate)

Goals and Process

Assessment in the major is required of all undergraduate academic programs, and each undergraduate degree program has a plan on file with the Provost's Office that specifies program goals. Each program identifies and collects data on one internal measure of goal attainment (e.g., capstone course, departmental self-study committees, exit surveys) and one external measure (e.g., alumni survey, advisory board review). The specific types of tools used to assess learning vary widely depending on the discipline and assessment measure chosen. Specialized accrediting bodies largely determine how professional programs such as

architecture, business, nursing, engineering, and education assess undergraduate outcomes.

Data on assessment activities in the major were compiled centrally by the Office of Institutional Research and Planning in 1991, 1994, and 2002. The Regents-mandated academic program review also is used as an internal assessment tool to avoid duplication of effort. All academic programs have been reviewed in a cycle that began in 1998 and ended in 2004 (a new cycle will begin in 2006). Finally, many professional programs have advisory committees that participate to various degrees in the assessment of majors.

Results and How They Are Used

Assessment in the major yields varying types of data depending on the type of assessment tool used. Review of documents supporting assessment in the major occurred in 2001-2002. Assessment results are incorporated in the documentation required for the academic program review process. Examples of uses of assessment data to effect program change include changes in the number and type of requirements for degree completion, elimination and addition of courses, and course enhancements. Assessment data have led to such changes as revision of course content and course objectives and to adaptations in teaching methods. Assessment data also have prompted other kinds of changes such as the addition of scholarship opportunities for students and improved laboratory equipment. Examples of the changes that resulted are outlined below. (*Complete results of the assessment in the major process can be found in the Resource Room.*)

- **Establishing Majors in the Undergraduate Business Program.** Recruiters, advisory boards, and student feedback strongly supported the creation of majors within the School of Business to make students more competitive in the marketplace. The School of Business also assessed the market's response to offering more specific majors, and potential employers were very supportive of this change. Students in business were willing to support a tuition increase to enact this change. A major in finance has been approved by the Kansas Board of Regents, and majors in marketing, information systems, and management are being developed.
- **Advising in Sociology.** Feedback from student majors indicated inconsistencies with basic advising. As a result, undergraduate advising was centralized and placed in the hands of the Undergraduate Studies Committee. Now, each potential sociology major must meet with one of the committee advisors. This committee helps the student identify a faculty advisor and also performs degree checks for graduation. On the [Senior Survey](#), sociology majors reported an increase in satisfaction with advising as a result of the change. The average rating in 1996 on "helpfulness of advisor" was 3.38 on a 5-point scale. In 2000, following the change, the average rating increased to 4.07.

- **Renovated Design, Build, and Fly Workshop in Aerospace Engineering.** Based on the results from assessment, recommendations from the Accreditation Board for Engineering and Technology (ABET), and the Aerospace Advisory Committee, \$75,000 was invested to renovate an airplane hangar for a Design, Build, and Fly workshop. Aerospace students use this facility 24 hours a day, seven days a week and rated it as one of the most important elements of their education. In 1999, aerospace students used the facility to design and build a sub-orbital rocket that won the 2003 Society of Automotive Engineers (SAE) national flight competition.
- **Thematic Learning Communities in Engineering.** Assessment results were also considered when the Accreditation Board for Engineering and Technology and the Aerospace Advisory Committee recommended the creation of a [Thematic Learning Community](#) (TLC) with the purpose of increasing a sense of professionalism. Eight students were enrolled in the first TLC. Participants were more engaged in their education and career development, as measured by their participation in more extracurricular and professional activities, than their peers who did not participate in the learning community. The students were sufficiently satisfied with the experience to volunteer to serve as mentors for the following year. An additional learning community for students in other engineering disciplines was organized for the subsequent year.

Evaluating the Process

The process for assessing majors is working well, as demonstrated by the examples described below. Many units, especially in the professional schools, have restructured, or are in the process of restructuring, their assessment processes in response to changing expectations for specialized accreditation. The shift appears to be primarily from indirect measures to greater emphasis on student learning outcomes.

- **Engineering.** In response to Accreditation Board for Engineering and Technology (ABET) requirements, departments in the School of Engineering have new comprehensive assessment processes. For example, the Department of Chemical and Petroleum Engineering has developed an assessment structure that allows for continuous review. A committee meets at the end of each semester to review student and faculty course evaluations. Concerns are identified, shared with faculty, and changes are documented. This process was adopted in 1999 and accepted by ABET in 2000. Early outcomes from the process included modifications to improve the senior laboratory courses.
- **Education.** To address Kansas State Department of Education (KSDE) and National Council for Accreditation of Teacher Education (NCATE) requirements, the School of Education has implemented a comprehensive assessment system, which includes collecting input from key constituencies – undergraduates, graduate students, alumni, and employers. The student surveys

focus on the quality of education received. The alumni survey provides measures of professional success in employment and the relevance of employment to the degree obtained from the School of Education. The employer survey seeks specific information about the professional skills of employees with KU education degrees. This survey is designed to obtain information about KU graduates that explicitly addresses KSDE and NCATE guidelines for well-prepared individuals at initial and advanced levels of education.

Graduate Assessment

The assessment of graduate programs occurs through two primary processes – program assessment and departmental self-studies as part of academic program review. Other forms of assessment include those linked to the dissertation process in doctoral programs and surveys conducted by organizations outside of the University.

Graduate Program Assessment

Following the last NCA re-accreditation visit, the [Graduate School](#) asked each graduate program on the Lawrence campus to develop a statement of goals and a plan for assessing student outcomes. The Graduate Council, composed of faculty, reviewed each assessment plan, and each academic program submitted an annual report summarizing activities and results. The annual reports were collected from 1994 to 2000. Department assessment plans varied in the extent to which they specified measurable goals, and the data supplied were quite heterogeneous, focusing largely on input measures. In addition, feedback from some departments indicated that graduate assessment seemed to be an add-on to academic program review. (*Examples of graduate program assessment plans and results can be found in the Resource Room.*)

In 2001, the Graduate School temporarily put the program assessment process on hold and revised its requirements for graduate assessment to standardize efforts. This action coincided with a recommendation from the Graduate Task Force to create a standardized database of information comparable across programs. To this end, the Graduate School, with input from the Graduate Council, identified a series of quality indicators that are compiled annually for every graduate program, and are available online to inform decision-making and planning. These indicators are traditional measures of program quality (e.g., quality of students and time to degree).

The graduate assessment process is an evolving one, and is less mature than the processes for evaluating undergraduate programs. The indicator-oriented approach adopted in 2001 is efficient for departments and has provided comparable data that have been used to assist programs and the Graduate School in making decisions. However, realizing that graduate programs need to move toward a more learning-outcomes approach to assessment, the Graduate School is shifting back to program goals and outcome measures. The conclusion of the current cycle of

academic program review in 2004 provides an opportune time for a reevaluation of graduate assessment process. Each program has been asked to review and revise its goal statements and to identify at least one internal and one external measure by Spring of 2005. Chairs and directors with graduate programs will provide a report on outcomes every three years.

Departmental Self-Studies (Graduate Program Review)

All graduate programs participated in departmental self-studies as part of the Kansas Board of Regents Program Review. After a graduate program completes its self-study, the reports are evaluated by the Standing Committee on Periodic Program Review – a group of faculty peers that are a subset of the Graduate Council. The committee forwards its evaluation to the department chair for feedback. The Executive Committee of the Graduate School reviews the revised self-study report and a final report with comments is forwarded to the department chair, the reporting dean, and the provost. The provost reviews the self-study reports, including the evaluations by the reporting dean and the Graduate School councils, determines an overall rating, and forwards the report to the Kansas Board of Regents.

The evaluation provided by the Graduate School councils is a key component of the overall rating of the graduate program under review. The council members may recommend that the graduate program be reviewed by a group of peers external to the University. Since 1998, 13 programs have had external reviews. The program review self-study process, while using the quantitative indicators generated for annual graduate program review, is a much more comprehensive qualitative review of programs in which departments are expected to examine critically the extent to which their programs are achieving their goals. (*The program review process is described in more detail in documents available in the Resource Room.*)

Other Types of Graduate Assessment

- **Dissertation Advising Review.** The Graduate School also conducts a periodic review of all faculty who hold doctoral committee chairing privileges to assure that faculty who are directing dissertations are actively engaged in research themselves. Typically, this review is done as part of the program review process. Faculty not publishing, working with doctoral students, or teaching upper level graduate courses may be recommended for removal from chairing privileges. A faculty member may also voluntarily relinquish chairing privileges. Since 1998, the review has resulted in a change in chairing status for 34 faculty members. Faculty who lose their dissertation chairing status remain on the graduate faculty with regular status and continue to serve on doctoral committees and to chair masters committees, as well as teach graduate courses. A faculty member who improves in areas identified as weak during the review process can reapply for dissertation chairing status upon recommendation of the department and the College of Liberal Arts and Sciences or professional school.

- **Doctoral Oral Examinations.** Assessment of doctoral programs is built into the comprehensive examination and dissertation defense processes. These processes require participation by five faculty members, including at least one faculty member from outside the student's home department, who serves as the Graduate School representative. The role of the outside member includes monitoring the process for fairness and quality.
- **HEDS Survey.** In 2001-2002, the University participated in the graduate student survey sponsored by the Higher Education Data Sharing (HEDS) Consortium to help determine student satisfaction with their academic programs. Over 90 percent of the students who responded to the survey rated the overall quality of their programs as good or better, with 25 percent rating their program excellent. The Task Force on Graduate Education used the results of this survey to identify areas of strength, as well as those areas that needed additional attention or resources. KU plans to participate in this survey every three years, with the next survey scheduled in 2004-2005.

Assessing the Culture of Assessment

The NCA accreditation Self-Study process prompted a review of KU's assessment processes. Analysis of the plan components and perceptions of the institution's culture of assessment revealed an institution committed to systematically assessing student learning and quality improvement. Rigorous assessment of student learning occurs routinely in individual courses and through comprehensive exams and dissertation defenses. Professional accreditation and the program review self-studies reinforce existing assessment processes. By the end of 2004, all academic programs will have completed program review, and the Graduate Council will have vetted reviews from over 140 graduate programs.

Complementary systems of assessment have emerged, reflecting the major areas of the assessment plan: general education assessment, assessment in the major, graduate program assessment, and academic program review. The levels of implementation across components vary; for example, assessment of general education is stronger than assessment of graduate programs. In part, this is explained by the more uniform approach to general education outcomes assessment. By definition, assessment in disciplinary majors and graduate programs must be decentralized and standardization is more difficult (and less desirable) given the variety of programs. KU's process for assessing general education is distinctive and continues to function well. The results from the assessment of undergraduate majors are contributing to valuable changes and enhancements. The challenge is to continue to increase the meaningful use of results.

KU identified assessment of graduate programs as an area deserving additional refinement. By design, graduate programs exercise a high level of autonomy, and the decentralized nature of graduate education is not conducive to a university-wide perspective. Some graduate program administrative processes have been

centralized in order to collect meaningful assessment data more consistently and to provide a broader perspective on graduate education. For example, since 2003, the Graduate School has collected all graduate admission applications and forwarded the information to individual departments. The individual department makes the admission decision and the final processing is done by the Graduate School. As a result, university-wide data on quality measures for graduate applicants are now available for analysis and strategic planning purposes.

Concluding Statement

In summary, KU has demonstrated a long-term commitment to assessing the effects of its educational programs. The Self-Study process revealed an institution that is developing a stronger emphasis on student learning outcomes. KU's general education assessment process has focused on learning outcomes from its inception. Analysis of assessment plans and goals revealed that academic programs are placing increasing emphasis on specific student learning outcomes.

Core Component 3b: The organization values and supports effective teaching.

Component Overview

Effective teaching is a hallmark of KU and an essential characteristic of the University's commitment to build premier learning communities. The past 10 years have seen many concrete initiatives to recognize and facilitate effective teaching and learning. Efforts to support excellence in teaching include increased recognition through teaching awards and professorships and initiatives that integrate technology in instruction. The most visible of these efforts was the creation of the [Center for Teaching Excellence](#) in 1997. Another indicator of the importance of teaching at KU is the fact that senior administrators often teach courses, including the chancellor, who regularly teaches an American literature course and the senior vice provost, who teaches child psychology. In addition, distinguished professors routinely teach first-year undergraduate courses.

KU's tradition of merging effective teaching with the spirit of inquiry begins with the hiring process. Faculty candidates are assured that the tenure process gives equal weight to teaching and research. The value of teaching continues to be emphasized throughout a faculty member's career in the tenure process, in promotion and merit reviews, and in post-tenure reviews.

KU also successfully fosters the development of the teaching skills of graduate teaching assistants (GTAs). Typically, 20 percent of the memorable teachers mentioned by seniors on a comprehensive survey are graduate teaching assistants – an indication that GTA workshops, coaching, and development opportunities are effective. This finding also suggests that a belief in the importance of good teaching is passed from faculty mentors to their graduate students.

KU's efforts to strengthen and support teaching effectiveness can be concretely demonstrated through standard metrics of teaching load and class size such as those listed below. (*Additional metrics can be found on DEMIS – see the Resource Room for guest access information*)

- Fifty percent of lower division credit hours are typically taught by tenured or tenure-track faculty.
- Seventy percent of undergraduate sections have 29 or fewer students.
- Five percent of undergraduate sections have 100 or more students.

The remainder of this component describes in more detail the value that KU places on effective teaching – in particular, the essential role that the Center for Teaching Excellence plays in promoting, supporting, and reinforcing good teaching. Also highlighted is a selection of KU teaching awards given by the University and by academic units. The component concludes with outside corroboration of KU's commitment to teaching from the [DEEP Report](#).

A Culture of Teaching

KU values teaching excellence, and the evaluation of teaching effectiveness is an important component of annual merit reviews, tenure and promotion reviews, and post-tenure reviews. The typical weighting of work responsibilities is 40 percent teaching, 40 percent research, and 20 percent service. Although teaching and research are weighted equally, a common assumption at many research universities is that one has to only be a good researcher in order to get tenure or to advance in rank. This is not the case at KU. Weighting of teaching and research in the promotion and tenure process is quite balanced. Interviews with faculty confirm that at KU one must be a good teacher and a good researcher in order to earn tenure or to be promoted.

Each department on the Lawrence campus has an approved faculty evaluation plan on file in the Provost's Office. All plans must include a method to evaluate a faculty member's teaching effectiveness in each course. Results of formal evaluations of teaching are communicated to the instructor and to the department chair. Although departments use multiple measures of teaching effectiveness, a primary source of data comes from student evaluations of teaching conducted at the end of each course. The most common form used across departments is the Curriculum and Instruction Survey. Departments that choose to use a different instrument are required by the Kansas Board of Regents to include four standard items for comparative purposes. Because of the prevalent use of the Curriculum and Instruction Survey, the University has considerable data on the validity of the instrument. With leadership from the director of the Center for Teaching Excellence, there is some movement to broaden the methods used to assess teaching effectiveness and include measures such as the assessment of student assignments and student work.

Center for Teaching Excellence

The *Build Premier Learning Communities* discussion in [Initiative 2001](#) highlighted the importance of systematically reinforcing a culture of teaching. The most visible and collaborative effort to support effective teaching was the establishment in 1997 of the [Center for Teaching Excellence](#) (CTE). The evolution of the center demonstrates purposeful efforts to cross the invisible divide between teaching and research often found in research universities. The creation of the center has served to make teaching visible and community property, in addition to providing specific resources to support teaching. In 2003-2004, the CTE served approximately 600 faculty members and other instructional staff through individual consultations, workshops and seminars, discussion forums, and the annual teaching summit. In addition, CTE distributes a *Teaching Matters* newsletter four times a year to all KU faculty and to faculty at other institutions. More details about two of the center's most visible activities – the annual teaching summit and GTA preparation – are given in the following sections. Other notable activities include assisting the Student Senate in designing an online course evaluation form to help students make wise course selection decisions, creating a public e-community to support conversations about teaching, and playing an active role in the development of Thematic Learning Communities.

KU Summit

The KU Summit, held annually since August 1999, is sponsored by the Provost's Office, the Center for Teaching Excellence, and the Medical Center. Faculty members and administrators from the Lawrence and Medical Center campuses plan each Summit, with the goal of developing a conference that sparks faculty members' enthusiasm for teaching, and offering opportunities to share ideas and learn more about teaching in higher education. The program is designed to meet the needs and interests of faculty and instructional staff from all of the KU campuses. According to feedback from participants, opportunities for faculty from various disciplines to interact, meet new colleagues, and learn from each other are important benefits of the program.

The number of KU faculty members who attend the conference has ranged from 325 in 2001 to 260 in 2004. The variance is largely attributable to the theme of the Summit in a particular year. Themes for the summit have been "KU Summit on Teaching Excellence" (1999), "Assessing Teaching and Assessing Learning" (2000), "KU As a Community of Learners" (2001), "Making the Most of the Times" (2002), "The Engaged Learner" (2003), and "General Education: Establishing New Traditions of Learning" (2004). Typically, the summit begins with a keynote presented by a KU faculty member from either the Lawrence or Medical Center campus. In 2002, the presentation of CTE's Department Excellence in Teaching Award was added to the first general session. This is followed by a series of breakout sessions, most of which are focused on the summit's theme. Participants choose three break-outs from a list of approximately 20 different sessions. To conclude the conference, a wrap-up session is held, and lunch is served.

New GTA Conference

The Center for Teaching Excellence has provided a university-wide preparation program for new graduate teaching assistants since August 1998. The purpose of the conference is to give new GTAs an overview of teaching in higher education and to provide specific, practical suggestions for teaching in various disciplines and various situations (classrooms, labs, or studios). General topics include undergraduate student demographics, expectations new GTAs need to meet as professionals, and methods for establishing both a positive and inclusive learning environment. After the general sessions, participants choose breakout sessions on different topics. Since individual departments are primarily responsible for new GTA preparation, the CTE program focuses on those elements of teaching that are common across disciplines. This strategy allows departments to focus on topics unique to their particular discipline. Participation in the conference is required for all new GTAs.

From 1998 through 2002, the program consisted of a one-day conference held approximately a week before the first day of class. Based on written conference evaluations and feedback from focus groups, the program was restructured, and since Fall 2003, the training has been delivered in two parts. A half-day conference is held a week before the first day of class to give specific assistance to new GTAs before they begin teaching. Alternate sessions are held for experienced GTAs. After four to six weeks of teaching, new GTAs attend a “follow-up” session at CTE to complete their program. These follow-ups cover many facets of teaching, including “Using Active Learning to Promote Academic Integrity,” “Using Writing in Any Class,” “Assessment and Evaluation,” and “Understanding Students’ Intellectual Development.” The variety of topics and times offered helps GTAs participate in a session that best meets their needs. Since 1998, an average of 450 GTAs have completed the training each year during either the fall or spring semester.

Recognition of Effective Teaching

The University reinforces the importance of teaching, most notably through a number of university- and unit-specific teaching, mentoring, and service awards that are intended to recognize faculty and graduate students. Examples of such awards are below, but the list should not be considered exhaustive.

- **W. T. Kemper Fellowships for Teaching Excellence.** The [Kemper awards](#), first given in 1996, were established by a grant from the William T. Kemper Foundation (Commerce Bank Trustee), which was matched by the KU Endowment Association. The program recognizes outstanding teachers and advisors on the Lawrence and Medical Center campuses, who are selected each year by a seven-member committee composed of students, faculty, and KU alumni. Twenty individual Kemper Fellowships of \$5,000 each are awarded each year. In 2001, the Kemper Foundation committed to a second five-year cycle of awards. To date, 180 faculty representing approximately 40 disciplines across all campuses have received Kemper Fellowships.

- **University Teaching Awards.** The Chancellor's Distinguished Teaching Awards are given at Commencement and include the Ned Fleming Trust Award and the Silver Anniversary Award. The Byron T. Shutz Award, given every other year, alternately recognizes distinguished teaching on economic systems and distinguished teaching in any field. The Chancellors Club Career Teaching Award is given in October. The HOPE (Honor for the Outstanding Progressive Educator) Award recipient is chosen by senior class members and presented in the fall. The Louise Byrd and William Argersinger prizes are given to faculty in recognition of excellence in graduate education.
- **Awards for Graduate Teaching Assistants.** The Graduate School presents a total of seven awards – two Carlin Awards and five Outstanding Teaching Awards – to Graduate Teaching Assistants each year. There is also a Distinguished Service Award for one graduate student annually.
- **Teaching Professorships.** The Chancellors Club Teaching Professorships are awarded to faculty members with an exemplary record of teaching, and include an annual stipend for as long as the recipient remains active in teaching. School-specific teaching professorships include three in journalism, three in law, eight in business, and one in fine arts. The School of Engineering offers two teaching professorships. The Sharp Professorship is awarded to three faculty members for three-year terms, and the Spahr Professorship is awarded to two faculty members for one-year terms.
- **Teaching/Advising Awards in Academic Units.** Faculty in the College of Liberal Arts and Sciences are eligible for a unique set of teaching awards including the Career Teaching Award (one), Cramer Award (six total to faculty in French and Italian and Spanish and Portuguese), J. Michael Young Award for advising (three annually), John C. Wright Outstanding Graduate Mentor (one), and Byron A. Alexander Outstanding Graduate Mentor (one). The College of Liberal Arts and Sciences also gives one award annually to a department for outstanding advising.

Similar awards are given in the professional schools. For example, the School of Education awards two Gene A. Budig Teaching Professorships annually, one in special education and one to a faculty member from any discipline in the school. Two teaching awards (Bubb Award) are given annually by the School of Business. Faculty are nominated and selected by students in business. The School of Engineering provides several annual faculty awards that recognize excellence in the classroom. Recipients of two of the awards – the Gould Award for excellence in teaching and the Gould Award for excellence in advising – are selected solely through a student-run process that seeks written nominations with supporting information. Additional awards from the school are presented to faculty members who demonstrate high

achievement in the classroom, in the laboratory or in all aspects of their KU career. Such awards are selected by a group of faculty peers.

- **CTE Department Excellence in Teaching Award.** Since 2002, the Center for Teaching Excellence has given a [department teaching award](#). This award recognizes teaching as a unit-wide activity, not just the responsibility of individual faculty members. The focus of the award criteria is documentation of a departmental culture of effective teaching and connection to student learning. The following academic units have received the award, which consists of campus recognition and \$8,000 to \$12,000 to support department teaching initiatives: the William Allen White School of Journalism and Mass Communication and the departments of classics, English, and chemical and petroleum engineering.
- **Medical Center Awards.** Teaching awards exclusively at the Medical Center include the Chancellor's Award for Outstanding Classroom Teaching, the Ruth Bohan Teaching Professor Award, Jayhawker R.N. Clinical Award, Jayhawker R.N. Lecture Award, Phyllis Keeney Lawrence Teaching Award, and the Stata Norton Distinguished Teaching Award in Allied Health. Each year, the students in the School of Medicine recognize outstanding professors with Student Voice Awards for Excellence in Teaching. Student Voice also recognizes the best or most outstanding course in the Basic Medical Sciences and the outstanding clinical clerkship. In 2000, the School of Medicine initiated the Rainbow Award, given annually to the clinical faculty member who most exemplifies the ideal role model for a practicing physician.

Outside Corroboration of Effective Teaching

Internal evidence of undergraduate teaching effectiveness has been reinforced by the results of the [DEEP Report](#). The authors of the *DEEP Report* highlighted KU's emphasis on undergraduate teaching as one of the distinctive institutional characteristics contributing to KU's high performance on NSSE benchmarks. Briefly, the evidence that led the authors to this conclusion includes:

- Widespread use of effective teaching practices, including the use of active learning in large lecture classes, group projects, and applied learning.
- Faculty recognition of efforts to change the ethos regarding teaching and a consistent message valuing teaching from the provost.
- Consistent implementation of effective practices and norms, such as assigning experienced teachers to lower-division courses, graduate assistant mentoring, and the existence of an effective Center for Teaching Excellence.

Concluding Statement

At KU, teaching is recognized as a great strength. From the hiring point forward, the University emphasizes a culture where teaching and research share top priority.

KU awards and recognizes teaching excellence and provides a variety of programs to support and encourage effective teaching.

Core Component 3c: The organization creates effective learning environments.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Component Overview

The Self-Study team found it difficult to separate the discussion of the creation of effective learning environments from the discussion of the investments necessary to support their effectiveness without redundancy. With the vision of a premier learning community that supports student learning and effective teaching, KU constantly strives to enhance the effectiveness of learning environments that serve students, and to that end, KU makes significant investments in its curriculum, support services, technology, and physical plant. To better reflect this reality, the two components (3c and 3d) are both addressed in the following section.

KU has the full complement of services to support teaching and learning at the graduate and undergraduate levels typical of most large research universities. Assessment activities and outcomes data provide evidence of a culture that provides students with the conditions that enable them to be academically successful. Over the last 10 years, KU has engaged in focused efforts to enhance existing services and to add some new ones. Through *Initiative 2001*, particularly the *Build Premier Learning Communities* component, the University centered its attention on problems and issues that directly affect students. *Initiative 2001* specifically identified distinguishing aspects of an undergraduate experience for KU students – an international, service learning, and/or research experience – and recommended these be formalized and recognized on student transcripts.

The philosophy of valuing student success results in ongoing efforts to establish policies and practices that improve the learning environment for both undergraduate and graduate students. This section begins with the key elements of a premier learning community identified as part of KU's strategic plan and then highlights a few of the many initiatives, task forces, and actions over the past ten years that illustrate this philosophy at the undergraduate, professional, and graduate levels. A key priority of the *Initiative 2001* strategic plan was to “build premier learning communities” across the University of Kansas. The following elements of successful learning environments were identified as part of the strategic planning process, and these broad themes continue to influence institutional direction and action.

- Academic success in the future will depend on maintenance of high-quality undergraduate and graduate instruction, advising, and mentoring.
- Undergraduate access to a comprehensive support system is required if retention and graduation rates are to be improved and distinctiveness of experience is to be created.
- High-quality graduate programs should emphasize graduate mentoring, high expectations for research, prepare GTAs to be effective teachers, and mentor students for future roles as faculty members.
- Traditional and technology-based learning must be integrated to achieve high-quality and cost-efficient instruction.
- Maintenance of a sense of place and a sense of community is critical to respond to the challenges of increased size and student residence patterns.
- A physical environment that supports the needs of faculty and students must be provided.
- The learning environment must be expanded to include participation in the broader community.
- A premier learning community values and promotes intellectual and cultural diversity, and all members are fully integrated and valued.

Further, for the Medical Center, an important distinction was made between academic medical centers and a nonteaching hospital. These elements include the following.

- An environment of inquiry and collaborative interactions that emphasizes student learning and success.
- An environment that fosters scholarship in a community of learners that leads to increased research productivity, enhanced clinical faculty research skills, and innovative practice for students and faculty.
- Integration of technology and innovative practice.

In the following pages, KU's creation of, and investment in, effective learning environments over the last decade are organized into four categories: the academic environment, the supportive environment, the virtual-learning environment, and the physical environment. The discussion of components 3c and 3d conclude with illustrative examples of educational effectiveness that span all four categories.

The Academic Environment

The academic learning environment, particularly the curriculum, is never static. Much effort has been directed toward meeting the challenges outlined by *Initiative 2001* discussed earlier – namely, for every KU graduate to have an international experience, a service learning experience, or a research experience. More progress has been made in attaining some of these goals than others. For example, in terms of an international experience, [Global Awareness Program](#) requirements have

been defined and were implemented in Fall 2004. The necessary components of a service learning experience are under discussion, and significant progress has been made to ensure that undergraduates have a research experience appropriate to their disciplines. The enhancements to the academic environment, in particular the *Build Premier Learning Community* goals, are discussed in more detail in the following sections: international experiences, service learning experiences, undergraduate research experiences, and other curricular innovations that enhance the academic learning environment.

International Experience

KU has long realized the importance of reaching out to the world and of providing international opportunities for its undergraduate and graduate students and faculty. For example, an exchange program with the University of Costa Rica was initiated in 1958 and is one of the oldest exchange programs in the Western hemisphere. Although [Study Abroad](#) initially was conceptualized as a program for undergraduates, KU also has been developing graduate programs.

Italy Campus Programs

The Higher Learning Commission approved KU's newest residential study abroad site in Asolo, Italy as a KU campus site in 2001. KU is the degree-granting institution for the international master of business administration degree in a university consortium of more than 30 accredited U.S. public universities – the Consortium of Universities for International Business Studies. The undergraduate campus for consortium programs, where KU undergraduate students can take courses, is in Paderno del Grappa, Italy.

Semester and summer programs are offered for graduate students in business as well as for upper-division undergraduate students in business, communication studies, economics, and journalism. Liberal arts electives enrich program coursework. Classes emphasize the international learning environment, with a focus on current international events and trends. Students are encouraged to study a language and participate in executive lectures, plant tours, and unique personal development opportunities. U.S. students in the program gain a critical understanding of the European business community, which makes them more attractive to potential employers.

The Italy campus allows KU faculty the opportunity to enhance and share their expertise in international business and to participate in international business research activities. The campus provides KU students additional opportunities for an international experience and increased incorporation of international content into the campus curriculum. (*More details on the Asolo campus can be found in the Resource Room.*)

Study Abroad Programs

The [Office of Study Abroad](#) manages 100 study abroad programs and works with multiple affiliates in more than 50 countries. Programs are offered for both

graduate and undergraduate students. KU requires that participating students have an overall GPA of 2.5 to ensure quality. Programs of varying lengths are offered. KU maintains approximately 40 short-term programs, and in keeping with national trends, about one-half of study abroad participants enroll in short-term programs. In response to the strategic planning initiative *Build Premier Learning Communities*, study abroad enrollments have increased.

In 1998-1999, 763 KU students were enrolled in study abroad programs, and by 2002-2003 that number had increased by 36 percent to 1,041. The Office of Study Abroad provides approximately \$60,000 annually in scholarship funds to assist students who wish to participate in study abroad.

While the bulk of study abroad programs are offered by the College of Liberal Arts and Sciences (46 percent in 2002-2003), all the professional schools maintain study abroad opportunities for their students. Several of these programs are described in more detail below.

- **School of Architecture and Urban Design.** International involvement has become a major component of undergraduate and graduate programs in the School of Architecture and Urban Design. In Summer 2004, 17 faculty went abroad to teaching or conduct research as did 60 students in four programs – a summer internship program in Paris, a Siena-to-Berlin 8-week graduate studio, a Spannochia, Italy-Spain eight-week studio, and a European technology tour. International study has increased in the school by 100 percent over the past decade – consistent with KU’s commitment to global outreach for the future.
- **School of Business.** The business school emphasizes the global nature of business. Nearly 35 percent of undergraduate business students take advantage of educational programs at the school’s Asolo, Italy campus or its many programs around the globe from South America to China.

The Deloitte and Touche Educational Kansas Fund supports internships and study abroad experiences for accounting students. The number of summer study abroad students has increased from 37 to 65 since this fund was established. The School of Business reports positive feedback from employers about maturity level of students as a result of this experience.

- **School of Social Welfare.** The School of Social Welfare has developed two programs with the University of Costa Rica School of Social Work. In conjunction with the KU Study Abroad Program, eight to ten KU social work students enroll in a summer seminar taught by a social welfare faculty member. The group spends the entire time in Costa Rica, engaging in an [educational and cultural program](#) that studies comparative social welfare policies and programs, in collaboration with faculty from the University of Costa Rica. Plans are underway to host a similar program in Spring 2005 for University of Costa Rica social work students at KU.

The School of Social Welfare also initiated an intensive Spanish language program that began in July 2004. This pilot program, conducted at the University of Costa Rica, has three components: morning language classes, afternoon volunteer time at a social service agency to practice Spanish vocabulary specific to social services, and living with host families. The goal of the program is to strengthen language fluency in order to begin building a bilingual workforce in social work. The program currently enrolls both graduate and undergraduate students.

- **KU Medical Center.** International and multicultural educational experiences and hosting international students and scholars are among the Medical Center's goals. The [Office of International Programs](#) maintains a library of information about international clinical electives for students, as well as a database to track information on all outbound and inbound students. Senior medical students traveling abroad are required to keep a journal, write a scholarly paper, and present a seminar to faculty, staff, and students. In 2002, 27 senior medical students went abroad for international clinical electives, and in 2003, that number increased to 37. Electives are available at sites on five continents, in both developed and undeveloped countries, and in hospitals and clinics in urban and rural areas. In the School of Medicine, 20 to 30 percent of students study in other countries.
- **School of Pharmacy.** Several opportunities for international research experiences are available in the School of Pharmacy. The recently founded International Quality Network – Medicinal Chemistry is an association among medicinal chemistry programs at seven European universities and the Department of Medicinal Chemistry at the University of Kansas. The International Quality Network program provides short- and long-term fellowships for undergraduates, graduates, and postdoctoral students to study and conduct research at the University of Regensburg (Germany).

The Globalization of Pharmaceutics Education Network, Inc., founded in 1996 by the KU Department of Pharmaceutical Chemistry, is an association of departments of Pharmaceutical Chemistry and/or Pharmaceutics in 11 U.S. and 19 European, Asian, and Australian universities. The network fosters and facilitates international scientific exchange through a graduate-student-organized meeting every two years and through travel grants allowing student exchange among the participating universities.

The School of Pharmacy receives and trains two pharmacy students each year from Denmark and Japan. These graduate students are completing required six-month study abroad experiences as part of master of pharmacy degrees in their home countries. The School of Pharmacy usually sends two professional students to Australia to complete pharmacy clerkships with participating faculty at the Victorian College of Pharmacy, a part of Monash University in Melbourne, Australia.

- **Graduate Direct Exchange Program.** KU has [Graduate Direct Exchange](#) agreements with nine European partner universities, with the first established in 1948. One KU graduate student and one graduate student from each of the nine universities that constitute the program exchange places and study at the partner institution. Some of these exchanges have been operating continuously for more than 50 years. All direct exchange scholars are awarded a scholarship by the host institution that provides a waiver of tuition and fees as well as a stipend to cover room and board. Stipends for the 2002-2003 academic year totaled \$47,880, supporting 17 KU and international students in the Graduate Direct Exchange Program.

Global Awareness Program

Study abroad is an excellent means for students to develop a global perspective; however, for a variety of reasons, traveling to another country is not an option for some KU students. In order to broaden undergraduate student access to international issues, a committee composed of faculty and undergraduate advising staff convened by the Dean of the Graduate School and International Programs developed the Global Awareness Program (GAP). The University Council approved GAP as an undergraduate certificate program in April 2004 and GAP was implemented in Fall 2004.

GAP uses the wealth of existing resources in classes and co-curricular activities and provides a means for every KU student to have an international experience and to have that experience recorded on the transcript. Students must complete two of the three components: international experience, academic component, and co-curricular activities. For example, a student could qualify for GAP certification by participating in a study abroad program in a foreign language and completing a minimum of 60 units of internationally focused service. Alternatively, a student could qualify by completing one year in a foreign language, three international courses, and 60 units of international service.

Other International Opportunities on Campus

In addition to the Global Awareness Program and Study Abroad, there are a variety of other resources and programs that provide students with a greater understanding of international issues and topics without traveling abroad. The examples below are illustrative of these resources and programs.

- **International Studies Programs.** Two programs within the College of Liberal Arts and Sciences are specifically designed to give students a broad understanding of international topics and issues. The international studies co-major is offered in conjunction with an undergraduate major in another discipline or in a professional school. The international studies master's program, offered at the Edwards Campus, is designed for working professionals, recent college graduates, and international students. This program enables students to attain greater knowledge of various world regions.

- **Area Studies Programs.** KU supports area studies programs in Latin American Studies, Russian and East European Studies, East Asian Studies, Indigenous Nations Studies, African Studies, and European Studies. Each program offers a series of interdisciplinary courses, drawing faculty from a wide range of disciplines. Many of the programs offer both graduate and undergraduate majors. The Centers of [Latin American Studies](#), [East Asian Studies](#), and [Russian and East European Studies](#) are designated Title VI Centers by the U.S. Department of Education.
- **KU Languages Across the Curriculum (KULAC).** Begun in Fall of 1993, [KULAC](#) is a group of undergraduate and graduate courses and special discussion sections in history, the social sciences, the professions (business, journalism, engineering, and architecture), and other areas that are taught in a foreign language. Students in these courses study subjects that interest them while sharpening their foreign language skills. Course offerings are varied and change every semester. Courses are currently taught in Spanish, French, German, and Russian. For example, in Fall 2003, Spanish language courses included a course titled “Nachos, NAFTA, and Nostalgia” that tracked U.S.-Mexican cultural, political, and economic relations throughout the 20th century and explored the flawed images published and seen on both sides of the border.
- **School of Law.** The School of Law has engaged in a number of activities to increase its international focus. These include recruiting a leading international trade law scholar, doubling the number of comparative and international law courses in the curriculum, establishing three study abroad programs, establishing a foreign visiting scholar program, establishing a two-year J.D. program for graduates of foreign law schools to become credentialed in the United States, and establishing an international trade and commerce law certificate program.

Service Learning

Increased student participation in service learning was targeted as part of the [Service Kansans](#) priority in *Initiative 2001*. While undergraduate students were the focus, KU graduate programs also incorporate service learning. Examples of such activities at both the undergraduate and graduate levels are included below, further examples can be found in *Criterion 5*.

- **Pharmacy.** Every student in the doctor of pharmacy program must participate in a service learning activity for five semesters in helping agencies such as the Douglas County AIDS Project, Healthcare Access, LINK food kitchen, Duchesne Clinic, Marion Clinic, and the Douglas County Humane Society.
- **Journalism and Mass Communications.** Under the guidance of the School of Journalism and Mass Communications’ Knight Chair in Community Journalism, students study the elements of what defines a community and the

role that media play in communities. In 2004, the class spent much of the semester working with high school students and the local newspaper in a rural area near one of the largest Army bases in the country. This project increased understanding of the role of the media in an environment where community demographics are constantly changing.

- **Law.** In 1995, the school implemented the Elder Law Clinic. Students receive credit and field experience for working in this clinic while providing elderly citizens with up-to-date access to information.
- **Leadership Minors.** KU offers two minors that emphasize leadership – a public service and civic leadership minor through the Department of Public Administration and a leadership studies minor through the Department of Communication Studies. As part of their academic programs, students in both departments must complete a service learning course through projects such as improving adult literacy in Kansas City or working with the homeless population in Lawrence.
- **Allied Health.** Students and faculty of the School of Allied Health have been involved actively in the Rural Interdisciplinary Training Grant. Through this grant, students and faculty provide health screenings in many rural and underserved sites in Kansas such as Hiawatha (Senior Expo), Mayetta (Prairie Band Pottawatomie Nation), and Holton (Kickapoo Tribe). Students and faculty from the school also participated in three Area Health Education Center programs in Southeast Kansas.
- **Medicine.** Medical students gain experience in [rural and underserved areas](#) of Kansas through several different venues. First- and second-year medical students participate in Rural Health Weekend and the Rural Family Medicine: Practice and Research elective. Third-year students may spend part or all of their pediatrics, obstetrics, gynecology, family medicine, ambulatory medicine, geriatrics, neuropsychiatry, and surgery rotations at a rural clinic and/or hospital. In addition, for the last 50 years, fourth-year medical students at KUMC and its Wichita Clinical Campus have been required to spend a one-month Rural Preceptorship with a practicing physician in a rural community.

Undergraduate Research Experience

The University has funded undergraduate research since 1957, and was a pioneer in obtaining National Science Foundation (NSF) funding for undergraduate research. The authors of the *DEEP Report* noted undergraduate involvement in original faculty research as a distinctive trait of KU. One of the priorities of the *Initiative 2001* strategic plan was to increase the number of undergraduate students participating in a research experience that was discipline-appropriate. Five years later in the Fall of 2003, the provost reported that student credit hours in undergraduate research courses had increased 18.5 percent since Fall of 1998. This emphasis is not a new direction for KU, but the continuation of a long history of

involving undergraduates in the creation of knowledge. The following examples illustrate the numerous opportunities for undergraduates to become involved in the research and scholarship of their chosen discipline. More examples of student research experiences at both the graduate and undergraduate levels are included in *Criterion 4* and *Criterion 5*.

The first set of examples focuses on formal, campus-wide undergraduate research programs and awards. The second set describes some of the many opportunities for undergraduate research and scholarship created by individual academic units.

Campus-wide Programs that Support Undergraduate Research

- **Undergraduate Research Symposium.** The first KU [Undergraduate Research Symposium](#) was held in February 1998 to stimulate undergraduates' research interests. The event allowed undergraduates to contribute knowledge to many disciplines, from the visual arts to chemistry. In March of 2004, the seventh annual Multidisciplinary Undergraduate Research Symposium included 45 students from a wide range of academic disciplines. The students presented the results of their research/creative activity through oral, poster, video, or performance presentations.
- **Undergraduate Research Awards (UGRA).** During each academic year, KU's Honors Program awards more than 60 undergraduate grants to support original independent research by Lawrence campus students. Selection criteria include the proposal's quality, the student's academic record and ability to complete the proposed research project, the project's potential contribution to knowledge, and the educational value of the research to the student. Each spring, recipients of awards are invited to present their research in KU's annual undergraduate research symposium (described above). Fifteen awards of \$500 each were granted in Spring 2004, and 46 awards of \$1,200 to \$1,500 were granted in Summer 2004.
- **Research Experience for Undergraduates (REU).** For the past 14 years the chemistry department has been a site for the [Research Experience for Undergraduates](#) (REU) program, as well as a site for the [Research Experience for Teachers](#) (RET) program. The School of Engineering also participates in the REU program. The National Science Foundation (NSF) sponsors all programs.
 - **REU.** Twelve students from colleges and universities in Kansas and across the country join KU students to engage in 10 weeks of full-time, top-quality research. Students work on their choice of projects spanning all areas of chemistry. All students have a faculty research advisor and are assisted by other researchers in their respective labs.
 - **RET.** The Research Experience for Teachers program is designed for secondary chemistry teachers and chemistry education students. The teachers and science education students join a group of summer

researchers consisting of some 14 undergraduate REU students from other institutions and an approximately equal number of KU undergraduate students. Participants engage in research projects, with emphasis on those that are interdisciplinary (e.g., biological - or environmental - chemistry) and are generally recognized as both relevant and important to society. In addition, they meet weekly with faculty and staff of the Center for Science Education for a brown-bag lunch and discussion of teaching philosophies and methods.

- **Summer Undergraduate Research Programs in Pharmacy.** For three decades the basic science departments in the School of Pharmacy have offered Summer Undergraduate Research programs. The departments of Medicinal and Pharmaceutical Chemistry currently offer 10-week Summer Undergraduate Research Programs designed to help students evaluate the possibility of entering a graduate program in the pharmaceutical sciences. Accordingly, students have the opportunity to engage in a full-time research experience in close collaboration with faculty members and graduate students. As a direct result of the summer undergraduate research experience, over 80 percent of the participants have entered graduate schools and successfully completed doctoral degrees. The programs recruit nationally and funding for these programs has come largely from private sources.
- **Self Graduate Fellowship REU Support.** The Madison and Lila [Self Graduate Fellowship](#) at the University of Kansas helps support summer Undergraduates Research Programs (URP) and Research Experiences for Undergraduates (REU). Promising undergraduate students have unique opportunities to be involved in research activities. The Self Graduate Fellowship helps support students and departments and provides a professional seminar for all campus URP and REU students. In 2004, 78 students from across the nation participated in the professional development program.
- **Kansas Biomedical Research Infrastructure Network (K-BRIN) Undergraduate Scholarship Program.** The [K-BRIN program](#) provides research experience, personalized mentoring, and financial support to undergraduate science students who intend to pursue, or desire to investigate seriously, career opportunities in biomedical research. Typically, the undergraduate research experience spans one calendar year or more of continuous involvement. The research experience serves to introduce the student to many aspects of research ranging from the conceptual and planning stages, through the technical aspects of conducting experiments and collecting data, to the data analysis and experimental re-design stage, and finally to the stage of results presentation.
- **McNair Scholar Summer Research Internships.** The [McNair program](#) provides year-round assistance to approximately 20 to 25 undergraduate students who are interested in pursuing graduate studies and who are members

of groups typically underrepresented in graduate education. The capstone experience for McNair Scholars is a two-month summer internship that gives them the opportunity to perform independent research. Research papers are then presented at symposia and conferences and, on occasion, published. Typically, 15 students participate each summer in the internship program.

Undergraduate Research Opportunities in Academic Units

Following are just a few of the many opportunities that undergraduate students have to participate in the research and scholarly activities of their chosen discipline.

- **Departmental Honors Research.** Undergraduates who wish to receive a bachelor's degree with departmental honors participate in research with faculty from their major. The most typical form this research takes is a mini-master's thesis with students conducting supervised research from the concept stage through final written thesis. Some departments require oral exams on the completed thesis. Many students present their research at the undergraduate research symposium (described above) and at regional and national professional meetings.
- **Chemistry.** The chemistry faculty strongly encourage their undergraduate students to participate actively in some type of research program, believing that the education of a science major is not complete without actually "doing science." In addition to required classroom and laboratory courses, options exist for doing research in the areas of mainstream chemistry.
- **History.** All history majors are required to take a two-course series to develop and apply their research abilities. The first semester introduces them to historical methodology through working on historiography, research skills, and writing exercises in a wide variety of fields, and they often develop a prospectus for a longer research topic. The second-semester course is modeled after a graduate seminar, with a small group of core readings, as well as a major research and writing assignment involving original primary research and historiographical contextualization.

In both courses, students work closely with faculty members to develop their arguments, conduct research, and write a paper based on their findings. Both the thesis and the seminar requirement are intended to be capstone experiences for all history majors, including close work with a faculty advisor, intensive peer involvement, and deep experience with the primary material from which an historian develops an argument.

- **Psychology.** To make psychology students more sophisticated researchers, the department created a required research methods course in 2000. The department has also made an effort to include more undergraduates in research projects. Since 2000, 14 undergraduates have served as co-authors on

eight published articles or chapters, and 11 have collaborated on research leading to presentations at professional meetings.

- **American Studies.** American studies requires all majors to do an independent research project in the senior year under the supervision of a faculty member. To prepare for the independent project, students take a course that focuses on current problems in American studies. Among the significant outcomes is the students' exploration of theory and practice in American society and culture.

Other Curricular Innovations

This section highlights some of the many enhancements that have been made to the KU curriculum during the past decade. For example, to better prepare students to think critically and use information more effectively, library faculty have developed strategies to help disciplinary faculty incorporate research components into coursework. Efforts and resources have been devoted to internationalize and diversify course offerings. The [Office of International Programs](#) offers up to \$5,000 for faculty curriculum development to internationalize courses. In addition to longstanding interdisciplinary programs in environmental studies, women's studies, gerontology, human biology, and area studies, the University has increased its efforts toward collaboration in other interdisciplinary programs and research projects. As a case in point, new faculty positions funded by tuition enhancement monies are evaluated on collaborative potential to model interdisciplinary collaboration to students. More specific information on these enhancements is outlined below.

- **KU Libraries Instruction Program.** The [program](#) is designed to support and advance the University's teaching and research missions by preparing students to think critically and use information effectively in their academic, professional, and personal lives. In 2002-2003, KU Libraries staff conducted 702 face-to-face instruction sessions that reached 12,681 students and faculty, including 8,673 undergraduates. An introduction to scholarly information resources is provided for virtually all sections of English 101 (Composition), Communication Studies 130 (Introduction to Organizational Communication), and Psychology and Research in Education 101 (College Orientation Seminar), ensuring that most first-year students receive this instruction. Instruction provided for graduate students is discipline-specific and includes both classroom instruction and individual instruction in information-discovery methods and resources.
- **Diversification of Curriculum: English.** The English department hired six new faculty to increase the breadth and depth of course offerings in ethnically diverse literatures. As a result, 17 new courses have been introduced, including African and African-American literature, Caribbean literature, Latino/a literature, Jewish-American literature, and literature of the Holocaust. The courses are heavily subscribed and usually enroll 35 students, the maximum

number. New graduate courses in these areas typically draw enrollments of 20 students.

- **Applied Learning: Business.** The Business School offers a unique opportunity in its Applied Portfolio Management class for students to learn about investments with hands-on experience and real money. The course was established with an initial gift of \$250,000 from a KU alumnus; the amount has grown to \$475,000. Students study companies, have guest lectures from alumni and CEOs of companies they are considering, and make group decisions on what to buy. The students increased the fund by 124 percent in a 13-month period.
- **Curricular Enhancement: Journalism.** The School of Journalism and Mass Communications is recognized as a leader in the field of media convergence. In 1999, the curriculum was revised so that every student learns about and presents information through a variety of media, such as print, broadcast, and online. The school offers a course in which advanced students work with a local media company to produce stories for a television station, a daily newspaper, and a website. In the strategic communications track, students work with local and national companies to create advertising campaigns that incorporate video, print, and online advertising.
- **Diverse Areas of Expertise: History of Art.** To diversify the curriculum, the department hired a tenure-track faculty member in Latin American art history, an Africanist, and a Chinese specialist who also teaches Korean art. Since 1997, the department has offered 12 courses in Latin American art (213 students total), and 17 in African art (478 students). Since 2000, four courses have been offered in Korean art, enrolling a total of 300 students.
- **New Interdisciplinary Opportunities: Liberal Arts and Sciences.** Recent examples of interdisciplinary educational opportunities in the College of Liberal Arts and Sciences include minors such as leadership studies, public service and civic leadership, peace and conflict studies, and Jewish studies. Another example is the master of arts program in international studies, which offers students the skills and knowledge to deal with contemporary global issues and to operate in a world where traditional boundaries are disappearing.
- **Quality of Instruction: Chemistry.** With help from the Hewlitt Foundation, the chemistry department has engaged in several year-long efforts to improve the quality of laboratory instruction for Foundations of Chemistry I and II. The department has developed and implemented web-delivered, inquiry-based laboratory investigations in the course. The project is currently in its third year. Faculty report an increased emphasis on problem solving.

Supportive Environments

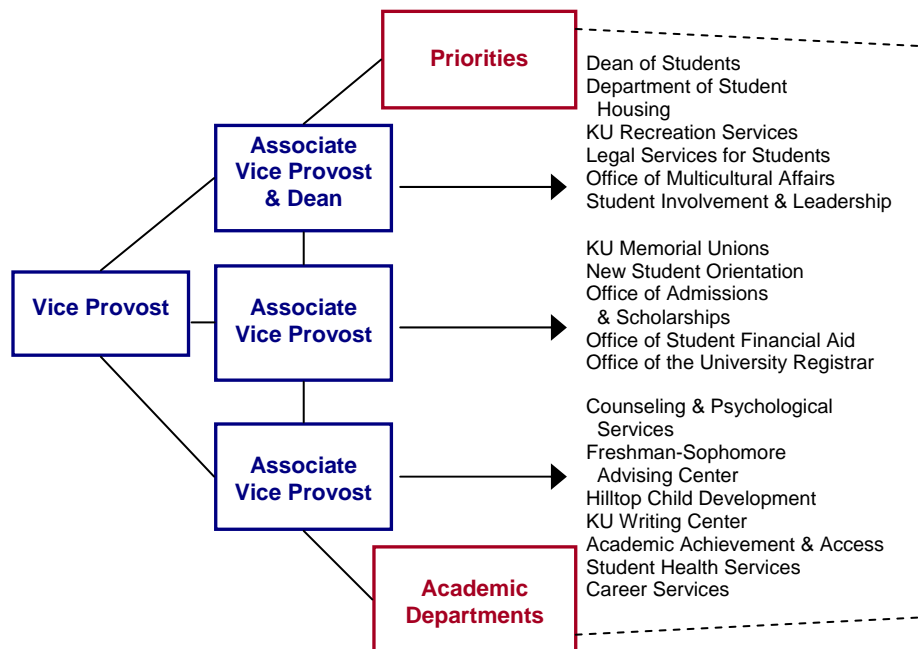
As a result of *Initiative 2001*, KU has devoted a good deal of attention to the environment in which students live and learn. Significant developments include the restructuring of student services and additional investment in undergraduate advising resources. Collaborations among administrative units such as the KU Libraries, Information Technology, Student Success, Instructional Development and Support, and the Center for Teaching Excellence have grown and expanded to provide more comprehensive support for students and faculty.

KU's efforts to provide a supportive learning environment are grouped into structural and programmatic initiatives and are described in the following paragraphs. Some of these initiatives, including the Freshman-Sophomore Advising Center, Thematic Learning Communities, and the KU Writing Center, are both structural and programmatic in nature.

Structural Initiatives

Illustrative structural changes made to enhance and expand services to students are briefly described in this section. The most far-reaching of these initiatives is the restructuring of student support services for the Lawrence and Edwards campuses under Student Success. More than just a shift in organizational structure, this change represents a shift in philosophy and a renewed commitment to gather all the resources necessary to advance the success of each student.

- **Restructuring Student Services.** In 2002, the Task Force on the Appropriate Structure for Delivering Student Support Services recommended consolidating student and academic support services on the Lawrence and Edwards campuses. The goal was to strengthen the link between in- and out-of-classroom experiences and create an effective learning environment. In 2003, KU consolidated what are commonly student service functions under a [vice provost for student success](#) who reports to the provost and senior vice provost (see the following organizational chart for more detail). The unit, formerly Student Support, was renamed Student Success to reflect the desired relationship between the services provided and student academic success. It is too early to report any empirical data on the effects of the restructuring beyond initially positive anecdotal comments.



- Centralization of Graduate School Admissions.** In 2003, the Graduate School changed to a centralized process for graduate student admission. The ability to collect data systematically across disciplines will allow the Graduate School to monitor trends, identify problems and, in general, have a basis for targeting its efforts to enhance the graduate student experience.
- Ellsworth Hall Success Center.** In 2003, the Department of Student Housing opened the Ellsworth Success Center, a cluster of student services in the newly renovated Ellsworth residence hall. The center contains satellite offices for the University Career Center, Freshman-Sophomore Advising Center, Academic Achievement and Access, the KU Writing Center, and KU Libraries. Ellsworth Hall also has a Faculty Partner who lives in an apartment off of the main lobby. The Faculty Partner's role is to foster informal interaction between students and faculty. The Partner holds office hours in the hall two evenings per week, serves as an academic resource to hall staff, participates in Community Standards Board meetings, and assists with academic-related programming in the hall.

Programmatic Initiatives

KU has a variety of programs targeted to recognize the diversity of its learners and to maximize their educational experience. The following programs, which are organized by the targeted student group, illustrate the range and variety of services offered to support student development – academically, socially, and professionally.

Undergraduate and Graduate Students

- **Career Services.** KU provides career services to its students using a decentralized model. Several schools have taken on the responsibility of providing job search assistance and career information to their students, including [architecture and urban design](#), [business](#), [engineering](#), [journalism and mass communications](#), [law](#), medicine, [nursing](#), and pharmacy. The [University Career Center](#) serves the College of Liberal Arts and Sciences and the schools of education, fine arts, and social welfare. In addition to the specific job and internship assistance provided by the various career services offices, the University Career Center administers several campus-wide programs. These programs include Student Employment (part-time jobs on-and off-campus), the Youth Educational Services (YES) tutoring program, Kansas Career Work Study, and Career Counseling and Assessment services. As a comprehensive career services office, the University Career Center provides career assessments and counseling, career information, internship assistance, part-time employment, career and job search workshops, career fairs, online vacancy listings, resume referrals, and professional on-campus interviews.
- **Student Involvement and Leadership Center.** The [Student Involvement and Leadership Center](#), renamed in Fall 2004 to clarify its role, is the hub of KU's student activities and leadership programs. The center is home to a variety of programs and services, including the Emily Taylor Women's Resource Center, Nontraditional Student Services, Men's Outreach, Fraternity and Sorority Life, Gay-Bi-Lesbian-Transgender Student Services, and KU LEAD (Leadership Education and Development), and coordinates nearly 500 student organizations and activities, including Student Senate, KU on Wheels, and the Center for Community Outreach.
- **Legal Services for Students.** Established in 1979 through Student Senate, and funded by student fees, [Legal Services for Students](#) provides a wide variety of legal services free of charge for full-time students. Services include advice and consultation on most legal matters; preparation and review of legal documents; notary services; incorporation of nonprofit, registered student organizations; court representation in landlord-tenant and consumer cases in Douglas County; and income tax assistance.

Graduate Students

The *Build Premier Learning Communities* task force identified preparation of the emerging professorate – graduate students – for teaching, advising, and research as a prerequisite of an effective research university learning environment.

- **Graduate Student Mentoring.** Recognizing that an important distinction between the graduate and undergraduate experience, especially at the doctoral level, is the close working relationship between a graduate student and his or her advisor, a Task Force on Mentoring of Doctoral Students in 1997 established [guidelines for mentoring doctoral students](#). These guidelines are

posted on the Graduate School website and set the standard to which graduate programs are expected to adhere. Guidelines for graduate advising include the following.

Mentoring Guidelines

Students should be assigned an advisor as soon after admission as possible.

Students should hold the primary responsibility for familiarity with program requirements.

Graduate advisors, by admitting a student, are committing themselves to providing evaluations of student work in a timely manner.

Graduate advisors commit themselves to continuing scholarly and professional activities required to support students in their efforts to produce scholarship and to seek appropriate professional employment.

Doctoral programs are encouraged to provide an annual formative assessment of student progress toward degree.

Graduate advisors commit themselves to informing students of expectations of their intended profession and for preparing students for employment.

Graduate advisors are expected to deal with advisees in a professional manner.

- **Preparing Future Faculty.** The Graduate School began participating in the national [Preparing Future Faculty](#) (PFF) program in Fall 2001. This program seeks to improve selected KU doctoral students' knowledge of and readiness to assume tenure-track faculty positions at different types of institutions and to enhance placement in those positions. Since the program's inception in 2001, 33 students have been selected as PFF Fellows. PFF Fellows come from the humanities, social sciences, natural and physical sciences, and from professional schools including pharmacy and education. The fellows are assigned a mentor at a partner institution and participate in two seminars for fellows each semester. In 2002, a Preparing Future Faculty course that includes both fellows and other graduate students was introduced. Topics include issues related to the job search, surviving the first year as a faculty member, and pedagogical issues.
- **Preparing Future Professionals.** The Graduate School created [Preparing Future Professionals](#) in 2001-2002 to assist graduate students seeking careers in business, government, and the nonprofit sector. Activities conducted as part of this program include the Graduate Student Career Fair. Various programs have been offered, including employment opportunities with the federal government for research degree holders, featuring two sessions with career foreign service officers; social science and humanities research opportunities in the private and nonprofit sectors; and entrepreneurship. The number of students and faculty attending these workshops has ranged from 10 to 60. The Graduate School recently formed an advisory board composed of individuals with both academic and nonacademic research positions. They are assisting in

developing topics for the workshops and are developing contacts to create an internship program for graduate students.

- **Travel Grants for Graduate Students.** The Graduate School provides [travel grants](#) to graduate students to assist them in the presentation of research and scholarship at domestic and international meetings. Each student receives \$400. Grants are awarded on a first-come, first-serve basis until the available funds have been exhausted. Approximately 100 graduate students take advantage of this fund annually. Historically, students have been eligible for only one travel grant during their graduate careers. However, new fundraising in the Graduate School have made it possible to provide funding that supports presentation of a second paper. Approximately 49 students received funding for a second paper since Spring 2004.
- **Madison and Lila Self Graduate Fellowship.** The purpose of the Madison and Lila [Self Graduate Fellowship](#) is to identify, recruit, and provide development opportunities for exceptional Ph.D. students in the physical sciences, mathematics, engineering, business, economics, and biological and pharmaceutical sciences who demonstrate the promise to make significant contributions to their fields of study and to society as a whole. The 2004-2005 fellowship is a four-year award consisting of an annual \$22,000 stipend, full tuition and fees, and a development program. Through participation in the development program, Self Fellows have the opportunity to develop skills in communication, leadership, management, and innovation, and to increase their abilities as opinion leaders who possess broad knowledge of the major issues of their time. In 2004-2005, there were 32 Self fellows and 50 alumni.
- **Graduate School Fellowship Programs.** The Graduate School administered 88 scholarships, fellowships, and awards amounting to \$675,000 for academic year 2002-2003. These [fellowships](#) typically provide one or two years of support. In addition, the Graduate School provides matching funds for two scholarship funds – Tinker and the Organization for Tropical Studies – totaling about \$6,000.
- **Graduate Assistantships.** In Fall 2003, 887 graduate students were supported by teaching assistantships and another 680 were supported through research assistantships. GTAs with appointments of 40 percent or more 1) are assessed resident tuition rates, 2) have all of their tuition paid (including, for the first time in Fall 2004, any differential tuition that they have been assessed), and 3) have three hours of campus fees paid. Graduate teaching assistant stipends have increased 30 percent over the past three years as a result of tuition enhancement monies. GRAs with appointments of 40 percent or more are assessed at resident rates. While the University does not centrally pay (or waive) their tuition and fees, principal investigators are expected to write these costs into their grant proposals, unless the granting agency specifically prohibits funding for purposes of paying tuition and fees. The institution has provided the KU Center for Research with some tuition enhancement funding

to make tuition grants for GRAs who are on state-funded appointments or whose grants do not support these costs.

- **New Fellowship and Scholarship Funds.** Through the *KU First* capital campaign, the Graduate School provides additional scholarship and fellowship funds. Some of the [fellowships and scholarships](#) created for graduate students over the last decade are highlighted below.
 - The Chaffee fellowship is for a student in the sciences and provides a first-year fellowship of \$15,000.
 - The Graduate School received a \$255,000 bequest from the Lettice estate. The income from the bequest is being used for research and travel funds for graduate students.
 - KU provided the Graduate School with additional state funds for fellowships in Fall 2003. The first-year funding was for \$60,000 to provide two \$30,000 fellowships. In years two and three, two additional awards were made for a total of six fellowships.
 - Through a phone campaign, the Graduate School has raised an average of \$25,000 per year for supplemental stipends for graduate assistants.
 - The Graduate School also began awarding \$2,000 stipends for two years to five terminal master's programs. The supplementary stipends are awarded to programs, rather than to students, to be used as a recruiting tool.
 - A former Graduate School Dean created an endowed fellowship. While not yet fully funded, it provides approximately \$3,000 per year for a supplemental scholarship to an incoming student in the humanities.

Undergraduate Students

Although the majority of programs described below are targeted mainly to undergraduate students, some, such as the KU Writing Center and the advising centers in the professional schools, serve graduate students as well. There is a high level of peer involvement in many of these programs. For example, approximately 60 percent of the KU Writing Center tutors are undergraduate students. Peer advisors also play a valuable role in the Freshman-Sophomore Advising Center.

- **Freshman-Sophomore Advising Center (FSAC).** The mission of the [Freshman-Sophomore Advising Center](#) is to advance the academic and life goals of students and to increase their likelihood of academic success. FSAC accomplishes its mission by providing accurate, consistent, and personalized academic advising so that students make appropriate and meaningful decisions about courses, majors, and careers. Created in 1997, FSAC currently maintains a staff of nine full-time advisors, seven faculty advisors, and 10 part-time advisors (including four administrative staff and one advisor at a local community college). Each incoming student is assigned to an individual advisor. Academic advisors from the schools of allied health and nursing at the Medical Center also provide advising at FSAC for pre-allied health and pre-

nursing students on the Lawrence campus. In 2003-2004, the advising center conducted more than 13,000 advising sessions. In addition to providing academic guidance, the FSAC helps freshman and sophomore students understand advising as a relationship in which both the advisor and the student have responsibilities. Not only do advisors help students establish academic goals and make plans to achieve those goals, they also teach students how to explore the resources of the University on their own.

A variety of factors contributed to creation of the Freshman Sophomore Advising Center. The 1992 and 1996 [Senior Survey](#) data indicated student dissatisfaction with the availability of academic advising, which was highly decentralized and the responsibility of individual programs and departments. In light of student dissatisfaction and the reports of various constituent groups that had examined the situation – the Governance Task Force on Undergraduate Advising, the Blueprint on Advising, Student Senate Proposal on Advising, and the Freshman/Sophomore Academic Experience Committee – a more centralized advising system was recommended.

A [survey of students](#) who used the services of FSAC was conducted in 1998, 1999, and 2000. Between 1998 and 2000, the proportion of students who reported that their advising needs were met “more than adequately” or “exceptionally well” increased from 46 percent to 56 percent. Given the consistently positive results, KU decided to repeat the study on a periodic rather than an annual basis after 2000.

- **Advising in Academic Units.** Many of the professional schools, e.g., allied health, business, education, engineering, journalism, nursing, and pharmacy, have dedicated centers and/or advisors to support and advise undergraduate students. Frequently the centers provide both professional and peer advisors. Advising by faculty and staff also occurs in academic departments. In light of the success of the Freshman-Sophomore Advising Center, a number of departments have evaluated and enhanced advising for majors. The following are examples of such improvements.
 - **Liberal Arts and Sciences.** Two new full-time advising positions were added in the College of Liberal Arts and Sciences to focus on advising for juniors and seniors in departments with large numbers of majors.
 - **Environmental Studies.** The department has reduced the number of advisees per advisor from a ratio of 37 to 1 in 1997-1998 to 14 to 1 in 2002-2003 to increase the quality and frequency of advising interactions, beginning in the student’s first year. The revised system won an advising award from the College of Liberal Arts and Sciences.
 - **Sociology.** In 1997, the department centralized its advising efforts. This approach has resulted in increased satisfaction with advising ratings on the

[Senior Survey](#). The average satisfaction increased from 3.38 to 4.06 after the change was made.

- **Undergraduate Biology.** Prior to Fall 2002, there was no formal process for students interested in majoring in biology to make the transition from the Freshman-Sophomore Advising Center to major advising in the Division of Biological Sciences. In response, the division developed transition advising sessions specifically for sophomores – a critical time for making decisions about the appropriate biology path. Student feedback for the process has been overwhelmingly positive.
- **School of Engineering.** All departments in the School of Engineering provide a faculty adviser for each undergraduate student. This relationship begins during summer orientation programs and continues throughout the student's tenure in the school. Such early advising activities are strongly encouraged by the Accreditation Board for Engineering and Technology for monitoring student academic progress.
- **Thematic Learning Communities (TLCs).** [Learning communities](#) modeled on a nationally proven academic success program were established at KU in Fall 2003. TLCs are designed for first-time college students who co-enroll in two general education courses plus a seminar course, all of which focus on a specified theme (e.g., Engineering by Design, Leadership in America, Law and Society, Science and Ethics). Faculty members teaching the core courses collaborate with each other to ensure continuity for the learning community. Most TLCs are residential (students on the same floor in residence halls), although others do not include the residential component. Some learning communities focus on a specific major or career; others concentrate on interdisciplinary topics or assist students who are undecided about an academic major.

Each learning community includes a Peer Educator, an undergraduate who serves as a resource for coursework and assists participants in learning more about campus life and campus culture. In addition, each TLC includes a Faculty Facilitator who provides additional support and service for the group. Approximately 130 students participated in Fall 2003 and more than 200 students were enrolled in Fall 2004. With additional funding through tuition enhancement, the goal is to increase participation in TLCs to include half of each year's incoming class.

- **KU Writing Center.** The [KU Writing Center](#) is an interdisciplinary writing support service that was expanded in 1998 to strengthen students' written communication skills, and to serve as a writing resource for faculty and staff as well. The KU Writing Center employs a writing-to-learn, cross-disciplinary, and collaborative model of peer support, and provides students with a safe, non-evaluative environment in which to develop as academic writers. With over 1,800 users in 2003-2004 and nearly 4,500 total sessions, the KU Writing

Center has established itself as a significant resource for students of all levels and abilities – from incoming freshmen to doctoral students. Statistics from a recent assessment of the KU Writing Center services indicate the following:

- Students from over 125 different majors consistently use the Writing Center services,
- International students account for approximately 30 percent of the total sessions,
- Over one half of participating students have a GPA of 3.0 or higher with an average GPA of 3.13.

- **HAWK Link.** This academic-based retention program was launched in 1998 to provide support to incoming students, with an emphasis on first-generation college students, students of color, and other students interested in learning more about how to navigate their first year. [HAWK Link](#) introduces students to existing programs and services on campus and assists new students in navigating them through direct experience, bringing focus to the student's first year and ensuring that students are aware of the multitude of services available. HAWK Link participants maintained one-year retention rates between 83 and 86 percent from Fall 2000 to Fall 2003 as compared to the overall one-year retention rate, which ranged from 78 to 83 percent over the same time period.
- **Academic Achievement and Access (AAA).** The [AAA center](#) supports the intellectual development of individuals by encouraging active participation both in and out of the classroom. AAA coordinates services and programs in which students can acquire and practice life management, decision-making, and learning skills. In 2002, based on survey results and advisee contacts, the center augmented its tutoring services for students in difficult entry-level courses in mathematics, chemistry, biology, and Spanish. In 2003, the program served over 200 students and added tutoring to courses in engineering calculus, physics, business and psychology statistics, and sophomore level Spanish. Of the students who used the service, over 75 percent passed the classes for which they received tutoring. AAA also includes services for students with disabilities.
- **Freshman Summer Institute (FSI).** The [Freshman Summer Institute](#) is an extended orientation program designed to benefit any undergraduate students new to the University. Participants earn five hours of KU credit, receive career counseling, learn about the University and how it works, meet other students, get to know faculty and administrators, and acclimate to residence hall life and Lawrence during the summer before their freshman year. The current program began in Summer of 1996 and involves 80 to 130 new students each summer. Students who participate in the program consistently report feeling better prepared for the fall semester – academically and socially.
- **PRE 101 Orientation Seminar.** [PRE 101](#) provides students with an introduction to the University community and the role of higher education in

society. Strategies for a successful transition to college, information about KU resources and procedures, and exploration of the University commitment to diversity and multiculturalism are just a few of the topics covered in this two-credit hour semester long course. Demand for the course continues to increase from approximately 250 students in 1994 to current levels of approximately 600 students in over 30 sections each year. Based on comparisons with students with similar characteristics who did not enroll in the course, students who completed PRE 101 showed higher semester-to-semester retention rates – a difference that was statistically significant in over 80 percent of the semesters. Six-year graduation rates were also higher for the PRE 101 students, a difference that was statistically significant in over half of the semesters.

High Ability Students

- **Honors Program.** Since 1956, the [University Honors Program](#) has provided enriched educational opportunities to the most academically talented, promising, and motivated undergraduate students at KU. Offerings include honors courses, programs, and tutorials with top faculty members. The honors program also provides services such as honors orientation, personalized academic advising, help in adjusting to college life, navigating the University, facilitating research, and identifying resource opportunities. In Fall 2004, approximately 1,500 students were part of the honors program. The program typically admits between 300 and 360 incoming freshmen each year and another 75 to 100 students who apply after their first year.
- **Scholarship Halls.** KU is one of only a few U.S. universities with [scholarship halls](#). Each of the 10 halls houses approximately 50 students and emphasizes cooperative living. Students share cooking and household responsibilities in exchange for reduced residence hall rates. Each hall awards at least one scholarship to a current resident on the basis of academic achievement, citizenship, or leadership. Another characteristic of the “schol halls” is that of a strong academic community – the application process is competitive and to continue living there, residents must complete at least 28 credit hours during the academic year and achieve a minimum 2.5 GPA. The All Scholarship Hall Council (ASHC) sponsors system-wide programming and events and provides a self-government experience for students.
- **Mount Oread Scholars Program.** The [Mount Oread Scholars Program](#) was established in 1996 to provide recognition and special opportunities for talented first-year students who do not qualify for the University Honors Program. Mount Oread Scholars are assigned a faculty mentor, participate in numerous enrichment programs throughout the academic year, and are eligible to enroll in selected honors courses.

Studies indicate that the first-year retention rates for Mount Oread Scholars typically exceeded that of a matched control group by at least four percent. In addition, Mount Oread Scholars earned significantly higher grade point

averages as compared to the control group. In Fall 2004, 155 students participated in the program.

- **Dean's Scholars Program.** The College of Liberal Arts and Sciences and the University of Kansas Student Senate fund the Dean's Scholars Program. Established in 1992, the program is designed to serve U.S. ethnic minority undergraduate students within the College of Liberal Arts and Sciences who are interested in pursuing graduate studies. The main focus of this program is to involve students in research and scholarship in preparation for graduate study and to provide students with intellectual and pragmatic guidance. The program goal is to increase the number of underrepresented minority individuals who pursue graduate education in the traditional liberal arts and sciences disciplines, thereby increasing the talent pool of available faculty for colleges and universities in the next decade. The program components include mentoring by KU faculty; special seminars on research proposals, graduate education, and the graduate application process; and program activities such as career counseling, test-taking workshops, and academic skills enhancement.

Students from Diverse Backgrounds

- **Office of Multicultural Affairs (OMA).** The objective of the [Office of Multicultural Affairs](#) is to enhance the educational experience and opportunities of students, particularly African-American, Asian-American, Hispanic, and American Indian students. Special emphasis is placed on promoting student retention by sponsoring programs that address the needs of students on personal, academic, social, and cultural levels. Although programming is designed primarily to meet the needs of students of color, the activities are open to anyone wishing to participate in them. Examples of [OMA programs](#) include: HAWK Link, an award-winning retention program, sTep – Students Together Excelling in Education as Peers, Multicultural Student Success Conference, and Corporate Career Connection.
- **Multicultural Resource Center (MRC).** An offshoot of the Office of Multicultural Affairs, the focus of the [MRC](#) is to serve as a primary resource for developing cultural sensitivity through the curriculum and other academic programs, and to assure that the social and classroom environment of the campus is inclusive with respect to the cultural, racial, ethnic, religious, and other differences represented in the diverse University community. Programming includes: the Student Diversity Conference, the Brown Bag Discussion Series, DPET – Diversity Peer Education Teams, Colors of KU – Diversity Retreat, the Tunnel of Oppression, and various heritage weeks and months (e.g., African-American History Month, Hispanic Heritage Month, Native American Heritage Month, Asian American Heritage Month, and KU Pride Week).
- **Multicultural Scholars Program.** Founded in 1992, the [Multicultural Business Scholars Program](#) is a scholarship and mentoring program for

freshmen, sophomores, and community college transfer students who are pursuing a major in business. Program participants include students from various racial and ethnic backgrounds, first-generation college students, and students from low socio-economic environments. The program has been quite successful with a retention rate of 85 percent over the first nine-year period and six-year graduation rates of 77 percent for the first six cohort groups.

The Multicultural Business Scholars Program has expanded to other academic units across the University, assisting diverse students in successfully gaining a KU education. By Fall 2004, variations of the program were offered in the schools of architecture, education, journalism, and pharmacy, as well as the departments of African and African-American studies and applied behavioral science, and programs in the languages and the humanities.

- **Haskell Mentor Program.** The [Haskell Mentor Program](#) was established in 1999 to assist students who transfer from Haskell Indian Nations University to KU. The program includes early enrollment privileges; a special orientation program to introduce Native American faculty, staff, and students at KU; a one-time \$150 book grant; and a mentoring program. In addition, students are eligible to apply for the Bowlus Grant, which provides seven students with over \$6,000 in scholarships.
- **TRIO and Assembly of Equity Programs.** KU has a full complement of [TRIO and Equity programs](#), which are administered through the Institute for Educational Research and Public Service in the School of Education. Only the programs serving KU students are highlighted in this section of the report; other programs are described in *Criterion 5*.
 - **The Gateway Center.** The Gateway Center is a federally funded project with a six-year history of recruitment and retention of students from underrepresented groups to enter the teaching force. By design, the center attracts ethnic and language minority students who are interested in careers in teaching English as a Second Language and supports their long-term achievement throughout undergraduate training and licensure.
 - **College Assistance Migrant Program (CAMP).** The College Assistance Migrant Program (CAMP), funded through a grant from the Office of Migrant Education, U.S. Department of Education, was established at KU in 2002 to help students with migrant and seasonal farm work backgrounds successfully complete their first year of college and graduate a postsecondary institution. In addition to academic and financial aid support, CAMP offers its participants leadership development, cultural enrichment, individual counseling, career counseling, family support, and involvement in campus activities. CAMP is designed to enroll and retain 20 qualifying freshmen each year at KU. In 2003-2004 CAMP served more than 20 students and six CAMP students were selected to participate in the Multicultural Scholars Program.

- **Supportive Educational Services (SES).** Established at KU in 1978, SES provides comprehensive academic support to eligible college students including first-generation college students, students with limited income, and students with disabilities to help them stay in school and graduate. Support services include professional mentoring, academic advising, small-group tutoring, basic skills instruction, and cultural events. In 2002-2003, 82 percent of all participants persisted toward completion of the academic program in which they were enrolled, and 97 percent of all students using intensive tutoring services received full credit in the tutored course. On average, SES supports 250 students per year.

- **McNair Scholars Program.** The Ronald McNair postbaccalaureate achievement program was authorized in the 1986 Higher Education Act amendments. These programs are designed to increase the number of low-income, minority, and first-generation students who pursue doctoral degrees and to increase the number of persons from these backgrounds who teach on college faculties. The McNair program was established at KU in 1992 and serves 20 students annually. In 2002-2003, 89 percent of the scholars had junior-senior grade point averages above 3.00.

Other Targeted Support Services and Programs

- **Student Athletes.** KU has strong academic support programs for student athletes that include a full staff of academic advisers as well as a faculty mentoring program. The Department of Athletics works with the Office of the University Registrar to monitor the student athletes' academic progress and reports graduation rates to the NCAA and Big XII Conference offices.

For the most recent cohort years (Fall 1993 thru Fall 1997), athletes receiving scholarships during their initial semester have graduated at higher rates than other full-time, first-time freshmen. For example, the six-year graduation rate for scholarship athletes in the Fall 1997 cohort was 62.9 percent, while the overall six-year graduate rate for full-time, first-time freshmen in the Fall 1997 cohort was 58.1 percent. In Spring 2004, 55 percent of KU student athletes were on the Academic Honor Roll with GPAs of 3.00 or above. Seven sports teams had a cumulative GPA above 3.00.

- **Services for Students with Disabilities.** KU provides a variety of services to accommodate students with physical, medical, psychological, learning, and attention disabilities. Students with disabilities are supported in their learning by the [Academic Access and Achievement Center](#) (AAA) on the Lawrence and Edwards campuses and by the [Equal Opportunity Office](#) at the Medical Center. The purpose of both offices is to facilitate the acquisition of appropriate resources, services, and auxiliary aids to allow each qualified student with a disability to equitably access educational, social, and career opportunities at KU. Program specialists have expertise in such areas as learning disabilities, attention-deficit hyperactivity disorders, physical and

psychological disabilities, and hearing and visual impairments. Since 2000, approximately 600 students with disabilities have been served each year.

- **Student Services at the Medical Center Campus.** The office of [Student Resources, Wellness, and Diversity](#) plays several roles within the [Division of Student Services](#) at the Medical Center. First, the office works with the student population through student government, student organizations, and on community projects. Second, the office coordinates the KUMC Student Wellness Program, which sponsors programs and events covering the six dimensions of wellness. The [Student Health Center](#) is available to all students at the Medical Center. Since January of 2004, the Student Health Center has also provided primary care and urgent care services to spouses, partners, and children of all current KUMC students. The [Student Counseling and Educational Support Office](#) provides psychological services and educational assistance to students and staff. Services are provided by qualified professional staff and are free of charge to Medical Center students.

The Virtual Learning Environment

In keeping with its commitment to enhance the quality of student educational experiences on its campuses, KU has made major investments in the use of technology to support learning and instruction.

Technical Environment

[Information Services](#), newly created in 1996, is a combined library and information technology unit dedicated to building a robust technical environment to support instruction. Some examples of its activities and plans are highlighted below.

- **Computing Labs.** KU supports 27 computer labs on the Lawrence campus. The labs provide both PC and Macintosh computers, color and black-and-white laser printing, scanning capabilities, and video and photo editing software and hardware, desktop and web publishing software and the standard office productivity software packages. All library public workstations provide the same computing environment as the three main public computer labs.
- **Digital Library.** Launched in November 2002, KU's online catalogs, individual online databases, and online journal collections were among the first in the world. A single search can access multiple databases at one time (currently more than 50) and help to identify quickly the most productive sources for the articles, books, or other materials needed. In the first six months of 2004, KU students and faculty accessed 84,380 full-text articles using this system. Integration of local digital collections into the search system began in the Fall of 2004.
- **Electronic Library Resources.** The [KU Libraries](#) maintain access to more than 1,200 titles and major databases. Access to primary evidence is achieved

through resources like Early English Books Online and American Civil War: Letters and Diaries. Books are available electronically through netLibrary and other sources. Access to electronic resources is enhanced further through the KU Libraries' interlibrary loan, local document delivery, and course reserve services, all of which deliver information to the user's desktop.

- **KU Wireless Zones.** These zones allow students, faculty, and staff to access a wireless network connection. The locations of these new zones were selected in collaboration with the KU Student Senate, which also appropriated funding for the zones. Additional funding is provided through tuition enhancement technology funds. Current zones include the Watson and Anschutz Libraries, the Kansas Union, other general-use classroom buildings (Budig and Wescoe auditoriums), and specialized buildings (law, engineering). Many other areas are scheduled to be added in the 2004-2005 year including the education, architecture and urban design, the music and dance library, and the art and architecture library. Similarly, at the Medical Center, major classroom and study areas are being configured for wireless computer access.

Technology and Instruction

The Lawrence campus has adopted a blended technology integration model, which integrates technology into instruction in a way that allows teachers to combine the best of classroom and online technologies to maximize learning. Examples of the integration of technology into instruction are given below.

- **Instructional Development and Support (IDS).** Beginning in 1999, campus instructional resource functions supporting the integration of technology in instruction were reorganized into a new unit, [Instructional Development and Support](#). IDS plays a critical role in supporting faculty in the development and implementation of effective instruction. IDS's mission has been to chart and support the use of emerging technologies in instruction within the University's fiscal and instructional support capacities. Collaborative relationships with other campus units (Center for Teaching Excellence, Academic Computing Services, KU Libraries, and KU Continuing Education), and the Medical Center and Edwards Campus instructional development staff have provided an effective system supporting innovation and the use of technology in instruction.
- **Course Management Resources.** In 1999, the University implemented Blackboard™ as its standardized course management system, which allowed KU to maximize effective technical capabilities and instructional development support. The adoption of Blackboard™ to enhance and support face-to-face instruction was rapid and widespread. In the first semester of use, Fall 2000, there were 171 course sites. Now there are more than 1,100 active course sites per semester, and growth is expected to continue, albeit more slowly. Several software upgrades have been added to Blackboard™, including the capability

to integrate with the student information system for grade submission and student enrollment.

- **Collaborative Learning Spaces.** Based on the concept that collaborative learning fosters the development of critical thinking through discussion and the clarification of ideas, KU is planning the development of such spaces on campus. The Budig Computer Lab has been selected as the prototype environment for Fall 2004. While a portion of the existing environment will be maintained as a computer lab, the lab will also include three collaborative areas: two instructional areas furnished with movable walls and equipped with wireless laptops or desktop computers, rear-projection SMARTBoard, and wall-mounted dry-erase boards; and a lounge area furnished with coffee-table-style work areas and movable dry erase boards. Within the KU Libraries, the Spahr Engineering Library was remodeled during the Summer of 2004 as the prototype to create collaborative learning spaces and an information commons environment.
- **Using Technology to Enhance the Large Class Learning Environment.** Budig Hall is the venue for many large lecture classes. When the building was reconstructed following a devastating fire in 1991, particular attention was given to technology and lab support for the sciences and to teaching and technological strategies to create active learning and engagement. Budig lecture halls and large classrooms in Wescoe Hall are equipped with instructional technology that enables faculty to teach large classes while maintaining a degree of interactivity that facilitates active learning. The technology also allows KU to host communications between campuses.

Academic Unit Investments in Technology

Tuition enhancement funds have been earmarked for investments in technology. Each academic unit developed a plan for investment in technology infrastructure with funds from tuition enhancement – \$4.8 million will be added as base funding between FY 2004 and FY 2007. Recent investments in student-oriented technology include upgrades to classroom technology, the installation of wireless internet connections across campus, and specialized software and hardware purchases. The Virtual Classroom is a website on the Medical Center computer network that houses courses, supplemental materials, and study aids for the schools of allied health, medicine, nursing, and pharmacy, the Office of Graduate Studies, and KU Continuing Education. Other examples are given below.

- **School of Architecture and Urban Design.** The School of Architecture and Urban Design made a major investment in creating fully digitized wireless studios. In 1999, students had access only to three digitized studios. In 2004, students have access to sophisticated software that allows them to simulate current professional practice to a degree that is unique among regional professional design schools.

- **History of Art.** The KU Libraries and the Department of History of Art developed the Art History Image Collection as a joint project. The department's slide librarian was responsible for image selection and consulting on data conversion and image design. The KU Libraries supplied hardware, software, data conversion, and interface creation. This collection includes a total of 25,188 images. A powerful tool for image-based teaching and research in multiple disciplines, the collection can be searched by artist's name, title of work, keyword, and the century in which the work was created. KU will add collections of other images over the next year.
- **School of Allied Health.** With its integration of web-based courses, the KU School of Allied Health remains a national leader in higher education. Faculty use the internet both to aid in traditional classroom instruction and to deliver entire courses to students in distant locations. Students can complete online courses in a wide array of allied health disciplines, ranging from respiratory care to nurse anesthesia to health information management.
- **School of Nursing.** A nationally recognized leader in web-based education, the School of Nursing has increased access to education for nurses by providing accelerated degree programs and selected courses. Degree programs include a master of science in nursing for B.S.N.s, certificate-prepared nurse practitioners (family, adult, geriatric), and the R.N. to B.S.N. degree completion program. Since 1999, approximately 30 faculty from the School of Nursing have been given support to develop internet courses and have partnered with the KUMC Net Learning Department for technical support.

Physical Environment

Recognizing that there is a relationship between effective teaching and learning and the physical environment, two funding initiatives have been directed toward enhancing physical facilities: the 1996 Kansas Board of Regents *Crumbling Classrooms* efforts and tuition enhancement. Both are discussed in more detail in the following section. As in many universities, the renovation and repair of older campus buildings remains a constant challenge.

- **Deferred Maintenance.** The Lawrence campus received \$48 million for facilities improvements as part of the 1996 Kansas Board of Regents *Crumbling Classrooms* initiative. The funds were allocated to renovate a former residence hall, Joseph R. Pearson, for the School of Education; to construct an addition to Murphy Hall to support the Department of Music and Dance; ADA improvements and fire code improvements in selected buildings across campus; and a variety of classroom and laboratory improvements.

The Medical Center received \$20 million for facilities improvements as part of the *Crumbling Classrooms* initiative. The funds were allocated for replacement of Hinch Hall with a new School of Nursing building, repair or replacement of 25

percent of campus elevators, and completion of ADA, fire code, classroom, and laboratory improvements across campus.

- **Regents System Initiatives.** In February 2004, the Kansas Board of Regents approved a fiscal year 2005 allocation totaling \$7 million for system-wide rehabilitation and repair of campus facilities. Of that total, the Lawrence campus will receive \$2.03 million to address fire code improvements and electrical and mechanical upgrades. The Medical Center will receive \$827,000 to make fire code improvements, roof repairs, mechanical upgrades, and utility infrastructure improvements.

The University of Kansas, in cooperation with the other Regents universities, is preparing documentation of \$600 million in deferred maintenance and repairs needed for the six state universities. This documentation will build the foundation for an initiative to increase funding for deferred maintenance, potentially through an increase of the Educational Building Fund levy from one mil to three mils. This increase would add approximately \$54 million to the fund annually. The additional revenue would be used to fund ongoing maintenance as well as to support revenue bonds, the proceeds of which would address the deferred maintenance backlog. If funds are allocated strictly on a gross square foot formula, the Lawrence campus could receive an additional \$15.7 million per year, and the Medical Center could receive an additional \$5.4 million annually.

- **Tuition Enhancement.** A portion of funds from tuition enhancement has been earmarked for physical improvements directly related to the student educational experience. These improvements on the Lawrence campus include \$4.8 million in base funding to enhance technology and \$2.5 million in base funding to enhance classrooms over a five-year period. For example, Wescoe auditoriums have undergone major renovations, including installation of instructional technology equipment.

Tuition enhancement also has funded improvements at the Medical Center. For example, \$1 million in base funding will enhance classroom technology over a five-year period. Technology enhancements in Rieke auditorium include wireless capabilities and power outlets at each seat. More than \$1 million will be spent over a two-year period to redesign Dykes Library into a collaborative learning space that will include both wired and wireless computers and expanded study space.

Evidence of Educational Effectiveness

As an overarching summary of components 3c and 3d, this section provides illustrative examples that demonstrate KU's ongoing efforts to provide effective learning environments for all students through creative programming, targeted investments, and continuous evaluation and enhancement. As the authors of the

DEEP Report noted, KU uses data to make decisions and continually evaluates its learning resources.

Two primary strategies are used to ensure educational effectiveness: task forces for in-depth investigation of a perceived problem or issue (e.g., quality of the freshman and sophomore experience) and periodic comprehensive surveys of students (e.g., Senior Survey). Examples of each of these strategies are included in the following pages. The section concludes with outside corroboration of educational effectiveness, including the *DEEP Report* that focused on undergraduate student engagement.

Task Force Examples

- Freshman/Sophomore Academic Experience Committee.** This committee was formed in 1993 and was charged with examining the experience of first- and second-year students to ascertain if the University was meeting its goal of offering undergraduate programs comparable to the best in the nation. The committee focused on three areas: 1) the adequacy of academic preparation and expectations of incoming students; 2) the educational experience of KU students from orientation and advising to formal in-class instruction, as well the effect of outside employment and living arrangements on student performance; and 3) faculty views about the importance of teaching lower-division students. The committee conducted extensive focus groups that included faculty, GTAs, and students. The recommendations in the September 1995 report included encouraging all departments to review the teaching assignments and the course content of freshman and sophomore classes, establishing a center to improve teaching, improving GTA training, improving academic advising, and developing better policies on academic misconduct.

The Center for Teaching Excellence was established in 1997. The Freshman-Sophomore Advising Center began offering comprehensive advising services to students in the Summer of 1998. Mandatory training for GTAs is now offered by the Center for Teaching Excellence, and additional GTA training also occurs in academic departments.

- The Committee for Improvement of Advising Services for Freshmen and Sophomores.** This committee was formed in September 1996 and was charged with developing a blueprint for a new model of freshman-sophomore advising. The committee examined the existing advising system and determined that it lacked continuity and structure and resulted in de-personalized relationships. The committee recommended the creation of a new advising center, staffed by faculty and professional staff, to provide individual advisors for freshmen and sophomores and to coordinate advising efforts across the campus. The Freshman-Sophomore Advising Center began offering comprehensive advising services to students in the Summer of 1998.

- **Task Force on the Appropriate Structure for Delivering Student Support Services at the University of Kansas.** This task force was formed in March 2002 and was charged with reviewing the current structure and recommending the best organizational structure to deliver services to students. The task force interviewed key staff in Student Affairs and Academic Services, conducted a campus-wide web survey of faculty and staff, and gathered input from a focus group of student leaders. In its May 2002 report, the task force identified the goals of communication, collaboration, and climate as the foundation for revision. The task force recommended:
 - A comprehensive reorganization, with student services reporting to a vice provost.
 - The creation of an academic council to review and develop policy related to academic units and student services.
 - The development of functional working groups to promote collaboration across units in delivery of specific student services.
 - The establishment of a central information resource to increase accessibility and reliability of information.

In 2003, Student Success was created by integrating student and academic services under the leadership of the vice provost for student success. Functional working groups, or priority groups, were organized in early 2003 and are discussed in more detail below.

- **Student Success Priority Groups.** As noted earlier, student services were reorganized in 2003 and renamed Student Success. In Fall of 2003, the vice provost for student success established a new, flexible organization structure to address the changing needs of students. Initially, 11 priorities were identified, each clearly linked to key student needs. More than 200 students, faculty, and staff from across the University developed strategic action plans during Spring 2003. These plans were shared through town hall meetings in June 2003. The additional input was used to formulate specific action plans. The priority group structure will continue to be used as a tool to promote collaboration among students, faculty, and staff on topics of critical importance to student success.

Student Success Priority Groups

Assessment of Program Effectiveness

Strategic Recruitment

Expansion of Thematic Learning Communities

Wellness Initiatives for the University Community

Strategic Retention

Communication Strategies

Student Success Staff Development Strategies

Increasing and Supporting a Diverse Population of Students

Entrepreneurial Strategies

Help Desk Concept

Services for Graduate and Professional Students

- **Provost's Task Force on Graduate Education.** This [task force](#) was formed in 2001 to address five issues: the role of graduate education at KU; the structure of graduate education, graduate student recruitment, retention, and time to degree; professional development of graduate students; and assessment of graduate education. Several key points are highlighted below.
 - **The Role of Graduate Education.** KU must continue to be proactive in informing students, faculty, and citizens of the state about the relationship among graduate education, the quality of faculty, and the University's commitment to excellence.
 - **The Structure of Graduate Education.** KU should take steps to make the Graduate School a unit with resources, authority, prestige, and visibility within the institution. Graduate School links with the KU Center for Research should be strengthened.
 - **Recruitment, Retention, and Time to Degree.** Results of the Higher Education Data Sharing (HEDS) Consortium graduate student survey showed mixed results. On some measures, KU does better than AAU peers (receiving academic employment advice) and on others (conducting research and publishing) less well. The Task Force recommended the systematic collection of data on professional development of graduate students and urged departments to increase ways for students to participate in grants, research, and publication and to provide career advice for students seeking non-academic careers.
 - **Professional Development of Graduate Students.** Departments and graduate programs should include opportunities for graduate students to participate in teaching and research activities in preparation for both academic and nonacademic careers.
 - **Assessment.** Effective assessment is a persistent challenge for faculty and administrators. A systematic set of statistical measures should be collected for all graduate programs – master's and doctoral. Results of the Survey of Earned Doctorates should be made available to programs. Assessment should occur throughout a student's program.

Comprehensive Survey Examples

Senior Survey

The [Senior Survey](#) has been conducted six times since 1977, at four- or five-year intervals: 1977, 1982, 1987, 1992, 1996, and 2000. (The next administration of the survey is planned for Spring 2005.) The original survey was developed as part of a project undertaken at the six Kansas Board of Regents institutions by the Council of Institutional Research Officers. The impetus for the survey was to obtain a baseline measure on the level of student satisfaction, with a deliberate timetable for reassessment. The response rate has ranged over time from a low of 43.2 percent in 1977 to a high of 52.5 percent in 1987.

Senior Survey Response by Year						
	<u>1977</u>	<u>1982</u>	<u>1987</u>	<u>1992</u>	<u>1996</u>	<u>2000</u>
Total number of completed surveys	1,120	1,016	1,115	1,106	958	955
Total number of surveys distributed	2,591	2,173	2,124	2,389	2,044	2,188
Response Rate	43.2%	46.8%	52.5%	46.3%	46.9%	43.6%

Students are asked to respond to questions in eight categories.

- Academic Experiences at KU
- Student Services
- Programs, Facilities, and Resources
- KU Library Services
- Residence Halls/Scholarship Halls
- Student Unions
- Student Assessment on Progress Toward and Importance of Academic Goals
- Postgraduation Outlook: Job vs. Additional Study

Selected results from several categories are displayed in the tables below. The following table demonstrates that on average students consistently rate their academic experiences as highly satisfactory.

Student Opinion of Academic Experiences at KU						
Scale: Very unsatisfactory 1----2----3----4----5 Very satisfactory						
	Mean					
	<u>1977</u>	<u>1982</u>	<u>1987</u>	<u>1992</u>	<u>1996</u>	<u>2000</u>
15. My overall education at this institution was	3.9	4.1	4.0	4.0	3.9	3.9
21. Ease of obtaining courses to meet my general education requirements	3.8	3.9	3.7	3.3	3.4	3.8
22. Challenge offered by the courses in my major field(s)	3.9	4.1	4.0	4.0	4.0	4.0
24. Integration of courses in my major field(s)	3.9	4.0	3.9	3.9	3.8	3.9
26. Overall quality of instruction in my major field(s)	3.9	3.9	3.8	3.9	3.9	3.9
30. Ease of meeting with my instructors outside of class	4.0	4.0	4.0	3.9	3.9	3.9

Student opinions of programs, facilities, and resources at KU are more varied as shown in the table below. The results have been used to support change and improvements where necessary. For example, the decreasing student satisfaction with campus recreational facilities and equipment was used to bolster students' arguments for the creation of a new student recreational facility in 2003.

Student Opinion of Programs, Facilities, and Resources

Scale: Very dissatisfied 1----2----3----4----5 Very satisfied

	Mean					
	<u>1977</u>	<u>1982</u>	<u>1987</u>	<u>1992</u>	<u>1996</u>	<u>2000</u>
45. Campus recreational facilities and equipment	3.6	4.3	4.1	4.1	3.5	3.0
46. Campus recreational/intramural programs	3.8	4.1	4.1	4.1	3.9	3.5
50. Kansas/Burge Union food services	3.8	3.8	3.6	3.9	3.7	3.6
53. The availability and offerings of museums	--	--	--	--	4.3	4.2
54. Computer availability/access on campus	--	--	--	--	3.1	3.9

Students also assess their progress toward academic goals. Students' ratings of their ability to understand concepts, people, and a particular field of knowledge, as well as their development of a philosophy of life, have remained remarkably stable over time. On the other hand, awareness of cultural works and preparation for employment appear to have peaked in the early 1990s and have since leveled off.

Student Assessment of Progress Toward Academic Goals

Scale: No progress 1----2----3----4----5 Much progress

	Progress Toward Goal					
	<u>1977</u>	<u>1982</u>	<u>1987</u>	<u>1992</u>	<u>1996</u>	<u>2000</u>
55. Understanding and using concepts	4.1	4.2	4.0	4.2	4.2	4.2
58. Understanding and relating to other people	4.2	4.2	4.1	4.3	4.3	4.3
61. Awareness and appreciation of cultural works and events	3.6	4.3	4.1	4.1	3.5	3.0
64. Understanding a particular field of knowledge	4.4	4.5	4.3	4.5	4.5	4.5
67. Preparation for employment	3.8	4.1	4.1	4.1	3.9	3.5
70. Development of a philosophy of life	4.3	4.4	4.2	4.4	4.4	4.4

Student Perceptions Survey

The [Student Perception Survey](#) is designed to tap undergraduate student perspectives on the quality of their educational experience. The survey has been conducted five times: 1996, 1998, 2000, 2002, and 2004. The survey is intended to measure student perception on six aspects of the educational experience: instruction, faculty help outside the classroom, opportunities for intellectual challenge, English language ability of instructors, development of course schedules, and overall educational experience. In 2000, a seventh question about the quality of academic advising was added. Students consistently have given positive ratings to: instructors providing effective instruction, helpfulness of academic advising, opportunities for intellectual challenge, and their overall

educational experience. Students report steady improvement in developing course schedules, helpfulness of academic advising, and English language ability of instructors. Results by year are summarized in the following.

**Student Perceptions Survey Results
All Levels (Freshmen, Sophomores, Juniors, Seniors)**

Higher numbers indicate a more positive response for the following items

Least positive 1---2---3---4---5 Most positive

	<u>1996</u>	<u>1998</u>	<u>2000</u>	<u>2002</u>	<u>2004</u>
1. How often have the people teaching your classes at KU provided effective instruction?	--	4.06	4.18	4.12	4.18
2. Excluding advising, how would you describe the effort of KU faculty to help you outside of the classroom?	. --	3.57	3.86	3.74	3.81
3. How often has your educational experience at KU provided you with opportunities for intellectual challenge?	3.87	3.89	3.92	3.84	3.97
6. To what extent are you satisfied with your overall educational experience at KU	--	4.00	4.13	4.09	4.13
7. Overall, how would you describe the academic advising you have received at KU	. --	. --	3.48	3.54	3.49

Lower numbers indicate a more positive response for the following two items.

Always 5---4---3---2---1 Never

	<u>1996</u>	<u>1998</u>	<u>2000</u>	<u>2002</u>	<u>2004</u>
4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material?	2.19	2.13	2.13	2.06	2.07
5. How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled?	2.97	2.92	2.83	2.79	2.77

Outside Corroboration of Educational Effectiveness

Although KU’s own data attest to the strides KU has made in enhancing student success, the [DEEP Report](#) provides outside confirmation that KU’s culture places a high value on creating effective learning environments for students. KU was selected as to participate because of “higher-than-predicted scores on five clusters of benchmarks of effective educational practice and higher than predicted graduation rates” (p.3). One of the overarching themes that emerged from the *DEEP Report* was KU’s commitment to an environment that values student success. The authors note that student-faculty interaction is an institutional priority, that faculty have a genuine interest in their students, and that the institutional philosophy and culture promotes involvement in and out of the classroom. The next section highlights the overarching cultural components that

the *DEEP* team identified as important to KU's educational effectiveness. In addition, the section discusses KU's performance on key benchmarks.

Legacy of Excellence

The *DEEP* investigators identify a number of cultural components and educational practices that make KU successful, including a low student-to-faculty ratio, a practice of data-driven decision-making, a collegial environment, and a "legacy of excellence." Further, KU places an emphasis on undergraduate teaching and the University has in place structures and programs to support effective teaching such as the Center for Teaching Excellence as well as various prestigious awards for teaching.

Performance on NSSE Benchmarks

The benchmarks used on the National Survey of Student Engagement (NSSE) are based on the national responses of undergraduate students regarding their educational experiences. KU's performance in key areas of educational effectiveness is outlined below.

- **Level of Academic Challenge.** KU's score on this benchmark exceeded 84 percent of all institutions that participated in NSSE and indicated that first- and second-year students reported a high level of academic challenge. *DEEP* authors noted that KU has a rigorous general education component and that it emphasizes research for undergraduates. Also mentioned were the existence of programs that challenge the best students, such as the University Honors Program, Mount Oread Scholars, and special housing options such as scholarship halls and honors floors.
- **Active and Collaborative Learning.** KU's first-year student scores on this benchmark were on a par with other AAU universities, and senior scores were significantly higher. Some of the factors contributing to high scores on this benchmark are KU's efforts to make the environment seem small, to provide opportunities for group projects and applied learning, and to ensure opportunities for students to tutor and learn from others.
- **Effective Classroom Environments.** As described earlier, KU has engaged in efforts to make the large class environment more effective through the use of technology and other effective teaching techniques. The *DEEP* authors report visiting one large class in which the students were immediately organized into small groups. The use of group projects and applied learning is widespread, especially in professional schools. Tutoring is widely available, as is peer-tutoring. For example, about 60 percent of the KU Writing Center tutors are undergraduates.
- **Student Interaction with Faculty Members.** KU student scores on this benchmark were especially high for seniors – 60 percent of first-year students and 70 percent of seniors reported discussing class work with faculty members outside of class. Only 3 percent of the students surveyed indicated that they

never get prompt feedback from faculty, a much lower proportion than for other universities studied. The *DEEP* investigators concluded that student-faculty interaction is an institutional priority valued by both students and faculty, and that faculty have a genuine interest in students and in their success. One of the ways KU faculty connect with students is through effective pedagogy, and the investigators noted that KU has mechanisms in place to pass this ethic on to new faculty.

- **Enriching Educational Practices.** Some of the characteristics identified by the *DEEP* authors as contributing to KU's high scores on this benchmark include an institutional philosophy that promotes involvement of students in decision-making regarding academic policies. KU has broad-based efforts to involve students (e.g., Center for Community Outreach) and a full complement of student activities, many of which are run by students (e.g., the student-run bus system). *DEEP* authors noted that although KU is not located in an ethnically diverse part of the country, it works successfully to enhance the diversity of its student body and the variety of multicultural experiences on campus.

KU has a reputation of being an open-minded campus. KU students were more likely than their peers at other NSSE schools to say that they often or very often have discussions with students whose views are different from their own. Study abroad and international experiences have long been important at KU. Some of the other characteristics noted that encourage open exchange were opportunities for internships, service learning and volunteerism, senior capstone courses, and a minor in leadership.

- **Supportive Campus Environment.** KU's scores for this benchmark exceeded 70 percent of the AAU institutions participating in NSSE. "Students are especially satisfied with the quality of relations with faculty members, administrators, and other students" (p. 37). *DEEP* investigators cited a variety of services mentioned throughout Criterion 3 as helping students meet expectations (e.g., KU Writing Center). Students feel connected through the residence halls, Greek life, and other activities. The effectiveness of academic advising, always a challenge at a research university, has been enhanced greatly with the creation of the Freshman-Sophomore Advising Center. KU also offers support for diversity. The *DEEP* authors especially complimented the Office of Multicultural Affairs for its work in creating a welcoming environment for underrepresented students.

Criterion Summary

The information provided in this section articulates KU's commitment to student success. The *DEEP Report* provides external documentation of KU's success in developing a learning environment that is both challenging and supportive. KU has devoted significant attention during the past decade to increasing its research profile, while protecting the quality of the undergraduate experience. KU has made

major investments in the teaching and learning environment that have led to increased retention rates and praise from the *DEEP* researchers. Some of the activities that have led to the strong, supportive educational environment are:

- Freshman-Sophomore Advising Center
- The KU Writing Center
- Restructuring and renaming Student Success
- Creation of the Center for Teaching Excellence
- Large auditoriums are equipped with state-of-the-art technology to enable interactive pedagogical techniques
- Increased graduate teaching assistant stipends

Curricular strengths include specific attention to international experiences for students. In addition to emphasizing study abroad experiences, KU recently implemented the Global Awareness Program, which will enable students to achieve an international experience in multiple ways and to have that experience recorded on their transcripts.

The Self-Study process identified several areas of challenge in which future attention is necessary:

- KU's goal of having every undergraduate student complete a research experience and a service learning experience is not as far along in its development as the Global Awareness Program. Although service learning and undergraduate research take place, experiences are not systematic and available for all students.
- KU began to offer students the opportunity to participate in Thematic Learning Communities only recently.
- The quality of teaching facilities is uneven and many classrooms are not mediated.
- Although some efforts have been made to improve the support for graduate students and several programs have been instituted to prepare graduate students for future careers, greater attention will be given over the next 10 years to the quality of the graduate student experience.
- Renewed attention should be given to graduate outcomes assessment. Because of the program-specific nature of graduate education, identification of graduate program goals and appropriate means of determining goal attainment are important steps in building strong graduate programs.

CRITERION 4

Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criterion Overview

The acquisition, discovery, and application of new knowledge are of paramount importance and a principal institutional focus at the University of Kansas. The depth and breadth of research resources and scholarly activity are outward manifestations of the pivotal value this activity holds in the life of the University. From scientific investigation of the neurological effects of aging to cutting-edge research on autism to maximizing useable bandwidth in telecommunications to analyzing the works of the poet Langston Hughes, KU faculty, graduate students, and many undergraduate students are actively engaged in the research enterprise.

For an institution such as the University of Kansas, the importance of research in the acquisition, discovery, and application of knowledge and information cannot be overstated. It is through the research enterprise that exciting discoveries are made, uses and applications of such discoveries are found, and research outcomes are made available to the academic and scientific communities, as well as to the general public. The dynamic nature of both basic and applied research serves not only to expand the boundaries of human knowledge, but also to enhance the human condition and to stimulate the inquisitive drive of students, faculty, and staff. In many ways, research at KU clearly reflects the true value and meaning of a life of learning.

Further, the importance of preparing students for a life of learning in the world outside the academy is paramount. Through multiple and varied methods of evaluation, KU constantly assesses the usefulness of its curricula to students. The University of Kansas uses formal program reviews, as well as input through more informal channels, to modify continually its curricula in an effort to meet the constantly shifting demands of the workplace, and to expose students to the realities of a diverse and dynamic global society.

The University of Kansas strongly supports the responsible acquisition and use of knowledge and information, and University policies regarding intellectual property rights, copyrights, and plagiarism, for example, reflect that support. For the faculty member, student, and researcher, responsible conduct – adhering to the spirit and letter of the rules and regulations pertaining to the ethical and legal use of information – is essential.

As reflected in its mission statement, the University of Kansas is “dedicated to preparing its students for lives of learning and for the challenges ... in an increasingly complex and diverse global community.” The University community places high value on intellectual diversity, integrity, and disciplined inquiry in the search for knowledge. These values are evident in statements such as the Goals for General Education, in research opportunities for faculty as well as undergraduate and graduate students, through service to rural/underserved populations by medical students, and in the educational and professional development activities for faculty and staff. The extension of these values into tangible research results demonstrates how the University of Kansas affects the lives of people around the world.

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Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Component Overview

The educational priorities of the University of Kansas clearly rest in the acquisition, discovery, and application of knowledge as demonstrated by the depth and variety of research resources and research opportunities available to faculty and students. The sustained research activity and scholarly productivity of the faculty, the emphasis on research experiences for students at both the undergraduate and graduate levels, and the significant growth in research expenditures over the last decade all testify to the high value KU places on a life of learning. The institutional structures are organized to support and encourage continuous learning by faculty, students, and staff.

Research at the University of Kansas is a thriving, dynamic enterprise. Sponsored project expenditures have nearly doubled since 1995, reaching \$165 million in FY 2003. In July 2004, KU received the largest grant in the State's history, an \$18 million award from the National Institutes of Health (NIH). KU's recent research success has been built on traditional strengths and by recognizing and taking advantage of research opportunities and trends at the national level. Major research foci are the arts and humanities, education, the environment and natural sciences, human health, information technology and informatics, societal organization, and quality of life. Research collaboration is promoted at KU through designated, multidisciplinary research centers focused on common themes. KU is home to six national research centers funded by NIH and the National Science Foundation (NSF). The effects of research in these and other areas are profound, increasing knowledge and understanding and contributing to economic development. Research also meets crucial educational goals by enhancing the ability of KU faculty to teach at the frontiers of their fields and by providing students with research experiences.

This component begins with a description of the culture and organizational structures that support research and scholarship at KU. Following is an overview of broad research focus areas with selected examples of research projects that fall under each research area. The major research centers and their areas of expertise are then discussed including the multidisciplinary centers, the state surveys, and the national research centers. The component concludes with information on the support services, equipment, and resources that assist faculty members as they engage in the acquisition, discovery, and application of knowledge.

Institutional Support

The institutional culture at KU supports the creation, application, and dissemination of knowledge as a critical component in the quality of educational experiences at the University of Kansas and as a principal feature of a major

research university. A major goal at the University of Kansas, articulated by senior administrators, is to significantly increase the impact and volume of KU's externally funded research. This intention is evident in the use of research productivity as a key criterion in the hiring, promotion, merit reviews, and post-tenure reviews of faculty. The complementary relationship between teaching and research is strongly emphasized and is viewed as an essential component of a life of learning. The critical importance of research is expressed through the campus strategic planning initiatives (e.g., *Build Premier Learning Communities, Serve Kansans, Act as One University, Serve as the Research University for Greater Kansas City*) that encourage the collaborative creation of new knowledge, and through the expansion of research opportunities and scholarly initiatives, not only for faculty, but also for graduate and undergraduate students.

Faculty collaboration across disciplines is a recognized and respected hallmark of a thriving, focused, and engaged major research university. KU has a long tradition of successful collaborative, interdisciplinary research endeavors – both inside and outside the University. Interdisciplinary research and scholarship enhances faculty development and expands learning through sharing expertise, perspective, and knowledge as seen in the examples below. One demonstration of the strength of KU's interdisciplinary collaborations is the large number of faculty who hold joint appointments across departments, schools, and research centers. In addition, many academic programs, and the research conducted within them, are interdisciplinary by design, for example, international studies, bioinformatics, gerontology, neuroscience, women's studies, and child language. The area studies programs – Latin American studies, American studies, European studies, Russian and East European studies, East Asian studies, Indigenous Nations studies, African and African-American studies – also have strong interdisciplinary components.

While faculty, students, and other investigators supply the intellectual capital to acquire and discover new knowledge, they need institutional support to do so. The University provides a variety of resources and support to advance the research agenda of all investigators. On the Lawrence campus, the institutional structure through which much research is conducted is the University of Kansas Center for Research, Inc. (KUCR). A closely affiliated, nonprofit corporation, KUCR serves the research administration, development, coordination, and reporting needs of the Lawrence campus research community for private, institutional, state, and federal research and sponsored projects. KUCR's counterpart corporation at the Medical Center is the University of Kansas Medical Center Research Institute (RI), a private, not-for-profit corporation established to promote and support medical research. The institute administers privately and federally-funded KUMC research projects. A major objective of the RI is enhancing the research capability of Medical Center faculty for the benefit of the public.

Financial investments and allocation of resources by the University as well as by the Kansas Board of Regents and the Kansas Legislature demonstrate the value placed on acquiring, discovering, and applying knowledge. In FY 1993, all research and training expenditures for the University of Kansas, including both Lawrence

and Medical Center campuses, totaled \$102.7 million. Ten years later, that figure had increased over 150 percent, to \$257.9 million. During that same period, federally funded research at KU grew 170 percent, from \$49.1 million to \$133.3 million. FY 2003 sponsored project award data show that the University of Kansas received \$178.3 million for 1,274 sponsored projects. Of that amount, nearly \$141 million, or 79 percent, was from federal sources. Over 21 percent of the sponsored project awards and 22 percent of the associated funding are from faculty in the humanities and social sciences, an indication of the breadth of KU's research strength.

Research universities share a common and chronic need for suitable research space and equipment. The problem becomes more acute when research growth has been as robust as that occurring at KU in recent years. KU leaders have addressed this need aggressively by enhancing and expanding research space in the short run, and by developing a multifaceted approach for the longer term. The Kansas Legislature demonstrated its support for research in the state by providing \$65 million in bonding authority for the construction of a biomedical research facility at the Medical Center, and \$5 million for life sciences research equipment on the Lawrence campus. This support has continued in the form of the Kansas Economic Growth Act, enacted by the State Legislature in 2004, which is aimed at promoting life sciences research within the state as a method for promoting economic development.

On the Lawrence campus, nearly 100,000 square feet of laboratory space was acquired or built in the last three years, including the KU Life Sciences Research Laboratories and the Takeru Higuchi research facility. In addition, the first phase of the Structural Biology Center (SBC) was completed in 2004. The SBC houses state-of-the-art equipment for life sciences research. In Fall 2004, the decision was made to begin construction of an additional 100,000-square-foot research building on the west side of the Lawrence campus.

Planning is currently underway to develop cost-effective strategies for expanding research space by an additional 50 percent on the Lawrence campus over the next five years. Renovation of existing laboratories also has been a high priority, as evinced by major funding from the KU Center for Research and the National Institute of Health (NIH) for remodeling existing space. Similar efforts have been undertaken at the Medical Center to improve and expand space available for research. The construction of a new 205,000-square-foot KUMC Biomedical Research Center, begun in 2003, will substantially enhance KU's position as the leader in life sciences in Kansas and the Kansas City area. In addition, the Hogle Brain Imaging Center, dedicated in 2002, and financed through federal, state, and private support, boasts state-of-the-art structural and functional imaging capabilities.

Major Areas of Research and Scholarship

Individual faculty form the base on which all research activities are built. The University of Kansas is fortunate to have an exceptionally talented and dedicated faculty who are engaged in fulfilling the University's research mission. Faculty who are actively contributing new knowledge in their fields are better equipped to impart a sound understanding of this knowledge to their students. Virtually all of KU's faculty members participate in research and scholarly activity, and for most faculty, research activities comprise 40 percent of their academic appointment. Students also make substantial contributions to the continued success of KU's research enterprise.

The many research centers at KU provide a glimpse of the breadth, variety, and quality of research at KU. However, centers are not the sole organizing structure for research at KU, especially in the areas of unfunded research and scholarship in the arts, humanities, and social sciences. The next section is organized by broad research areas to provide a more complete picture of the research and scholarship that characterizes the life of learning at KU.

Arts and Humanities

KU's traditional strength in the arts and humanities provides a focus for interdisciplinary research, scholarship, and discourse. The University of Kansas has long been recognized as a creative force in the arts and humanities. In December 2000, the Hall Center for the Humanities received a \$500,000 Challenge Grant from the National Endowment for the Humanities to develop new community-focused programs. This is an extraordinary award in the humanities and a testament to the vitality of humanities research at KU. With major funding assistance from the Hall Family Foundation, a new facility is being constructed to promote continued growth in humanities research and scholarly activity at KU.

- KU is home to many area studies centers including, Center for East Asian Studies, Center for Russian and East European Studies, Center for European Studies, Center of Latin American Studies, Max Kade Center for German-American Studies, Center for Indigenous Nations Studies, and the Kansas African Studies Center.
- The arts represent an essential component of KU's broad research portfolio. Performing arts and associated educational programs flourish through the Lied Center of Kansas and the University Theatre. The Spencer Museum of Art is a nationally recognized resource for visual arts exhibits and research.
- In 2000, the National Endowment for the Humanities awarded research fellowships to five KU faculty members, the most for any university that year. In Fall 2002, KU faculty received 12 Fulbright awards, breaking a school record of 10 set in 1956-1957. The 12 awards were also the greatest number of awards at any one university during the 2002-2003 academic year.

- KU faculty have received commendations that are regarded by the Association of American Universities as prestigious recognitions of achievement, especially in the arts and humanities. These include fellowships awarded by the Alexander von Humboldt Foundation, Alfred P. Sloan Foundation, American Council of Learned Societies, American Philosophical Society, Ford Foundation, Huntington Library, John Simon Guggenheim Memorial Foundation, and Rockefeller Foundation. KU faculty have received residency fellowships awarded by the Getty Center for the Arts and Humanities and the Institute for Advanced Study.

To help demonstrate the breadth and depth of arts and humanities scholarship at KU, selected national award-winning projects are briefly summarized in the following section.

- In January of 2004, the Hall Center, in partnership with Haskell Indian Nations University, launched *The Shifting Borders of Race and Identity: A Research and Teaching Project on the Native American and African American Experience*, a two-year project supported by the Ford Foundation. *Shifting Borders* brings scholars from doctoral universities, tribal colleges, community colleges, and historically black colleges and universities to collaboratively develop novel approaches to research and teaching that contribute significantly to the understanding of race, ethnicity, culture, and identity. Grant activities include a series of lectures, exhibits, institutes, seminars, workshops, and a final conference that will examine the intersections between the experiences of Native Americans and African Americans.
- A political science project studied disenfranchisement laws in the United States, and the impact these laws have on African American men, who constitute a disproportionate number of felons. The information can be used to educate policymakers about the political ramifications of subjecting thousands of people--the vast majority of whom belong to one minority group--to second-class citizenship.
- A classics project examined the Emperor Augustus's use of Tarpeia's myth in the decorative program of the Basilica Aemelia, a monument in the Roman Forum he restored circa 14 BC. The researcher argues that Augustus used this legend to establish a new relationship between the individual and the state in which personal desires and liberties were subordinated to public needs and authority, and to encourage gender roles and behaviors sanctioned by the new state. This project is part of a larger study of the history and development of Tarpeia's myth over several centuries.
- While in the Netherlands as part of the Fulbright Scholar program, a professor taught a course that examined globalization as a discourse – words, tropes, and images – that affects our notions of the state, citizenship, space, and ethics. This premise and approach facilitated comparisons to European ideas on the

topic and provided students with insight into why Americans view the rest of the world as they do.

- While at the University of Salzburg as the Fulbright-University of Salzburg Distinguished Chair in the Humanities and Social Sciences, a professor of American Studies and Sociology led courses that examined the history and changing dynamics of race, ethnicity, immigration, and religion in American life. Given the dramatic changes over the past quarter-century in the global political economy, the focus of the course was to compare the ways in which European nations and the United States are today responding to global, social, cultural, economic, and technological forces that are creating more genuinely multicultural societies than ever before.
- A history of art project examined the popularity of the bourgeois woman's veil in late 19-century Paris and its concomitant appearance in the visual culture of the period. Focusing mainly upon works by Gustave Caillebotte, Edgar Degas, and Edouard Manet, the study explored the reasons for the increased presence of the veil at the time and its appeal to certain artists.

Education

KU is an important center for educational research and provides leadership through nationally prominent programs with innovative approaches to educational strategies in areas that include special education and technological innovation. Faculty in the School of Education received more than \$21 million in extramural awards in FY 2003. One area of educational research at KU uses technology to provide innovative approaches to enhanced instructional effectiveness. Such programs developed by KU researchers are being used in many school districts across the nation. The Department of Special Education has consistently ranked as one of the top programs in the nation for the last 20 years. Two special education professors recently received the prestigious Historic Century Award from the American Association on Mental Retardation for being two of the 25 most influential leaders in intellectual and developmental disabilities. Educational research also is an essential component in other academic units and in research centers such as the Center for Research on Learning, which focuses expertise from disparate fields on educational problems and opportunities. Specific examples of education research projects follow.

- One of the research projects at the Center for Research on Learning is the Pathways to Success project, a large-scale school reform initiative underway in USD 501 in Topeka, Kansas. Now in its sixth year, the project employs instructional coaches who work directly with teachers in each school, introducing them to research-based instructional practices developed by CRL. The project offers additional support for students and their families, including internet mentoring, college campus visits, and after-school instruction for parents in effective methods for supporting their children's learning. Studies have found improvements in students' reading and writing skills and reductions in the number of disciplinary referrals.

- Project EAGLE (Early Action Guidance Leading to Empowerment) is a Comprehensive Child Development Program and Early Head Start Program providing services to 120 low-income children and their families in Wyandotte County, Kansas. This program provides a model for comprehensive early intervention services, including training for daycare centers to include young children with disabilities. The program has extended its services through Kansas Early Head Start, a State Teen Pregnancy Program, and a bi-state Healthy Head Start Program.
- The Sloan Foundation recently funded a collaborative study by an associate professor in educational policy and leadership to explore the creation, implementation, and use of campus work-family policies for faculty. The research is designed to gain an in-depth understanding of the context and culture of campuses, in general, and departments, in particular, in an effort to learn more about the presence and use of work-family policies from the perspective of both the faculty who use the policies as well as the individuals in departments who influence the implementation and use of such policies. The goal is to understand the implementation and use of work-family policies for faculty from multiple perspectives and to then disseminate this information widely.
- The Human Genome Project (HGP) is both a source of hope and a cause for concern for people with disabilities and their families. It offers hope in the form of promising medical treatments. Yet, the HGP also gives cause for concern that genetic research may result in ethical, legal, or social consequences that directly or indirectly diminish the quality of life of persons with disabilities and their families. Research by professors in special education seeks to identify the concerns and expectations of the disability community and examines possible responses in policy and healthcare practice to address those concerns and expectations. The researchers are testing a conceptual framework for creating and evaluating disability policy and practice for its applicability to human genome issues affecting individuals with disabilities, their families, and their representatives.

Environment and Natural Sciences

Through major programs and centers that focus on biodiversity, bioengineering, and environmentally beneficial chemical process research, KU has become a leader in research that addresses environmental issues and problems. Researchers from many academic departments and research centers contribute to KU's research about the environment.

- An assistant professor of geography and environmental studies is working as part of an inter-university team that is studying the effect of mechanized commercial farming on the Brazilian Amazon. The project takes advantage of remote sensing techniques and time-series datasets to characterize crop types, yields, and land management practices in Amazonia. Research results will be of

value to diverse stakeholders, including Brazilian farmers, international environmental and government environmental officials, and will aid in the formulation of effective policies to meet regional conservation and agricultural development goals.

- For more than 10 years, experimental toxicology research has been conducted at the KU field station to explore the ecological effects of organic toxicants in aquatic systems, including issues associated with nutrient loading, herbicide residues, and biodegradation rates. The research utilizes an interdisciplinary team of KU faculty – five environmental scientists and one environmental economist.
- The introduction of non-indigenous plants and animals by human activity has played havoc with natural ecosystems worldwide, and species invasions are a critical focus of current ecological research. This research at KU involves the use of 300 liter experimental mesocosms located at the KU field station to perform experiments on the ecology of the exotic invader *Daphnia lumholtzi* – specifically the effects of food web structure on *Daphnia lumholtzi* invasions. Two graduate students have completed a master’s and a doctoral degree as part of these studies.
- The primary goal the aquatic biodiversity research program at KU is to understand the relative roles of nutrients and food web structure as regulators of species diversity in aquatic bacterial, phytoplankton, and zooplankton communities. The research group includes a professor of environmental science as well as researchers from three other U.S. universities and KU undergraduate and graduate students.

KU also has extensive research programs in the natural sciences, including biology, chemistry, physics and astronomy, and geology. These programs expand the understanding of nature and contribute to interdisciplinary efforts with more immediate and apparent consequences, such as medical discovery. KU had over \$21 million in expenditures by academic units in the natural sciences in FY 2003. Examples of faculty research in the natural sciences include:

- An assistant professor of molecular biosciences directs a laboratory that studies the underlying mechanisms for growth control of normal intestinal tissue, explaining how disruption of this normal state leads to tumor formation.
- The research program of an assistant professor in geology encompasses the emerging field of geomicrobiology, which describes the impact of microorganisms on the Earth’s elemental cycles. One of her current projects is a laboratory-based study exploring the biogenic reactivity of basaltic rocks, which are widely distributed at the Earth’s surface and of particular interest in the global models of the interactions between weathering and climate. Another project is conducted in tropical soil environments in Panama and investigates

the dynamic relationship between soil microbial communities, nutrient availability and redistribution in tropical soils. Her group found that deforestation practices greatly impact the community structure of native microbial communities, which in turn control the mobility of trace elements.

- A professor in chemistry is developing a technique that will result in new optical microscopy methods that have sub-20 nm spatial resolution, single molecule detection limits, Angstrom level sectioning capabilities, simultaneous fluorescence and force sensitivity, and the ability to carry out all of these measurements on living cellular systems under physiological conditions. The goal is to develop new techniques and methods that combine attributes from near-field scanning optical microscopy, atomic force microscopy, and fluorescence resonance energy transfer to enhance imaging capabilities for single molecule studies of viable biological tissue.

Homeland Security

Homeland security has emerged as a major national priority in recent years, particularly since the terrorist acts in 2001. The University of Kansas is making significant contributions to this emerging field through its existing research strengths. Several examples of efforts related to homeland security are listed below.

- Pharmaceutical chemists in KU's Center for Vaccine Stabilization work to make fragile vaccines less susceptible to temperature-induced degradation and the accompanying loss of efficacy. Their funded work makes it possible to keep vaccines stable for long periods of time, no matter what the ambient conditions are in remote corners of the world.
- A new KU satellite program is developing ways to reduce the costs and enhance capabilities of satellites that can better serve the goals of homeland security. KU aerospace engineering faculty are developing a series of microsatellites as part of the Kansas Universities' Technology Evaluation Satellite (KUTESat) program. The objective of the program is to test miniature technologies that can be used in future rapid-response satellites. These operational microsatellites will be cheap to manufacture, store and launch, and could be rapidly deployed to provide multinode redundant surveillance in response to a perceived threat.
- The University of Kansas and the Army's Combined Arms Center at Fort Leavenworth recently signed a memorandum of understanding. The agreement calls for the two entities to share the experiences and expertise of their faculties, officers, and staffs; provide additional opportunities for learning for their faculties, students, and officers; enable easier access by members of each institution to the research and learning resources of the other; and establish cooperation for the development of homeland security expertise.

- KU Continuing Education offers training to law enforcement and fire service agencies across Kansas. A specialized communication system integrates crisis preparedness and response training for these first responders. The system communicates across multiple secure platforms. This training is vital to many small and remote police and fire agencies currently serving Kansas citizens.

Human Health

Human health has always been a major focus of research at the University of Kansas. Major areas of emphasis for KU include drug discovery and drug delivery, neurosciences, and cancer research. This focus has intensified as federally financed life sciences research expenditures increased by 141 percent since 1997. Over two-thirds of KU's sponsored project expenditures are from projects related to the life sciences, including \$67.7 million in National Institutes of Health (NIH) awards in FY 2003

The KU Medical Center is at the forefront of the University's human health focus. In July 2004, the Medical Center received the largest grant in the state's history, an \$18 million grant from NIH. This award topped the previous record of \$17 million awarded by the NSF to the Lawrence campus in September 2003. The School of Pharmacy currently ranks number two in total NIH funding among all schools of pharmacy in the United States. The school's research programs consistently are among the most successful and well-funded in the United States.

Specific examples of research in human health and the life sciences include the following:

- A professor of Pharmacology and Toxicology, a senior scientist at the Life Span Institute, and a co-director of the Biobehavioral Measurement Core of the Mental Retardation and Developmental Disability Research Center developed a patented Force Plate Actometer as part of an NIH grant. The Actometer will help researchers at Kansas City's Children's Mercy Hospital, and may contribute to a breakthrough therapy for Duchenne muscular dystrophy (DMD), a devastating progressive muscle wasting disease. The Actometer showed that mice that were genetically altered to replicate DMD, and then received gene therapy to partially restore healthy muscle, moved like normal mice.
- A professor of speech, language, and hearing and director of the Communication Neuroscience Laboratories is co-inventor of the Actifier, a new high-tech pacifier that trains premature babies to suck at the right time and in the right way. The Actifier may allow these infants to feed, thrive and leave the intensive care unit earlier. The pacifier also may reduce the incidence or severity of certain developmental disabilities that appear in early childhood and beyond and possibly may boost IQ.
- A team of KU recently researchers has shown that infants whose mothers have higher levels of an essential omega-3 fatty acid show more advanced

cognitive development. The researchers found that docosahexaenoic acid (DHA), which affects brain and eye development and is conspicuously lacking in the American diet, is derived by fetuses from their mothers and accumulates in the brain primarily in the third trimester.

- The Department of Mechanical Engineering established an emphasis in biomechanics, an area of research that has generated a strong collaborative relationship with KU Medical Center faculty. As the U.S. population ages and demands improved medical technology and equipment, research in biomedical engineering will expand significantly.

Information Technology and Informatics

Another important research area at KU is the distribution of information across networks and data mining – particularly computational technologies, communications, and sensors for a host of applications. KU is also at the forefront of informatics research, which brings emerging computational technologies to bear on a wide range of issues. Participants in this university-wide collaboration include the Biodiversity Research Institute, the Information Technology and Telecommunication Center, the Kansas Biological Survey, the School of Engineering, and the College of Liberal Arts and Sciences. Informatics and remote sensing technologies have been used to address such diverse issues as the spread of West Nile virus, environmental trends, and mineral distributions. Examples of research in information technology and informatics are listed below.

- The Biodiversity Research Center at KU's Natural History Museum and ITTC are collaborating on an interdisciplinary NSF-funded project, Biodiversity Information Organization Using Taxonomy (BIOT). The researchers on the project have developed a search engine to help users pinpoint specific biodiversity information online. Currently, the vast quantity of websites makes finding information about a particular species an arduous task, with much of the available information being missed. websites providing this information do not take into account users' needs and levels of expertise. By identifying and developing the applicable intelligent knowledge management tools, the BIOT research team aims to help users navigate the sea of information effectively.
- A major new research focus for the Department of Mathematics is in the area of bioinformatics. In this field, mathematicians work with information technologists and life scientists to manage the huge data sets emanating from various bioscience arenas. The math department has faculty members participating in seminars with the economics department and the business school, a mathematical physiology seminar with the Department of Hearing and Speech at the Medical Center, and a working visualization and modeling group with faculty from electrical engineering and computer science, the Medical Center, theatre and film, architecture, and chemistry.

Natural Resources and Infrastructure

A major thrust of KU research involves energy and the development of resources such as water and fuel cells. Several research centers address energy related issues, including the Energy Research Center, the Tertiary Oil Recovery Project, and the Kansas Geological Survey. KU researchers also conduct extensive research relating to societal infrastructure, such as roads and bridges. The Infrastructure Research Institute and the KU Transportation Center serve as hubs for many projects in these areas. Specific examples of research in natural resources and infrastructures include the following:

- Carbon dioxide and methane rank number one and two among greenhouse gases related to global warming. KU and Iowa State University researchers have described the structure of a previously unknown molecule that is crucial to a microbe that breaks down methane so it can't escape into the atmosphere. The molecule also has antibiotic properties – and even potential use as a water-cleaning agent for the semiconductor industry.
- Researchers from the Kansas Geological Survey and KU's Tertiary Oil Recovery Project are using geophysical tools to help develop new methods to produce oil from old fields. Working with private partners, researchers inject carbon dioxide into oil fields to see whether the carbon dioxide can move oil out of rocks about 3,000 feet deep. Underground movement of the carbon dioxide and oil is tracked using seismic reflection, a technique similar to sonar on submarines.

Societal Organization and Public Policy

KU researchers examine significant questions related to public policy and social organizations that build upon interdisciplinary expertise in the various social science disciplines relevant to public policy, as well as business, law, and journalism. Examples of faculty research and scholarship in these areas include the following:

- A study by public administration faculty examines state policies regarding older drivers, including license renewal requirements, screenings by physicians, and the relationship between state policies and crash rates. The study explores the role of both political factors and problem contexts in shaping the kinds of older driver policies that states adopt.
- A project by political science faculty examines how government bureaucratic institutions approach the challenges of corporate regulation, criminal law, and state electoral processes. This study examines the environmental compliance activities of industry, the enforcement of criminal law among different socioeconomic groups, and the representation of minority population interests in state electoral processes and within state legislative institutions.
- Accounting faculty study how the stock market reacts to various types of events associated with auditing processes – for example, what happens when a

firm must correct its financial statements when it is discovered that information originally provided was incorrect. KU researchers found a 10 percent decline in the price of the firm's stock associated with a correction to financial statements. This area of research contributes to the recent and ongoing policy debates raised as a result of Enron and several other highly publicized accounting incidents in publicly traded firms.

- Marketing faculty evaluate possible pricing solutions to combat email spam. Extant technological and regulatory solutions have met with limited success; consequently, increasing attention is being paid to the use of economic (pricing) solutions to combat spam. The research analyzes two distinct pricing solutions and concludes that both senders and recipients would prefer a bonded-senders solution. The bonded-senders solution involves the senders posting a financial bond that is lost if they abuse email recipients by sending spam.
- A Ford Foundation grant was awarded to a communication studies faculty member for the creation of DebateWatch to promote civil discourse and voter education. The research provided insights into the ways people process political information and make voting decisions and into the strengths and weaknesses of debate formats. Formats for U.S. debates were influenced by the data. The project, now in its third U.S. election cycle, has been used for state and local debates and has provided important information for emerging democracies to use in developing debates and voter education.

The Dole Institute of Politics is a major new catalyst for public policy discussion on campus. It serves as a venue for discussions on pressing public policy issues of the day. At its dedication in July 2003, featured speakers included Senator George McGovern, President Jimmy Carter, National Security Advisor Condoleezza Rice, Senator Robert Dole, and Senator Elizabeth Dole. Other sponsored speakers and participants have included President Bill Clinton and Senator Gary Hart.

Quality of Life

Quality-of-life issues have been an important focus for KU researchers for more than eight decades. In 1923, the Kansas Legislature established the Bureau of Child Research after a KU researcher questioned whether the state's dedication to children was as firm as its support for hog farmers, who had lobbied and won support for animal husbandry research at Kansas State University. Today, scientists from diverse disciplines study human development from its genetic origins through the final stages of life. Renamed the Institute for Life Span Studies in 1990, LSI specializes in research on developmental disabilities; educational and learning technologies such as telemedicine and distance education delivery; and youth and community development. Research projects related to quality-of-life issues are described in more detail in the following paragraphs.

- Each year, faculty and research staff from the School of Social Welfare join with the Kansas Department on Aging to develop more effective, cost-efficient strategies to support Kansas seniors. These efforts have made it

possible for more elders to remain in their own homes instead of moving to institutional settings.

- The Developmental Disabilities Center provides assessment and treatment of children with autism, feeding problems, severe aggression, and repetitive and self-injuring behavior. The center evaluates children with complex medical, developmental, and behavior problems, and provides team training in autism, foster/adoptive family training in autism and medical care continuity, medication management for children with developmental disabilities who have behavior problems, and fetal alcohol training for caregivers.
- Doctoral students in KU's Gerontology Center are examining the availability of diagnostic and support services for the elderly. Their long-term studies will help to improve the responsiveness of home and community-based care systems.
- The Autism and Developmental Disabilities Child Psychiatry Clinic serves persons with disabilities, behavior problems and/or psychiatric illness through assessment diagnosis and treatment, as well as through several research studies that focus on aggressive and destructive behavior. Clinic staff collaborate with neurologists and psychologists specializing in developmental disabilities, nutritionists, and the KU Autism Asperger Resource Center.

Research Centers and Institutes

Although individual faculty members working in their home departments are responsible for much of the research and scholarship at KU, major research endeavors often require a community of scholars. KU has a long and successful record of coordinating researchers and resources through integrative research centers and institutes. These [centers and institutes](#) transcend traditional disciplinary boundaries and allow multiple perspectives and expertise to focus on broad research programs with far-reaching consequences. More than 1,000 sponsored projects were conducted through centers in FY 2003, accounting for \$86 million in sponsored project expenditures – over half of KU's \$165-million total. Over 60 centers, institutes, and other nonacademic units contributed to these totals.

Multidisciplinary research efforts are organized through designated research centers on the Lawrence and Medical Center campuses. These designated centers reflect KU strengths and provide resources necessary to build on them. KU has a growing number of major national research centers funded through the NIH and NSF. The Lawrence campus also houses two state surveys that conduct research and provide vital service to the state of Kansas. Many other centers, institutes, academic, and non-academic units reflect the breadth of KU's research enterprise. The following is a partial listing of centers, institutes, and nonacademic units that are critical to the success of the KU research community.

Designated Research Centers on the Lawrence Campus

- **Biodiversity Research Center (BRC).** The center is affiliated with the Museum of Natural History. [BRC](#) scientists discover and study the planet's biological diversity – the occurrence, evolution, and diversity of its species and ecosystems of plants and animals, both living and extinct. The center documents Earth's biodiversity and educates students using its 7-million-specimen research collection. Scientists head an international initiative using information technology to harness biodiversity data from around the world to model and predict environmental phenomena such as the spread of invasive and pest species, emerging diseases, and climate change. The areas of study include botany, community ecology, entomology, herpetology, histology, ichthyology, informatics, invertebrate paleontology, invertebrate zoology, mammalogy, ornithology, paleobotany, and vertebrate paleontology. Also within the center is the KU DNA Sequencing Lab.
- **Center for Environmentally Beneficial Catalysis (CEBC).** The center is a multi-university National Science Foundation Engineering Research Center, headquartered at the University of Kansas. The vision of the [CEBC](#) is to make available to industry chemical processes that minimize adverse environmental footprints while remaining economically viable. In pursuit of its vision, CEBC will collaborate with industry and will deploy a multidisciplinary research approach guided by the principles of Green Engineering and Green Chemistry. The challenge is to develop environmentally beneficial processes that are also stable and economically viable when operated at the desired production scales. The potential affect of CEBC is a transformed set of industries wherein pollution prevention and environmental sustainability replace waste generation, pollution, regulation, and remediation.
- **Center for Research on Learning (CRL).** Researchers affiliated with [CRL](#) study problems in education and then endeavor to provide educators and learners with strategies that make a difference in educational outcomes. Studies focus on low achievers, individuals at risk for failure, and individuals with learning disabilities. CRL research has resulted in products that empower individuals to deal effectively with the demands of their daily lives and that help teachers and schools meet the needs of their students. CRL emerged in response to federal law requiring accommodations for students needing special education services; today it encompasses four divisions, each with a slightly different research emphasis.

The Institute for Effective Instruction develops the Strategic Instruction Model (SIM), a comprehensive approach to adolescent literacy that is used successfully in classrooms nationwide as well as by KU's student support services for athletes. The Advanced Learning Technologies division furthers the advancement of learning technologies for people of all age. The Division of Adult Studies addresses issues in the transition, education, employment, and quality of life of adults with disabilities. The e-Learning Design Lab explores

new uses of technology to enhance learning environments such as online staff development modules for classroom teachers.

- **Joyce and Elizabeth Hall Center for the Humanities.** Founded in 1976, the [Hall Center](#) for the Humanities has developed, launched, and sustained important humanities programming both within the University of Kansas and in surrounding communities. The center supports interdisciplinary study in the humanities through lecture series, seminars, workshops, and discussion groups for faculty and graduate students. It promotes excellence in scholarship through faculty-judged competitions for research, travel, and teaching funds, through the publication of scholarly journals, and through a grant development office that assists faculty who apply for external grants in the humanities.
- **Higuchi Biosciences Center (HBC).** Scientists affiliated with [HBC](#) conduct research in basic biomedical problems, bioanalytical chemistry, drug delivery systems, neurological sciences, immunology, combinatorial chemistry, gene delivery, and related biotechnology. Many HBC-affiliated scientists work closely with companies to license and commercialize technologies developed in HBC laboratories. The HBC has been designated a Center of Excellence by the Kansas Technology Enterprise Corporation (KTEC), a semiautonomous corporation which carries out the state of Kansas's economic development plan.
- **Information and Telecommunication Technology Center (ITTC).** Scientists and engineers focus on research and development, as well as technology transfer, in the broad field of computing, communications, bioinformatics, and sensors. Among current investigations are networking and distributed systems, bioinformatics, sensor development, lightwave communication systems, intelligent systems and information management, wireless communications, digital signal processing, e-learning, radar systems, and remote sensing. [ITTC](#) works with industry and government to advance technology to solve pressing problems. These efforts often result in increasing the competitiveness of Kansas companies. A designated KTEC Center of Excellence, ITTC research involves students and faculty from a wide range of fields including mathematics, education, physics, electrical engineering, computer engineering, and computer science.
- **Schiefelbusch Institute for Life Span Studies (LSI).** The Life Span Institute is one of the largest developmental disabilities research and development centers in the world. [LSI](#) facilities include two major bi-campus centers and specialized research settings in Parsons and Kansas City, Kansas. LSI's mission is to discover or develop research-based solutions to the challenges of human and community development, disabilities, and aging. The LSI's centers currently have more than 110 externally funded programs and projects that constitute basic to applied research, training, direct services, consultation, technical assistance on human and community development,

disabilities, and aging. The LSI fosters a highly collaborative, enterprising environment for scientists, students, and practitioners. Research is translated and disseminated through extensive pre- and in-service training networks and innovative web-based programs.

Examples of programs offered by LSI's 12 affiliated centers include a statewide training system to teach professionals in developmental disability, child welfare, and mental health organizations how to implement positive behavior support for children with and without developmental disabilities. The Merrill Advanced Studies Center manages a [website](#) that provides articles and fact sheets with accurate information about disabilities, aging, and human development for the general readers. A field-based technical assistance and professional development network allows mentor educators to give on-site, one-on-one assistance to Kansas teachers who have students with severe or multiple disabilities.

Designated Research Centers at the Medical Center

- **The Hoglund Brain Imaging Center (HBIC).** The [HBIC](#) brings together a unique combination of neuroimaging technologies under one roof. HBIC functions as a regional resource by providing an environment where basic and clinical neuroscientists work together to integrate structural and functional approaches to the assessment of the brain in both health and disease. The Hoglund Brain Imaging Center is currently the only facility in the world with capabilities for whole-cortex adult magnetoencephalography (MEG) and high-density fetal MEG. The HBIC also offers an excellent environment for education. Students at all levels, both in clinical and basic sciences, are encouraged to enhance their educational experience by working with state-of-the-art equipment as well as with an outstanding faculty in such diverse neuroimaging fields as MR spectroscopy, functional MRI, diffusion tractography, and MEG. These opportunities will be further enhanced by the opportunity to design and carry out experiments in animal models using the 9.4T animal system.
- **Kansas Masonic Cancer Research Institute (KMCRI).** The [KMCRI](#) is an integral part of the academic medical center, fostering collaborations among departments at the Medical Center and on the Lawrence campus. KMCRI provides the leadership to bring together the clinical and basic science resources of the University of Kansas in order to achieve excellence in cancer research. The scientists and physicians affiliated with KMCRI are dedicated to improving the health and quality of life of cancer patients and enhancing cancer prevention, diagnosis and treatment by providing the resources and infrastructure necessary to promote interdisciplinary basic, clinical, and population-based cancer research at the Medical Center.
- **Kansas Mental Retardation and Developmental Disabilities Research Center.** This [research center](#) is one of 14 national centers, supported by the

National Institute of Child Health and Human Development (NICHD), and dedicated to the scientific investigation of the causes, prevention, and treatment of intellectual and developmental disabilities. Research is conducted in labs, clinics, and the community as more than 60 investigators from some 20 academic departments on the Lawrence and Medical Center campuses seek solutions to the challenges of intellectual and developmental disabilities. The center is supported by a large, competitively funded core grant from NICHD and individual investigator initiated grants on topics related to communication and language development, risk and prevention, neurobiology, and early molecular and cellular development

- **The Landon Center on Aging.** The [Landon Center](#) is a state-funded interdisciplinary center that conducts, sponsors, and supports educational, clinical, research, and community programs related to aging. Most center activities are carried out in partnership with other academic units of the Medical Center campus and with affiliated institutions, state agencies, and service organizations.

State Surveys

Two state surveys on the Lawrence campus play an integral part in KU's research, teaching, and service missions. Together, these surveys received \$4 million in sponsored project awards in FY 2003.

- **Kansas Biological Survey (KBS).** Established in the late 19th century, the [KBS](#) is a nonregulatory research and service unit of KU and the state of Kansas. One of a dozen state-supported biological surveys in the United States, KBS has become a nationally recognized leader in several fields of environmental research while maintaining a strong and active tradition of natural history study. Its mission is to gather information on the kinds, distribution, and abundance of plants and animals across the state of Kansas, and to compile, analyze, interpret, and distribute this information.
- **Kansas Geological Survey (KGS).** The mission of the [KGS](#), which has provided research and service to Kansas since 1889, is to conduct geological studies and research and to collect, correlate, preserve, and disseminate information leading to a better understanding of the geology of Kansas. Special emphasis is placed on natural resources of economic value, water quality and quantity, and geologic hazards. KGS studies the state's resources, prepares publications on its findings, and publishes information on Kansas geology in both technical and educational books and maps.

The role of the KGS in finding the cause of a natural gas explosion in Hutchinson, Kansas, is a good example of how focused research and analysis at KU solves important problems and answers critical questions. In early 2001, natural gas seeped through abandoned gas wells, causing two explosions that killed two people, and putting residents of the city of Hutchinson on edge for

months. Immediately after the explosions, a crew of eight KGS scientists arrived in Hutchinson to try to determine what caused the unprecedented events. Based on seismic research and analysis, the geologists determined the cause and fashioned a solution.

National Research Centers

- **Center of Biomedical Research Excellence: Center for Cancer Experimental Therapeutics.** Established through a National Institutes of Health Center of Biomedical Research Excellence (NIH COBRE) grant in 2000, [this center](#) brings together researchers from KU, Kansas State University, and Emporia State University. Scientists at the University of Costa Rica are supplying natural products and extracts indigenous to Central America that may lead to the development of anticancer agents. Center scientists are fighting cancer through research on ovarian cancer, a strain of childhood leukemia, tumor growth, and discovery of anti-cancer drugs.
- **Center of Biomedical Research Excellence: Novel Approaches for Control of Microbial Pathogens.** A second NIH COBRE grant was awarded to KU in 2001. Headquartered at the Medical Center campus, this [center's](#) two research cores (X-ray crystallography and fermentation and screening) support five projects and link the University of Kansas with Kansas State University. The center's long-term goal is to control infectious diseases important to human health by examining mechanisms inhibiting replication of pathogenic microbes. The analysis of 3-D structures of microbial proteins may be useful for the development of potential drugs.
- **Center for Biomedical Research Excellence: Protein Structure and Function.** KU's third NIH center was established in October 2002 through a five-year, \$10.1-million grant. The [center](#) augments and strengthens the biomedical research capability of faculty at its participating institutions (University of Kansas, Kansas State University, and Wichita State University). It provides flexible support for the enhancement of research infrastructure and faculty research capability, encourages collaborative research and research grant applications from its participants and other faculty at the participating institutions, and fosters health-related research in a variety of ways.
- **Center of Excellence in Chemical Methodology and Library Development (KU-CMLD).** The [KU-CMLD](#) brings together more than a dozen researchers from the Lawrence campus and the Medical Center as well as the University of Missouri at Kansas City and Iowa State University. Researchers in these disciplines collaborate with others in pharmacology, pharmaceutical development, and chemical analysis as the KU-CMLD seeks to design libraries of molecules. The resulting libraries will be made available to the biomedical research community worldwide.

- **Biobehavioral Neurosciences in Communication Disorders Center.** This [multidisciplinary center](#) was established in 2002 with a core grant from the National Institute on Deafness and Communication Disorders (NIDCD). The center was a natural outgrowth of KU's long-standing research strengths in communication and language development and intervention. The center's research spans a wide range of issues relevant to the causes and treatment of communication disorders from infancy through old age.
- **Center for Reproductive Sciences.** This [center](#) is home to more than 20 internationally recognized scientists and scholars investigating important topics related to fertility and infertility. Knowledge of reproduction is gained through basic and clinical research encompassing a continuum of scientific pursuits, from the study of individual molecules to the analysis of complex neural networks controlling behavior. The center's research efforts are supported in part by a center grant from the National Institute of Child Health and Human Development, the Andrew W. Mellon Foundation, and several of the institutes within the NIH.

Additional Research Centers

In addition to the major multidisciplinary research centers and state surveys, many research centers, institutes, and other units (both academic and non-academic) reflect the breadth of KU's research enterprise. The following is a partial listing of centers, institutes, and units critical to the success of the KU research community. These selected descriptions of research resources and activities illustrate the rich and varied research environment at KU. From cutting edge scientific inquiry to dedicated research in the humanities, to technology transfer activities that enrich the lives of Kansans, the University of Kansas has established and continues to support and expand a high-quality, diversified research environment of scholarly inquiry and lifelong learning.

- **Institute for Educational Research and Public Service.** The [Institute for Educational Research and Public Service](#), established in 1997, serves both the School of Education faculty members and the state of Kansas. The Institute has a two-fold mission. The first part of the mission is to provide faculty with infrastructure support for its research. The second part of the Institute's mission is to help schools and other educational agencies respond to initiatives that are educationally beneficial to the State of Kansas and that contribute to the teaching, research, and service missions of the School of Education.
- **Policy Research Institute (PRI).** [PRI](#) goals include the facilitation and support of social science research in local, state, national, and international needs; the expansion of faculty involvement in the institute's research program; and growth in the portfolio of funded research. PRI has four research centers that focus on economic analyses, environmental policy, political analyses, and metropolitan studies.

- **Transportation Center (KUTC).** A multidisciplinary center based in the School of Engineering, [KUTC](#) conducts, coordinates, and promotes transportation research, training, and technology transfer to the state of Kansas and the surrounding region. It encompasses several research and technology transfer programs. Its primary areas of interest are highway engineering and maintenance, traffic engineering and safety, and community transit.
- **The Center for Educational Testing and Evaluation (CETE).** Housed within the School of Education, [CETE](#) provides services for the Kansas mandated testing programs in mathematics, science, social studies, and communication (reading and writing) skills. In addition to the ongoing involvement with the state of Kansas testing programs, the Center is engaged in several other large-scale research, assessment, and program-evaluation efforts in education.
- **Center for Science Education.** The [science education center](#) is an interdisciplinary collaborative venture intended to improve science education at KU and throughout the state of Kansas, and to contribute to scholarship in science education on a national and international level. Center activities involve scientists, science educators, and education specialists from many units on the Lawrence campus, including the College of Liberal Arts and Sciences, the School of Education, the School of Engineering, the Center for Teaching Excellence, and the Center for Research on Learning.
- **Energy Research Center.** The role of the [Energy Research Center](#) is to enhance ongoing projects and to extend its affiliation to other energy-related programs on campus that encompass energy supply, both conventional and renewable, and energy consumption, including efficiency conservation and basic energy science.
- **Flight Research Laboratory.** The [Flight Research Laboratory](#), working closely with the Department of Aerospace Engineering, conducts basic and applied research to advance the state of the art in aerospace vehicles, ranging from spacecraft and supersonic jets to transport aircraft. The staff conducts research in computational fluid dynamics, fluid physics and turbulence, applied aerodynamics, aeroacoustics, structural mechanics and materials, flight dynamics, and flight testing.
- **Infrastructure Research Institute.** The efforts of this [institute](#) cover basic and applied research, development, and technology transfer in engineering, architecture, urban planning, economics, finance, political science, public administration, and law as they affect the global infrastructure. The institute serves federal, state, and local government, industry, and firms in private practice in design, materials, construction, management, policy, economics, and finance. The Infrastructure Research Institute facilitates the development

of research programs to enhance the global environments in the United States and worldwide. Special emphasis is placed on state and local governments and commercial interests within Kansas, the Kansas City metropolitan area, western Missouri, Iowa, and Nebraska.

- **Center for TeleMedicine and TeleHealth (KUCTT).** [KUCTT](#) is a leader in telehealth services and research. Since its inception in 1991, more than 13,000 clinical consultations have been conducted across 300 specialties, making the KUCTT one of the most active telemedicine programs in the world. The center's purpose is to help ensure that Kansas citizens and health professionals receive the best available healthcare and health education in the most professional, timely, and convenient manner possible. To do so, the KUCTT facilitates the delivery of clinical services and community education programs, and conducts research investigating the many aspects of telemedicine and other health informatics technologies.
- **Tertiary Oil Recovery Project (TORP).** [TORP](#) is associated with the School of Engineering and sponsored by the state of Kansas. The project acquaints oil producers in the state with the technical and economic potential of enhanced methods for recovering oil from Kansas fields. It also assists in the identification of potential for recovery in Kansas oil reservoirs, engages in research and development processes applicable to Kansas, disseminates technical information to producers, develops field demonstration projects, and trains students in oil recovery processes.

Research Support for Investigators

The University of Kansas has pooled resources, both human and capital, to provide a high level of service and equipment support to KU researchers. For example, Information Services provides researchers with access to high-performance computing, statistical software, consultation, and a high-performance network with access to internet2. The KUCR Proposal Services unit helped researchers prepare 1,100 proposals on the Lawrence campus in FY 2004. KU subscribes to the Community of Science, which provides weekly email funding alerts to faculty members. Academic units also provide research support for their faculty. For example, in 1999, the Law School created an Associate Dean for Research position to organize and focus the support of faculty members' scholarly efforts. The Institute for Educational Research and Public Service in the School of Education assists faculty in identifying funding, in proposal development, and in grants administration. The following section highlights a few of these many support services including service laboratories, technology transfer, intellectual property, library resources, and financial support.

Service Laboratories and Equipment

Centralized service laboratories provide access to expertise and equipment that expand research opportunities. Through various initiatives, including bonding authority provided by the Kansas State Legislature, the University of Kansas has assembled an array of major equipment at the Lawrence and Medical Center campuses for use by researchers.

KU Service Laboratories

Animal Care Units	Transgenic and Gene-targeting Institutional Facility
DNA Sequencing Laboratory	Instrumentation Design Laboratory
Electron Microscopy Laboratories	Hypoxia Core Laboratory
Confocal Imaging Center	Microarray Core Facility
Hoglund Brain Imaging Center	Statistical Analysis Support
Biochemical Research Services	Mass Spectrometry
Nuclear Magnetic Resonance	X-ray Crystallography
Structural Biology Center	Molecular Graphics and Modeling Protein Structure Laboratories

Technology Transfer and Intellectual Property

The Offices of [Technology Transfer and Intellectual Property](#) on the Lawrence and Medical Center campuses facilitate the transfer of technology by assisting researchers with intellectual property protection and commercialization, maintaining entrepreneurial and industry resources, and summarizing technology transfer activity for statistical and outreach purposes. Services to faculty include:

- Presenting workshops and seminars on the technology transfer process
- Identifying research inventions that may be developed into beneficial commercial products
- Working with inventors to protect inventions through the patenting, copyright, trade secret and trademark processes
- Working with inventors and commercial partners to transfer inventions to the public through the marketplace
- Promoting collaborative research agreements with industrial sponsors
- Negotiating option, license, confidentiality and material transfer agreements related to the protection and use of university inventions

Research Dissemination

The Research Dissemination and Support Program within Continuing Education works to ensure that KU's research is broadly disseminated to the appropriate

audiences in order to heighten the awareness of KU's research achievements and to inform the scholarly community that KU is advancing its research agenda. A dissemination plan also increases funding competitiveness in many grant proposals. In collaboration with a variety of KU departments, professional organizations, foundations and other partners, Continuing Education participates in research dissemination through regional, national, and international conferences and meetings, and through the use of distance learning technology.

Library Resources and Collections

The [KU Libraries](#) provide an array of print and digital research materials and user services to support research at the University. The KU Libraries are housed in six buildings on the Lawrence campus, and also include the [Regents Center Library](#) on the Edwards Campus, the [Law School Library](#) in Green Hall, and the [Dykes Library](#) at the Medical School. Each library offers a mix of printed and electronic research materials, a professionally trained staff, and a wide range of services to facilitate learning, teaching, and research. Watson Library is the oldest and largest of the library facilities on campus. Watson houses the University's collections in the social sciences, humanities, and professional fields of education, journalism, and social welfare as well as the Libraries' administrative offices, technical processing departments, and conservation laboratory. The collections in all of the KU Libraries currently comprise more than 3.3 million printed volumes.

The KU Libraries provide access to on-site collections of traditional materials such as books, journals, maps, documents, and manuscripts, to collections of electronic resources such as e-journals, databases, images, data files, etc., and to services that assist users in conveniently finding, using, and retrieving information. These services include online delivery of journal articles to users' desktops, and research consultations with subject librarians. The following is a sampling of specialized library collections available to researchers.

- **Spencer Research Library.** The [Kenneth Spencer Research Library](#) is an important collection of rare, archival, and special library materials. It houses one of the nation's most significant collections of documents issued from the 1950s to the present by extreme left- and right-wing U.S. political organizations, extensive holdings documenting the history of Kansas and the southern Plains, and the University's own extensive archives. From beyond the region, there are large manuscript collections and more 250,000 rare books in diverse subject areas, including Irish publications from the early modern through the mid- 20th century period (one of the three largest collections in the United States), one of the top dozen collections of 18th century English imprints in the nation, and one of the most comprehensive collection of books in natural history published from the Renaissance through the 19th century. The collections are used by thousands of researchers each year both on site and via the web.

- **Music and Dance Library.** The Thomas Gorton [Music and Dance Library](#), a resource for local scholars, also supports access to the Archives of Recorded Sound, a large historical collection of music recordings used by scholars from a variety of disciplines. Included in the Archives of Recorded Sound is the Richard F. Wright Jazz Archive, one of the most complete of its kind in the Midwest. Its holdings thoroughly cover all major jazz periods from the 1920s and 1930s on 78-rpm recordings as well as the many genres that developed following World War II. The collection contains many rare and out-of-print items on labels that are in great demand by jazz collectors and dealers throughout the world. Many of the items, particularly albums on the Intro, Good Time Jazz, and Storyville labels, are extremely rare and have been out of print for many years. Included among the many items of interest to historians and collectors is the personal collection of orchestral leader and jazz promoter Loring “Red” Nichols, which includes master tapes and transcription discs of performances from the 30s, 40s and 50s.
- **Map Collections.** The Thomas R. Smith [Map Collections](#) and the GIS and Numeric Data Lab support the growing interdisciplinary interest in spatial and geographic information. The map collections are the 10th largest among academic libraries in the country. Holdings include more than 330,000 maps and 110,000 aerial photographs, with regional strengths in North America, Latin America, and East Asia. A growing collection of web-accessible resources complements these holdings. The staff in the Map Collections and in the GIS and Numeric Data Laboratory assist researchers and students in integrating geographic information and spatial data into projects through digitization and geographic information systems.
- **Area Studies Collections.** The Libraries provide significant support for three Title VI area studies programs at KU – Russian and East European Studies, Latin American Studies, and East Asian Studies.
 - The [Slavic collection](#), with more than 400,000 bound volumes and 3,000 periodical titles, is unique in the Great Plains. The Slavic Collection focuses on materials that specifically support the teaching and research needs of KU programs, faculty, and students in Slavic literature, philology, history, and political science. It contains extensive materials in all Slavic languages, but predominantly in Russian, Polish, Croatian, and Ukrainian.
 - The [Latin American collection](#) includes 510,000 titles; the Central American collection is among the top three nationally with 126,000 titles. KU's Latin Americana includes substantial research collections on all Latin America, with particular strength in Costa Rica, Guatemala, Nicaragua, Panama, Paraguay, Cuba, Haiti, and Mexico. The collection is extensive in literature, history, political science, economics, and geography.
 - KU continues to build its [East Asian collections](#) since receiving a federal grant in 1958 to establish an East Asian Studies program. In 1965 the

Libraries established the East Asian Library to facilitate the acquisition and processing of materials from this world region. The Libraries currently hold 182,000 volumes in East Asian languages, including Chinese, Japanese, and Korean. Traditionally, the emphasis was on collecting East Asian materials in the humanities, and the East Asian Library collections are particularly strong in the fields of art history, history, languages, cultures, and religion. Since the mid-1980s, in an effort to support the expanding East Asian program, emphasis has been placed on collecting social science materials, particularly in contemporary politics, business, law, and women's studies. The East Asian Libraries added audio-visual material to its collections in 1997 to enhance and support teaching initiatives and outreach activities of the Center for East Asian Studies in the secondary schools.

Financial Support

An array of financial support is available to faculty members as they engage in the acquisition, discovery, and application of knowledge. For example, \$1 million in state funds was awarded to Lawrence campus investigators through the General Research Fund (GRF) in FY 2004. The fund, which is supported by general use money, is composed of two parts: the Competitive GRF and the New Faculty GRF. This fund has been instrumental in providing research support to virtually all academic areas of the University, and gives new KU faculty an opportunity to establish a good working relationship with KU Center for Research and to jump start their research agenda. The outcomes of this research funding include numerous awards, articles, books, presentations, new research opportunities, and expanded external research funding. More detail on each of the two GRF programs as well as other financial support is provided below.

- **Competitive General Research Fund.** The [General Research Fund](#) is a competitive award program that provides funding for the advancement of the University's research program. The Competitive GRF is open to faculty in all academic schools and departments, and is focused on scholarly activities and pursuits. Written proposals are submitted through the various schools, and research funding is awarded based on proposal merit. Research outcomes are reported to the appropriate school. The Faculty Senate Research Committee is responsible for reviewing reports submitted by each school outlining the progress they have made in meeting its research goals.
- **New Faculty General Research Fund Program.** The New Faculty GRF is based on written proposals, which are reviewed by the KU Center for Research. Proposals can focus on scholarship and creative pursuits or serve as seed funding for projects that may garner additional external funding. This fund has been designed to help new tenure-track faculty members accelerate their individual scholarship programs and to assist them in building sustainable research programs. To be eligible for an award, an individual must be in his/her first 24 months as a tenure-track faculty member on the Lawrence

campus, must be in his/her first tenure-track appointment at a research university, and must have completed a terminal degree. A crucial aspect to the success of this program is mentoring. Each new faculty member who receives funding from this program confers with his/her department chair or dean to select a faculty mentor. The mentor guides the new faculty member in developing a research program and assists in planning and preparing proposals.

- **Higuchi/Endowment Research Achievement Award Program.** This program was established in 1981 to recognize significant research achievement. Each award of \$10,000 may be expended in support of research activities such as research materials, summer salary, fellowship matching funds, equipment, research assistants, or any other purpose that is consonant with the advancement of the individual's research program. The chancellor presents the awards to tenured or tenure-track faculty members from Kansas Board of Regents institutions upon the recommendation of the vice provost for research. The awards were named in honor of four benefactors of KU:
 - The Balfour Jeffrey Research Award in the Humanities and Social Sciences
 - The Olin Petefish Research Award Basic Sciences
 - The Dolph Simons Research Award in Biomedical Sciences
 - The Irvin Youngberg Research Award in Applied Sciences

- **Federal Financial Support.** KU has several affiliations with federal organizations that provide financial support to researchers. These include Experimental Programs to Stimulate Competitive Research (EPSCoR) involving the Department of Energy, NSF, NASA, Department of Defense, and EPA. Another federal partnership with the National Institutes of Health includes the Biomedical Research Infrastructure Network (BRIN) and the Centers for Biomedical Research Excellence (COBRE). All of these programs are statewide efforts, so they involve other Kansas universities in addition to KU.

- **Research Overhead Funds.** In FY 2004, \$6.6 million in overhead funds was used for faculty development on the Lawrence campus. Another \$4.4 million was returned to faculty, academic units, and research centers to help foster further research efforts on the Lawrence campus. An additional \$500,000 was available to KU faculty through the Research Development Fund. Matching funds on proposals submitted to external agencies totaled \$1 million, and \$700,000 went toward start-up funds for new faculty.

- **Travel Grants.** Recognizing the national and international scope of scholarly networks, and the importance of face-to-face contact, the University provides faculty with travel support. To help expand the KU research enterprise, the University jet has been made available to researchers under the TRIPS (Travel of Research Investigators to Potential Sponsors) program. This is designed to help those researchers who would benefit from face-to-face meetings with

funding officials in Washington, D.C. to discuss the possibility of sponsored project funding. A number of trips are scheduled each academic year, and there is no charge to the investigator for this transportation. Additionally, KUCR has committed funds for faculty and staff to travel to potential sponsoring agencies for focused meetings on mutual research interests. The Office of International Programs awards two to three \$2,500 grants each summer to humanities scholars who are conducting international research.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Component Overview

The University is committed to striking a balance between general education and discipline-specific knowledge so that all students acquire the fundamental skills necessary to pursue a life of learning in a diverse and complex society. KU encourages faculty and students to pursue critical inquiry into a broad range of subjects and to build upon this broad base through specialized focus in disciplines of particular interest.

KU's Goals of General Education reflect the breadth of knowledge that KU encompasses in its educational programs, serve as a guide to achieving this important balance for undergraduates. The Kansas Board of Regents provides direction to the public universities in Kansas regarding the importance of general education by establishing minimum credit hour and distribution requirements for general education courses for students transferring among Kansas postsecondary institutions.

The skills necessary for a life of learning are acquired not only through a breadth of general education courses but also through other learning activities, such as research projects that emphasize program solving and critical thinking. KU highly values and supports the acquisition, discovery, and application of knowledge through faculty research; similar research activities by undergraduate and graduate students are also strongly encouraged and supported. Participating in a research activity, often in collaboration with a faculty mentor, challenges students to become creative and independent thinkers.

The discussion of evidence for this component begins with a brief overview of general education at the University of Kansas, including the goals of general education, selected results of the assessment processes, and the ongoing deliberation of the general education task force that is currently examining the role of general education at the University. The component concludes with a

discussion of the mastery of intellectual inquiry skills as it is most often operationalized at KU, through research.

The Importance of General Education

The six [Goals of General Education](#) provide a framework for assessing student competence in the exercise of independent intellectual inquiry, and the student's ability to examine and understand personal, social, and civic values. As a composite, the six goals embrace the importance of critical inquiry. The first three goals speak to acquiring the foundation of a liberal education within the context of a large comprehensive research university. In addition, the goals stress the necessity of lifelong learning in the context of a global community by identifying the attitude and spirit of inquiry that students should take with them as they leave the University.

Goals of General Education

Approved May 23, 2001

- Goal 1** Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity.
- Goal 2** Acquire knowledge in the fine arts; the humanities; and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.
- Goal 3** Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.
- Goal 4** Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.
- Goal 5** Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences.
- Goal 6** Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

Although KU does not have a common general education curriculum, there is an expectation that students from diverse disciplines of study will be able to effectively analyze and communicate information, have an appreciation of the arts, and understand the philosophical foundations of our society. KU encourages opportunities common across all disciplines, such as community service, the Global Awareness Program, and Study abroad, to broaden a student's worldview and to promote a sense of social responsibility. In addition, each of the professional schools and the College of Liberal Arts and Sciences requires coursework in the humanities, natural sciences, and social sciences.

Selected Assessment Results

The University's comprehensive assessment programs are the principal means by which success in attaining the six goals of general education is measured.

Undergraduate assessment at KU consists of two primary elements: assessment in the major and general education assessment. Assessment in the major is designed to specifically to measure whether students are meeting the goals of their major discipline; general education assessment appraises students' ability to demonstrate a breadth of knowledge, as well as analytical and critical thinking, across disciplines. *(For a fuller description of KU's assessment processes, refer to Criteria 3, Component 3a.)*

General Education Task Force

The University has been successful in creating an environment supportive of general education goals. Nonetheless, KU is dedicated to continually improving the curricular content and coordination of general education. The vice provost for general education/dean of liberal arts and sciences currently heads a [University General Education Task Force](#) that is exploring the issues surrounding general education on a university-wide basis. The task force and its working committees are using the six goals of general education to initiate university-wide conversations on issues such as the utility of the goals, accountability for attainment of the goals, the link between the goals and the curriculum, and the desire for greater university-wide curricular coordination.

Such questions were a principal topic of the August 2004 KU Teaching Summit. Members of the task force facilitated small-group discussions on the issues. Initial findings include a need to increase the visibility of the goals of general education across campus, particularly among faculty members.

Intellectual Inquiry through Research and Scholarship

It is at the student level – undergraduate and graduate – that the importance of a life of learning is instilled. All of the 5,700 graduate students on the Lawrence campus participate in research as part of their education. Many undergraduates also take advantage of the abundant research opportunities available to them. In FY 2004, \$15 million was paid to student workers from externally funded programs, with nearly \$4 million going to undergraduate students.

(Additional examples of undergraduate student research are described within the discussion of the undergraduate research experience in Criterion 3, Component 3c/3d.)

- **Undergraduate Research Award.** The KU Honors Program administers one of KU's premier undergraduate research opportunities. In Spring 2004, 15 University of Kansas seniors received [Undergraduate Research Awards](#). These \$500 awards support original independent research by Lawrence campus undergraduates. Selection criteria include the quality of the proposal, the student's academic record and ability to complete the proposed research project, the project's potential contribution to knowledge, and the educational value of the research to the student.

- **The School of Architecture and Urban Design** has planned a student research component and is moving toward a substantial commitment to environmental research that focuses on sustainability. These efforts represent significant progress, as professional architecture programs are not typically involved with basic research in materials and processes. In the last three years, the School of Architecture and Urban Design has hired four new faculty with an interest in environmental design and construction issues, creating a faculty nucleus for research. This nucleus will ensure a vigorous research educational component for all students.
- **The Office of Technology Transfer and Intellectual Property** on the Lawrence campus promotes research entrepreneurship among students through multidisciplinary course offerings that offer students an opportunity to work with technologies that have been disclosed to the office. The office at the Medical Center has established a legal internship program to train and utilize law students with technical backgrounds who want training as patent attorneys. In the coming years, KU law students with appropriate backgrounds will be able to obtain hands-on learning experiences with university technologies and patenting activities.
- **Student Research Day.** At the Medical Center, students are strongly encouraged to conduct research as part of their studies, and an opportunity to present their findings is offered through the Student Research Day. For the 2003-2004 program, a record 96 oral abstracts and nine posters were presented. In a further significant enhancement, 34 students participated in a summer research program last year, up from about 20 per summer in the late 1990s.
- **Libraries Instruction Program.** The [libraries instruction program](#) was designed to advance the University's teaching and research missions by preparing students to think critically and use information effectively in their academic, professional, and personal lives. In 2002-2003, KU Libraries staff conducted 702 face-to-face instruction sessions that reached 12,681 students and faculty, including 8,673 undergraduates.
- **The College of Liberal Arts and Sciences.** Many departments within the College of Liberal Arts and Sciences offers student research opportunities through the senior honors thesis. For example, the political science and the environmental studies programs strongly encourage students to participate in research as part of their KU education. In 1995, an honors research course was established to allow undergraduates to engage in a research experience as part of their program. An independent research course for students not pursuing honors began in 1998.
- **The School of Business** established the Accenture Student Scholar program to support undergraduate and master's student research assistant positions.

The program is designed to provide students with an opportunity to learn about information systems research, as well as to assist faculty in related research activity. Business supports six to eight Accenture Scholars per year.

- **Research Experiences for Undergraduates (REUs).** Supported by the National Science Foundation, the [REU program](#) has been at KU's Lawrence campus for approximately 25 years. Approximately 20 faculty members and 80 students in fields such as chemistry, biology, pharmacy, and engineering gather each summer to tackle more intensive research projects than can be handled adequately during a semester of coursework. These 10-week programs provide selected students with a stipend, laboratory space, and housing at KU as faculty members guide the students through the process of conducting a research project. Students file regular progress reports and attend weekly group meetings. Courses in research ethics, communications, and statistics are held in conjunction with the program. At the end of the session, students prepare a poster of their research findings and give a formal presentation to their fellow participants and the faculty.
- **Self Graduate Fellowship.** As described more fully in *Criterion 3*, the Self Graduate Fellowship provides financial support and development opportunities for exceptional Ph.D. students in the sciences, mathematics, engineering, business, and economics.
- **Support from the Graduate School.** The Graduate School administered 88 [scholarships, fellowships, and awards](#) amounting to \$675,000, and contributed another \$53,000 toward graduate student grants and stipends for academic year 2002-2003. In 2003, the Graduate School provided 123 travel grants for graduate students to present papers at national or regional meetings of professional organizations.
- **Graduate Research Summit.** The first [Graduate Student Research Summit](#) was held in Spring of 2004 to highlight the exceptional research performed by graduate students. Along with colleagues from Kansas State University, KU students were invited to present to Kansas lawmakers research benefiting the state. This forum provided an opportunity for graduate students to show policymakers how their research positively affects the state of Kansas.
- **University Partnerships.** For the past 10 years, the KU History of Art Graduate Students Association and its counterpart at the University of Missouri, Columbia, have held an annual graduate student symposium at which students present their research and network with colleagues. This event gives art history graduate students an opportunity to give formal, public talks based on research activities. Over 100 people attended the most recent symposium, with 21 students presenting. One measure of the symposium's success is that art history faculty from other institutions submit their papers to this now well-known symposium.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Component Overview

The regular evaluation of academic programs is critical to the effective self-management of colleges and universities, and the University of Kansas is no exception. A combination of self-assessment and outside review facilitates improvements in curriculum and instruction as well as better use of faculty time and talent. The principal formal assessment of program quality, usefulness, and capacity is the Kansas Board of Regents Program Review process. In addition, faculty and administrators, as well as external constituencies such as the professional licensure boards and accrediting agencies, routinely evaluate the relevance and value of the KU curricula. Less formal but equally important assessment of curricula and program utility comes from entities such as advisory boards, recruiter surveys, and solicited feedback through program and departmental newsletters.

This component begins with an outline of the assessment processes used by KU. To demonstrate the importance and influence of these processes, the component concludes with a list of selected outcomes. These changes and enhancements to the curriculum better equip students with the skills and the knowledge they will need to live and work in a global, diverse, and technological society.

Kansas Board of Regents Program Review

All degree programs at the University of Kansas are reviewed on an eight-year cycle through an intensive departmental self-study and recommendation process. In addition, a common set of data is collected on an annual basis, giving KU administrators and the Kansas Board of Regents a statistical overview of each academic program. Minimum thresholds for number of majors, number of graduates, faculty full-time equivalency, and average ACT scores are also monitored annually to assess program efficacy and quality. Through the program review process, improvements in curriculum and instruction and the use of faculty time and talent can be achieved. The two components of the Kansas program review process – annual data collection and periodic self-studies – are discussed in further detail in the following sections.

- **Annual Data Collection.** A set of standard measures is collected annually for each academic program at KU. The measures include student enrollment and graduation counts, faculty workload, cost per student credit hour, and allocation of resources. Four of these measures – minimum thresholds for number of majors, number of graduates, faculty full-time equivalency, and average ACT scores – are summarized over time for comparison against minimum criteria established by the board. Academic programs that fail to

meet these minimum criteria may undergo a more intensive review. The annual program review data are disseminated via the internet for review by the Regents and for use as a management tool by the University. In addition, the KU Lawrence campus annually compiles program data beyond that required by the Kansas Board of Regents – particularly for graduate programs and faculty workloads. All program and department data are accessible through the Departmental Executive Management Information System (DEMIS), which is available to decision makers across all levels of the university.

- **Program/Departmental Self-Studies.** At the core of the program review process are self-study reports compiled by departmental faculty and administrators. Program review guidelines set by the Kansas Board of Regents for the 1998-2004 Program Review cycle require departmental self-study and recommendation reports at least once every eight years. All program reviews must incorporate the following criteria:
 - Centrality of the program to fulfilling the mission and role of the institution
 - Quality of the program as assessed by the strengths, productivity and qualifications of the faculty
 - Quality of the program as assessed by its curriculum and impact on students
 - Demonstrated student need and employer demand for the program
 - Service the program provides to the discipline, the university, and beyond
 - Program's cost effectiveness
 - Overall program quality

Within these broad parameters, each Kansas university created its own self-study and evaluation process tailored to meet the needs of the individual institution. Due to differences in missions and requirements from outside accrediting bodies, the Lawrence and Edwards campuses and the Medical Center developed separate self-study processes. (*See the Resource Room for more detail on the program review process.*)

Professional Accreditation

Professional accreditation provides an additional, independent check on whether the curricula are current and relevant. All of the KU programs for which there are external accrediting bodies are accredited. At the Medical Center, healthcare professional curricula are influenced by national and external forces, such as licensure requirements and program accreditation as well as national mandates. On the Lawrence campus, the professional school programs are subject to periodic evaluation by professional organizations and licensing boards. (*See [Profiles 1-210](#) and the Resource Room for list of all accredited programs.*)

Annual Reports to Provost

In addition to evaluations conducted as part of the Kansas Board of Regents program review process, annual reports on the state of the units are submitted by academic units to the provost as part of the budget submission. Using these comprehensive reports, the provost and his staff can review current academic programs, note their strengths and weaknesses, trace historic changes in academic programming, and assure these programs are relevant. Such review is essential if the University is to meet the needs of students in a rapidly changing world.

Other External Assessment Activities

In addition to the formal program review and assessment activities above, other less formal external assessment activities occur at the unit level. These activities include alumni and graduate surveys, advisory boards, employer surveys, data sharing with other institutions, and feedback through alumni newsletters. Program and curricular improvements have resulted from input by constituents who understand the course of study, the timeliness of the curriculum, and the utility of the knowledge and skills gained.

Outcomes: Curricular Innovations and Enhancements

Following are selected examples of outcomes resulting from the many program evaluation processes that occur at KU, at the university level as well as in individual academic units. The first set of examples includes university-wide curricular enhancements created to better prepare students for a life of learning. The section concludes with examples of curricular adaptations made by individual academic units through the joint efforts of departmental faculty and outside constituent groups.

International Experiences

The International Experience Task Force recognized that the global and diverse society KU students will encounter upon graduation requires that the University, through its academic programs, student activities, and institutional services, adequately prepare those individuals for that reality. Based on the recommendations of this task force and other similar groups, the University implemented curricular changes to help ensure that KU graduates are ready to meet the challenges of a global and a diverse world.

- **Global Awareness Program.** KU's [Global Awareness Program](#) (GAP), among the first of such programs in the nation, allows students to gain skills and to be engaged in activities that contribute to their understanding of the complexities of a changing global environment. The Global Awareness Program provides all undergraduates the opportunity to gain the international perspective required to live and work in today's global society – regardless of whether students are able to take advantage of study abroad programs or are in majors that integrate a significant international experience.

- **International Experience in Professional Schools.** Movement toward an international focus is also taking place in the professional schools. For example, in the School of Business, the [Center for International Business Education and Research](#) focuses on hands-on experience to gain a global perspective of international business. Architecture requires an international experience for master's students. Social welfare has programs in Costa Rica and Korea. Engineering and education are expanding their international programs for both undergraduate and graduate students.
- **International Experiences at the Medical Center.** International and multicultural educational experiences for KU Medical Center students and hosting international students and scholars are among KUMC's international goals. The [KU Medical Center Office of International Programs](#) maintains a library of information about international clinical electives for KUMC students as well as a database to track information on all outbound and inbound students. The programs are evaluated based on student input. In addition, International Programs is developing new assessment methods that will be used to track the impact of international health electives as students become residents and practicing physicians. In 2002, 27 senior medical students went abroad for international clinical electives, and in 2003, that number increased to 37. Such clinical electives are available at sites on five continents, in both developed and undeveloped countries, and in hospitals and clinics in urban and rural areas.

Rural Healthcare Experience

In many parts of rural Kansas, the availability and number of healthcare providers is limited. At the same time, many students in health professions might not consider living and working in a rural community. As part of its mission to serve the [healthcare needs of rural Kansas](#), the Medical Center places a high priority on exposing students to rural healthcare settings through a variety of programs.

- KUMC medical residents in family practice, internal medicine, and pediatrics are eligible to participate in the Kansas Bridging Plan, a loan forgiveness program that encourages physicians to practice in rural Kansas. In exchange for forgiveness of the loans, participants agree to practice medicine in selected communities for 36 continuous months upon completion of their residency training.
- Students and faculty of the School of Allied Health have been actively involved in the Rural Interdisciplinary Training Grant; through which students and faculty provide health screenings in many rural and underserved sites in Kansas such as Hiawatha (Senior Expo), Mayetta (Prairie Band Pottawatomie Nation), and Holton (Kickapoo Tribe). Students and faculty from the School also participated in three area healthcare programs in rural southeast Kansas.

- First- and second-year medical students participate in Rural Health Weekend and the Rural Family Medicine: Practice and Research elective. Third-year students may spend part or all of their Pediatrics, Obstetrics/Gynecology, Family Medicine, Ambulatory Medicine/Geriatrics, Neuropsychiatry, and Surgery rotations at a rural clinic or hospital.

Service Learning Experiences

Service learning has long been a part of the University program. Based on the findings of a KU service learning taskforce, a service learning experience for undergraduate students currently is being constructed along nationally accepted standards, guided by the activities and experience of the KU Center on Community Outreach. Expanding service learning opportunities and creating new opportunities for KU students to learn through public service is both an important element of working effectively in a diverse society and a specific focus of institutional effort. The undergraduate minors in Public Service and Civic Leadership as well as Leadership Studies have significant service internship components.

Specialized Academic Programming

Undergraduate Minors

Beginning in Fall 2000, students pursuing an undergraduate degree in the College of Liberal Arts and Sciences could graduate with one or more minors in addition to their major. The minor option was developed and approved by the College Assembly for several reasons. Students and parents had voiced concerns that employers prefer to hire graduates who have earned both a major and a minor. These concerns about future employment often led students to attempt two majors, which in turn made it difficult for students to graduate within a four-year time frame. The minor allows student the flexibility to do more in-depth work without a double major. The College Assembly and the Committee on Undergraduate Studies and Advising must approve all minors. As of Fall 2004, there were 33 approved minor areas with 213 students enrolled.

Certificate Programs

Over the last decade, KU has developed appropriate postgraduate and undergraduate certificate program proposals that meet current student needs and workforce requirements.

- The Schools of Allied Health and Nursing identified areas in which there is a need for new certificate programs, and developed a number of programs to meet community needs. Four postgraduate certificate programs were approved this year, including the nurse midwifery certificate, the nurse educator certificate, a postgraduate certificate in dietetics and nutrition, and a postgraduate certificate in outcome management and research. A new postmaster's certificate program for psychiatric mental health nurse practitioners was approved for the school of nursing. A new family nurse

practitioner certificate program is in process of approval and three new programs are in development (healthcare informatics, public health nursing, and organizational leadership). The 21-month certificate program in diagnostic cardiac sonography has been approved, and its first class of students has begun study.

- A number of graduate certificate programs have been added at the Lawrence campus to allow students the opportunity for in-depth study in a particular area of interest. The graduate certificate programs include: Brazilian Studies, Collection Conservation, Community Health and Development, Gerontology, Mexican and Central American Studies, and Women's Studies.

Edwards Campus Programs

Degree completion programs in English language, literature, and writing, molecular biosciences, and public administration are offered by the College of Liberal Arts and Sciences at the Edwards Campus to respond to the needs of working adults who wish to complete their bachelor's degrees. The Edwards Campus also offers an online certificate in systems analysis and design.

The School of Education has expanded the number of degrees offered entirely at the Edwards campus from seven to eight to address student needs, including specializations in learning disabilities; behavior disorders and autism/asperger syndrome; curriculum and instruction; master's and doctoral degrees in educational administration; and several special education endorsements are offered entirely on the Edwards Campus. Student credit hours in education programs have increased to an average of 10,000 over the past three years.

Adaptations by Academic Units

- **Curriculum Restructuring.** The School of Business completed a study of top-10 business schools, conducted interviews with Kansas City area employers, and examined other academic and market forces, which resulted in a restructuring of their curriculum. In School of Journalism and Mass Communication, curricular changes have been driven by research into the dramatic changes taking place in the media and the need to prepare graduates as multimedia journalists.
- **Better Workforce Preparation.** Based on feedback from their advisory boards, both the Department of Aerospace Engineering and the Department of Design have instituted mentoring programs to better prepare their students for the professional workplace.

KU's professional programs in the School of Fine Arts continue to improve and refine their programs based on technological changes and an increasingly complex and global marketplace. For example, a bachelor of arts degree in fine arts with a concentration in business is now offered. The curriculum was

designed in cooperation with the School of Business to meet the needs of fine arts students.

To help bridge the gap between education and practice, a jointly funded partnership between the School of Nursing and a leading vendor of healthcare informatics software was initiated in Fall 2001. The goal of this [academic-corporate partnership](#) is to build and support a technology-based information infrastructure that will lead to the elimination of most handwritten clinical data within the next 10 years.

- **More Specific Career Focus.** Based on input from graduating seniors and a curricular evaluation team, the School of Business built additional flexibility into meeting course requirements. As a result, business students will complete their core classes sooner and have more electives available, including general education electives. Additionally, they will have the opportunity to pursue a subfield concentration and have a more developed career focus.
- **Alternative Teacher Certification Program.** Responding to the looming critical shortage of K-12 teachers, the School of Education has developed and implemented the Alternative Route to Teacher Certification program. This approach is designed to increase the teacher pool, especially the number of available teachers in high-need urban areas, and to reduce the need for, and use of, emergency certification. Experience indicates that this nontraditional route to teacher certification is successful and will be increasingly used in the years ahead to meet the need for well-qualified teachers in high-need urban areas and to help career changers prepare to teach.
- **Broader Experience.** The School of Journalism and Mass Communication altered its curriculum after learning that a majority of journalism students had changed careers within five years of graduation. The new curriculum emphasizes a convergence of disciplines and platforms, reflecting the concept that newspapers, broadcasting, and the web are moving towards each other. The changes are designed to stimulate critical thinking, to make journalism graduates more flexible, and to give them a broader experience base.
- **Changes in Degree Requirements for Practice.** A number of the Allied Health disciplines are moving towards the clinical doctorate as the entry-level practice degree. KU's programs in pharmacy, audiology, and physical therapy are already moving to address this shift and other disciplines such as occupational therapy may soon join them. In 1997, the School of Pharmacy at KU launched a nontraditional doctor of pharmacy degree pathway directed primarily at KU alumni with bachelor's degrees in pharmacy who wish to pursue completion of the clinical doctorate. To date, 95 individuals have completed their doctor of pharmacy degrees through this program.

The professional organizations in physical therapy and audiology have taken the position that in the next 5 to 10 years, the clinical doctorate will be

required for licensure. Starting in June 2004, the doctor of physical therapy degree will replace the master's degree in physical therapy as the entry-level professional degree at KUMC. The first doctorate of physical therapy class will graduate in May 2007. A doctor of audiology program was added in Fall 2004.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Component Overview

As a major research institution, the University of Kansas strives to model the responsible and ethical acquisition, discovery, and application of knowledge through policies and processes designed to provide a supportive environment for students, faculty, and staff. From the Kansas Board of Regents to the individual University campuses, the understanding of, and appreciation for, the terms and conditions of responsible acquisition, discovery, and application of knowledge is of paramount importance, not only to the research enterprise, but also to the entire institution.

This component provides evidence of support for responsibility across the full range of scholarly endeavors:

- **Academic Integrity Policies.** University expectations for appropriate and responsible academic behavior by students, faculty, and staff are reflected in the KU [Academic Integrity Policy](#). Academic integrity rests on two principles – first, that academic work is represented truthfully as to its source, and second, that academic results are obtained by fair and authorized means. At KU, academic integrity is based on five fundamental University values – honesty, trust, fairness, respect, and responsibility. [Academic misconduct](#) is defined in the University Senate Rules and Regulations.
- **Conflict of Time and Interest.** The Kansas Board of Regents has issued a policy to govern the interaction of university faculty and staff with businesses, agencies, and individuals outside the university community. The [policy](#) is designed to ensure that an individual's responsibilities to the University are not compromised by outside interests or commitments of time. Among other requirements, this policy mandates that all faculty and full-time unclassified staff file an annual Declaration for Conflict of Interest and Conflict of Time Policy statement with their chair, director, or unit head. In Fall 2004, University Governance on the Lawrence campus adopted institutional policies that supplement the Kansas Board of Regents policy and establish a mechanism to manage potential conflicts of interest. Similar policies already are in effect at the Medical Center.

- **Intellectual Property Policies.** The purpose of the [University Intellectual Property Policy](#) is to foster the creation and dissemination of knowledge and to provide certainty in individual and institutional rights associated with ownership and with the distribution of benefits that may be derived from the creation of intellectual property. The policy applies to all full-time or part-time employees (including students) creating intellectual property related to the scope of their employment while under contract with the University. The policies are readily accessible through the KU website. The policy is reinforced by the [Kansas Board of Regents policy](#) (p. 39) on intellectual property, a broad statement that provides uniformity among the institutions while allowing for institutional flexibility.
- **Use of Copyrighted Materials.** The University has registered and complies with the Digital Millennium Copyright Act in relation to the use of copyrighted material in electronic format. The University provides copyright learning activities in its residential technology program and also encourages coverage of copyright issues in the student newspaper. KU quickly responds to complaints of copyright violation received from copyright owners and their representatives in accordance with approved, standard procedures.
- **Student Rights and Responsibilities.** Student Success assists students in understanding their rights and freedoms, accepting their responsibilities, and learning from the consequences of their actions. The [KU Student Handbook](#), available online, and referenced in student-related publications, includes codes, policies, laws, and guidelines, including the code of student rights and responsibilities.
- **Student Plagiarism.** Because students have access to a multitude of sources through the web, the opportunities for academic dishonesty and plagiarism are substantial. To help educate students on the definition of plagiarism and how it can be avoided, the [KU Writing Guide](#) is provided to all KU students during their first semester at the University. In addition, KU subscribes to a digital plagiarism detection program called Turnitin.com, which can be used to check student papers. Even though some students do not intentionally engage in plagiarism, many students do incorporate sources without citations. This type of checking can allow a faculty member to counsel students on the definition of plagiarism so that they can avoid inadvertent plagiarism in the future.
- **Technology Transfer.** The technology transfer and intellectual property units on the Lawrence campus and at the Medical Center have readily accessible policies and use statements and intellectual property guidelines. The [Lawrence campus policy](#) and the [Medical Center policy](#) are available on their respective websites.
- **Research Compliance Policies.** The KU Center for Research has established [research compliance policies](#) in areas such as animal care and use, research involving human subjects, biohazardous materials, recombinant DNA,

conflicts of time and interest, scientific and scholarly misconduct, and classified research. Research compliance guidelines and policies for both the Lawrence campus and the Medical Center are available through websites. Among KUCR's policies is a required online tutorial concerning human subject research. All faculty, staff, and students associated with research projects that involve human subjects must complete a training tutorial before conducting research or receiving grant funds.

At the Medical Center, the research compliance program is independent of research administration. This separation is important to preventing conflicts of interest, whether conflicts come from the administrative or from the investigator side. Even though its compliance record to date has been excellent, this separation is a further University commitment to conducting research in an appropriate and ethical manner.

- **Training in the Ethics of Research.** Workshops, programs, and one-on-one sessions that explore the process and ethics of conducting research are routinely sponsored by the [KUMC Research Institute](#) and the [KU Center for Research](#). Topics include project management, responsible conduct of research, conflict of interest management, and clinical trials self-review tools.
- **Responsible Conduct of Research.** The goal of the Responsible Conduct of Research program is to weave responsible conduct into the fabric and culture of graduate education. In Fall 2004, the Graduate School began working with the KU Center for Research, the Medical Center, the academic deans, and the faculty to develop best practices for implementation in the graduate curriculum. These efforts are aided by a \$15,000 grant from the Council of Graduate Schools. The elements of the Responsible Conduct of Research program are curriculum reform and training on issues pertaining to ethical conduct of research and scholarship.

Criterion Summary

The University's research and scholarly endeavors benefit the citizens of Kansas, the nation, and the world. KU has a core belief that research is critically important – not only in its own regard, but also because it complements and reinforces the teaching and learning environment for all KU students, as well as the faculty. As a major research university, the University of Kansas values the work of its investigators as they seek to better the human condition and provide leadership to researchers around the world.

CRITERION 5

Engagement and Service

As called for by its mission, the organization identifies its constituencies and analyzes its capacity to serve their needs and expectations.

Criterion Overview

As a major public research university, KU's constituents include not only students, alumni, faculty, and staff but also the citizens of the state, the nation, and the world. "Kansas roots, global reach" is the term that best captures KU's mindfulness of its obligation to the region and the world. This commitment is reflected in the University's mission and in the various documents and activities that will be highlighted in this section of the Self-Study.

Both KU's mission statement and [Initiative 2001](#) identify key constituencies. The university focuses its efforts to engage students in the learning environment as described in *Criterion 3*. The University engages faculty and staff through a governance process that identifies needs and participates with administration in creating solutions to those needs. KU serves Kansans through a variety of collaborative efforts targeted to enhance the Kansas and greater Kansas City workforce, to develop research, and to respond to specific needs. As a public research university, KU serves the region, the nation, and the global community through a variety of educational and research endeavors. Efforts to serve constituents are designed in response to various types of needs assessments and often in collaboration with constituents. As a result, KU students, faculty, and staff who participate in outreach efforts frequently learn as much as they contribute.

The Serve Kansans Task Force for *Initiative 2001* defined public service at KU as follows:

Public service is the purposeful application of teaching, research, and scholarship to the needs of citizens and communities within Kansas and beyond. Public service involves active outreach that is responsive to the needs of diverse constituencies within the state, with special emphasis on assisting underserved communities and disadvantaged populations. Such responsive outreach requires the formation of vital partnerships between representatives of the University and Kansas communities.

The University's commitment to public service stems directly from its expertise in teaching and research and is dispersed throughout the University. As a complex

research university, KU can best serve its many constituencies by allowing its various units to respond in ways that grow naturally out of their unique expertise and capacity to serve. KU's commitment to engaging constituent groups extends to the curriculum and co-curriculum, where service learning is encouraged. Many of KU's student groups engage in community outreach.

While recognizing its broad-reaching responsibility, KU must target its external activities to capitalize on its strengths and to avoid duplication of services. The University of Kansas Medical Center, as the only medical school in the Kansas Board of Regents system and the state, has a special outreach and service mission. The Medical Center aims to be the standard bearer in the development and implementation of programs that provide a diverse array of proven healthcare services and outreach activities for Kansans and for people in the region and the nation.

KU considers its students, faculty, and staff to be major constituents, and the many ways it engages these groups and responds to their needs are addressed throughout the Self-Study. This culture of service extends to groups outside the University as well. This criterion focuses on KU's engagement with external constituencies and how this engagement intersects with internal groups.

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Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Component Overview

KU interacts with its constituent groups to better understand and respond to their needs. The University must invest its limited resources carefully and thus must assess and match its level of engagement with its capacity to provide effective collaborations. KU and its many units constantly scan the appropriate external environments to identify mutually beneficial forms of engagement. This approach to serving constituents ensures that activities are based on capacity and need as judged by those most able to respond – those closest to the constituency in question.

This component begins with a description of the various ways that KU assesses the needs and expectations of its constituent groups locally in the Kansas City area and expanding outward to the region, to the nation, and to the world. The last sections of this component outline the various mechanisms that KU uses to communicate with constituent groups both university-wide and in the individual academic units.

Assessing the Need in the Region and Beyond

KU faculty and administrators are regularly involved in efforts to identify critical public education issues and workforce development needs in the region and beyond, with the Medical Center, the Edwards Campus, and KU Continuing Education playing key roles. For example, KU staff members are actively involved in working with the [Mid-America Regional Council](#) (MARC) on several issues related to regional strategy and policy. MARC is the association of city and county governments and the metropolitan planning organization for greater Kansas City area. MARC's Board of Directors consists of 30 locally elected leaders representing the eight counties and 116 cities in the bistate metropolitan Kansas City region. In addition, graduate students from the master of public administration program are involved in analyzing the issues raised in the Citiestates Report (a report examining how a one-region agenda could work for the many Kansas City communities) and linking academic research expertise at KU to the solutions and recommendations for improved social policy. KU has strengthened relationships with the Kauffman Foundation, the Greater Kansas City Chamber of Commerce, and the New Economy Council in order to gain greater awareness of economic and workforce development issues. Senior KU administrators serve in key positions on many of the boards and committees of these organizations.

Careful analysis of capacity to meet the needs of constituencies also led to development of a mediated courseware policy. The policy set institutional parameters on the use of online courses – balancing responsiveness to constituent needs, quality of instruction, and real institutional costs. The result was focused

delivery of specialized training to specific constituencies at a premium cost. A task force report, issued in May of 2001, recommended that KU focus on programs needed by Kansans across the state, such as pharmacy and nursing, and programs where KU has a national reputation. Academic leaders were encouraged to pursue distance education opportunities as they saw fit in these areas.

Consequently, a comprehensive online bachelor's program in Nursing has been developed as well as a degree enhancement sequence for the doctor of pharmacy degree. The availability of pharmacy courses online has met with enthusiastic response, with about 200 students enrolled as of Fall 2002, most of whom are working pharmacists. Coursework is completed online and clerkships are done at various sites all over the world. In addition, a policy was developed to support faculty and students who participate in distance education programs. Added services include the appointment of a distance learning librarian, expanded access to electronic information, and expanded access to the courseware system.

Specific instances of KU's interaction with its constituency groups and its capacity to serve their expectations, as facilitated by the Medical Center, the Edwards Campus, and KU Continuing Education, appear below.

Medical Center

As the only medical school in Kansas, the [KU Medical Center](#) has responsibility for the healthcare needs of the region. The Medical Center works closely with its various constituent groups to determine the greatest areas of need and to develop appropriate strategies to address those needs. Access to healthcare is often limited in the underserved areas of both urban and rural Kansas. The Medical Center has harnessed technology in a variety of innovative ways that are both medically effective and cost efficient to reach these populations.

- The KU Medical Center is dedicated to providing high-level, technologically sophisticated diagnostics and tertiary treatment for the residents of Kansas. The Schools of Medicine, Nursing, and Allied Health have added new courses and outreach activities to respond to both the needs of underserved populations and the changing structure of healthcare. A significant resource is the Center for Telemedicine and Telehealth, which provides access to clinical services, wellness and continuing education, and research through the delivery of cutting-edge communication technologies. Services involve connecting patients and providers via interactive video in real time, augmented by electronic stethoscope capabilities.

The Center for TeleMedicine and Telehealth facilitates the delivery of healthcare from more than 300 clinical specialties at the KU Medical Center to communities throughout Kansas. The goal of these practices is to work with local healthcare teams to develop services that address the healthcare needs of the community while providing state-of-the-art care. More than 40 sites in Kansas currently have telemedicine and telehealth suites, which employ

interactive video, “store and forward” technologies, web-enabled innovations, and Electronic Medical Records, among other technologies.

- In 1993, the KU School of Nursing initiated a statewide collaborative Family Nurse Practitioner (FNP) program to meet the growing demand for advanced practice nurses to serve as primary healthcare providers in rural and underserved areas. This program was a response to national healthcare reform, which placed emphasis on primary and preventive health services and the need to increase access to these services. The School of Nursing provided the leadership to develop and implement a common Family Nurse Practitioner curriculum across four Regents institutions, including KU, Wichita State, Fort Hays State, and Pittsburg State Universities.

In 1995, a satellite site in Garden City, Kansas, was added to this model in order to provide quality and accessible graduate education to nurses in the rural southwestern part of the state. To date, approximately 600 Family Nurse Practitioners have graduated from the collaborative program. The majority of these nurses are practicing in rural and other underserved communities in Kansas. This model for educating nurse practitioners was featured in *Time* magazine’s “Heroes of Medicine,” as well as on CNN.

In 1998, based upon a needs assessment and the school’s previous success with web-based education, the R.N.-to-B.S.N. program was adapted to the online environment. This provided accessible and flexible educational advancement for the many nurses in Kansas and outside the state. It also afforded a convenient opportunity for nurses with associate’s degrees to acquire baccalaureate education without leaving jobs or the community. More recently, a number of graduate certificate programs have been developed and offered as online options to address a variety of educational needs in specialty areas of nursing.

Edwards Campus

As the Medical Center is charged with serving the healthcare needs of the state and region, the [Edwards Campus](#) is specifically focused on addressing the educational needs of the Kansas City metropolitan area. The Edwards Campus had been providing working adults in Greater Kansas City with necessary tools to further their careers since 1975. In 1990, the Battelle report (*report available in the Resource Room*) linked Kansas City’s future success to the emergence of a strong research university with a full set of graduate programs in the Kansas City metropolitan area. Kansas City area businesses and non-profit and education organizations contacted for the report indicated that, in general, they wanted more from KU. Some of the many proposals underway to address this expectation are described below.

- KU adopted the goal of expanding Edwards Campus growth in ways that enhance KU’s commitment to increase its presence as the research university of Kansas City (*Initiative 2001*) and to advance professional education in the

metropolitan area. KU has added programs to its curriculum that better meet the needs of a changing workforce. The campus has evolved into a metropolitan center that provides advanced professional degrees, offering a total of 21 graduate and professional programs, three undergraduate degree completion programs, and one certificate program. The programs are tailored to meet the special demands of working adults, with most classes offered in the late afternoon and evening.

- The KU Board of Advisors, composed of community leaders from the Kansas City metropolitan area, serves in an advisory capacity to the vice chancellor and dean of the Edwards Campus. The main purpose of the board is to identify opportunities that enhance the contribution of campus activities to the individual, economic and community development of the greater Kansas City region.
- Continuing conversations with legislators reflect the importance of a national research university presence in Johnson County, working in conjunction with Johnson County Community College, to provide county residents with access to seamless higher education from the associate's degree through graduate school.
- The Edwards Campus has held Workforce Development Roundtables and consults regularly with human resource professionals in business, education, and industry to guide the campus on future needs of the greater Kansas City workforce. Some examples of academic programming needs identified include undergraduate degrees in chemistry, education, business (finance, accounting, and marketing), and engineering.
- The Edwards Campus' Academic Program Committee worked closely with the academic schools and a marketing research firm to identify areas of growth for the university. The information gathered from these resources helped to identify potential programs that will best serve the workforce, economic, and community development needs of the region. These include degree completion programs in developmental psychology, social welfare, and a graduate program in information technology that focuses on internet engineering, software engineering and management, and internet security. Tuition enhancement will support new faculty positions in these areas. Three degree completion programs – language, literature and writing, molecular biosciences, and public administration – have been added. Additional research and review will be conducted to determine the feasibility of offering a degree-completion program in geographical information science and potential additional programs from the School of Education.

KU Continuing Education

The mission of [KU Continuing Education](#) (KUCE) is to support teaching and research at the university and to extend the University's resources and expertise to

the state and nation, expanding professional knowledge, and improving the quality of life. Through KU Continuing Education, the University assesses the needs and expectations of the state's citizens through all stages of life. Selected examples from KU Continuing Education follow.

- Communication with its constituencies in law enforcement, the fire service, and healthcare both before and after 9/11 allowed KU Continuing Education to create and develop training programs about terrorism response. Since September 11, 2001, KUCE has provided 41 training events through distance and on-ground instruction to more than 3,000 Kansas law enforcement, emergency, and medical personnel. Illustrative examples are “Bioterrorism Preparedness and Response: What Kansas Clinicians Need to Know,” “Immediate Response to Weapons of Mass Destruction: Lessons Learned from the Oklahoma City Bombing,” and, for the past six years, the annual statewide “Conference on Response to Terrorism.”
- In 2003-2004, the Kansas Department of Health and Environment turned to KU Continuing Education to conduct a statewide needs assessment survey of physicians, nurses, hospital administrators, pharmacists, and first responders. KUCE staff facilitated focus groups around the state and, because no similar project had been undertaken elsewhere, was asked to publish the results of the survey.
- An in-depth study by KU Continuing Education and the [Higuchi Biosciences Center](#), in conjunction with the largest bioscience companies in the greater Kansas City area, identified an immediate need for retraining and continuing training of bench scientists and technicians in 30 areas, ranging from cellular and molecular laboratory techniques and skills to scientific project management and scientific report writing. The training needs were highly specific. For example, many scientists in the life sciences industry earned their degrees in biology or biochemistry and would benefit from additional grounding in analytical chemistry, statistics, and quantitative analysis. An industry advisory board noted the need for training in such areas as quantitative skills, safety handling, sterilization, and cell cultures. The bioscience companies indicated an immediate need for the training of at least 400 employees over the next three years.

Another important industry-academic collaboration is the *Partnerships for Innovative Laboratory Training* program, which is spearheaded by the Higuchi Biosciences Center and KU Continuing Education and funded by the National Science Foundation. It was designed to sustain itself over time in support of continuing growth and change in the life sciences in greater Kansas City. Recent major commitments from the public and private sectors with expected major infusions of financial and intellectual capital will generate an increasing demand for such training. For example, over the next ten years, the Stowers Institute for Medical Research will add one million square feet of research space that will house 900 employees. The KU Medical Center will bring a new

research laboratory facility online in 2006. The State of Kansas has just enacted the Kansas Economic Growth Act (KEGA), which includes a 10-year, \$500 million investment in the Kansas biosciences initiatives. KEGA is expected to create 24,000 new jobs in the industry, most of those along the I-70 corridor between Topeka and Kansas City.

Beyond online coursework, the University looks for ways to use technology to extend its expertise to audiences that otherwise might not have access. KU Continuing Education's Media Production unit extends faculty research to constituents through live video, DVD and CD-ROM, video and audio production, and internet components. Some recent efforts are listed below.

- A dance professor called on KU Continuing Education to develop a video titled "Motivating Moves for People with Parkinson's." The video explains and demonstrates 24 exercises proven to help people with Parkinson's disease stay active. A New York premiere drew positive reviews, and the video is being widely acclaimed. In October 2004, the faculty member and the KUCE senior producer and editor received the 2004 Innovations and Contributions Award from the University Continuing Education Association Great Plains Region.
- An associate director of the KU Transportation Center partnered with KU Continuing Education to produce a DVD titled "Being Prepared: It's Your Best Asset." The DVD uses emergency roadside scenarios to help Kansas bus drivers enhance passenger safety. Scenarios include basic first-aid skills, hostility mediation, information on medical conditions such as asthma and seizures, and weather emergencies, including weather spotting.
- A program assistant with the School of Social Welfare is working with KUCE to develop a training module for social workers as they assist families coping with physical, chemical, or emotional abuse. The training will be available to social workers on DVD, VHS, audiocassette, and CD. It will convey information-gathering strategies through dramatic dialogues that illustrate various confrontational encounters.

Communicating with Constituencies

In addition to the services provided by the Medical Center, Edwards Campus, and KU Continuing Education, the University employs other programs and mechanisms to communicate with key audiences. The purpose of such communication is twofold. First, it provides opportunities for KU to better understand the needs and expectations of external constituencies. Second, KU is better able to convey to constituency groups the role that a public research university can play in meeting their needs. As a public university, KU relies heavily on the Kansas state legislature, private donors, and public goodwill for financial support and it is important for lawmakers, prospective students, donors, and the citizens of Kansas to understand the value of KU.

Office of University Relations

[University Relations](#) (UR) is the central public relations office for the University of Kansas, disseminating information to foster better understanding of the University and its contributions. The UR staff produce more than 400 publications and nearly 700 news releases every year, as well as news and promotional videos; TV, radio and print advertisements; and respond to media and other inquiries. University Relations produces the *Oread*, the faculty and staff newsletter. Other publications include the KU viewbook, university undergraduate and graduate catalogs, the undergraduate and graduate brochure series, numerous recruitment publications, maps, visitor guides, the KU telephone directory, the wall calendar, commencement publications, and many university brochures and posters.

KU Integrated Marketing

In 2004, KU began the development and implementation of an [integrated marketing strategy](#) to enhance the image, reputation, and visibility of KU. The purpose of the plan is to help the University better communicate the KU story, reach out to diverse audiences, and paint a vivid picture of the many benefits provided by the institution. The marketing plan objectives include: enhancing KU's reputation statewide in order to increase state funding for teaching, research, and public service; identifying and communicating the benefits of having a public research institution with a strong national reputation; enhancing the recruitment of a strong and diverse mix of high-achieving students from Kansas, the nation, and the world; and developing and implementing an effective visual identity for KU.

Wheat State Whirlwind Tour

Begun in the Summer of 1997, the [Wheat State Whirlwind Tour](#) offers a unique opportunity for KU faculty and staff to engage with Kansas communities and citizens. The tour familiarizes University faculty and staff with the needs of Kansans, introduces new faculty to their adopted home state, and provides faculty and staff a rare opportunity to interact with colleagues from other disciplines. As tour participants engage in discussions with the citizens of Kansas, there is opportunity to learn what KU means to Kansans, to develop ideas on how KU's resources can be of further assistance, and to develop connections that are reflected in their own teaching (e.g., understanding where their students come from and the relevancy of content to the region). The residents of Kansas develop a stronger connection to the University through personal contact with faculty and staff – understanding what KU does, the unique skills and knowledge represented by KU faculty, and their openness to learning about the state and its citizens.

For example, during the 2004 tour, a social welfare professor established ties with the United Methodist Mexican-American Health Clinic in Garden City. She plans to have her students assist with various projects in the center. Also, a political science professor had a chance meeting with a member of the Kansas Wheat Commission. The professor is extremely interested in strengthening U.S. (Kansas) ties to China through wheat exports and was very excited about making the connection.

Kansas Alumni Association

Since 1883, the [Alumni Association](#) has provided information and programs to connect alumni and friends to the University of Kansas. The association has 45,000 members, which according to the Council of Alumni Association Executives, exceeds the national average for percentage of degree-holder membership. One of the association's most significant duties is construction and maintenance of KU's official database on graduates. The database is used widely by the Endowment Association and by academic units wishing to contact their alumni and is critical to the University's efforts to communicate with its graduates. Examples of other programs and services provided by the Alumni Association include: the *Kansas Alumni* magazine; *KU Connection*, a monthly online newsletter; an online alumni directory; and Hawk-to-Hawk, a professional networking program developed to connect student members of the Kansas Alumni Association with volunteer mentors in various career fields.

Alumni Association members account for a majority of financial gifts to KU from graduates. In FY 2003, Alumni Association members accounted for 90 percent of all gifts from graduates to the KU Endowment Association – \$20.2 million – and 81 percent of graduates who contributed \$1,000 or more in FY 2003 were Association members.

Academic Unit Interaction with Constituencies

The professional schools and the College of Liberal Arts and Sciences have advisory boards that assist them in maintaining up-to-date contact with their respective professional communities. *Criterion 4* includes a discussion of the role that advisory boards play in keeping curriculum useful and relevant in a global, diverse, and technological society. In this section, advisory boards are exemplified as entities that facilitate connections between KU and its constituent groups to address not only curricular issues but the needs of the larger communities as well.

- **School of Education Superintendents' Circle** was founded in 2001 to advise the School of Education on needs of various school districts. The group includes 22 superintendents from area schools and meets four times a year to exchange information and to facilitate collaborative work. One example of an outcome is that superintendents requested a Summer Institute on Assessment to help area teachers understand and use student test data. This workshop was held in 2002. As a result of this group, the School of Education was able to help a school district obtain a large grant to prepare teachers of English as a Second Language.
- **The School of Social Welfare's Advisory Board** has been in existence for over 25 years. Its members serve as advisors, ambassadors, collaborators and connectors in helping carry out the mission of the school. Members of the board have assisted with redesigning the masters of social work curriculum, have helped in student recruitment, and have served on fund-raising committees and projects during two capital campaigns. They also work

individually with the dean and faculty members on a variety of school activities.

- **The School of Engineering** has numerous advisory boards that provide an external viewpoint and feedback to the school, departments, and programs. These boards include alumni and industry representatives; they help ensure that efforts undertaken within the school are focused on giving students a meaningful education that prepares them to enter the engineering field successfully with the skills and abilities employers need. These boards typically meet twice a year.
- **The School of Business** is served by a number of boards, made up of alumni, donors, employers, and interested parties, designed to keep programs up-to-date and serve the students' needs both in terms of their current education and their future careers. Business has six boards of advisors and will be adding three more as new majors are offered.
- **The Graduate School** is advised by an External Advisory Board, consisting of alumni and community members, who provide advice on policy, programs, and fund raising to the Dean of the Graduate School. The advisory board was formed in Spring 2004 and includes representatives with academic and business backgrounds. The board's primary objective is to assist in the development of Preparing Future Faculty and Preparing Future Professionals. The board is developing an internship program for graduate students seeking nonacademic careers.
- **The Office of International Programs** is assisted by an advisory board with expertise in international business, engineering, law, and government. Board members include two former U.S. ambassadors and a former Japanese ambassador. The head of a major trade program for the U.S. Chamber of Commerce also serves on the board. The board assists in developing outreach programs, advises on strategic planning, and supports activities through fundraising. Board members have assisted in lobbying Congress and members of the U.S. State Department on issues related to international student visas and have provided advice and speaker contacts for programs for the KU and Lawrence communities.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Component Overview

KU's service and outreach flow from its mission through its research endeavors, faculty expertise, and teaching resources. *Criterion 4* describes the network of

research centers and academic units dedicated to the acquisition, discovery, and application of knowledge. This infrastructure alone is tangible evidence of KU's tremendous capacity for and commitment to active and meaningful engagement with its constituent groups.

Another key vehicle for responding to external constituency needs is KU Continuing Education. KU Continuing Education provides a wide variety of educational services including professional certification, law enforcement and fire service training, distance and correspondence courses, and lifelong learning opportunities for all ages.

Curricular and co-curricular activities also provide opportunities for student engagement in the community through service learning activities and internships that are part of academic programs. More than 7,000 student volunteers were connected with volunteer opportunities in the Lawrence community through the KU Center for Community Outreach, a student-run, student-funded referral agency that provides service opportunities for KU students.

Components 5b and 5c of *Criterion 5* are closely linked – in many cases KU's capacities for outreach, its commitment to serving constituent groups, and its responsiveness to those groups are difficult to separate, and an attempt to do so would result in unnecessary redundancy. Therefore, rather than repeating the extensive list of units involved in service and outreach in both components, examples of capacity, commitment, and responsiveness are divided between the two components. Component 5b describes the broad array of services that KU provides to the local Lawrence community, the Kansas City metropolitan area, the state of Kansas, the nation, and the world – and focuses particularly on those outreach activities that originate from research capacity and faculty expertise. In 5c, the discussion emphasizes the partnerships that KU has forged with other postsecondary institutions, schools, public agencies, and private companies in an effort to promote the education, health, and well being of all people, particularly those in the state of Kansas.

The first section of this component (5b) focuses on the lifelong learning opportunities available through KU Continuing Education. The discussion then moves to the wide variety of outreach activities that emanate from KU's commitment to research and scholarship. The selected examples are organized by unit – state surveys, research centers, academic units, and other units. The section concludes with the role of students in community outreach through curricular and co-curricular activities.

Engaging the Community in Lifelong Learning

Through its continuing education programs, the University serves the professional and academic needs of individuals in 19 professional categories across the state and throughout the nation. Conferences and symposia, distance learning and independent study, and professional short courses are three well-known venues

through which KU Continuing Education (KUCE) meets the needs of Kansans and other constituencies. KUCE's broad range of programming is conducted from five locations: Lawrence, Overland Park (Edwards Campus), Kansas City (KU Medical Center), Topeka (Public Management Center), and Hutchinson (Kansas Law Enforcement Training Center). Selected examples of the educational services provided by KU Continuing Education are highlighted below.

- Training and educational programs that enable professionals continue to expand. Examples include professional continuing education for aerospace engineers, environmental engineers, public managers, architects, attorneys, physicians, and nurses.
- [KU Public Management Center](#), located near the state capitol, has graduated nearly 600 state and local decision makers from its Certified Public Manager Program. Its Kansas Public Health Certificate Program, offered through KU Continuing Education, provides public health professionals with training in nationally developed core competencies.
- The Bernard Osher Foundation of San Francisco selected the University of Kansas as a site for a nationally prominent program focusing on the educational needs of learners 50 and older. The KU [Osher Lifelong Learning Institute](#) is administered through KU Continuing Education and provides noncredit classes taught by KU faculty and community instructors beginning in Fall 2004. The Osher Foundation has funded the development of 50 lifelong learning institutes in the United States, and the KU institute will be one of the first in the Midwest.

KU Continuing Education's Law Enforcement Training Center and the Kansas Fire and Rescue Training Institute are two critically important, state-mandated professional training and development programs that affect every county in the state. These centers provide specialized training in basic protection of life and property.

- The [Kansas Law Enforcement Training Center](#) (KLETC) provides a 14-week residential basic training course required for all new law enforcement officers in Kansas. Basic training includes such topics as investigative techniques, law, firearms, report writing, emergency vehicle operation, officer survival, and tactical communications. Additional continuing education classes are offered to enable officers to meet their annual certification requirements. These programs include such topics as Law Enforcement Response to Weapons-of-Mass-Destruction Incidents; Civil Liabilities of Law Enforcement Personnel; Operation Vanguard: A Case Study in the Battle Against Racial Profiling; Medicaid Fraud and Abuse of the Elderly; and Sudden Infant Death Syndrome and Child Fatality Review Teams.
- The [Kansas Fire and Rescue Training Institute](#) (KFRTI) delivers statewide training through its mobile fire academy, in which training is conducted in communities around the state through a combination of full-time staff, part-

time instructors, and in-house fire department instructors. Mobile training props, such as a live fire training simulator, make realistic training simulations available to all Kansas firefighters. Two national certification bodies accredit this comprehensive training program. Recent programs include Airport Firefighter, Basic Arson Investigation, Confined Space Rescue, and Emergency Response to Terrorism: Emergency Medical Services.

Other programs developed and administered by KU Continuing Education include the following.

- Academic (undergraduate and graduate) distance education courses for college credit.
- Scholarly and research conferences and meetings – recent examples include the International Conference on Medicinal Chemistry, the Internet Researchers Conference, and Mid-America Conference on Hispanic Literature.
- Leadership and public service programs – including the Black Leadership Symposium, Sunflower Girls' State, American Indian Leaders Conference, and the Kansas Office of Women in Higher Education.
- Kansas Children's Reading Program, in existence for 58 years, honored its one-millionth reader in 2002. The program grew from a conviction that reading for pleasure is an essential element of lifelong learning. Each year approximately 25,000 Kansas school children participate in the program. A special life sciences reading track has been added for the 2004-2005 school year.
- Duke TIP Scholar Weekends provide opportunities for academically talented students in grades 8 to 12 to take short courses at weekend programs taught by University of Kansas faculty and instructors. The courses taught often introduce topics that may not be available in students' local schools and help students define pathways to college majors and careers. In addition, they provide a glimpse into the collegiate experience and an opportunity for students to interact with similarly motivated students.

Engaging the Community through Research and Scholarship

A large number of units on campus provide service based on their expertise and capacity to serve a particular clientele. This section provides examples of engagement and outreach organized by the major units that provide such service including research centers, state surveys, academic units, and other organizational units.

Outreach Activities by State Surveys and Research Centers

- **Kansas Biological Survey (KBS).** [KBS](#) scientists review hundreds of environmental impact development proposals and educate thousands of people through exhibits, field forays, public lectures, seminars, and informal talks. KBS scientists also routinely provide consultation to federal and state agencies, private industry, nonprofit organizations, and the general public on a

wide range of environmental and biological issues. Additionally, the programs and activities focus on environmental and biological issues that extend beyond the state of Kansas to include numerous regional, national, and international research projects. Among the important activities of the KBS is the Green Report, a free, online service that provides a biweekly series of interactive maps showing vegetation conditions across the nation. The Green Report combines current satellite data with historical data to present a more complete picture of crop and range conditions.

- **Kansas Geological Survey (KGS).** For the past 10 years, the [Kansas Geological Survey](#) has led an annual field conference for state legislators and decision makers in the state. The three-day conference focuses on natural resource issues in a particular region of the state, providing participants with a first-hand look at issues and the opportunity to talk with experts in the field. In 2004, for example, the conference toured locations in the Kansas Flint Hills, discussing topics such as wind energy, invasive plants, endangered species, habitat fragmentation, and natural gas production. In addition to legislators, invitees include state agency heads, legislative aides, business leaders, representatives of environmental organizations, teachers, and others. The conferences have produced better informed legislators and improved the survey's relationship with the legislature.
- **Biodiversity Research Center (BRC) and Museum of Natural History.** The [BRC](#)'s predictive modeling expertise is used to track and predict the worldwide spread of viruses and other pathogens. This technology can also track infestations of non-native species such as the Asian Longhorn Beetle that arrived in the United States aboard lumber ships from China. These insects now are damaging forests across the country. Scientists affiliated with the museum and the BRC predicted the nationwide spread of the West Nile virus.
- **Center for Research on Learning (CRL).** In collaboration with Kansas Social and Rehabilitation Services (SRS), researchers in [CRL](#) provide support for the state's Working Healthy Program, which offers people with disabilities who are working the opportunity to get or keep Medicaid coverage. To help these individuals understand their rights and options, the center develops educational materials, maintains a website about the Working Healthy Program, publishes quarterly newsletters and periodic policy briefs, and assists SRS in reaching out to potential consumers. Enrollment has far exceeded projected levels, with almost 800 current participants. In addition, CRL evaluates the effectiveness of the program and develops recommendations for improving the service.
- **Hall Center for the Humanities.** The [Hall Center](#) sponsors a variety of special programs that engage the wider community in dialogue on issues that bring the humanities to bear on the quality of life for all citizens. The Hall Center has forged links with the Kansas Humanities Council, the Kansas State Historical Society, and Haskell Indian Nations University for collaborations on

community-focused programming. The Hall Center's public outreach efforts are designed to demonstrate through public service that the humanities are relevant and instructive to the fundamental issues of individuals and communities.

In December 2000, the Hall Center received a challenge grant of \$500,000 from the National Endowment for the Humanities to develop new community-focused programs. The Hall Center has successfully matched the challenge grant from the NEH with \$2 million in private funds. The new endowment will allow the Hall Center to offer humanities programs to communities throughout Kansas and its border states, and to work in partnership with these communities. Some of the public and education outreach resulting from the grant include higher profile speakers for the Humanities Lecture Series and additional opportunities for speakers to interact with faculty, students, and the public; the creation of summer seminars for school and community college teachers; and the development of online resources for the study of the humanities.

- **Kansas African Studies Center (KASC).** The center coordinates and develops the interdisciplinary interests of Africanists across the University. The [KASC](#) outreach program seeks to promote the understanding of Africa by offering diverse services that help to increase knowledge about Africa. KASC's audience includes the University community, K-12 teachers and students, community college teachers and students, educational organizations, community groups, and the general public.
- **Center of Latin American Studies (CLAS).** The [center](#) was established in 1959 and coordinates and develops the interdisciplinary interests of Latin American Studies across the University. The center has been awarded graduate fellowships by the U.S. Department of Education since 1976 and was designated and funded by USDE as a Comprehensive National Resource Center on Latin America in 1983-1988 and 1994-2003. In addition to offering a full array of curriculum support materials for K-12 teachers, the center has obtained five Fulbright-Hays Group Projects Abroad over the last 10 years that have provided opportunities for approximately 60 Kansas teachers and 12 School of Education faculty to spend extended time in a Latin American country developing curriculum materials for use in Kansas classrooms.
- **Center for Russian and East European Studies (CREES).** [CREES](#) has a wealth of resources to share with K-12 teachers and other community groups. Experienced presenters visit classrooms and community organizations to share cultural facts and artifacts with groups. CREES offers a number of classroom resources as well as curriculum counseling for teachers. CREES also provides election monitors for the new democracies in the former Soviet bloc and grants to train scholars and professionals from the region.

- **Center for East Asian Studies (CEAS).** [CEAS](#) was founded in 1959 to enhance skills in, and the knowledge and awareness of, the languages, traditions, and the contemporary importance of East Asia. CEAS hosts the Kansas Consortium for Teaching about Asia (KCTA), which helps teachers develop an understanding and appreciation of the cultures of China, Korea, and Japan. In Spring 2003, 12 teachers from the Olathe, Kansas, school district participated in a semester-long workshop for teachers. They explored topics ranging from geography, Asian languages, and history to Confucian, Taoist, and Buddhist thought, to Shinto rituals and Asian art and literature. In 2003-2004 four Olathe teachers taught an Eastern Civilizations class in their high schools. The juniors and seniors who took the class had the option of receiving concurrent KU credit.

- **Schiefelbusch Institute for Life Span Studies (LSI).** [LSI](#) is one of the largest developmental-disabilities research and development centers in the world with 12 affiliated centers and more than 110 externally funded programs and projects. LSI investigators assess and treat individuals and families and develop strategies for state agencies, foundations, school systems, and community health and development groups. Following are examples of the many Life Span Institute outreach programs.
 - **Assistive Technology for Kansans (ATK).** ATK is a statewide network of technology-related assistance and training for Kansans of all ages who have disabilities. The program developed the statewide Interagency Equipment Loan Bank – which currently has more than \$1 million worth of equipment – so that individuals can try out or borrow assistive equipment during emergencies or before funding arrangements are finalized. LSI researchers also helped develop the Kansas Assistive Technology Cooperative (KATCO), a low-interest financial loan program to help Kansans with disabilities purchase assistive technology. This program recently received \$10 million through a federal-state partnership to expand its loan capacity.

 - **Juniper Gardens Children’s Project.** [Juniper Gardens](#) began in 1964 when citizens from the Kansas City, Kansas, neighborhood joined with faculty from KU to devise solutions to specific problems in educational achievement and parenting in that low-income community. Juniper Gardens has grown over the years from a small, community-based research initiative housed in the basement of a liquor store to an internationally recognized research center that includes multiple community sites, projects, and investigators. Juniper Gardens is particularly recognized for its contributions to the development of effective approaches for accelerating learning and for reducing classroom conduct problems in both special and general education. In 1996, Juniper Gardens was given the Research Award of the International Council for

Exceptional Children in recognition of its outstanding research contributions.

- **Landon Center on Aging.** Kansas ranks 11th among states in percentage of persons aged 65 and older. By the year 2010, Kansas will be among the 10 “oldest” states in the U.S. The [Landon Center on Aging](#) at KUMC is a state-funded interdisciplinary center that conducts, sponsors, and supports the development of educational, clinical, and research programs related to aging. Most center activities are carried out in partnership with academic units on the Medical Center campus, including the Schools of Allied Health, Medicine, and Nursing, and with affiliated institutions, such as area geriatric care centers, VA Medical Centers in Leavenworth and Kansas City, the Wichita branch of the School of Medicine, the University of Kansas in Lawrence, state agencies, and service organizations.

- **The Center for Educational Testing and Evaluation (CETE).** The [Center for Educational Testing and Evaluation](#) provides test development and assessment services to a variety of education entities, including the state of Kansas. For example, CETE served as the agent for a feasibility study on the effect of outcomes assessment on students with disabilities. The project involved focus groups and a statewide survey to determine the appropriateness of the Kansas Curriculum Standards for special education populations. As a result of this work, Kansas is among the first states to meet the federal mandate to have in place alternate, modified, and plain English assessments for special learning needs populations.

- **Institute for Educational Research and Public Service.** In addition to assisting faculty members in their quest to secure resources for research and training activities, the Institute develops projects that serve the state and the nation. Among the major emphases of the [Institute’s work](#) are after-school programs, programs in the public schools, and equal educational opportunity initiatives. In FY 2003-2004, the Institute administered more than \$9 million in grant funding in the School of Education and served communities in 42 of Kansas’s 105 counties. Outreach activities are emphasized in this section of the report, Institute services and programming for KU students are discussed in *Criterion 3*.
 - **Bilingual Education Grant.** This project offers tuition-sponsored teacher endorsement coursework for teachers in K-12 schools who wish to receive English as a Second Language (ESL) endorsements. The program also assists with bilingual materials acquisition for participating schools. In 2002 and 2003, 63 teachers completed ESL or bilingual endorsement, and six teachers completed master’s degrees. Ten more teachers finished their master’s degrees in 2004.

 - **Kansas Reading First.** The project provides four, weeklong summer reading academies for Kansas K-1, Special Education, and English

Language Learners (ELL) teachers using research-based reading techniques. In 2003-2004, this program served 400 teachers, and will reach an additional 400 teachers in 2004-2005.

- **Topeka Teachers, Today and Tomorrow.** This project helps teachers in the Topeka School District to become endorsed as ESL teachers. The program provides courses and in-service activities for Topeka teachers and introduces KU pre-service teachers to the Topeka school sites. In the Fall of 2004, the program supported 31 teachers taking ESL endorsement courses.
- **TRIO and Assembly of Equity Programs.** KU has a full complement of [TRIO and Equity programs](#), which are administered through the Institute for Educational Research and Public Service. Brief descriptions are provided below.
 - **Educational Talent Search.** The Educational Talent Search Program, established in 1988, is a free outreach program made possible through a grant from the U.S. Department of Education. Talent Search annually serves 1,100 Wyandotte County, Kansas, youths and adults between the ages of 11 and 27. The majority of students are from low-income families where neither parent earned a 4-year college degree. Talent Search encourages participants to remain in school, graduate from high school, and pursue postsecondary education. In 2001-2002, 100 percent of Talent Search seniors graduated from high school and 88 percent entered postsecondary education. In 2002-2003, 93 percent graduated from high school and 90 percent entered college.
 - **Veteran's Upward Bound.** The Veterans Upward Bound Program was established at KU in 1999; it is a free outreach program through the U.S. Department of Education. Veteran's Upward Bound provides veterans of the U.S. Armed Services with the skills and motivation necessary to complete a G.E.D. program or to enter and succeed in postsecondary education. The program serves 120 clients annually in Douglas, Leavenworth, and Wyandotte counties in Kansas, and in Jackson County in Missouri.
 - **Math and Science Center.** The Math and Science Center offers several programs for college-bound high school students interested in pursuing bachelor's degrees in math or science. Fifty student participants, grades 9 through 12, are recruited from 14 area schools in Topeka, Lawrence, Eudora, and Kansas City, Kansas. Two-thirds of the participants must be both low-income and first-generation college students. Opportunities include tutoring, weekend workshops, a six-week summer residential institute, and a bridge program for college credit.

- **Upward Bound.** The Upward Bound Program works with high school students who are either from low-income families or are potential first-generation college students to help them prepare for college. The program serves 9th to 12th grade students at the public schools in Topeka, Lawrence, and Kansas City, Kansas. Participants attend Saturday academic enrichment sessions on the KU campus, as well as workshops, educational field trips, lectures, and a six-week Summer Institute. In 2002-2003, 70 percent of Upward Bound participants enrolled in postsecondary education.
- **Educational Opportunity Center (EOC).** The Educational Opportunity Center provides free counseling to individuals seeking to improve their job opportunities through education. One-on-one career and academic counseling provides participants with assistance in applying for postsecondary educational programs and financial aid. The EOC serves 1,000 participants annually.
- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP).** GEAR-UP's mission is to ensure that students in the 6th to 12th grades who live in Kansas City, Kansas, are academically prepared for postsecondary education through partnerships with public and private organizations. The program provides tutoring services, field trips, campus visits, professional development opportunities for teachers, and many other academic support and readiness services for nearly 1,000 students each year.
- **Policy Research Institute (PRI).** [PRI](#) provides to the state, region, and nation broad university expertise in social and public policy, and economic research. PRI carries out research on economic development issues in Kansas and provides an active link among the University, state and local governments, the business community, and the citizens of Kansas.

An example of PRI work that benefits the state of Kansas is a study funded by the prestigious Robert Wood Johnson Foundation. PRI associates worked with a KU researcher to gather insight into the conditions under which counties are willing to tax themselves to support healthcare. The results of this study highlight the fact that cooperation and consolidation may be needed as rural areas struggle to maintain local healthcare services.

- **Robert J. Dole Institute of Politics.** The [Dole Institute](#) was created to encourage both historical scholarship and fresh thinking about public policy issues as well as to promote greater student and citizen involvement in the democratic process. The Dole Institute houses former Kansas Senator and presidential candidate Bob Dole's papers. The facility also has seminar and meeting rooms, exhibits, broadcast facilities, and a central forum set aside for debate and discussion of public issues. Selected examples of outreach by the Dole Institute are outlined below.

- The inaugural Robert J. Dole Lecture brought former President Bill Clinton to the Lawrence campus in May 2004 to speak on the importance of civility in politics. More than 12,000 people attended the lecture.
- Novel programming is a hallmark of the Dole Institute as it seeks to fulfill its mission of civic education. One experiment included a free, public lecture series in Spring 2004 on Abraham Lincoln. The series was held over five consecutive nights rather than the typical once per week schedule. These lectures, by academic scholars, commemorated the 150th anniversary of the Kansas Territory. During the first two years of the Dole Institute's existence, lectures were given by best-selling authors David Gergen, Edmund Morris, David McCullough, Robert Caro, and Roger Wilkins.

Outreach in Academic Units

In addition to the outreach and service provided by research units, academic units provide faculty and student expertise that can be used to benefit the community. Engagement with the community also enhances the learning experience of students and the breadth and depth of faculty knowledge.

School of Architecture and Urban Design

- The School of Architecture and Urban Design has developed programs over the past decade in support of KU's mission of outreach. These programs involve community-based projects in which architectural studio students design and build low-to-moderate income housing, shelters for the indigent, community playgrounds, and playground facilities for elementary schools. The interaction with various and diverse clients is valuable to students, and the clients gain a greater appreciation of the University.
- Over the past decade, the Design/Build Studio has earned a national reputation by designing and constructing six distinctive homes built with the support of housing and funding agencies, and professional and industrial firms. The experience provides students and the University with highly recognized outreach and the multiple benefits of collaboration, and significantly enhances the School's reputation for providing students an extraordinary breadth of experience. The [Design/Build Studio](#) won the National Collegiate Architectural Registration Board (NCARB) practice/education prize of \$25,000 in 2003 – the highest national award available to architecture students. The Studio's 2004 house won Architecture Magazine's House of the Year award, and is featured in the November 2004 issue.

School of Business

- **Center for International Business Education and Research (CIBER).** [CIBER](#) resources help business leaders learn more about international business, connect academics with the world of international business, and provide learning opportunities for students. Global Field Projects (GFPs) are

mini-consulting projects designed to help Kansas companies that are interested in or already are expanding into international markets. A team of student consultants advises the clients on a multitude of issues ranging from determining a product's demand in a specific foreign market to identifying legal obstacles that a company might encounter when dealing with various countries. Each field project ends with a final report and oral presentation to the client. This collaboration helps the companies and the students develop expertise in their chosen field.

- **Business Lectures/Workshops.** Three lecture series, offered annually by the School of Business, bring nationally recognized speakers to Lawrence for presentations that are open to the general public and free of charge. The school also hosts management symposia for the Kansas City area.
- **Youth Entrepreneurs of Kansas (YEK).** Faculty members from the School of Business participate each year in the Youth Entrepreneurs of Kansas (YEK) program aimed at low-income high school students. The goal is to help students become economically productive members of society. School of Business faculty instruct high school teachers in communities statewide about entrepreneurship, business strategy, and economics. High school teachers, in turn, mentor students in entrepreneurial skills and help them develop their own businesses. A Wichita student recently received an award for his business, Effective Tutoring, developed through the YEK program.

College of Liberal Arts and Sciences

- **Math Programs/Workshops.** During Math Awareness Month, the KU Math department offers workshops for local fifth and sixth graders and develops and sponsors math competitions for 5th through 12th graders. During the summer, the math department runs workshops for K-12 teachers. Faculty from the department participated in drafting math outcomes for college-bound students in the state. Faculty also present workshops in many of the local public schools. These collective activities have improved relations with K-12 teachers in the state.
- **Langston Hughes Conference.** The [Langston Hughes Centennial Symposium](#) in 2002 was a collaboration involving 23 KU units, 22 community organizations, and six national businesses. Coordinated by KU Continuing Education, the event produced Langston Hughes poetry circles at six Kansas public libraries and led the National Council of Teachers of English (NCTE) to adapt the poetry circle model for 105 public schools in 31 states.
- **New Literacies Conference.** This conference, sponsored by the English department, drew K-12 teachers and college faculty from throughout Kansas. The conference increased awareness of African-American writers among teachers and faculty.

- **Douglas County Jail Program.** Faculty and graduate students from the English department teach literature and writing courses to jail inmates. The program is in its third year.
- **Child and Family Services Clinic.** The clinic provides therapeutic services to children and families in Lawrence and eastern Kansas. The clinic served 118 children, adolescents, and families in 2002.

School of Education

- **Center for Psychoeducational Services.** The center provides [psychological and educational services](#) to K-12 students and their families. The center has been in operation since 2001 and had served 372 clients by 2004. Client satisfaction is high (4.23 on a 5 point scale).
- **Transition to Teaching.** To help reduce a critical need for math and science teachers in the Kansas City Kansas School District, the School of Education and the district formed a partnership in 2002 to train individuals interested in becoming teachers for the district. A U.S. Department of Education grant funds the project. The program is in its first year of operation.

School of Engineering

- **Engineering Expo.** Engineering Expo is an annual open house in February associated with National Engineers Week. The event draws well over 1,000 primary and secondary students and other guests to the KU campus to explore the excitement of engineering. The goal of the event is to show youths the effect engineers and computer scientists have on the world and to get students who may not be considering a career in engineering to think about the possibilities. The day begins with a presentation by a speaker of national caliber who discusses some aspect of engineering or computer science. Engineering student organizations conduct a variety of competitions and contests that give expo visitors a chance to test their own creative skills and abilities. KU students also create displays for many of their student projects and efforts.
- **Courses for Embraer in Brazil.** Embraer is the world's largest manufacturer of midsized aircraft. The Department of Aerospace Engineering has offered five distance education courses through KU Continuing Education for 233 engineers of Embraer in Brazil. Courses included Airplane Design, Aerospace Applications of Systems Engineering, Flight Test Principles and Practices, Flight Control Actuator Analysis and Design, and Reliability and Design Analysis.
- **Professional Development Series.** The Department of Civil, Environmental, and Architectural Engineering offers a series of weekly two-hour lectures by faculty in Kansas City during the fall semester. The lectures are targeted to practicing engineers. The series provides an opportunity for practicing

engineers to get needed professional development hours and helps the KU School of Engineering strengthen ties with the Kansas City engineering community. Enrollment has increased from 935 in 1999 to 1,374 in 2003.

- **Professional Engineer Examination Review Course.** The Department of Civil, Environmental, and Architectural Engineering and KU Continuing Education offer a review course for civil engineers in the Kansas City area. The course has been offered for two years with an average of 30 attendees each year.
- **Research Relationship with Haskell Indian Nations University.** As a result of a research relationship, the KU Department of Electrical Engineering and Computer Science is now supporting two courses at Haskell.

School of Fine Arts

The School of Fine Arts sponsors many activities that promote university-community collaboration in the arts.

- **KU String Project.** Started in Fall 2004, the KU String Project is a community program sponsored by the KU School of Fine Arts in conjunction with Lawrence High School. The program offers private lessons, ensembles, and classroom courses to students in grades 1 through 12 from Lawrence and the surrounding area. The participating students are taught by KU faculty and students at a very affordable price.
- **Midwestern Music Camps.** Each summer, the Department of Music and Dance offers a series of camps that provide musical opportunities to students across the country. In the Summer of 2004, the Midwestern Music Camps marked the 69th season of providing an outstanding musical experience to its participants. Outstanding music educators from across the country as well as the KU instrumental and voice faculties provide unique opportunities for all campers to grow musically. The Midwest Music Camps attract approximately 800 junior and senior high school students to campus each summer.
- **Music Festivals.** Thousands of junior and senior high school students and their parents are on the Lawrence campus for the following festivals sponsored by the Department of Music and Dance: Dance Day, Marching Band Day, Jazz Festival, Prairie Winds Festival, Women's Choral Festival, Men's Choral Festival, and Kansas Junior High Honor Band Festival.
- **Faculty Volunteer Program.** Members of the faculty volunteer with community art projects, including activities for at-risk teenagers and the Lawrence Arts Center, to enhance appreciation of the arts in Lawrence and surrounding communities.

School of Journalism and Mass Communications

- **The First Amendment, the Media and Democracy.** Each February since 1997, the School of Journalism and Mass Communications has co-hosted with the Office of International Programs approximately 90 military officers from about 80 countries in this one-day conference. The officers are studying at the Command and Staff General College at Fort Leavenworth. The conference seeks to inform officers who will return as leaders to their countries about the U.S. system of democracy and free press. The conference also provides increased exposure for KU students to individuals from other countries. The program is of mutual benefit to both institutions.
- **Kansas Journalism Institute.** These [conferences](#) serve high school students and their teachers who are interested in journalism. In 1994, the institute had 112 students from nine states. Scholarships were provided for 15 minority students. In 2003, the institute enrolled 242 students from 13 states, and scholarships were given to 29 minority students.
- **Kansas Scholastic Press Association Conference.** Also designed to serve high school students, the Kansas Scholastic Press Association has grown from 185 member schools and 224 individual members in 1994 to 201 member schools and 234 individual members in 2003. The fall conference attendance has increased from 1,269 participants at one site in 1994 to 1,713 participants at three sites in 2003.

School of Law

- The School of Law serves the local community through its Legal Aid Clinic, providing free legal services to the indigent in Douglas County. The school serves the state through a variety of programs, including clinical programs that represent inmates in state and federal prisons, place students in judges' chambers to assist them, place students in prosecutors' offices, provide free in-depth research to the Kansas Legislature, and place students with individual legislators during the legislative session each year.

School of Pharmacy

- **Drug Development.** Researchers in KU's School of Pharmacy (the number one program in the nation among national public research universities) have been the inventors and developers of drug products widely used in hospitals across the country, such as fosphenytoin, a drug used in emergency rooms for treatment of seizures. These researchers have also achieved great success in developing drug delivery agents that facilitate efficient, effective, and economical administration of drugs.
- **Pharmacy Summer Camp.** The School of Pharmacy Summer Camp is a career pathway exploration program for high school students, which provides information regarding the many career opportunities in the field of pharmacy. The weeklong camp includes information on the University of Kansas and the

opportunities in pharmacy education in the School of Pharmacy. Generally, 24 to 30 high school students are accepted each year from the Midwest region. Participation in this program by practicing pharmacy alumni has been significant; many of these individuals provide funding for individual students attending the program.

- **Pharmacy Fair.** Professional students from the School of Pharmacy host an annual fair on the Lawrence campus. The students provide information on pharmacy and health-related issues to the general University student population, staff, and faculty. Included is the provision of free health screening for blood pressure, bone density, and blood glucose to any interested students, faculty, and staff. The students have conducted similar fairs at the state capitol in Topeka and in communities across the state of Kansas.

School of Social Welfare

- **Rosedale Community Project.** Using an innovative student team approach, four to six students, under supervision of a social work project coordinator, carry out their field practicum requirement by working with Rosedale community residents in Kansas City, Kansas. The program identifies issues of concern and develops community-based strategies that support resident interests and goals. With the help of the students, two programs have been developed. The first is the Saturday Academy, an educational enrichment program for middle school youth. The second program is the Community Tree, a mini-grant program for youth that focuses on community improvement projects.
- **Wyandotte High School.** A student team from the School of Social Welfare worked with the Wyandotte High School staff to develop a Truancy Prevention Project. Its goal is to increase high school graduation rates as well as to provide opportunities for students to plan activities and projects to improve their school communities.

Medical Center

- **TeleKidcare®.** This project helps parents obtain healthcare for their children in the Kansas City, Kansas, school district. [TeleKidcare®](#) consists of interactive (ITV) systems placed in school health offices and in the KU Medical Center Pediatric Clinic that allow the school nurse and child to see, hear, and interact with the physician. Parental survey results indicated that 98 percent of parents were “satisfied” or “very satisfied” with services offered through TeleKidcare®. The program has expanded to 15 sites that offered 1,900 consultations throughout Kansas communities with funding from the Kansas Children’s Initiative Fund.
- **The Drug Information Center.** The center is a joint program among the KU Medical Center, the KU Hospital, and the Department of Pharmacy Practice. The purpose of the service is to provide accurate, current, and unbiased drug

information in the promotion of rational drug therapy. The center is staffed by faculty and professional degree students from pharmacy. Currently the center receives an average of 450 phone and web requests a month for drug information and medication questions from pharmacists, physicians, nurses, and healthcare offices. This service is available to health professionals across Kansas and to designated contractors nationwide.

- **Area Health Education Centers.** The area health education centers offer high-quality continuing education for health professionals that address the individual needs of rural facilities and organizations, and strengthen collaboration among educational institutions, healthcare organizations, and state governments. These centers promote healthy lifestyles, offer opportunities for citizens to explore careers in healthcare, and provide administrative support for specialty clinics.
- **Central Plains Geriatric Center.** The center was established in July 1998 with a grant from the Bureau of Health Professions division of Health Resources and Services Administration. One of the objectives of the center is to provide geriatric training/retraining to health professional faculty from postsecondary institutions. The center's website serves as a primary educational resource for multidisciplinary geriatric content including interdisciplinary educational modules on challenging geriatric clinical issues for healthcare faculty, providers, and students as well as curricular resources and teaching aids for geriatric educators.
- **Center for Environmental and Occupational Health.** The Center for Environmental and Occupational Health is dedicated to providing excellence in clinical and preventive medicine, and in educational and research programs directed at understanding the relationships between human health and hazards in the environment. The center's major program areas focus on a broad range of activities related to occupational and environmental health, laboratory services, research, and education. Examples of services are given below.
 - The Department of Occupational Health and Environmental Medicine provides clinical occupational health services for the KU Medical Center, other state agencies, and clients in the community. The mission of the department is to provide employers with the medical services needed to maintain a healthy and safe work environment for their employees.
 - The Mobile Medical Unit is outfitted with examining rooms, phlebotomy capability, audiometry, mammography, X-ray, and pulmonary function equipment. The unit travels throughout the region providing a variety of healthcare services to urban and rural communities.
 - The Field Services Division assists healthcare providers, government and industrial agencies, and patients in understanding the health risks associated with exposure to toxic substances. The division offers patients a

variety of environmental health services ranging from telephone consultations on possible toxic exposure problems to onsite monitoring, support, and intervention services, including laboratory analysis for large-scale occupational and environmental emergencies.

Other KU Organizations Engaged in Outreach

In addition to the public service that flows from KU's teaching and research mission, many other KU units actively engage in public outreach and service that benefit constituency groups. Below are examples of how these units provide effective connections to external communities.

- **KU Libraries.** The [KU Libraries](#) sponsored a four-day conference in commemoration of the 50th anniversary of the Supreme Court's decision in *Brown vs. Board of Education* in 2004. The Spencer Research Library worked with the Kansas State Historical Society to develop Territorial Kansas Online, an award winning digital collection of materials related to the sesquicentennial of the Kansas Territory.
- **The Helen Foresman Spencer Museum of Art.** The mission of the [Spencer Museum of Art](#) is to educate and enrich the lives of KU students and members of the larger community through the collection, study, and presentation of works of art. One of the museum's many educational programs is the Saturday Classes for children. These entertaining, interactive programs for children ages 5 to 14 combine art education with hands-on creation. Each week students explore selected art works in the museum and make their own art based on the techniques, media, and traditions they discover.
- **Information Services.** The department of [Information Services](#) provided the State of Kansas with web accessibility training. KU has served on the Kansas Web Accessibility Subcommittee since 2001, and developed and delivered the first round of training to state agencies on the Kansas Web Content Accessibility Guidelines (a total of six all-day sessions).
- **Office of International Programs.** The [Office of International Programs](#) is the umbrella unit for all international activity on campus, and sponsors programs for the KU and Lawrence communities on international topics. Since 9/11, the office has held public lectures and symposia on Understanding Islam, the War in Afghanistan, Iraq, and a view of the U.S. elections from a worldwide perspective. As part of the United Nations Foundation's series "The People Speak," the office received funding for a debate on U.S. security in 2003, and on the U.S. elections in 2004. The office hosts an annual International Career Workshop for more than 250 area high school students to learn about potential international career opportunities. Presenters include representatives from business, government, and nonprofits. The office joined with the U.S. Department of State and People-to-People International for two

years in hosting A Night of a Thousand Dinners to raise funds for land mine eradication.

- **Kansas Audio-Reader Network.** Established in 1971, [Audio-Reader](#) was one of the first radio reading services in the world. Today, with the help of FM radio broadcasters, cable TV companies, microwave relay systems, and the Kansas Lions Sight Foundation Satellite Network, reading by radio is available to thousands of people all across Kansas and western Missouri, with some programming available via satellite through other radio reading services across the United States. The network serves as a reading and information service for approximately 6,000 blind, visually impaired, and print-disabled individuals in Kansas, western Missouri, and limited areas of Oklahoma. Services are offered free of charge in the listening area.
- **Kansas Public Radio.** [KPR](#) (formerly KANU) began operations in 1952 and is a charter member of National Public Radio. The station has carried NPR news programs since 1971. With a membership of 6,000 subscribers, KPR broadcasts to approximately 78,000 listeners in the Kansas cities of Emporia, Manhattan, and Atchison. The main components of its programming are classical music, NPR news, jazz, and folk/bluegrass music. KPR carries many signature public radio programs, such as *Morning Edition*, *All Things Considered*, and *A Prairie Home Companion*, but the majority of programming is locally produced.
- **Faculty Speakers Bureau.** The University of Kansas [Faculty Speakers Bureau](#) is a joint project of the offices of University Governance, the Provost's Office, and University Relations. The KU Faculty Speakers Bureau is a free service that provides important links between the university and the state. It connects faculty volunteers with civic, service, professional, and educational clubs, schools, organizations, and groups throughout Kansas. Topics cover the broad range of knowledge available at an outstanding public research university. Approximately 100 faculty from all KU academic units participate. The service fields 20 requests per year.
- **The School of Medicine.** The school offers a Mini-Medical School Program each fall to interested citizens. This program presents lay summaries of health issues and current research topics that relate to health maintenance. This series has been offered for the last five years and has received very positive feedback from participants.
- **Lied Center.** The 2000-seat [Lied Center](#) is a state-of-the-art performance space that attracts the world's best in music, dance, and theatre. In addition, Lied Center Educational Initiatives are designed to reach underserved and new audiences among K-12 students and communities throughout the state. The Lied Center's Statewide Outreach initiative brings the performing arts into rural areas and small communities in Kansas. Since the statewide residency

began in 1998, education workshops and performances have been presented in 11 counties and have involved more than 12,000 people across the region. The Lied Performance Fund Outreach Program provides a ticket subsidy that enables student groups from outside the Lawrence area to attend a Lied Series performance.

In addition to the statewide program, more than 150 activities serving over 15,000 patrons reach into classrooms and touch local organizations each season. Education partnerships among the Lied Center, Lawrence Public Schools, and local businesses also provide curriculum-based arts integration workshops for teachers and performances for school children. The Adventures in Imagination programs use the arts to enhance reading, writing, critical thinking and creative expression for students and teachers in the community. As part of these activities for the community at large, the Lied Center has led the Civic Dialogue Project, which over the last four years has brought together regional and national artists, educators, and patrons to learn, grow, and explore the similarities among cultures as well as to celebrate uniqueness and diversity.

- **Athletic Department.** The KU Athletic Department and KU student athletes engage in a variety of community outreach programs both locally and nationally. Student athletes are involved in many different types of service activities. Some of the student athlete activities include working as classroom aides in elementary schools, speaking as part of an elementary school anti-drug campaign, hosting children from the community at a women's basketball game, and reading to children to encourage youth literacy.

Connecting the Community and the Curriculum

There are numerous ways in which the KU curriculum and co-curriculum connect students with external communities. Formal connections include internships that are required for almost all professional degrees, service learning, and volunteerism. As part of the [Serving Kansas](#) component of *Initiative 2001*, KU committed itself to increasing service learning opportunities for all students. Service learning was defined by the University Senate Executive Committee in Fall 2002.

Service Learning

A credit bearing, educational experience in which students link their academic studies to community involvement by participating in an organized service project that meets identified community needs. A service learning course should enhance students' understanding of course content, incorporate critical, reflective thinking about the service experience, and promote a sense of civic responsibility (Senate Executive Committee, 2002).

Many academic programs have service learning courses, internships, or other means of connecting their students with the external world. In addition to service learning, volunteerism is alive and well at KU. The [DEEP Report](#) noted that the

student-run [Center for Community Outreach](#) (CCO) serves 7,000 volunteers annually, or about 40 percent of the student body.

This section begins with a discussion of student engagement in the community through activities tied to academic programs or courses, namely service learning and internships. The section concludes with an outline of student participation in volunteer activities outside of the classroom.

Service Learning

- **Marketing Communications in Journalism.** The Wichita Area Chamber of Commerce contacted the School of Journalism and Mass Communications in 2002 for help in reaching out to the community's growing Hispanic workforce. A Strategic Communications Campaigns class administered an online survey of Wichita area employers. The class also conducted focus groups with employers and members of the Hispanic workforce. The students developed integrated marketing communications plans for the chamber to help it bridge the community's cultural gap and respond to a labor shortage that threatened Wichita's economic wellbeing.
- **Service Learning in Sociology.** Sociology has two courses dedicated to service learning, with typical enrollments of 30 to 35 students. Each student completes 500 hours of volunteer service learning in Lawrence. Course evaluations suggest that 75 percent of the students found service learning to be rewarding and a "great way to learn." Over 90 percent of students felt they had a better understanding of the social and economic inequalities as a result of participating in service learning.
- **Service Learning in English.** The department provides service learning opportunities by offering courses in which students perform community service and use that experience as a basis for writing and research projects. In the Fall of 2002, five sections of Freshman Composition offered a service learning component. Many of the projects promote community literacy. More than 250 students have participated in these courses.
- **School of Social Welfare.** Each year 400 students in master's and bachelor's programs in social welfare complete required field placement in social service agencies throughout Kansas and the Kansas City metropolitan area. They spend two to three days each week in 200 agencies and programs, contributing 250,000 hours of service to the community each year. Among the field practicum sites are mental health agencies, agencies serving children and families, hospitals, public welfare agencies, services to older adults, drug and alcohol treatment centers, veterans' hospitals, and programs for battered women and their children.

Internships

- **Center for Psychoeducational Services (CPS).** CPS is a self-sustaining, nonprofit agency within the School of Education. Through CPS, students receive academic credit while providing needed counseling and educational services to the community. CPS is staffed by student clinicians in school psychology, counseling psychology, reading, special education, and other education fields. All graduate student clinicians are supervised by faculty who are certified or licensed in their fields. The center has been operating since 2001 and has served 372 clients.
- **Internships in Public Administration.** The Department of Public Administration has offered internships for its M.P.A. students since the program's inception in 1948. The yearlong internship places students in cities around the country, providing an opportunity for students to apply their education in real world settings. This internship experience is one of the hallmarks of the public administration program, which has been consistently ranked number one in city management by *U.S. News and World Report*.
- **School of Fine Arts.** The studio internship program offers a visual design research service to area organizations and businesses and provides experiences in real world applications through sponsored projects. The program serves community needs in a pro-bono capacity – particularly social service agencies and charitable organizations such as AIDS hospices, battered women and children's shelters, and other organizations that need to get information to the public but lack funding.
- **Leadership Development for Pharmacy Students.** The school has provided opportunities for students, financing for activities, and support for organizations to develop future leaders in pharmacy. In 2003-2004, over \$20,000 in funds were provided to organizations with the intent of stimulating leadership development.
- **English Internships.** The English department has established internships with three Kansas City corporations (Andrews McMeel Publishing, American Academy of Family Physicians, and Universal Press Syndicate). The internships provide students with important learning experiences that often turn into full-time positions.
- **Psychology Clinics.** The [Child and Family Services Clinic](#) provides therapeutic services to children and families in Lawrence and eastern Kansas. The clinic provides training opportunities for graduate students in the Clinical Child Psychology Program. In 2002, the clinic served 118 children and families, and 37 graduate students staffed the clinic under the supervision of three faculty members. Another clinic, the [Psychological Clinic](#), is a training site for doctoral students in clinical psychology and provides services for student and local residents.

- **Pharmacy Clerkships.** The School of Pharmacy has developed clerkships for students with practicing pharmacists around the state of Kansas. The clerkships engage practicing pharmacists in the professional education of future pharmacists and foster the development of students' skills interacting with patients.
- **Rural Health Services.** As discussed in *Criterion 4*, students at the Medical Center have many opportunities to practice in [rural healthcare](#) settings. First- and second-year medical students participate in Rural Health Weekend and the Rural Family Medicine: Practice and Research elective. Third-year students may spend part or all of their rotations at a rural clinic and/or hospital. Fourth-year medical students spend a required preceptorship month with a generalist physician in private practice in a medically underserved area of the state. In the School of Nursing R.N.-B.S.N. program, 40 clinical placements were in rural and/or underserved communities in Kansas.

Student-based Services

- **Alternative Breaks.** [Alternative Breaks](#) are classes centered on a service trip that takes place in January or March each year. Groups of approximately 7 to 10 KU students travel to locations across the country for a week of service work. Each group works with an agency in that area on a specific social issue ranging from environmentalism to poverty. The overall goal is to provide KU students with the opportunity to volunteer and grow on a personal level. After completing their trips, students are encouraged to apply what they have learned to problems facing the local community. Alternative Breaks is completely student-run and has involved more than 1300 students since its inception in 1995.
- **JayDoc Free Clinic.** The [clinic](#) is student-run, operated by University of Kansas medical students under the supervision of an attending licensed physician. There are no charges for services and no one is turned away. Patients are seen one evening a week on a first-come, first-served basis. Other healthcare students also participate, including those in physical therapy. The main goal of the clinic is to address the language, cultural, and financial barriers to healthcare access in Wyandotte County by providing primary care services and preventive education at no charge, integrated with onsite language interpretation and adolescent youth outreach. The clinic is open to everyone but has particularly targeted the indigent, uninsured, Hispanics, adolescent youth, and people without access to basic healthcare.
- **Center for Community Outreach.** The [Center for Community Outreach](#) (CCO) is an umbrella organization for 16 other student organizations and also an incubator for new initiatives. It is supported by funds from student government. CCO currently has more than a dozen programs designed to meet community needs. Approximately 7,000 students per year are matched

with service opportunities. Selected examples of volunteer opportunities are listed below.

- **Best Buddies.** This program pairs KU students with local high school graduates who have developmental disabilities in order to provide friendship and educational opportunities.
- **Concerned, Active, and Aware Students (CAAS).** CAAS advocates for issues ranging from hunger and homelessness to environmental policy through service projects, educational events, and publications.
- **Community Resources Engaging in the Arts Through Education (CREATE).** Volunteers serve community agencies and populations by providing services focused on art, theater, music, and dance. Weekly sessions at the Ballard Community Center work on art-related projects with preschool-age children.
- **Environmental Action to Revitalize the Heartland (EARTH).** Volunteers work in local parks, nature preserves, and other areas whose natural environments need repair or protection.
- **Hawks for Health.** This program places student volunteers in community healthcare facilities. Volunteers hold health promotion activities on campus and around the Lawrence community.
- **Helping Unite Generations (HUG).** Volunteers with HUG establish relationships with older members of the community, help record the memories of the elderly through memory books, and link school-aged children and older adults through the GrandPals programs.
- **Jubilee Café.** The café provides breakfast for in-need community members in a restaurant-style environment. Volunteers have the unique opportunity to build friendships with members of the diverse Lawrence community by serving them with dignity and respect.
- **Music Mentors.** KU student mentors provide free private lessons in musical instruments and vocal training to elementary and junior high students who might otherwise be unable to afford them.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Component Overview

As stated in the introduction to Component 5b, KU's capacities for outreach, commitments to serving constituent groups, and responsiveness to those groups are difficult to separate and are discussed in both Components 5b and 5c. In Component 5c, the discussion emphasizes the partnerships that KU has forged with other postsecondary institutions, schools, public agencies, and private companies in an effort to promote the education, health, and wellbeing of all

people, particularly those in the state of Kansas. These partnerships focus on shared educational, economic, and social goals and build effective bridges among the diverse communities that KU serves.

This section begins with a discussion of transfer and articulation policies in the Kansas Board of Regents system as well as at the University of Kansas. The discussion then moves to educational partnerships, research collaborations, and economic development partnerships. The section concludes with a discussion of partnerships with the local community.

Transfer and Articulation Policies

Each fall between 1,400 and 1,500 students transfer to KU. About half arrive from Kansas community colleges, another 25 percent come from other states, and the balance of students are from the other state or private universities in Kansas. The existence of a sound articulation process is an important element in the relationship between the institution and its students and potential students. It is also a necessary component in a statewide educational system with differentiated institutional missions. The Kansas Board of Regents Transfer and Articulation Policy emphasizes the importance of a smooth transition from one point to the next. The essence of the policy is captured in the following excerpt.

Kansas Board of Regents

Transfer and Articulation Policy

Transfer is recognized as a crucial element within a seamless educational system. A seamless educational system offers the best resources to provide a high quality education for every citizen, and empowers and encourages each citizen to reach maximum potential by engaging in lifelong learning. This includes:

- 1. Aligning high school and college expectations and standards to improve access and success;*
- 2. Providing access to higher education;*
- 3. Providing high quality advising and information at every point of the journey to ensure that students understand the preparation required to succeed at the next level;*
- 4. Building connections and strengthening communications within and between the parts of the system;*
- 5. Providing a smooth transition from one level of learning to the next level, including graduate and professional education.*

Kansas Board of Regents Policy and Procedure Manual, Transfer and Articulation Policy, March 18, 2004

To further facilitate the transfer of students between Kansas postsecondary institutions, students transferring to a Kansas public university with a completed associate of arts or associate of sciences degree are given junior status. The [policy](#) also sets minimum general education requirements.

In addition to the policies outlined by the Kansas Board of Regents, the University makes every effort to ensure that its transfer policies and procedures are clear to students and other stakeholders and are consistently and fairly administered by KU staff. [Course transfer information](#) is easily available through the various KU advising centers or online. The list of transferable courses is subject to frequent revision and is updated on a regular basis to include the schools that provide a significant number of transfer students to KU.

KU also accepts a broad range of nontraditional credit including Advanced Placement, International Baccalaureate, military courses, and CLEP Tests. Retroactive credit is offered in foreign language classes (credit awarded, in addition to the course credit, for successfully completing advanced study in a foreign language), and certain minimum ACT/SAT scores may exempt students from certain requirements.

Educational Partnerships

- **KU-Haskell Indian Nations University Partnerships.** In recent years, KU and Haskell faculty and staff have worked to strengthen partnerships that not only serve needs in Native American communities but also promote exchanges of services for faculty and students on both campuses. In 1998, the provost hired a Director of American Indian Outreach whose responsibility is to facilitate partnerships and relationships with [Haskell Indian Nations University](#) and to raise the visibility of KU nationally as an American Indian serving institution. The director develops projects and serves as Principal Investigator or Co-PI on grants that support infrastructure and minority student training at both Haskell and KU. The program currently has four funded proposals.
 - **Haskell Mentor Program (Freshman-Sophomore Advising Center).** This program offers early enrollment in classes at KU, a special orientation program featuring Native American faculty, staff, and students, and a one-time \$150 book grant. In addition, each Haskell transfer student is matched with a student mentor, faculty mentor, and a staff guide who will assist with adjusting to life at KU.
 - **The RISE grant.** A 3-year, \$10 million grant from the NIH funds a Haskell program designed to change the infrastructure at Haskell so that it can more effectively serve students from the tribal schools. Through RISE, Haskell has created and staffed a learning laboratory and is establishing an office of institutional research.
 - **Tribal Law and Government Center.** The center's purpose is to prepare a new generation of advocates, particularly American Indians and other indigenous peoples, for careers representing Indian nations and peoples, and to provide a forum for discussion, research, and scholarship regarding tribal legal and governance issues.

- **Advanced Learning Technologies in Education Consortia (ALTEC).** In a collaborative venture, the Department of Electrical Engineering and Computer Science at KU created a research partnership with Haskell Indian Nations University and the [Advanced Learning Technologies in Education Consortia](#) (ALTEC). This partnership, funded by a National Science Foundation grant, helps an ALTEC research professor guide K-12 outreach efforts and provides a graduate research assistant to teach courses at Haskell. It has also provided an upgrade of the Haskell global information systems (GIS) laboratory.
- **Institute for Educational Research and Public Service.** The Institute administers federally funded projects that focus on the recruitment of future teachers from underrepresented groups. For example, Project AchievEe provides educational opportunities to bilingual individuals who express a commitment to becoming credentialed teachers and working in the Kansas City, Kansas, school district. This project uses existing partnerships between KU and Kansas City Kansas Community College to create a career path leading from high school to the employment site. In 2003-2004, 78 percent of the students enrolled in the program earned a 3.0 or better GPA. Retention rates are high, at 94 percent. Six students are currently enrolled in KU's teacher education program, and one is in the Graduate Certification Program.
- **Kansas Enrichment Network (KEN).** KEN is a collaborative partnership committed to the children of Kansas through a coordinated service program. The lead partners in this effort are KU's Institute for Educational Research and Public Service, the C.S. Mott Foundation, the Kansas State Department of Education, the Ewing Marion Kauffman Foundation, and the Kansas Health Foundation. The Kansas Enrichment Network is building and expanding school-linked, school-based programs to enhance learning opportunities for students and is providing technical assistance to new and established programs.
- **TRIO Dissemination Programs (Blueprint).** The Blueprint program in the Institute for Educational Research and Public Service is a KU partnership with three area institutions – Park University, University of St. Mary, and William Jewell College – designed to assist them in employing proven best practices from KU's Supportive Educational Services program. The best practices include peer tutoring, professional mentoring, tutor certification, and electronic record keeping. The program provides services for 50 to 75 students.
- **Library Consortia.** The KU Libraries actively participate in library consortia on the state, regional, and national levels. The consortia arrangements have enabled the libraries to purchase or license research materials at discounted rates and to enter into agreements for expedited lending and borrowing of research materials among the consortia memberships. As the flagship academic library within Kansas, the KU Libraries have taken the lead with developing

the Kansas Digital Library, a statewide consortium to bring together all digital collections related to Kansas.

- **International University Collaborations.** KU has 89 cooperative institutional agreements with universities in 29 countries and agreements for faculty exchanges with 16 (some overlap). These agreements involve varying degrees of exchange. A few of these agreements are highlighted below.
 - **University of Costa Rica (UCR).** Established in the late 1950s, the KU-UCR partnership is one of the longest standing formal educational exchanges in the Western Hemisphere. The core of the relationship is a student exchange that sends U.S. undergraduates to study at the University of Costa Rica and brings University of Costa Rica faculty to KU and to Kansas State University to earn advanced degrees. Over the past 10 years, major efforts have been made to enhance teaching and research relationships among the faculty of both institutions. This effort resulted in three academic symposia that were mutually planned by faculty and administrators from participating institutions. These symposia have generated extensive collaboration between the schools of journalism and social welfare at the two institutions. The libraries of the participating institutions have also set up formal exchange agreements for research materials, and librarians from each institution have participated in onsite visits and collaborations.
 - **Takeru Higuchi Intersearch Program.** The Takeru Higuchi Intersearch Program is a pharmacy graduate program conducted by the University of Kansas and the Victorian College of Pharmacy, which is part of Monash University in Melbourne, Australia. The Ph.D. degree is a cooperative program among the Departments of Medicinal Chemistry, Pharmaceutical Chemistry, and Pharmacology and Toxicology and is designed to teach methods of research and at the same time offer a broadening international experience. A joint degree is awarded under the names of both institutions.
 - **Graduate Direct Exchange Program.** KU has Graduate Direct Exchange agreements with nine European partner universities, with the first established in 1948. One KU graduate student and one graduate student from each of the 9 universities in the program exchange places and study at the partner institution. Some of these exchanges have been continuously operating for more than 50 years.

Research Collaborations

Alliances with regional universities and private research facilities have been strengthened through numerous avenues, enabling researchers from across the state to collaborate more easily. The research communication plan developed by KUCR includes activities aimed at bringing researchers together to consider potential collaborations for pursuing external grant funding opportunities. The

plan seeks broader campus and intercampus collaboration by meeting regularly with key stakeholders to discuss topics that lend themselves to interdisciplinary work.

- **Centers of Excellence.** The Kansas Technology Enterprise Corporation (KTEC) has designated two of KU's major research centers as Centers of Excellence. The Information and Telecommunication Technology Center and the Higuchi Biosciences Center receive funding from KTEC to enhance their economic development potential and to help researchers from across the state work collaboratively on cutting-edge research.
- **Collaborative Grant Awards.** Collaborative grant awards announced in FY 2003 in programs such as the NSF EPSCoR, the Kansas Biomedical Research Infrastructure Network (K-BRIN), and the KU Centers of Biomedical Research Excellence (COBRE) together totaled more than \$25 million. The NSF Engineering Research Center, the Center for Environmentally Beneficial Catalysis, was funded at \$17 million that same year. A new \$18 million NIH Kansas IDeA Network of Biomedical Research Excellence was announced in July 2004.
- **Kansas Universities Collaborations.** Collaborations among the universities in Kansas (KU, Kansas State, Wichita State, Emporia State, Fort Hays State, and Pittsburg State) in behavioral sciences and neurosciences have been central to developing many programmatic initiatives. Examples of these initiatives include the Mental Retardation and Developmental Disability Research Center, the Speech-Language-Hearing intercampus program, and the bi-campus neuroscience doctoral program.
- **Kansas Center for Community Economic Development (KCCED).** The KCCED is a partnership between the Policy Research Institute at KU and the Kansas Center for Rural Initiatives at Kansas State University. Its purpose is to bring university expertise in community economic development to rural Kansas. KCCED accomplishes this purpose through its technical assistance and applied research activities, funded by a grant from the Economic Development Administration of the U.S. Department of Commerce.
- **Life Sciences Workforce Development and Continuing Education Initiative.** The purpose of this initiative is to foster partnerships among the life science industry, area schools, and partners in economic development and government. Spearheaded by the Higuchi Biosciences Center and KU Continuing Education and funded by an NSF Partnerships for Innovation grant, the initiative seeks to develop specialized immersion training for laboratory support scientists in collaboration with Penn Valley Community College in Kansas City, Missouri, and eight area biosciences firms that have committed to the initiative. Experts from partner organizations collaboratively will develop training, identify candidates, improve curriculum, contribute to

the sustainability of the program, and develop strategies to train underrepresented constituencies. KU's Division of Biological Sciences, the Department of Chemistry, and the Department of Psychology and Research in Education have key roles in the initiative. The Lawrence Chamber of Commerce, the Kansas City Area Development Council, and the Kansas Technology Enterprise Corporation represent economic development interests on the advisory board.

- **Medical Research Collaborations.** The KU Medical Center has forged collaborative research partnerships with the Midwest Research Institute, Stowers Institute for Medical Research, and Children's Mercy Hospital. As part of those agreements, KUMC has established a lecture research seminar series with those institutions, created an online Sharing Resource/Resume system, and developed a database of collaborative grant proposals and opportunities. In addition, KU has granted affiliate faculty appointments to selected scientists at those institutions.
- **University Collaboration on Fragile X Syndrome.** In 1991, scientists identified a single gene on a fragile site of a characteristically long-armed X chromosome as responsible for the most common inheritable form of mental retardation, Fragile X syndrome (FXS). Two new major collaborative studies assure KU a prominent role in this fast-breaking area of research. The director of the Life Span Institute is leading both projects at KU in collaboration with the University of North Carolina at Chapel Hill, renowned for Fragile X research. KU has joined North Carolina as its research partner in a five-year, \$6-million National Institute of Child Health and Human Development (NICHD) grant that establishes a designated national Fragile X research center focusing on how families adapt to having a child with FXS.
- **Partnership Addressing Child Neglect.** Child neglect, the largest category of child maltreatment, is one of the most common but least studied threats to the normal development and well-being of children. KU's Mental Retardation and Developmental Disabilities Research Center and Juniper Gardens Children's Project, along with the University of Notre Dame, Georgetown University, and the University of Texas Health Science Center, were awarded \$8.5 million by the NICHD for a five-year study of the issue. Life Span scientists are directing the Kansas City site study that is following 100 single teenaged mothers from pregnancy to when their children are three years old.
- **Global Collaboration on Specific Language Disorder.** What determines when and how individuals learn language? This question underpins an ambitious research collaboration directed by a KU Distinguished Professor of speech, language, and hearing. A five-year, \$3 million NIH study will accumulate and analyze evidence on the genetic-environmental interplay of language development and disorders focusing on Specific Language Disorder. The collaboration spans the globe, with scientific partners in Kansas, Nebraska, Britain, and Australia.

Economic Development Partnerships

Below are examples of University partnerships that promote economic development in Kansas and the nation. The partnerships include academic units and research centers

- **Kansas City Area Life Sciences Institute (KCALSI).** [KCALSI](#) is a non-profit organization assisting with the transformation of Kansas City into a center for excellence in life sciences research and development. This alliance includes research institutes, universities, and research hospitals along with civic organizations such as the Civic Council and the Kansas City Area Development Council. The KCALSI and its stakeholder institutions share an ambitious goal – to make new discoveries in aging and related diseases, neuro-degenerative and cardiovascular diseases, cancer, and infectious diseases.
- **Kansas Technology Enterprise Corporation (KTEC).** [KTEC](#) is a state-owned corporation established to promote advanced technology economic development. KTEC comprises a statewide network of researchers, entrepreneurs, and businesses.
- **Lawrence Regional Technology Center (LRTC).** [LRTC](#) is a non-profit small business incubator whose mission is to provide business development assistance to early-stage businesses that have spun off from KU research and development.
- **The Biotechnology Development Center of Kansas City.** The [center](#) is a community-based wet lab incubator near KU Medical Center that provides high-growth potential companies with resources for the development and commercialization of biotechnology products.
- **Higuchi Biosciences Center (HBC).** [HBC](#) creates technologies that are available for commercial licensing and has collaborative agreements with large and small companies for research in areas that serve the companies' specific commercial interests. Additionally, there are abundant opportunities for additional collaborative research with private enterprise.

Community Partnerships

At each of its four campuses, KU has established a symbiotic relationship with the community. Such engagement with the community in mutually beneficial relationships strengthens the university's multiple connections between it and its many stakeholders.

- **KU & Lawrence series.** A community-based noncredit program developed and managed by KU Continuing Education, KU & Lawrence offers an opportunity for personal enrichment to Lawrence city residents. KU & Lawrence classes feature outstanding faculty members and give the community

a window on the exemplary work being done in the University's schools and departments. These short courses, usually lasting from two to four weeks, feature topics of interest such as Art, History, and Culture; Understanding Contemporary China; Native American Arts; and World Religions. This series is popular among senior citizens and has enrolled 1,660 participants since its inception in 2000. The KU & Lawrence program was instrumental in helping KU Continuing Education obtain a grant to establish the new Osher Lifelong Learning Institute at KU.

- **Community Use of Libraries.** The KU Libraries are open to the community, with an average of 2,000 active non-KU borrowers at any time. Approximately 5 percent of the KU Libraries' circulation is to the non-KU community. In addition, about 45 percent of the research materials that the KU Libraries lend are provided to libraries in Kansas.
- **Lawrence-KU Bus.** The student-run KU-on-Wheels bus transportation system has coordinated with the Lawrence Bus Services to expand city public transportation both for students and the city's residents. The collaboration allows KU students access to city buses at a reduced rate.
- **Medical Center and Rosedale Neighborhood.** The Medical Center partnered with the Rosedale neighborhood, the geographic area in which the campus sits, to revitalize the neighborhood and reduce crime and drug use. The Kansas Legislature expanded the jurisdiction of the KU Police in the neighborhood, allowing the Medical Center to fund law enforcement jointly with the city and curtail criminal activity more effectively.
- **Architecture and Metropolitan Lutheran Ministries.** During Spring 2004, a fourth-year architectural studio designed and built a shelter for the homeless in Kansas City that will serve as a prototype for shelters to be built in the near future through grant funding. This was a truly collaborative venture; the prototype was designed and built in the facilities of a Kansas City metals manufacturing firm and demonstrated for metropolitan governmental officials and service agencies. The Metropolitan Lutheran Ministries currently envisions the construction of 30 of these units.
- **International Investors Committee of the Greater Kansas City Chamber of Commerce World Trade Center Website.** The Office of International Programs has hosted the committee's website since 2001. In the process, KU has become an integral part of the World Trade Center's communication strategy and is able to help shape the agenda for Greater Kansas City WTC events and programs.
- **Kansas City Design Center.** As a result of consulting with leaders in Lawrence and the Kansas City metropolitan area, the School of Architecture and Urban Design helped to re-establish the [Kansas City Design Center](#)

(KCDC). KCDC is a not-for-profit collaboration among civic leaders, professional designers, and the architecture and planning programs at the University of Kansas, Kansas State University, and the University of Missouri - Kansas City. The organization's mission is to provide education, research, and leadership to strengthen the public realm through workshops, seminars, exhibitions, and other continuing education opportunities.

- **World Health Organization Collaboration Center.** In 2004, KU was designated as a World Health Organization Collaboration Center for Community Health and Development. Associated with the KU Work Group, faculty in the Department of Applied Behavioral Sciences and the Life Span Institute use internet-based resources to help build capacity for community health efforts on a global basis.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Component Overview

Public research universities play a crucial role in the economic, political, and cultural success of the nation and its citizens, and the University of Kansas is no exception. In a university as complex as KU, there are almost as many ways of determining value of service as there are services provided. KU's outreach activities have both direct effects on the Lawrence resident who attends an opera at the Lied Center or the western Kansas farmer who participates in a course offered through KU Continuing Education. KU's outreach activities also have indirect effects, such as the improved quality of life that results from discovery of a new drug or the contributions of a KU graduate in special education who works with children with intellectual disabilities.

Engagement is woven throughout the fabric of the University. Every center and academic unit engages its constituents in ways appropriate to its mission and in concert with KU's mission as a research university. While individual units assess the value of the programs they offer, no single comprehensive evaluation of the diverse range of programs is possible. Therefore, in this section, the information presented in the first three components is synthesized to assess the value of KU's contributions to lifelong learning, culture and education, health and wellness, and economic development.

Lifelong Learning

Traditionally, workforce development has been viewed as the province of community colleges and technical and vocational colleges, with an emphasis on providing training in specific skills and offering degrees and certificates in applied sciences. Although such programs continue to be important to the development of the nation's workforce, there is also a role for research universities such as KU.

Increasingly, the workplace of this century is global, knowledge-based, and dynamic. For example, the half-life of engineering knowledge is estimated to be two to eight years, making it incumbent on KU not only to prepare its graduates to enter the workplace but to continue to supply them with the knowledge they will need over time to grow and adapt successfully in their careers. The research university therefore needs to develop means by which the ongoing research enterprise can be linked to practitioners. These means include the ability to respond rapidly to changes in the environment, to deliver new knowledge to the workforce in a variety of ways, and to develop collaborative relationships within industries and communities.

KU Continuing Education offers courses – both public and custom-tailored for specialized industries – to keep professionals current in such fields as engineering, law, accounting, business, education, medicine, journalism, public administration, public works, and life sciences. Continuing education allows these professionals to continue to learn and benefit from the research and expertise of the University’s faculty. Many of the professional schools also offer continuing education opportunities for their constituents. For example, the School of Business offers a noncredit version of the M.B.A. degree program at the Edwards Campus called M.B.A. Essentials. M.B.A. Essentials is a certificate program that can be completed in 13 weeks. Intended for people with no prior business study, the program gives students three-hour doses of each of the topics covered in the regular MBA program.

KU Continuing Education provides a variety of educational and training opportunities to a broad range of constituent groups including participants from every county in Kansas, all 50 states, and 48 other countries. Programs include 1,000 professional, academic, and public service events annually, serving 50,000 noncredit participants. KU Continuing Education also offers 170 undergraduate and graduate distance education courses, developed and taught by KU faculty, with 2,300 undergraduate and graduate students enrolled annually. Through its educational service to the community, KU furthers the development of community leaders. For example, many of the graduates from the Kansas Law Enforcement Training Center (KLETC), including 162 police chiefs and 81 sheriffs, are now in leadership positions.

Contributions to Cultural Enrichment and Education

Although a relatively small city, Lawrence partners with KU as a cultural center for northeastern Kansas. Each year, citizens of the region have a wide variety of local, national, and international musical, cultural, educational, and sporting events from which to choose. Thousands of individuals attend events at the Lied Center, the School of Fine Arts, the Dole Institute of Politics, Memorial Stadium, and Allen Fieldhouse. Last spring, a speech by former president Bill Clinton was moved to the fieldhouse to accommodate the huge demand for tickets. More than 12,000 students, faculty, staff, and citizens from all parts of the state attended the speech. The [Museum of Natural History](#) is one of the most visited tourist attractions in

Kansas. The Lied Center's education and outreach programming include more than 150 activities serving more than 15,000 patrons. Kansas Public Radio estimates that some 70,000 people listen each day to its varied musical and public service programming through its home station, KPR, or one of its translators. Faculty and staff say the richness of cultural opportunities is one of the factors that makes Lawrence one of the most desirable places to live in Kansas.

One of the themes to emerge from KU's Self-Study is the large number of units on campus that contribute to K-12 education in Kansas. The involvement extends beyond the expected outreach of units such as the School of Education, the Center for Research on Learning, and the Life Span Institute. Nearly every academic unit and a diverse array of research centers, museums, and administrative departments have outreach activities that benefit K-12 students and/or teachers. Programs such as the museum summer programs for school children, music festivals, pharmacy summer camp, and journalism summer institutes directly involve elementary and high school students. Other units such as the Center for Environmentally Beneficial Catalysis and the Office of International Programs focus their efforts on assisting teachers by providing workshops or materials for use in classrooms. The area studies programs (East Asian Studies, Latin American Studies, Russian and East European Studies) employ an outreach coordinator who works directly with the public schools. Likewise, the Museum of Natural History employs an education director. Other programs such as Telekids™, the clinics sponsored by the Department of Psychology, the Department of Speech, Language, and Hearing, and the School of Education, and community projects such as Juniper Gardens and the Rosedale neighborhood initiatives work directly with children to improve their mental, social, and physical health. There is no doubt that such activities are beneficial both to the University and to the communities. Further, the outreach activities of KU provide school children and teachers a wealth of opportunities for enrichment that would not otherwise be available.

Quality of Life, Health, and Wellness

As the state and region's only academic medical center, the [KU Medical Center](#), along with its partner organizations, KU Physicians and the KU Hospital, provides more than \$400 million in patient care and \$70 million in research each year, with an economic impact in excess of \$1 billion on the Kansas economy. In addition, these entities provide an average of \$12 million in uncompensated care each year. Uncompensated care includes both charity and billed but uncollectible charges for medical care provided to patients who were unable to pay.

KU develops knowledge and technologies that enhance the human condition through interdisciplinary programs in areas such as gerontology, developmental disabilities, community health, weight management, communications disorders, and social welfare. For example, the [Beach Center on Disability](#) is the only research entity in the country that conducts research on the intersection of family life and public policy and that trains doctoral students in this field. The [Research](#)

[and Training Center on Independent Living](#) develops systematic approaches to enable people with disabilities to live independently, control their lives, and shape their futures across the lifespan. The center is currently establishing relationships with contacts in Vietnam, Poland, Korea, and Peru. As a group, the [University Centers on Developmental Disabilities](#) served more than 82,000 people in 2003-2004 through advocacy, capacity building, systemic change, or direct service activities. The centers disseminated more than 53,000 products and had 225 trainees.

The [Center for Physical Activity and Weight Management](#) supports research, training, and clinics for weight loss and weight maintenance, serving 500 to 750 clients annually with services totaling over \$500,000. The center has a major effort aimed at preventing obesity in children by increasing physical activity and reducing high-fat, energy-dense foods in elementary schools. Its weight-loss studies involve an estimated 20,000 participants each year.

Economic Development

The direct effects of research at KU contribute significantly to the local and state economies. Total research expenditures in FY 2003 were \$258 million. Numerous positions are created directly by research projects. The University employs scientists as well as student workers in myriad types of programs. A study commissioned by the Milken Foundation found that one of the best predictors of a region's economic success was its proximity to a major research university. KU serves this role for the state of Kansas as well as the greater Kansas City area.

Research expenditures continue to grow at KU. Since 1993, KU's total research expenditures have increased 150 percent, from \$103 million in FY 1993 to the current mark of \$258 million. In FY 2003, over 50 percent of these expenditures came from federal agencies. The \$133 million in federal dollars brought into the state were dollars that would not otherwise have contributed to the state's economy. Each dollar spent directly on research will also circulate through the state's economy, indirectly generating additional income, employment, and taxes.

Further, basic university research may result in discoveries with commercial potential. Transferring technologies from research laboratories to the marketplace can have significant economic effects. In 2003, KU research generated 52 patents, 24 licenses, 13 equity positions, and 15 start-up companies.

A recent study provides further evidence that funding for university research goes hand in hand with state economic success. A November 2002 study by the National Science Foundation found that eight of the top 10 states in university research and development expenditures also were among the top 10 states in total research and development expenditures. Several examples provide concrete evidence of the effect of the KU research enterprise on the economic well-being of Kansas.

For example, the [Kansas IDeA Network of Biomedical Research Excellence](#) (K-INBRE) generated \$69.3 million in total awards to the state of Kansas as well as the creation of 2,500 new jobs. The goal of the programs is to double Kansas NIH grant awards in the next five years to \$150 million among the scientific partner institutions, including the University of Kansas Lawrence campus and the Medical Center, Kansas State University, and Wichita State University. The Kansas Biomedical Research Infrastructure Network (K-BRIN) has supported the growth of over \$8.1 million in federal funding across the state.

Over its first five years, the Center for Environmentally Beneficial Catalysis (CEBC) will have infused \$17 million in NSF funding into the University of Kansas. Conservatively, CEBC's research during the next five years will produce transformational technologies that will affect chemical processes that account for roughly \$10 billion dollars per year. The potential for licensing and royalty income to KU and to Kansas companies is millions of dollars per year.

In the long term, CEBC and parallel industrial developments provide the opportunity to transform catalytic technologies so that they minimize chemical waste production and maximize energy efficiency. The resulting economic impact will be substantial. Pollution prevention could result in significant additional savings and enhance the competitiveness of the U.S. chemical industry. The ecological effect is expected to be equally dramatic. Approximately 30 billion pounds of organic and halogenated solvents are used and released by industries each year. The replacement of toxic solvents with benign and less expensive media will have a profoundly beneficial effect on the environment and on human health.

Criterion Summary

The Self-Study process has revealed that engagement is woven into the fabric of KU activities. Every unit engages its constituencies in ways that stem directly from its teaching and research capacity and expertise. The service provided by the university is exemplified by the number of activities, the breadth of those activities, and the depth of KU's engagement with the citizens of the state and the world.

Agenda for the Future

KU engages its constituents throughout the state and nation in the many ways illustrated throughout this criterion. The breadth and depth of engagement mirrors the diversity of the University in general. This diversity is both a strength and a weakness. Because of the broad range of activities, citizens of the state often do not realize the amount or extent of service provided to the state and beyond. Indeed, a general lack of knowledge exists even within the University community of the range and extent of service activities. One challenge is to change this limited perception. To this end, the University is engaged in an integrated marketing process that will help KU better communicate its message to the public.