

JULY 24, 2013

Kansas Board of Regents

2013-2014
Fred Logan, Chair
Kenny Wilk, Vice Chair

KANSAS BOARD OF REGENT MEMBERS:

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FORESIGHT 2020

A Strategic Agenda for the State's Public Higher Education System

1. Increase higher education attainment among Kansas citizens
2. Improve alignment of the state's higher education system with the needs of the economy
3. Ensure state university excellence

BUDGET WORK SESSION AGENDA

The Kansas Board of Regents will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

Wednesday, July 24, 2013

8:30 a.m.	Call to Order	Regent Logan, Chair
	Report from the Chair	
	Act on Proposed 2013-2014 Board Committee Appointments	
8:45 a.m.	University of Kansas and University of Kansas Medical Center	Bernadette Gray-Little, Chancellor; Jeff Vitter, Provost; Douglas Girod, KUMC EVC/Executive Dean; Theresa Gordzica, Chief Planning & Business Officer; Diane Goddard, Vice Provost, Administration & Finance; Steffani Webb, KUMC Vice Chancellor for Administration
10:15 a.m.	Break	
10:25 a.m.	Kansas State University, K-State Veterinary Medicine, K-State Extension System and Agriculture Research Program	Kirk Schulz, President; Cindy Bontrager, Interim Vice President
11:55 a.m.	Wichita State University	John Bardo, President; Mary Herrin, Vice President
12:55 p.m.	Board Lunch	
1:30 p.m.	Emporia State University	Michael Shonrock, President; David Cordle, Provost Ray Hauke, Vice President;
2:45 p.m.	Fort Hays State University	Ed Hammond, President; Mike Barnett, Vice President
3:30 p.m.	Break	
3:40 p.m.	Pittsburg State University	Steve Scott, President John Patterson, Vice President
4:25 p.m.	Staff Review of Requests from Coordinated Institutions (these will be discussed with college leaders at the Board's retreat) and Other Requests i.e. Oral Health Task Force, Adult Education, etc.	Diane Duffy, Vice President for Finance & Administration

TABLE OF CONTENTS

I.	COMMITTEE APPOINTMENTS		<i>p. 1</i>
II.	SYSTEM BACKGROUND		
	A.	Staff Background Memo: Postsecondary Education Financing	<i>p. 3</i>
	B.	State Universities: Summary of Financial Statistics (Annual Financial Reports)	<i>p. 20</i>
	C.	Selected State University System Tables, State University Data Book, June 2013	
	1.	Total Operating Expenditures by Funds, FY 07 – FY 12 (Table 1.10)	<i>p. 21</i>
	2.	All Funds Operating Expenditures by Program, FY 07 – FY 12 (Table 1.12)	<i>p. 22</i>
	3.	General Use Operating Expenditures by Object, FY 2007-FY 2012 (Table 1.14)	<i>p. 23</i>
	4.	Resident Tuition Rates, Undergraduate Students, FY 08-13 (Table 2.1a)	<i>p. 24</i>
	5.	Ratio of Tuition Revenue to Educational Costs, FY 07-FY 12 (Table 2.4)	<i>p. 25</i>
	D.	Summary of Funds Cut for FY 2014 and FY 2015	
	1.	Summary	<i>p. 26</i>
	2.	Detail	<i>p. 27</i>
	E.	“What if” a 1% KBOR Systemwide Request	<i>p. 28</i>
	F.	Guidance to State Universities	<i>p. 29</i>
III.	STATE UNIVERSITY BUDGET REVIEW		
	A.	University of Kansas and University of Kansas Medical Center	
	1.	University of Kansas Consolidated - FY 2014 Operating Budget	
	a.	Funding Source	<i>p. 32</i>
	2.	University of Kansas Lawrence and Edwards Campuses – FY 2014 Operating Budget	
	a.	Funding Source	<i>p.33</i>
	b.	Program	<i>p. 34</i>
	c.	Expenditure Classification	<i>p. 35</i>
	3.	University of Kansas Medical Center – FY 2014 Operating Budget	
	a.	Funding Source	<i>p. 36</i>
	b.	Program	<i>p. 37</i>
	c.	Expenditure Classification	<i>p. 38</i>
	4.	University of Kansas Consolidated - FY 2012 Actual	
	a.	Funding Source	<i>p. 39</i>
	b.	Program	<i>p. 40</i>
	c.	Expenditure Classification	<i>p. 41</i>
	5.	University of Kansas Lawrence and Edwards Campuses – FY 2012 Actual	
	a.	Funding Source	<i>p. 42</i>
	b.	Program	<i>p. 43</i>
	c.	Expenditure Classification	<i>p. 44</i>

		6.	University of Kansas Medical Center – FY 2012 Actual	
		a.	Funding Source	<i>p. 45</i>
		b.	Program	<i>p. 46</i>
		c.	Expenditure Classification	<i>p. 47</i>
		7.	FY 2015 Planning Budget including estimated required expenditures	<i>p. 48</i>
		a.	Proposed uses of restored funds	<i>p. 51</i>
		b.	Proposed enhancement requests	<i>p. 53</i>
		8.	Institutional Profile, State University Data Book, - KU	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 68</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 70</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 71</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 72</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 73</i>
		9.	Institutional Profile, State University Data Book, KUMC	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 74</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 76</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 77</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 78</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 79</i>
		B.	Kansas State University	
		1.	Kansas State University - Main Campus, Vet Med, and ESARP (Extension Systems & Agriculture Research Programs) - FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 80</i>
		b.	Program	<i>p. 81</i>
		c.	Expenditure Classification	<i>p. 82</i>
		d.	Organizational Unit	<i>p. 83</i>
		2.	Kansas State University Main Campus – FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 84</i>
		b.	Program	<i>p. 85</i>
		c.	Expenditure Classification	<i>p. 86</i>
		d.	Organizational Unit	<i>p. 87</i>
		3.	Kansas State University Veterinary Medicine Center – FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 88</i>
		b.	Program	<i>p. 89</i>
		c.	Expenditure Classification	<i>p. 90</i>
		4.	Kansas State University ESARP – FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 91</i>
		b.	Program	<i>p. 92</i>
		c.	Expenditure Classification	<i>p. 93</i>
		5.	Kansas State University Supplemental Tables	
		a.	Schedule of Debt	<i>p. 94</i>
		b.	Component Unit	<i>p. 95</i>

		c.	K-State Athletics, Inc	<i>p. 96</i>
	6.		FY 2015 Planning Budget including estimated required expenditures	<i>p. 98</i>
		a.	Proposed uses of restored funds	<i>p. 99</i>
		b.	Proposed enhancement requests	<i>p. 102</i>
	7.		Institutional Profile, State University Data Book, KSU	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 110</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 112</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 113</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 114</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 115</i>
	8.		Institutional Profile, State University Data Book, KSU Vet Med	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 116</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 117</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 118</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 119</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 120</i>
	C.		Wichita State University	
	1.		FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 121</i>
		b.	Program	<i>p. 122</i>
		c.	Expenditure Classification	<i>p. 123</i>
	3.		FY 2015 Planning Budget including estimated required expenditures	<i>p. 124</i>
		a.	Proposed uses of restored funds	<i>p. 125</i>
		b.	Proposed enhancement requests	<i>p. 125</i>
	4.		Institutional Profile, State University Data Book	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 126</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 128</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 129</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 130</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 131</i>
	D.		Emporia State University	
	1.		Review of FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 132</i>
		b.	Program	<i>p. 133</i>
		c.	Expenditure Classification	<i>p. 134</i>
		d.	Division	<i>p. 135</i>
	2.		Review of FY 2015 Planning Budget including estimated required expenditures	<i>p. 136</i>
		a.	Proposed uses of restored funds	<i>p. 137</i>
		b.	Proposed enhancement requests	<i>p. 137</i>
	3.		Institutional Profile, State University Data Book	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 156</i>

		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 158</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 159</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 160</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 161</i>
	E.		Fort Hays State University	
		1.	FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 162</i>
		b.	Program	<i>p. 163</i>
		c.	Expenditure Classification	<i>p. 164</i>
		d.	Division	<i>p. 165</i>
		2.	FY 2012 Actual	
		a.	Funding Source	<i>p.166</i>
		b.	Program	<i>p. 167</i>
		c.	Expenditure Classification	<i>p. 168</i>
		d.	Division	<i>p. 169</i>
		3.	FY 2015 Planning Budget including estimated required expenditures	<i>p. 170</i>
		a.	Proposed Use of Restored Funds	<i>p. 171</i>
		b.	Proposed Enhancement Requests	<i>p. 172</i>
		4.	Institutional Profile, State University Data Book	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 175</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 177</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 178</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 179</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 180</i>
	F.		Pittsburg State University	
		1.	FY 2014 Operating Budget	
		a.	Funding Source	<i>p. 182</i>
		b.	Program	<i>p. 183</i>
		c.	Expenditure Classification	<i>p. 184</i>
		2.	FY 2015 Planning Budget including estimated required expenditures	<i>p. 185</i>
		a.	Proposed Use of Restored Funds	<i>p. 181</i>
		b.	Proposed Enhancement Requests	<i>p. 186</i>
		3.	Institutional Profile, State University Data Book	
		a.	Table A – Enrollment by Student Characteristics	<i>p. 204</i>
		b.	Table B – Total Operating Expenditures by Funds, FY 07 – FY 12	<i>p. 206</i>
		c.	Table C – All Funds Operating Expenditures by Program, FY 07 – FY 12	<i>p. 207</i>
		d.	Table D – General Use Operating Expenditures by Program FY 07 – FY 12	<i>p. 208</i>
		e.	Table E – General Use Operating Expenditures by Object, FY 07 – FY 12	<i>p. 209</i>

IV.	OTHER BUDGET REQUEST ITEMS		
	A.	Restore Funding Cuts (see page 26)	
	B.	1% KBOR Systemwide Requests (see page 28)	
	C.	Community Colleges	<i>p. 210</i>
	D.	Technical Colleges	<i>p. 212</i>
	E.	Washburn University	<i>p. 213</i>
	F.	Adult Education	<i>p. 216</i>
	G.	EPSCoR	<i>p. 218</i>
	H.	Transfer and Articulation	<i>p. 219</i>
	I.	Oral Health Task Force	<i>p. 221</i>
	J.	Student Financial Assistance – related to Foresight 2020 Goal Educational Attainment	

KANSAS BOARD OF REGENTS COMMITTEE APPOINTMENTS (2013-2014)

**Fred Logan, Chair
Kenny Wilk, Vice Chair**

Standing Committees

Academic Affairs

Robba Moran, Chair
Mildred Edwards
Tim Emert
Helen Van Etten

Fiscal Affairs and Audit

Ed McKechnie, Chair
Shane Bangerter
Ann Brandau-Murguia
Kenny Wilk

Governance

Fred Logan, Chair
Tim Emert
Kenny Wilk

Regents Retirement Plan

Mildred Edwards, Chair
Fred Logan

Board Representatives and Liaisons

Education Commission of the States

Robba Moran

Kansas Bioscience Authority

Kenny Wilk
Jerry Boettcher

Midwest Higher Education Compact (MHEC)

Mildred Edwards

Washburn University Board of Regents

Robba Moran*

Transfer and Articulation Advisory Council

Shane Bangerter
Fred Logan

P-20 Workgroup

Robba Moran
Helen Van Etten
Christine Downey-Schmidt

* Appointment to be adopted at the September Board meeting per K.S.A. 13-13a04

University Subcommittees

University of Kansas
Wichita State University

Mildred Edwards, Chair
Fred Logan
Ann Brandau-Murguia

Fort Hays State University
Kansas State University

Tim Emert, Chair
Shane Bangerter
Robba Moran

Emporia State University
Pittsburg State University

Ed McKechnie, Chair
Kenny Wilk
Helen Van Etten

Appointments made July 8, 2013. To be submitted for Board approval July 24, 2013.



KANSAS BOARD OF REGENTS

MEMO

TO: Kansas Board of Regents

FROM: Diane C. Duffy, Vice-President, Finance & Administration
Kelly L. Oliver, Director, Finance

DATE: July 24, 2013

RE: Overview of Public Postsecondary Education Financing in Kansas

This staff memo is intended to provide an overview of postsecondary education financing in Kansas. The economics of higher education are complex, made so because of the diversity of revenue streams and the different cost structures across varying types of institutions. For example, the financial model in community colleges is quite different from that in technical colleges, and both are very different from comprehensive universities. Then again, community colleges, technical colleges, and comprehensive universities are different from research universities. Appendix A, *Higher Education Finance 101*, from the Association of Governing Boards provides an explanation of basic concepts and language of higher education finance. Although, the figures are a bit out dated the concepts described in the document are current today.

Kansas' public higher education system enrolls nearly 260,000 students annually. It also conducts basic and applied research in numerous fields, and performs public service to the state and local communities across Kansas in various ways.

For FY 2014, the state provided roughly \$750 million in State General Fund support for higher education. Higher education's share of total State General Fund spending is around 12 percent. Student tuition and fees, local property taxes, and federal and other funds also contribute toward total financing for the system's operations.

The state's system of public higher education involves four "sectors":

State Universities (University of Kansas, including University of Kansas Medical Center; Kansas State University, including Kansas State University Veterinary Medical Center and Kansas State University Extension Systems and Agricultural Research Programs; Wichita State University; Emporia State University; Pittsburg State University; and Fort Hays State University)

Washburn University and its affiliate Washburn Institute of Technology

Community Colleges (Allen Co. CC, Barton Co. CC, Butler CC, Cloud Co. CC, Coffeyville CC, Colby CC, Cowley County CC/AVTS, Dodge City CC, Fort Scott CC, Garden City CC, Highland CC, Hutchinson CC, Independence CC, Johnson Co. CC, Kansas City Ks CC, Labette CC, Neosho Co. CC, Pratt CC/AVTS, Seward Co. CC)

Technical Colleges (Northwest Ks TC; North central Ks TC; Flint Hills TC; Manhattan Area TC; Salina Area TC; Wichita Area TC)

Although the federal government plays a central role in financing of student assistance and research, the states have been and remain the principal source of funding for instruction in public institutions of higher education. The Kansas Governor, Legislature, Board of Regents, local governing boards, and the sectors/institutions have developed a number of policies that guide higher education finance in Kansas. In addition, numerous funding decisions are made annually as part of the budget process.

State Budgeting for Higher Education -- the “Unified Appropriation Request”

The Higher Education Coordination Act provides that the Kansas Board of Regents shall “serve as the representative of the public postsecondary educational system before the Governor and the Kansas Legislature.” (K.S.A. 74-3202c (b) (2)). This statement provides the foundation for a budgeting model that reflects the recurring theme of maintaining a system wide focus on requesting and advocating for increases in state general fund appropriations for public postsecondary education. In order to effectuate its statutory responsibilities of governance and coordination, the Board requests and advocates for the Governor and Legislature to appropriate funding to the Board, which it then further allocates to sectors and institutions based on its determination of system-wide needs, appropriate institutional accountability and the performance of institutions. The Governor and Legislature may appropriate directly to the state universities because they are state agencies.

The State Budget Cycle

Typically, development of the Board’s unified budget begins in the spring, and includes a summer budget work session and discussions with institutional leaders from all sectors with formal approval at its September meeting. By October 1 (statutory deadline) of each year, the Kansas Board of Regents submits the unified budget request to the Governor’s Division of Budget, and the Legislature’s Research Department which includes the base state grants and other specific appropriations to the coordinated institutions (19 community colleges, 6 technical colleges, Washburn University), programs administered by the Board of Regents, and any increase in funds requested by the Board for the KBOR system. The state universities also submit a budget request document for their base budget, but typically do not request an

increase in state funds although if seeking restoration of cuts to budgeted funds, the Board may direct the restoration of base funds be requested as part of the individual state universities budget. Professional staff at the Division of the Budget analyzes and reviews the budget requests of the universities and other State agencies and presents the budgets to the Governor for gubernatorial recommendation. The Governor then presents a complete State budget, with funding recommendations, to the Legislature in January, typically during the first week of the legislative session. Governor Brownback presented to the 2013 Legislature a two-year budget (FY 2014 and FY 2015).

During the legislative session, both the Senate Ways and Means Committee and the House Appropriations Committee review the Board's request, Governor's recommendations before making final recommendations for legislative approval. Staff support for the Legislature also includes professional budget analysts from the Kansas Legislative Research Department who again scrutinize the Board's requests and Governor's recommendations for the proposed budget. The 2013 Legislature appropriated a two year budget (FY 2014 and FY 2015).

On July 1, the capital budget request is submitted. Typically, KBOR approves the capital budget request of the state universities in May. In other words, in May, 2013 the Board approved the capital budget request for FY 2015. The capital budget contains a five-year plan, which includes the capital improvement requests for the current year, the budget year, and four out-years following the budget year. The 2013 Legislature appropriated capital projects for FY 2014 and FY 2015. The Board's FY 2015 request will be viewed as a supplemental request to the FY 2015 capital appropriations.

Budget Documents

In accordance with Board policy, the official request for any new state appropriations for the state universities shall be made by the Board, as a part of its Unified Budget Request for state funding of postsecondary educational institutions and is submitted in the Board's budget document. State universities are state agencies and therefore also submit separate budget documents that reflect the base budget. This document is referred to as the Legislative Budget. Board policy also provides that the Board shall receive an annual operating budget from each state university that includes budgeted expenditures by program, source of funds and budgeted staffing and salaries by position for each program.

With regard to the community colleges for whom the Board has statutory coordinating authority and which are also taxing subdivisions, the board staff coordinates with colleges on necessary changes to the statutorily required budget forms and also receives and files the completed budgets in the Board Office. Institutions are also required to submit official budgets to the County Clerk, as required by K.S.A. 79-2930.

Appropriation Structure

The Board of Regents section of the appropriation bill includes the individual SGF line-items for the coordinated institutions. For the community colleges and technical colleges the major appropriations are: Non-tiered Course Credit Hour Grant, Postsecondary Tiered Technical Education State Aid, and Tuition for Technical Education (Governor Brownback's high school CTE Initiative). The Board's section of the appropriation bill also includes an individual SGF line-item for Washburn University's operating grant. Additionally it includes line-item appropriations for office administration and programs administered by the Board of Regents such as adult basic education and the student financial assistance programs.

Each state university has a section in the annual appropriation bills and each state university has a SGF line item appropriation within their section that appropriates base operating expenditures and may include other direct SGF line-item appropriations unique to an individual university.

Recent State University Budget Models

Prior to 2000, the state utilized a "General Use" Budget model. State General Fund plus Tuition equaled the general use budget. Characteristics of the General Use model included direct appropriations to each institution, system wide salary and other operating expenditures increases/decreases by the Legislature, enrollment adjustment formula applied to make increases/decreases, tuition expenditures capped by the Legislature, tuition considered interchangeable with State General Fund, tuition increases used to reduce SGF and tuition decreases supplanted by SGF, tuition considered a state asset and not an institution asset, tuition set by the Board on a system wide basis, little institutional resource management flexibility, and no direct Board influence on the allocation of state funds.

In the fall of 2000, the Board of Regents proposed a university operating grant/tuition ownership model to the Governor. The Governor recommended the concept to the Legislature, and during the 2001 Legislative Session, operating grants were implemented for the universities' FY 2002 budgets. The original concept of the operating grants was that each university would be appropriated an operating grant without guidance from the state on how the funds should be spent. Except, Universities would continue to follow the state's salary plan for classified employees. Appropriations were made to a university outside of the operating grant for specific purposes. Any general increase in the operating grants was appropriated in a lump sum to the Board of Regents for allocation to the individual universities. When the Board distributed the lump sum amount, it was at liberty to use its own criteria and was not required to distribute the funds across-the-board. During this era, the Board used a formula that was designed to account for the difference in the capacity to generate tuition revenues. This methodology distributed an additional one percent to the

University of Kansas Medical Center, Kansas State University – Extension Systems and Agriculture Research Programs (which generate no tuition revenue), and each of the regional universities (Emporia State University, Pittsburg State University, Fort Hays State University). An additional half percent was distributed to Wichita State University. Once the Board approved the amounts to be distributed from the new SGF funds, a transfer was made from the block grant to the operating expenditure account of each state university and became a part of the universities' base appropriation. In determining the level of state appropriation, the Governor and Legislature would take into account a number of variables, including the economy, the needs of the universities, and spending mandates. With regard to tuition, each university retains the revenues generated from tuition and there is no expenditure limitation placed on the General Fees Fund by the Governor and Legislature. Since the change to tuition ownership, the Board has not used a "one-size-fits all" approach. Instead, the Board's philosophy has been to set tuition and fee rates for each state university that reflects each university's own unique niche— reflecting differing missions, program offerings, geographic locations, competitive environments, level of state support and other considerations.

Since the great recession, there have been no SGF operating grant increases for the state universities. In fact, the universities have experienced across-the-board reductions or flat appropriations to the operating grants for fiscal years FY 2008-FY2015. Targeted special purpose appropriations have been approved in recent fiscal years for specific enhancements. Over this period, tuition and fees increases offset the reduction in SGF and covered required expenditures such as group health insurance and at some of the universities modest salary pools for merit increases for unclassified/faculty.

Recent Community College/Technical College Budget Model

Several years ago, the Legislature authorized a special committee to study postsecondary technical education. One of its conclusions was the system of state funding of technical education was broken. Over 40 years, the patchwork of statutes was confusing and out-dated. It created the Kansas Technical Education Authority and among other important assignments, charged the Authority in K.S.A. 72-4482 to:

- (A) develop and recommend to the state board of regents a credit hour funding distribution formula for postsecondary technical training programs that (1) is tiered to recognize and support cost differentials in providing high-demand, high-tech training; (2) takes into consideration target industries critical to the Kansas economy, (3) is responsive to program growth; and (4) include other factors and considerations as deemed necessary or advisable; and (B) establish and recommend to the state board of regents the rates to be used in such a funding distribution formula.*

During the 2011 Session, the Legislature enacted Senate Bill No. 143. That bill repealed the Postsecondary Aid statutes and the provisions for calculating the Community College Operating Grant, replacing them with a new structure for determining state aid for technical education and other credit hour aid based on the cost of providing courses. The level of state financing assumes cost sharing by students through tuition and where applicable local tax support.

During the 2012 Session, the Legislature enacted Senate Bill No. 155 which invests new state funds for career and technical education to encourage high school students to enroll in college-level CTE, and earn industry-recognized certificates and credentials. The program utilizes the same cost formula for tiered technical education state aid. For this secondary initiative, the course rate is financed 100% by state funding. Institutions cannot charge eligible students tuition and there is no local support assumed.

Prior to SB 143, the community colleges used an operating grant method that distributed funds based on enrollments, and the technical colleges and some of the community colleges participated in postsecondary aid (for technical education) that also distributed state funds based upon enrollments.

Timing of Distribution of State Funds

The Board approves allocations to the sectors and distributions to individual community and technical colleges in June of each year to start the new fiscal year on July 1. As state agencies, state appropriations are available to the state universities on July 1. For the most part, Community colleges, technical colleges and Washburn University receive state aid payments in substantially equal amounts on August 1 and January 1 of each year.

Finally, it is important to note, that any increase in new funding for all institutions is contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process.

The Performance Agreement Process

Foresight 2020 is the Board's strategic plan for the System and provides the foundation for each institution's performance agreement. Much more information is collected for *Foresight* purposes than can be used in any single performance agreement. Taken together, the annual report on *Foresight 2020* and the annual review of institutional performance indicators will provide a comprehensive picture of where the system stands on the critical components of *Foresight* and of the progress individual institutions are making on their specific performance agreements.

For the performance agreement, each institution proposes as least six performance indicators. The performance agreement model requires that all institutions develop three indicators chosen from an approved list of indicators that are directly based on *Foresight 2020* measures. In addition, all universities develop three indicators specific to the institution that support *Foresight 2020* and all community and technical colleges develop three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population. For each performance indicator, the institution reports three years of historical data and the historical data provides a baseline for each indicator.

Proposed performance agreements are submitted to Board staff, which conduct a preliminary review and communicate any potential problems to the institution. Typically, the institution submits a revised version of its proposal. Performance agreements are then reviewed by the Board's Academic Affairs Standing Committee, which makes formal recommendations to the full Board.

Reports on compliance with the performance agreement follow a similar process. Staff first provides a preliminary review of an institution's performance report and communicates with the institution. The Academic Affairs Standing Committee then reviews the reports and makes formal funding recommendations to the full Board.

Funding recommendations are based upon the following guidelines:

100% of new funding available to the institution: Directional improvement from the baseline was shown for the majority of indicators in the performance agreement.

90% of new funding available to the institution: Directional improvement from the baseline was shown for less than a majority of indicators and the institution has specific plans for improving future performance.

No new funding available to the institution: The institution did not have an approved performance agreement, the institution failed to submit a performance report, or the institution submitted a performance report and directional improvement from the baseline was shown for only one indicator.

Pursuant to K.S.A. 74-3202d, the Board determines the amount of new state funds to be received by each institution, taking into account the institution's level of compliance with its performance agreement and the funds available for distribution. New state funds will equal the amounts of additional state funding appropriated for the fiscal year in excess of state funding appropriated for the previous fiscal year. Any portion not allocated to an institution will be deemed to be part of the institution's base budget for the purpose of determining the following fiscal year's allocation. This provision precludes an institution from permanently losing state funding due to non-compliance with its performance agreement. The intended effect of this provision is that such loss of funds would be only for one fiscal year. I would add that any funds designated by

the Legislature for a specific institution or purpose are exempted from these performance funding provisions.

Note that the performance funding model emphasizes rewarding progress as well as completion by measuring improvement from the baseline, not upon meeting set targets. A great deal of literature on performance funding supports this approach. Funding on the basis of reaching particular targets tends to discourage risk-taking; it produces performance agreements that are superficial and not particularly meaningful. States that have developed performance funding models have found that targets do not work well. What has worked well is rewarding positive outcomes, placing a maximum on the amount that may be withheld from an institution, and recognizing sector differences (research, regional, community college, technical college).

Budgeting for Higher Education: An Art, Not a Science

Paul Lingenfelter, President, State Higher Education Executive Officers, in an article, *The Financing of Public Colleges and Universities in the U.S.*, describes budgeting for higher education at the state level as complicated and difficult and in summary fashion explains why budgeting for higher education ‘is an art, not a science.’

First, the fundamental mission of higher education – advancing, transmitting, and applying knowledge – knows no bounds. Howard Bowen's (1980) famous “revenue theory of costs,” that institutions raise and spend all the money they can, is less a description of insatiable gluttony than of expansive aspirations. Bowen contends that non-profit institutions of higher education endeavor to maximize prestige-enhancing activities rather than profit-maximizing ones. For-profit institutions, where shareholders demand financial returns, act as traditional profit maximizing firms. That is they also will pursue all the marginally productive dollars the market will provide, and spend them on programs that yield higher returns. While variation in wealth and the ability to attract revenues is substantial, even among institutions with similar missions, every institution, for profit or non-profit, public or private, will raise all the revenue it can.

Second, the many facets of institutional missions are interdependent in fundamental ways and separable in others. Research and instruction can be separated, but not entirely. The budgets for academic departments may be determined by the revenues they generate..., but the inflexible application of the principle leads to the starvation of essential disciplines (such as philosophy), which may be less favored in the current marketplace. Cross-subsidization, based on values, judgments, and politics, has proven unavoidable, even desirable.

Third, the cost structure of the enterprise varies enormously among disciplines, purposes, and functions. Instruction becomes progressively more expensive (by several orders of magnitude) as students advance from lower-division undergraduate courses to doctoral study. Instruction in the lab and in the clinical practice settings requires costly equipment and individualized attention, which make it more expensive than instruction by lecture. Economies of scale are possible at large institutions or in

high demand courses, but individual and social goals often require less efficient, small institutions (in rural areas, for example) and small enrollment programs. The many ways such variations can be aggregated at the institutional level (as well as differences in revenue generating capacity) have produced great differences among institutions in per student costs.

Fourth, the principal institutional characteristics used as proxies for quality in higher education – prestigious faculty and highly selective student admissions- are pervasively associated with higher spending. “Quality” institutions (as identified by various ranking schemes) tend to have small classes, higher faculty salaries, heavy commitments to research and graduate education, comfortable facilities, access to advanced technology, and other amenities for students and faculty. The characteristics associated with quality, coupled with the “revenue theory of costs,” generate an endless spiral of budgetary demands.

Fifth, the growing importance of quality higher education to individuals has increased student demand and willingness (among those who can afford it) to pay more. Higher education is now a seller’s market in which institutions compete for relative market position, more so than absolute market share, by enhancing quality and the amenities needed to attract stronger students. Where enrollment demand permits, prices are frequently raised. Institutional costs have also been increasing faster, because per capita incomes and competitive compensation in a labor intensive industry have grown faster than the CPI.

These five factor have made it very difficult for public budget makers to know what is “enough” money for higher education and how to allocate those funds among different institutions and purposes. “More” is unfailingly the request, and a “fair” allocation is imperative; but more is never enough, and fair varies in the eyes of different beholders.”

HIGHER EDUCATION FINANCE 101:

Basic Concepts About College Finance—Language, Patterns, Performance Measures, and Benchmarks for Boards

The economics of higher education are complex, made so because of the diversity of revenue streams and the different cost structures across types of institutions. The financial model in community colleges is quite different from that in liberal arts institutions, and both are different from research universities. The language of higher education finance—including the distinctions between revenues, expenditures, costs, prices, net prices, and cost centers—further complicates the discussion. To lay the groundwork for a short discussion of college cost concepts, it is helpful to clarify terminology.

Revenues

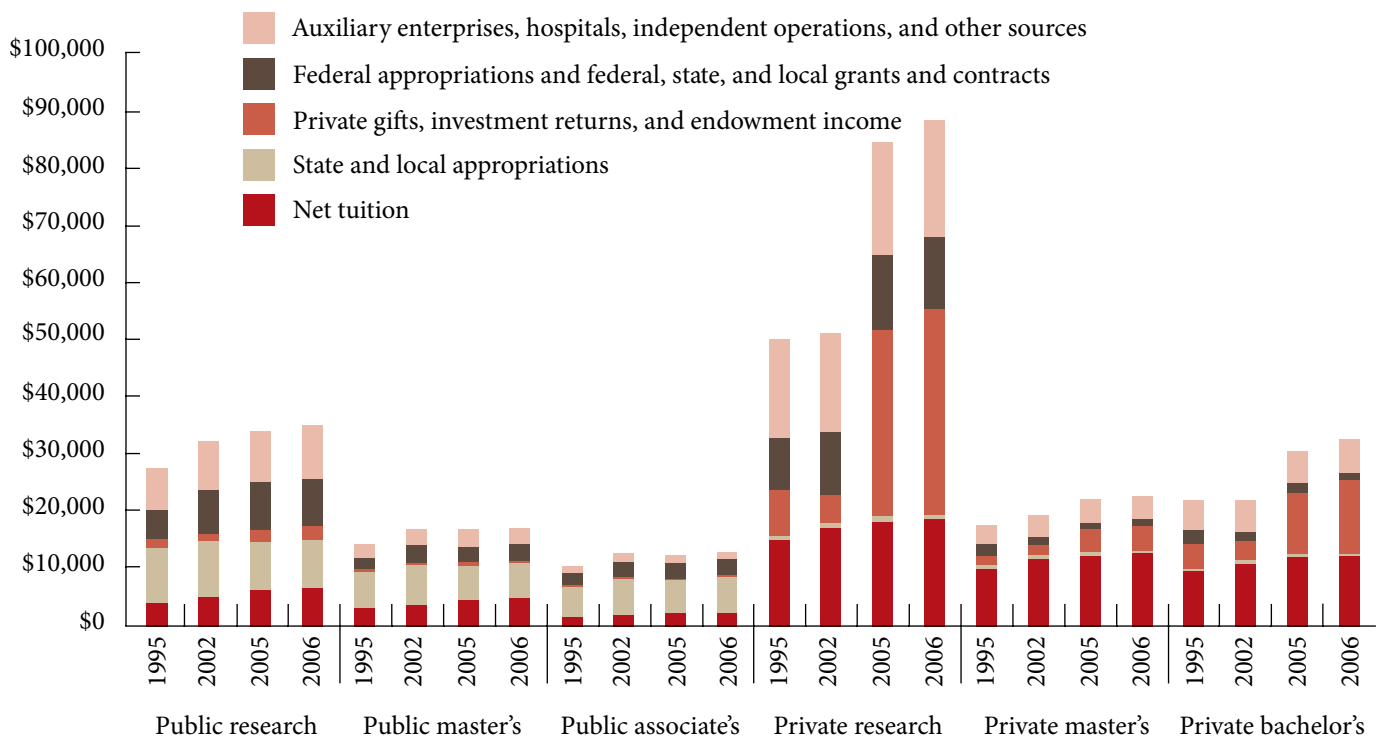
Revenues are where the money comes from. Revenues for institutions come from many sources (Table 1). Tuition and fees, state and local appropriations, endowment income, and federal funds are the dominant sources for the operating budget. Private gifts, bond resources, and federal and state capital outlay appropriations are the dominant sources for the capital budget. Capital outlay funding is largely separate from operating budgets, partly because of the different revenue sources and the longer horizon for amortizing costs. As a result, most discussions of higher education costs, in particular cost benchmarking between institutions, focus exclusively on operating budgets. Analysts estimate that the exclusion of capital funding from conventional cost analyses understates the total cost of all operations by 20 to 40 percent per student per year.

TABLE 1: Standard Reporting Categories for Operating Revenues

Revenue Source	Comments
Tuition and fees	Typically reported net of expenses for discounts or institutional aid.
Federal appropriations	The majority of federal funds go for student aid (reported separately) or for contract and grant research. Federal appropriations to institutions constitute a small amount for most institutions, with the exception of land-grant institutions that receive appropriations for agricultural research and extension.
State and local appropriations	General operating support for most public institutions. Local appropriations are most important as a general fund revenue source for community colleges.
Federal contracts and grants	Typically for research and development, although financial aid that goes to the institution (rather than to students) will show in this category.
State and local contracts and grants	Most state funds go for appropriations, such as reimbursements for training programs.
Private gifts, contracts, and grants	Includes both unrestricted and restricted funds. May include funds for capital projects, as well as operating revenues.
Investment returns	A new category in public reports. Trend data not yet available.
Endowment returns	Reported for nonprofit institutions only. A relatively new category, so trend data are not available.
Revenues from auxiliary enterprises	Dormitories, food services, intercollegiate athletics. Most institutions include spending on athletics within student services or instruction, and not as an auxiliary enterprise.
Hospital and clinic revenues	Revenues (net of discounts and allowances) generated by hospitals from daily patient, special, and other services and by health clinics, unless such clinics are part of the student health services program.
Federal grants for student aid	Pell grants, campus-based aid; these are typically subsumed within tuition revenues and therefore not counted twice in total revenues.
State and local student grants to students	State or local student aid. Subsumed within tuition revenues and not counted twice in total revenues.
Institutional grants to students	Institutional grants. Counted against “net tuition revenues.”
Other revenue sources	All other sources that may not fit within one of the categories above.

For the operating budget, all institutions publicly report annual revenues by major source. Revenue sources vary considerably among the major sectors (Figure 1). Public institutions are more dependent on state and local appropriations, and private institutions are more dependent on tuitions or revenues from endowments. The majority of private colleges have small endowments, so these institutions are the most dependent on tuitions for core funding. There are also differences in definitions of reporting categories for revenues between private nonprofit institutions and public institutions. In addition, most non-institutional sources of revenue for financial aid—including major items such as Pell grants or loans given to students—are accounted for as discounts against tuition, since they are used by students to pay for tuition.

FIGURE 1: Total Operating Revenue per FTE Student by Source, 1995, 2002, 2005, and 2006 (in 2006 dollars)



Source: Delta Cost Project IPEDS database, 20-year matched set.

Costs (spending, or expenses)

Costs are the amount of money that institutions spend and where they spend it. Institutions report spending in standard categories organized around functional activity areas, such as instruction, research, and service, but not around strategic categories, such as mission, core educational functions, and planning priorities (Table 2). To standardize measures of spending across institutions, most analyses divide spending by full-time equivalent (FTE) students to get an average cost per student (Figure 2, see page 4). This allows institutional comparisons to be put in context, although some reporting and analytical difficulties arise that make cost reporting problematic. These are discussed in more detail later. As is the case for reporting of revenues, there are differences in expense reporting between public and private institutions in areas such as operation and maintenance (reported separately for public institutions and distributed across functional categories for private institutions).

Prices (tuition and fees)

What most people call “college costs” are more precisely prices, or what students are charged to attend a college. The average posted price is the “sticker price,” and the “net price” is tuition and fees less grant aid. For purposes of cost analysis, revenues from tuition and fees are calculated on the basis of net tuition revenue. Aid to students in the form of loans is not treated as a discount, since students have to repay it.

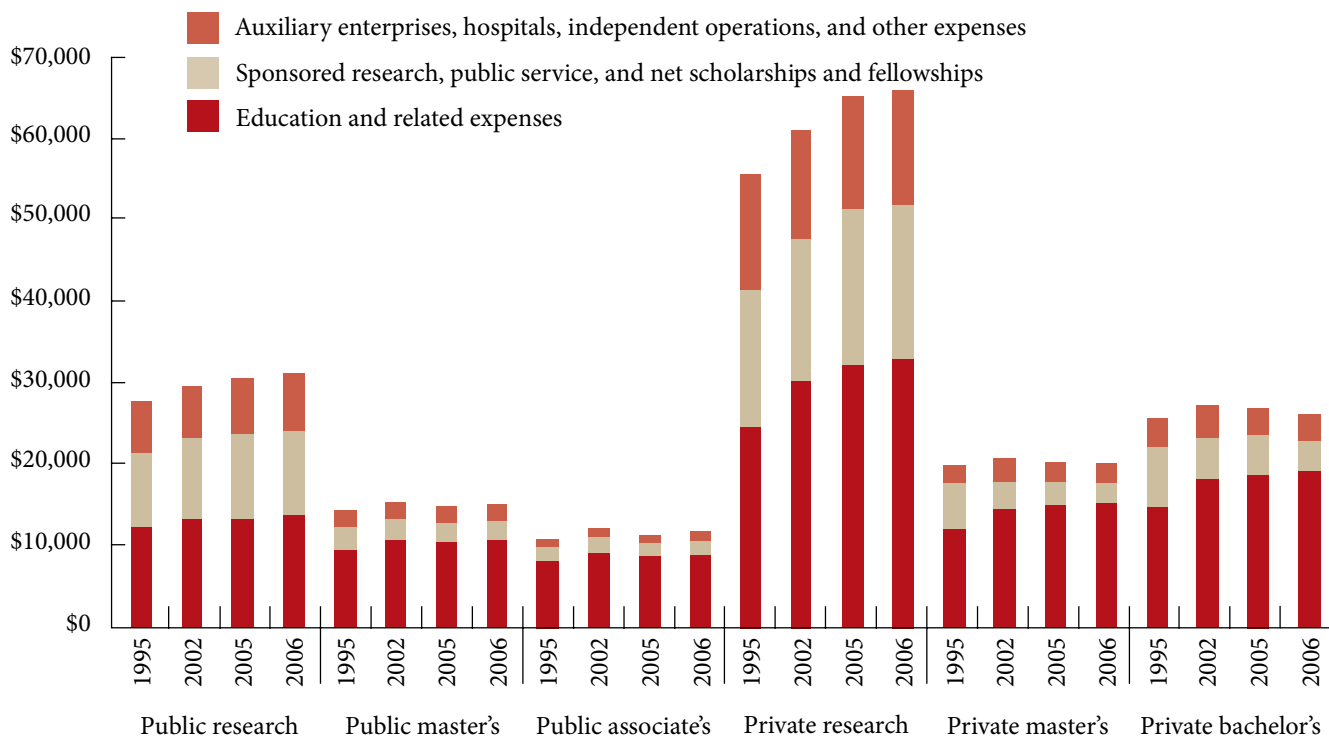
TABLE 2: Standard Reporting Categories for Spending

Spending Category	Comment
Instruction	Departmental instruction (all faculty, including adjuncts and part-time faculty and teaching assistants), and departmental-based administration (department heads and support staff). Academic administrators whose time is primarily administrative (deans) are included within institutional support. Includes faculty time for individual research. Includes all types of instruction (undergraduate to graduate and professional, occupational, developmental), and both credit and noncredit instruction.
Organized research	Sponsored research. May include portion of faculty salaries that is paid from research contracts.
Public service	Organized activities explicitly designed to serve public. May include agricultural extension services, university schools, and contracted services for state and local governments.
Academic support (libraries, computer centers)	Centrally organized academic activities that support instruction and research, such as libraries, computer centers, museums, and galleries.
Institutional support (administration)	Centrally organized administrative activities that serve all functional areas. Includes presidents and chancellors' offices, long-range planning, legal and fiscal services, purchasing, printing, public relations, university development, human resources, accounting, institutional research.
Student services	Administrative and support services oriented to support of students. Includes admissions and registrars' offices, as well as student activities, placement and counseling centers, and supplemental support services. Includes student health centers and athletics that are not revenue-generating activities.
Operation and maintenance of the plant	General maintenance and repair, building and grounds management. Includes utilities, property insurance, fire protection. Institutions may include depreciation costs in this category. Not separately reported by private nonprofit institutions; their O&M expenses are distributed across other functional categories.
Depreciation	The allocation of the cost of capital assets, less salvage value, as an expense over the estimated life of the asset. Not separately reported by private nonprofit institutions, and available for publics only in recent years.
Auxiliary enterprises	Spending in self-supporting activities, such as dormitories and food services.
Hospitals and clinics	Supported from revenues generated in these activities.
Scholarships and fellowships	The proportion of spending on scholarships and fellowships that is not applied to tuition, such as scholarships to pay for living allowances.

Costs, prices, and subsidies

In public and private nonprofit institutions, revenues from student tuition and fees have historically covered only a portion of what an institution spends in operating funds to educate each student. The difference between what is spent (educational cost) and the amount of cost covered by tuition revenue (price) is made up from a general subsidy paid by the institution.

The cost/price/subsidy relationship is the major financial difference between public/nonprofit and profit-making institutions. If profit is the goal, an institution charges more than it costs to provide a service or deliver a product, and the difference is profit. In a public or nonprofit institution, average price is less than average cost. But there are large variations around the averages—some disciplines and programs cost much more than others and some are less expensive. A lower-division English literature student who is paying full tuition, for example, costs the institution much less than an upper-division chemistry major with a tuition waiver. The “savings” from the low-cost student are then used to pay for the higher-cost student—a distribution of funds known as a “cross-subsidy,” even though an actual funding transfer typically is not made. In most institutions, lower-division courses provide subsidies for upper-division courses, and undergraduate education helps subsidize graduate education. There are also cross-subsidies across functional areas, such as between dormitories and instruction or between hospitals and clinics and organized research or community service. While some critics of higher education view cross-subsidies as a bad practice resulting in a blurred sense of cost, they can contribute both to educational quality and fiscal integrity, albeit typically not to transparency.

FIGURE 2: Total Operating Expenses per FTE Student by Category, 1995, 2002, 2005, and 2006 (in 2006 dollars)

Source: Delta Cost Project IPEDS database, 20-year matched set.

One of the most prominent trends in higher education finance in the last decade has been that the subsidy share of costs—the proportion of educational costs paid for either by state funds or institutional resources—is declining, so the student share of educational costs is increasing. This is occurring both in public and private institutions (Figure 3). In the past, institutions could ease some of the pressure of public concern about tuition increases by pointing out that no student actually pays the full cost of his or her education because of the large subsidies from state and institutional resources. Increasingly, this will not be the case, because student tuitions are paying more and more of the full cost of education, particularly “full-pay” undergraduates in large research universities (or out-of-state students, who are clearly a “profit center” in this nonprofit environment). As the student share of costs increases, issues surrounding the appropriate role of student tuitions as a revenue source for cross-subsidies will become more prominent.

FACTORS THAT DETERMINE COST

While each institution has its own cost DNA, there are common spending patterns across types of institutions. In fact, a relatively small number of major factors explain much of the variation between institutions in revenue and spending patterns.

Revenue availability

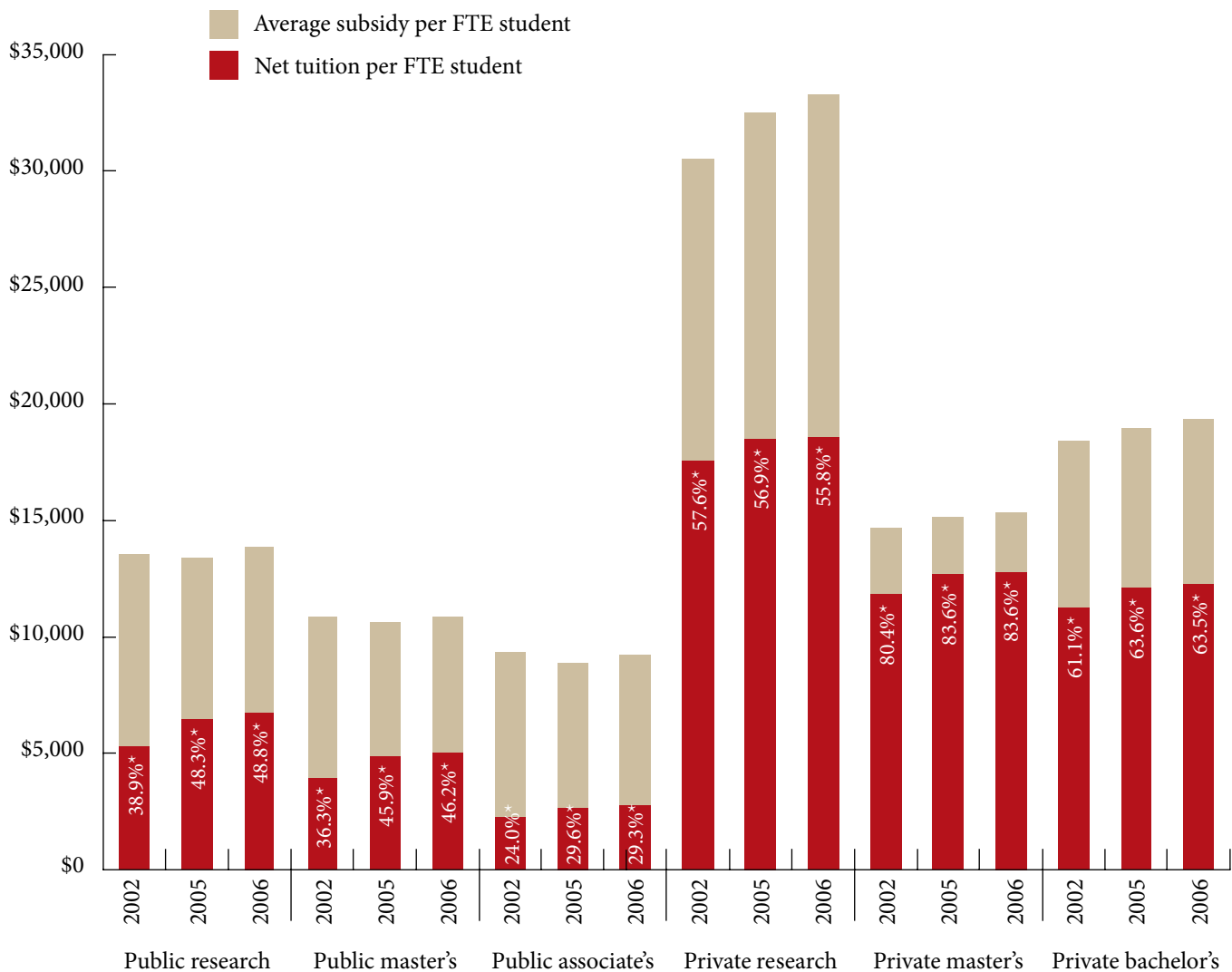
Higher education institutions operate under what economist Howard Bowen called the “revenue theory of costs”—that is, institutions raise all the money they can and spend all the money they have. Along with admissions selectivity and faculty credentials, revenues are widely seen as indicators of institutional quality. The incentive to increase funding in order to be able to increase quality is strong in higher education. It is part of the reason why economists believe that as long as revenues are available, higher education will find a way to spend them.

Institutional mission

Institutional mission also influences costs: research universities have higher costs than teaching institutions; technical and vocational programs are usually more expensive than academic programs; and small institutions with a broad range of programs are more expensive than larger ones with fewer curricular offerings. Mission distinctions carry with them

connotations about expectations for faculty work, in particular the role of faculty research as a normal part of the expected faculty workload. In research universities, faculty have lower teaching loads than in master's institutions, and master's institutions usually have lower teaching loads than community colleges. Differences in teaching loads in turn relate to class size, which correlates strongly with costs.

FIGURE 3: Trends in Higher Education Subsidies, 2002-2006



*Share of educational costs from net tuition revenue

Source: Delta Cost Project IPEDS database, 20-year unmatched set.

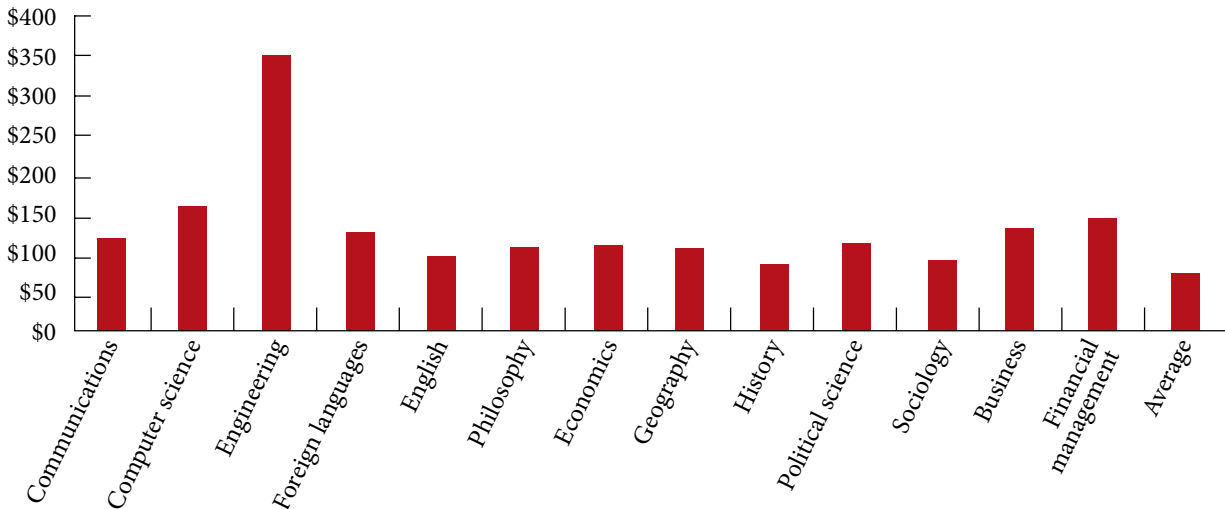
Discipline mix

Studies of the cost of instruction show that differences between institutions in spending are highly related to the mix of disciplines in the instructional and research programs—even more so than the undergraduate/graduate/ professional mix or class size. Laboratory sciences, performing arts, and agriculture have historically been among the most expensive disciplines because of the facilities required for effective teaching and research. Demand for faculty also increases costs. This explains relatively high costs in the areas of business, economics, and computer science, where credit-hour costs have grown well ahead of average credit-hour costs for the professoriate. Figure 4 (page 6) shows the spread of credit-hour costs by major discipline areas for a sample of public comprehensive institutions, taken from the Delaware Study of Instructional Costs and Productivity, a data-sharing project based at the University of Delaware.

Campus size

Size matters in costs in higher education. Institutions with large enrollments are able to offer classes at lower average credit-hour costs than are smaller institutions. The reason is that the marginal cost of adding additional students to programs that are already established is less than if institutions need to add additional faculty, facilities, and support in order to build capacity. In contrast, institutions that have chosen to remain small—below 1,000—have inherently more expensive instructional programs because administrative costs are spread over fewer departments. This is the case even if they keep curricular options to a minimum and avoid building high-cost graduate or research programs.

FIGURE 4: Instructional Spending per Student Credit Hour



Source: Delaware Study of Instructional Costs and Productivity. Sample of costs from public comprehensive colleges, 1998-2001.

Admissions selectivity

The degree of admissions selectivity has been found to correlate with campus spending. The more selective institutions tend to be wealthier, and they are more likely to have faculty with expectations for research, even if they do not have large graduate programs. The fact that the institutions that attract the best-prepared students also have the most resources to invest in their education has long been a bone of contention within higher education and with some policymakers, since the obverse pattern is also true: the institutions that serve the least well-prepared students also have the least to invest in their success. Balancing the funding needs of open-access institutions with the expectations for funding to maintain quality in the more selective institutions is one of the most difficult issues faced by public multi-campus governing and coordinating boards, which must accommodate very different missions under a single umbrella.

Mix by level of instruction

Traditionally, costs increase as the student progresses through the instructional program. Lower-division instruction costs less than upper-division instruction, and undergraduate education costs less than graduate education. The higher costs of upper division and graduate education result in part from the greater degree of specialization in course offerings at higher levels of study in contrast to lower-division instruction, where the curriculum is more standardized and class sizes can be larger. But the higher costs also relate to faculty staffing patterns and the fact that senior faculty are more likely than junior faculty to teach graduate level classes. The common weights assigned to costs at different levels of instruction are: lower division, 1.0; upper division, 1.5; first-year graduate students, 2.1; professional students (excluding medicine), 2.5; and advanced doctoral students, 3.0. (These weights derive from studies of costs of instruction done in research universities by Howard Bowen in the 1970s and probably are not reflective of spending patterns in liberal arts institutions.) Critics of higher education point to these cost distributions as evidence that institutions have incentives toward “mission creep” in order to increase the size of their graduate and professional programs relative to undergraduate education—in turn, to justify more money for the institutions and lower teaching loads for the faculty.

Accounting for the costs of inflation

For many years, higher education analysts have argued that special indices other than the Consumer Price Index need to be used to adjust for inflation for higher education because its “market basket” of spending is so different from that of the typical family. As a result, at least two specialized price indices have been designed for higher education: the Higher Education Price Index (HEPI), initially developed by Kent Halstead and now maintained by Commonfund, and the Higher Education Cost Adjustment (HECA), developed by the State Higher Education Executive Officers (SHEEO) organization. The HEPI adjusts prices based on a sample of data collected from colleges and universities reflecting their patterns of spending (professional salaries and wages, equipment, utilities), in contrast to the composition of household expenditures contained in the Consumer Price Index for All Urban Consumers (CPI-U). The HEPI has been criticized as self referential— for instance, justifying higher spending based on higher spending. The HECA was developed as an alternative. It adjusts prices using two federal indices, the Employment Cost Index (ECI) and the gross domestic product (GDP) implicit price deflator. The ECI is based on a survey of private sector professional workers, and the GDP deflator reflects general price inflation in the U.S. economy. Between 1990 and 2002, the CPI-U increased an average of 3.4 percent per year compared with an average change of 4.47 percent per year for the HEPI and 4.07 percent per year for the HECA.⁵

Common cost benchmarks for boards

For policymakers to make any sense of spending data, the data need to be organized into context through comparisons with other institutions and presentation of historical information showing changes in spending over time within the institution. This means using cost analysis and benchmarking costs against those of other institutions. Cost analysis allows spending information to be evaluated relative to some measures of performance—cost per unit of instruction, cost per student, or cost per degree granted. Most cost measures use FTE student enrollments as the unit of analysis. Since some costs are not properly ascribed to students (particularly research costs), cost analysis often is confined to estimates of the costs of instruction, which are sometimes embellished to cover the cost of education (instructional costs plus related administrative and student-support costs). This yields an aggregate figure for all students across all discipline areas and levels of instruction. It is useful for showing trends over time and for evaluating changes in subsidy patterns. In addition to cost of instruction/ cost of education, a variety of other benchmarks are commonly used—for example, central administrative expenses as a percentage of total expenses, spending on operations and maintenance per assignable square feet of space, and tuition discount rates.

The metrics of cost analysis in higher education have been bogged down for many years in methodological disputes about the best way to ascribe costs to functions. Teasing apart the separate costs of teaching and research is one common issue. Another is trying to separate average costs for undergraduate and graduate education. Data availability has been yet another problem. The federal integrated postsecondary education data surveys (IPEDS) system is the best potential source for such data, but differences in reporting conventions between public and private institutions and changes in definitions over time make longitudinal analysis of patterns difficult. And without some longitudinal basis for evaluating spending in relation to enrollments, inflation, and degree production, the data lose all meaning. Still, IPEDS data can be used to make aggregate comparisons of spending patterns between institutions, and reports designed by the institution can be customized to show spending in comparison to peer institutions. The AGB benchmarking system uses IPEDS data and is a readily available source for such benchmarks.

Many efforts have been made over the years to develop common cost-reporting methodologies and to encourage institutions to provide data so that comparison information can be readily shared. The pattern among these has been that while the methodological and data-collection issues can be resolved, the resulting products seem to have a short shelf life and rarely get translated into common use for decision making. NACUBO led a major national effort in 1998 to develop a methodology for measuring the costs of undergraduate education. Follow-up studies since then show that relatively few institutions actually use it. Many institutions participate in voluntary data-sharing efforts on costs and swap information with peer institutions on a confidential basis. These efforts are particularly common for comparing information on faculty salaries. Before 1991, some private institutions (called the “Overlap Group” because of their overlapping admissions pools) shared data on financial-aid packages being offered to students. The U.S. Department of Justice investigated this as a violation of the Sherman Antitrust Act, a consent decree was reached, and the practice dropped. Somewhat more public, but still confidential, cost consortia do exist, such as the Delaware Study of Instructional Costs and Productivity, which collects data on the direct cost of instruction from a voluntary consortium of institutions. Several states (Ohio, Illinois, Florida, and New York) maintain longitudinal cost data for public institutions. These data-rich sources show a wealth of information about changes in spending over time, including how costs have changed in graduate education compared with undergraduate education and what disciplines have seen the greatest growth in spending. Interestingly, they share another common characteristic: none of them appears to be used for board-level

decision making. The cost data are separated from budget data and rarely find their way into public reports, even if the data are maintained in publicly accessible formats.

The history of higher education cost analysis is instructive for improving governing board capacity to monitor college costs. This is especially so given that cost metrics are rarely in useful formats for decision making. The nature of cost analysis invites presentation of information at a level of detail that is confounding to all but a few researchers and academic economists. Figuring out how to condense spending data into analytically honest benchmarks that are accessible to boards and actually contribute to better-informed decision making about resource allocation would seem to require a different approach than the one that historically has been taken within higher education.



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Excerpted from "Strengthening Board Capacity for Strategic Financial Oversight"
by Jane V. Wellman as part of The Cost Project, an AGB initiative on college costs.

**KANSAS BOARD OF REGENTS
STATE UNIVERSITY SYSTEM
SUMMARY FINANCIAL DATA
(in millions)**

2/6/2013

FY 2011

State University	Total Revenues	1 Yr % Chg	Total Operating Expenses	1 Yr % Chg	Total Liabilities	1 Yr % Chg	Revenue Bond Debt	Total Net Asset Value	1 Yr % Chg	Debt Burden Ratio %	Bond Coverage Ratio X	Endowment Foundation Market Value (June 30, 2010)	1 Yr % Chg ¹	Most Recent Overall Bond Rating Moody's/S&P ²	Enrollment (FTE - AY 2011)
ESU	\$ 85.40	0.0%	\$ 82.21	3.0%	\$ 36.10	-0.17%	\$ 23.70	\$ 71.13	2.8%	2.3%	44.31	\$ 62.04	8.5%	A1/A	5,134
FHSU	\$ 110.40	12.4%	\$ 97.14	8.0%	\$ 24.10	5.0%	\$ 10.80	\$ 108.30	13.9%	0.7%	159.08	\$ 47.46	17.2%	A	7,804
KSU	\$ 717.20	7.8%	\$ 642.60	6.2%	\$ 360.02	11.6%	\$ 256.10	\$ 513.10	11.9%	3.0%	40.32	\$ 277.58	6.8%	Aa2/AA-	20,540
KU	\$ 1,145.28	5.0%	\$ 1,039.90	5.0%	\$ 605.72	8.9%	\$ 403.80	\$ 1,038.57	7.0%	3.0%	37.00	\$ 1,054.74	10.4%	Aa1/AA	26,111
PSU	\$ 104.30	6.2%	\$ 97.40	4.8%	\$ 52.10	7.3%	\$ 34.90	\$ 107.80	4.1%	2.9%	36.71	\$ 48.10	20.5%	A	7,017
WSU	\$ 262.31	9.1%	\$ 244.10	7.2%	\$ 68.40	-3.5%	\$ 18.50	\$ 208.90	10.4%	1.6%	67.98	\$ 177.02	20.1%	A+	11,827
TOTAL	\$ 2,424.89	6.6%	\$ 2,203.35	5.4%	\$ 1,146.44	8.40%	\$ 747.80	\$ 1,838.90	8.9%			\$ 1,666.94	11.1%		78,434

FY 2012

State University	Total Revenues	1 Yr % Chg	Total Operating Expenses	1 Yr % Chg	Total Liabilities	1 Yr % Chg	Revenue Bond Debt	Total Net Asset Value	1 Yr % Chg	Debt Burden Ratio %	Bond Coverage Ratio X	Endowment Foundation Market Value (June 30, 2011)	1 Yr % Chg ¹	Most Recent Overall Bond Rating Moody's/S&P ²	Enrollment (FTE - AY 2012)
ESU	\$ 83.98	-1.7%	\$ 81.81	-0.5%	\$ 35.66	-1.2%	\$ 22.60	\$ 72.38	1.8%	2.5%	41.56	\$ 74.17	18.1%	A1/A	4,767
FHSU	\$ 115.20	4.3%	\$ 103.38	6.4%	\$ 23.75	-1.5%	\$ 10.40	\$ 119.86	10.7%	0.7%	166.96	\$ 50.62	6.7%	A	8,413
KSU	\$ 758.95	5.8%	\$ 685.24	6.6%	\$ 422.76	17.4%	\$ 317.90	\$ 569.72	11.0%	3.0%	39.01	\$ 337.46	21.6%	Aa2/AA-	20,919
KU	\$ 1,161.88	1.4%	\$ 1,114.25	7.1%	\$ 596.67	-1.5%	\$ 376.50	\$ 1,062.92	2.3%	3.2%	32.71	\$ 1,250.43	18.6%	Aa1/AA	25,346
PSU	\$ 106.14	1.8%	\$ 99.21	1.9%	\$ 50.31	-3.4%	\$ 33.40	\$ 112.28	4.2%	3.7%	29.09	\$ 59.33	23.4%	A	7,060
WSU	\$ 261.84	-0.2%	\$ 250.48	2.6%	\$ 92.55	35.3%	\$ 38.30	\$ 218.94	4.8%	1.5%	67.86	\$ 193.04	9.1%	A+	12,112
TOTAL	\$ 2,487.99		\$ 2,334.37		\$ 1,221.70		\$ 799.10	\$ 1,937.16				\$ 1,965.05			78,617

Sources:

State University Annual Financial Reports, June 30, 2011 and June 30, 2012

Enrollment: KBOR, KHEDS, KSPSD

Endowments/Foundations Serving State Universities: National Association of College and University Business Officers <http://www.nacubo.org>

Notes:

1. The column labeled "1 yr change" shows how much the market value of endowments changed in the most recent year displayed. The figures include growth from gifts and returns on investment, as well as reductions from expenditures, withdrawals, and investment losses. The percentage change figures do not represent the rates of return on investment.

2. Moody's and Standard & Poor's Public Higher Education Rating Distribution (highest to lowest rating)

Aaa/AAA
Aa1/AA+
Aa2/AA
Aa3/AA-
A1/A+
A2/A
A3/A-
Baa1/BBB+

According to a report by Public Financial Management, March 5, 2010, the majority of public higher education institution ratings are in Moody's A2,A1, and Aa3 categories and Standard and Poor's equivalent A, A+, AA-.

Total Operating Expenditures at State Universities by Fund Fiscal Year 2007 - Fiscal Year 2012

Table 1.10

State University System Totals

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$611,790,658 2.6%	\$638,518,662 4.4%	\$615,240,138 -3.6%	\$573,724,625 -6.7%	\$579,171,051 0.9%	\$567,678,172 -2.0%	23.3%
General Fees Funds (Tuition) Percent Increase Tuition	\$420,393,079 7.7%	\$465,598,612 10.8%	\$497,836,144 6.9%	\$520,190,571 4.5%	\$539,426,860 3.7%	\$615,433,295 14.1%	25.2%
Hospital Revenue Funds Percent Increase Funds	\$8,026,601 -8.7%	\$7,412,872 -7.6%	\$5,979,810 -19.3%	\$4,163,786 -30.4%	\$4,618,405 10.9%	\$5,136,610 11.2%	0.2%
Other General Use Percent Increase	\$9,681,658 13.3%	\$12,060,723 24.6%	\$12,887,341 6.9%	\$14,405,294 11.8%	\$16,516,932 14.7%	\$15,475,497 -6.3%	0.6%
General Use Expenditures Percent Increase GU	\$1,049,891,996 4.6%	\$1,123,590,869 7.0%	\$1,131,943,433 0.7%	\$1,112,484,276 -1.7%	\$1,139,733,248 2.4%	\$1,203,723,574 5.6%	49.3%
Restricted Use Expenditures Percent Increase RU	\$827,101,516 -1.8%	\$900,819,836 8.9%	\$880,897,175 -2.2%	\$853,069,707 -3.2%	\$995,320,866 16.7%	\$1,104,409,912 11.0%	45.3%
Operating Expenditures Percent Increase	\$1,876,993,512 1.7%	\$2,024,410,705 7.9%	\$2,012,840,608 -0.6%	\$1,965,553,983 -2.3%	\$2,135,054,114 8.6%	\$2,308,133,486 8.1%	
Restricted Use Non-Reportable Student Loan Expenditures*	\$0 0%	\$0 0%	\$115,786,472 100%	\$267,433,467 131.0%	\$124,308,863 -53.5%	\$132,133,582 6.3%	5.4%
Total Operating Expenditures (including Non-reportable Student Loan Expenditures)	\$1,876,993,512 1.7%	\$2,024,410,705 7.9%	\$2,128,627,080 5.1%	\$2,232,987,450 4.9%	\$2,259,362,977 1.2%	\$2,440,267,068 8.0%	100.0%

Note:

Totals are actual expenditures during FY 2007 to FY 2013. Totals include the six state universities, KSU - Veterinary Medicine Center, and University of Kansas- Medical Center.

Data in this format for individual institutions is appended as Table B in Institutional Profiles section as follows:

KU- pg. 49; KUMC- pg. 55; KSU- pg. 61; KSUVM- pg. 67; WSU- pg. 73; ESU- pg. 79; PSU- pg. 85; FHSU- pg. 91

*Beginning in FY 2009 for KU and FY 2010 for KSU, a technical change was made in the accounting of student loans and approximately \$115 million (FY 2009), and \$267 million (FY 2010) in federal student loans were determined to be non-reportable expenditures which removed these amounts from reportable scholarships and fellowship expenditures for each year, respectively.

Source: Form DA402 of Institutional Legislative Budgets

**All Funds Operating Expenditures by Program
Fiscal Year 2007 - Fiscal Year 2012**
Table 1.12**State University System Totals**

Category**	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Chg FY 07 - 12
Instruction	\$637,783,833	\$666,623,450	\$656,586,391	\$636,241,664	\$640,758,211	\$685,570,386	7.5%
Academic Support	\$163,238,579	\$164,013,354	\$161,924,114	\$183,724,286	\$185,243,163	\$199,517,950	22.2%
Student Services	\$74,554,019	\$91,896,991	\$94,875,932	\$103,357,669	\$101,682,884	\$107,126,565	43.7%
Institutional Support	\$105,878,268	\$120,713,506	\$125,016,032	\$127,681,906	\$126,676,688	\$157,028,257	48.3%
Educational Program	\$981,454,699	\$1,043,247,301	\$1,038,402,469	\$1,051,005,525	\$1,054,360,946	\$1,149,243,158	17.1%
Physical Plant	\$139,466,166	\$149,479,798	\$150,689,042	\$145,334,870	\$149,060,901	\$161,985,703	16.1%
Research	\$262,501,657	\$277,677,160	\$327,280,075	\$349,659,537	\$350,051,176	\$371,679,162	41.6%
Public Service	\$103,064,200	\$109,559,749	\$108,397,643	\$115,418,790	\$111,232,798	\$118,535,493	15.0%
Scholarship / Fellowships	\$280,626,737	\$314,685,472	\$253,902,850	\$166,216,109	\$333,997,847	\$334,199,154	19.1%
Other (including Transfers)	\$6,458,337	\$16,102,463	\$20,854,057	\$22,674,761	\$15,407,467	\$31,207,516	383.2%
Total Educ. and General	\$1,773,571,796	\$1,910,751,943	\$1,899,526,136	\$1,850,309,592	\$2,014,111,135	\$2,166,850,186	22.2%
Auxiliary Enterprises	\$103,421,716	\$113,658,762	\$113,961,147	\$119,730,726	\$123,541,297	\$141,283,300	36.6%
Operating Expenditures	\$1,876,993,512	\$2,024,410,705	\$2,013,487,283	\$1,970,040,318	\$2,137,652,432	\$2,308,133,486	23.0%
Restricted Use Non-Reportable Student Loan Expenditures*	\$0	\$0	\$115,786,472	\$267,433,467	\$124,308,863	\$132,133,582	100.0%
Total Operating Expenditures (including Non-reportable Student Loan Expenditures)	\$1,876,993,512	\$2,024,410,705	\$2,129,273,755	\$2,237,473,785	\$2,261,961,295	\$2,440,267,068	30.0%

Note:

Totals are actual expenditures during FY 2007 to FY 2013. Totals include the six state universities, KSU - Veterinary Medicine Center, and University of Kansas- Medical Center.

Data in this format for individual institutions is appended as Table C in Institutional Profiles section as follows

KU- pg. 50; KUMC- pg. 56; KSU- pg. 62; KSUVM- pg. 68; WSU- pg. 74; ESU- pg. 80; PSU- pg. 86; FHSU- pg. 92

*Beginning in FY 2009 for KU and FY 2010 for KSU, a technical change was made in the accounting of student loans and approximately \$115 million (FY 2009), and \$267 million (FY 2010) in federal student loans were determined to be non-reportable expenditures which removed these amounts from reportable scholarships and fellowship expenditures for each year, respectively.

**Starting in FY 2010, due to changes in the State of Kansas accounting system, KUMC modified their reporting categories which resulted in categorizing expenditures as Academic Support, Student Services, or Public Services. These expenditures previously were reported in the Instruction or Institutional Support program categories.

Source: Form DA402 of Institutional Legislative Budgets

**General Use Operating Expenditures by Object
Fiscal Year 2007 - Fiscal Year 2012**

Table 1.14**State University System Totals**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Chg FY 07 - 12
Classified - FTE	2,713.2	2,760.5	2,570.9	2,544.0	2,559.0	2,463.5	-11.0%
Classified - Expenditures	\$78,746,739	\$82,495,268	\$84,854,928	\$82,102,484	83,320,573.0	82,952,037.0	5.0%
Unclassified - FTE	9,319.4	9,584.7	9,190.6	9,090.0	9,213.7	9,327.4	1.4%
Unclassified - Expenditures	\$548,280,409	\$582,138,272	\$609,628,348	\$587,663,504	586,082,019.0	605,434,740.0	15.3%
Housestaff - FTE	176.3	159.0	187.7	175.4	152.8	153.8	-45.7%
Housestaff - Expenditures	\$9,089,884	\$7,991,321	\$7,146,692	\$7,323,567	\$7,854,589	\$7,854,589	-6.6%
Student Wages Expenditures	\$15,886,952	\$15,884,377	\$17,461,147	\$16,822,890	16,517,966.0	16,418,028.0	5.7%
Health Insurance	\$60,710,018	\$61,957,242	\$43,032,243	\$63,127,101	71,275,427.0	84,875,536.0	47.9%
All Other Fringe	\$105,279,273	\$112,016,473	\$116,370,780	\$113,610,761	116,184,391.0	119,446,382.0	20.4%
Subtotal Salaries- FTE	12,208.81	12,504.14	11,949.18	11,809.36	11,925.48	11,944.72	-2.5%
Subtotal Salaries- Exp.	\$817,993,275	\$862,482,953	\$878,494,138	\$870,650,307	\$881,234,965	\$916,981,312	16.9%
Other Operating Expenditures	\$197,446,798	\$223,795,592	\$214,482,008	\$204,194,025	215,558,496.0	246,068,304.0	33.0%
Utilities	\$34,451,923	\$37,312,324	\$38,967,287	\$37,639,944	42,939,787.0	41,247,867.0	20.5%
Total General Use Exp.	\$1,049,891,996	\$1,123,590,869	\$1,131,943,433	\$1,112,484,276	\$1,139,733,248	\$1,204,297,483	20.0%

Note:

Totals are actual expenditures during FY 2007 to FY 2013. Totals include the six state universities, KSU - Veterinary Medicine Center, and University of Kansas- Medical Center.

Health Care Workers FTE and Expenditures were combined with Unclassified FTE and Expenditures. (FY 2000)

Data in this format for individual institutions is appended as Table E in Institutional Profiles section as follows

KU- pg. 52; KUMC-pg. 58; KSU- pg. 64; KSUVM- pg. 70; WSU- pg. 76; ESU- pg. 82; PSU- pg. 88; FHSU- pg. 94.

Source: *Operating summaries of Legislative Budget submittals*

**Resident Tuition Rates Approved for
Academic Year 2008 - Academic Year 2013
Undergraduate Students
(full-time, per semester)**

Table 2.1a

Institution	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	% Change AY 2008 - 13
University of Kansas							
Standard Tuition	\$2,922	\$3,098	\$3,284	\$3,584	\$3,806	\$4,000	36.9%
Required Fees	<u>\$378</u>	<u>\$423</u>	<u>\$423</u>	<u>\$429</u>	<u>\$429</u>	<u>\$444</u>	17.5%
Total Per Semester	\$3,300	\$3,521	\$3,707	\$4,013	\$4,234	\$4,444	34.7%
University of Kansas							(AY 08 - 13)
Compact Tuition	\$3,195	\$3,439	\$3,680	\$3,938	\$4,182	\$4,395	37.6%
Required Fees	<u>\$378</u>	<u>\$423</u>	<u>\$423</u>	<u>\$429</u>	<u>\$429</u>	<u>\$444</u>	17.5%
Total Per Semester	\$3,573	\$3,862	\$4,103	\$4,367	\$4,611	\$4,839	35.4%
Kansas State University							
Tuition	\$2,813	\$2,977	\$3,093	\$3,336	\$3,468	\$3,659	30.1%
Required Fees	<u>\$305</u>	<u>\$337</u>	<u>\$342</u>	<u>\$352</u>	<u>\$361</u>	<u>\$365</u>	19.6%
Total Per Semester	\$3,117	\$3,314	\$3,435	\$3,688	\$3,829	\$4,023	29.1%
Wichita State University							
Tuition	\$1,956	\$2,072	\$2,249	\$2,361	\$2,503	\$2,603	33.1%
Required Fees	<u>\$446</u>	<u>\$470</u>	<u>\$485</u>	<u>\$584</u>	<u>\$592</u>	<u>\$601</u>	34.8%
Total Per Semester	\$2,402	\$2,542	\$2,734	\$2,945	\$3,095	\$3,204	33.4%
Emporia State University							
Tuition	\$1,570	\$1,647	\$1,713	\$1,807	\$1,932	\$2,051	30.6%
Required Fees	<u>\$393</u>	<u>\$421</u>	<u>\$474</u>	<u>\$511</u>	<u>\$544</u>	<u>\$585</u>	48.9%
Total Per Semester	\$1,963	\$2,068	\$2,187	\$2,318	\$2,476	\$2,636	34.3%
Pittsburg State University							
Tuition	\$1,617	\$1,710	\$1,826	\$1,934	\$2,066	\$2,193	35.6%
Required Fees	<u>\$413</u>	<u>\$451</u>	<u>\$470</u>	<u>\$490</u>	<u>\$515</u>	<u>\$554</u>	34.1%
Total Per Semester	\$2,030	\$2,161	\$2,296	\$2,424	\$2,581	\$2,747	35.3%
Fort Hays State University							
Tuition	\$1,299	\$1,370	\$1,473	\$1,517	\$1,578	\$1,624	25.0%
Required Fees	<u>\$379</u>	<u>\$400</u>	<u>\$408</u>	<u>\$454</u>	<u>\$463</u>	<u>\$492</u>	29.9%
Total Per Semester	\$1,678	\$1,770	\$1,881	\$1,971	\$2,041	\$2,116	26.1%

Note: Full-time denotes 15 credit hours

**Ratio of Tuition Revenues to Educational Costs
Fiscal Year 2007 - Fiscal Year 2012**

Table 2.4

Institution	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual
University of Kansas	61.9%	61.8%	64.5%	69.5%	70.7%	70.1%
Kansas State University	53.5%	54.0%	53.6%	62.8%	66.9%	64.5%
Wichita State University	40.2%	47.6%	51.5%	51.5%	55.4%	54.0%
Subtotal	52.1%	56.5%	58.5%	64.0%	66.8%	65.4%
Emporia State University	35.8%	39.9%	42.1%	42.5%	42.8%	42.9%
Pittsburg State University	37.3%	41.0%	39.9%	45.4%	47.0%	48.3%
Fort Hays State University	36.1%	36.4%	37.2%	50.7%	51.4%	50.4%
Subtotal	35.1%	39.2%	39.7%	45.5%	47.1%	47.4%
State Universities Total	48.8%	53.0%	54.8%	60.4%	62.9%	61.8%

Note:

Compiled from Tuition revenues as a percentage of Education costs, defined as: General Use expenditures for Instru Academic Support, Student Services, Institutional Support, Scholarships, and Physical Plant.

This is the traditional "Kansas Fee to Cost Ratio" which has been measured in this manner since 1966.

Source: *Institutional Submissions*

**Kansas Board of Regents
Legislative State General Fund Reductions to Higher Education**

Revised 6/5/2013

Appropriations	FY 2013 SGF Appropriations (2012 Sub SB 294)	FY 2014 Governor Rec	FY 2014 SGF Appropriations (2013 SB 171)	% Reduction from FY 2014 Gov Rec	% Reduction from FY 2013 Approp.	FY 2015 Governor Rec	FY 2015 SGF Appropriations (2013 SB 171)	% Reduction from FY 2015 Gov Rec	% Reduction from FY 2013 Approp.
State Universities - Operating Budgets (excludes SFA and debt service appropriations)									
FHSU	\$ 33,401,019	\$ 33,422,006	\$ 32,576,818	-2.5%	-2.5%	\$ 33,473,101	\$ 32,896,815	-1.7%	-1.5%
KSU - Main	\$ 102,591,149	\$ 102,659,023	\$ 99,021,969	-3.5%	-3.5%	\$ 102,853,713	\$ 99,892,571	-2.9%	-2.6%
KSU - ESARP	\$ 48,191,081	\$ 48,217,286	\$ 45,478,139	-5.7%	-5.6%	\$ 48,271,067	\$ 46,055,186	-4.6%	-4.4%
KSU -Vet Med	\$ 14,839,196	\$ 14,844,609	\$ 14,483,975	-2.4%	-2.4%	\$ 14,864,514	\$ 14,623,485	-1.6%	-1.5%
ESU	\$ 31,129,493	\$ 31,147,879	\$ 29,642,247	-4.8%	-4.8%	\$ 31,210,259	\$ 29,846,926	-4.4%	-4.1%
PSU	\$ 34,808,845	\$ 35,327,639	\$ 34,427,463	-2.5%	-1.1%	\$ 35,477,576	\$ 34,824,027	-1.8%	0.0%
KU	\$ 136,855,067	\$ 136,928,221	\$ 133,564,031	-2.5%	-2.4%	\$ 137,023,849	\$ 134,882,391	-1.6%	-1.4%
KUMC	\$ 101,463,373	\$ 101,523,294	\$ 97,216,268	-4.2%	-4.2%	\$ 101,390,414	\$ 97,397,854	-3.9%	-4.0%
WSU	\$ 65,065,886	\$ 65,102,948	\$ 63,016,873	-3.2%	-3.1%	\$ 65,243,338	\$ 64,004,622	-1.9%	-1.6%
Sub-total	\$ 568,345,109	\$ 569,172,905	\$ 549,427,783	-3.5%	-3.3%	\$ 569,807,831	\$ 554,423,877	-2.7%	-2.4%
Coordinated Institutions									
Non-tiered Grant	\$ 76,496,329	\$ 76,496,329	\$ 76,496,329	0.0%	0.0%	\$ 76,496,329	\$ 75,302,309	-1.6%	-1.6%
Tiered Tech Ed	\$ 58,300,961	\$ 58,300,961	\$ 58,300,961	0.0%	0.0%	\$ 58,300,961	\$ 57,400,209	-1.5%	-1.5%
Washburn Op Grant	\$ 11,130,920	\$ 11,130,920	\$ 10,961,222	-1.5%	-1.5%	\$ 11,130,920	\$ 10,961,222	-1.5%	-1.5%
Sub-total	\$ 145,928,210	\$ 145,928,210	\$ 145,758,512	-0.1%	-0.1%	\$ 145,928,210	\$ 143,663,740	-1.6%	-1.6%
Total									
Total	\$ 776,093,079	\$ 777,582,632	\$ 754,263,612	-3.0%	-2.8%	\$ 779,116,403	\$ 753,685,971	-3.3%	-2.9%

Notes:

There is a slight change in appropriations from FY 2013 to FY 2014 to FY 2015 for benefit rate adjustments recommended by the Governor. PSU is also increased in the FY 2014 Governor's Recommendation by approximately \$500K for the Polymer Science Program.

Kansas Board of Regents
Legislative State General Fund Reductions to Higher Education

Revised 6/5/2013

		FY 2013 SGF Appropriations (2012 Sub SB 294)	FY 2014 Governor Rec	FY 2014 Legislative 1.5% Reduction	FY 2014 Legislative Salary Reduction	FY 2014 Other Legislative Global Reductions (Longevity)	FY 2014 Total Legislative Reductions from FY 2014 Gov Rec	FY 2014 SGF Appropriations (2013 SB 171)	% Reduction from FY 2014 Gov Rec	FY 2014 Total Legislative Reductions from FY 2013 Approp.	% Reduction from FY 2013 Approp.	FY 2015 Governor Rec	FY 2015 Legislative 1.5% Reduction	FY 2015 Legislative Salary Reduction	FY 2015 Other Legislative Global Reductions (Longevity)	FY 2015 Total Legislative Reductions from FY 2014 Gov Rec	FY 2015 SGF Appropriations (2013 SB 171)	% Reduction from FY 2015 Gov Rec	FY 2015 Total Legislative Reductions from FY 2013 Approp.	% Reduction from FY 2013 Approp.
State Universities - Operating Budgets (excludes SFA and debt service appropriations)																				
FHSU	\$ 33,401,019	\$ 33,422,006	\$ (501,819)	\$ (276,176)	\$ (67,193)	\$ (845,188)	\$ 32,576,818	-2.5%	\$ (824,201)	-2.5%	\$ 33,473,101	\$ (501,819)	\$ (4,764)	\$ (69,703)	\$ (576,286)	\$ 32,896,815	-1.7%	\$ (504,204)	-1.5%	
KSU - Main	\$ 102,591,149	\$ 102,659,023	\$ (1,548,269)	\$ (1,878,921)	\$ (209,864)	\$ (3,637,054)	\$ 99,021,969	-3.5%	\$ (3,569,180)	-3.5%	\$ 102,853,713	\$ (1,548,269)	\$ (1,196,484)	\$ (216,389)	\$ (2,961,142)	\$ 99,892,571	-2.9%	\$ (2,698,578)	-2.6%	
KSU - ESARP	\$ 48,191,081	\$ 48,217,286	\$ (724,190)	\$ (1,944,633)	\$ (70,324)	\$ (2,739,147)	\$ 45,478,139	-5.7%	\$ (2,712,942)	-5.6%	\$ 48,271,067	\$ (724,190)	\$ (1,419,765)	\$ (71,926)	\$ (2,215,881)	\$ 46,055,186	-4.6%	\$ (2,135,895)	-4.4%	
KSU -Vet Med	\$ 14,839,196	\$ 14,844,609	\$ (224,748)	\$ (120,244)	\$ (15,642)	\$ (360,634)	\$ 14,483,975	-2.4%	\$ (355,221)	-2.4%	\$ 14,864,514	\$ (224,748)	\$ -	\$ (16,281)	\$ (241,029)	\$ 14,623,485	-1.6%	\$ (215,711)	-1.5%	
ESU	\$ 31,129,493	\$ 31,147,879	\$ (468,012)	\$ (856,459)	\$ (181,161)	\$ (1,505,632)	\$ 29,642,247	-4.8%	\$ (1,487,246)	-4.8%	\$ 31,210,259	\$ (468,012)	\$ (711,564)	\$ (183,757)	\$ (1,363,333)	\$ 29,846,926	-4.4%	\$ (1,282,567)	-4.1%	
PSU	\$ 34,808,845	\$ 35,327,639	\$ (525,320)	\$ (317,197)	\$ (57,660)	\$ (900,177)	\$ 34,427,463	-2.5%	\$ (381,383)	-1.1%	\$ 35,477,576	\$ (525,320)	\$ (68,383)	\$ (59,847)	\$ (653,550)	\$ 34,824,027	-1.8%	\$ 15,182	0.0%	
KU	\$ 136,855,067	\$ 136,928,221	\$ (2,055,690)	\$ (1,308,500)	\$ -	\$ (3,364,190)	\$ 133,564,031	-2.5%	\$ (3,291,036)	-2.4%	\$ 137,023,849	\$ (2,055,690)	\$ (85,768)	\$ -	\$ (2,141,458)	\$ 134,882,391	-1.6%	\$ (1,972,676)	-1.4%	
KUMC	\$ 101,463,373	\$ 101,523,294	\$ (1,593,039)	\$ (2,655,264)	\$ (58,723)	\$ (4,307,026)	\$ 97,216,268	-4.2%	\$ (4,247,105)	-4.2%	\$ 101,390,414	\$ (1,593,039)	\$ (2,339,310)	\$ (60,211)	\$ (3,992,560)	\$ 97,397,854	-3.9%	\$ (4,065,519)	-4.0%	
WSU	\$ 65,065,886	\$ 65,102,948	\$ (1,054,119)	\$ (868,125)	\$ (163,831)	\$ (2,086,075)	\$ 63,016,873	-3.2%	\$ (2,049,013)	-3.1%	\$ 65,243,338	\$ (1,054,119)	\$ (14,755)	\$ (169,842)	\$ (1,238,716)	\$ 64,004,622	-1.9%	\$ (1,061,264)	-1.6%	
Sub-total	\$ 568,345,109	\$ 569,172,905	\$ (8,695,206)	\$ (10,225,519)	\$ (824,398)	\$ (19,745,123)	\$ 549,427,783	-3.5%	\$ (18,917,327)	-3.3%	\$ 569,807,831	\$ (8,695,206)	\$ (5,840,793)	\$ (847,956)	\$ (15,383,955)	\$ 554,423,877	-2.7%	\$ (13,921,233)	-2.4%	
Coordinated Institutions																				
Non-tiered Grant	\$ 76,496,329	\$ 76,496,329	\$ -	\$ -	\$ -	\$ -	\$ 76,496,329	0.0%	\$ -	0.0%	\$ 76,496,329	\$ (1,194,020)	\$ -	\$ -	\$ (1,194,020)	\$ 75,302,309	-1.6%	\$ (1,194,020)	-1.6%	
Tiered Tech Ed	\$ 58,300,961	\$ 58,300,961	\$ -	\$ -	\$ -	\$ -	\$ 58,300,961	0.0%	\$ -	0.0%	\$ 58,300,961	\$ (900,752)	\$ -	\$ -	\$ (900,752)	\$ 57,400,209	-1.5%	\$ (900,752)	-1.5%	
Washburn Op Grant	\$ 11,130,920	\$ 11,130,920	\$ (169,698)	\$ -	\$ -	\$ (169,698)	\$ 10,961,222	-1.5%	\$ (169,698)	-1.5%	\$ 11,130,920	\$ (169,698)	\$ -	\$ -	\$ (169,698)	\$ 10,961,222	-1.5%	\$ (169,698)	-1.5%	
Sub-total	\$ 145,928,210	\$ 145,928,210	\$ (169,698)	\$ -	\$ -	\$ (169,698)	\$ 145,758,512	-0.1%	\$ (169,698)	-0.1%	\$ 145,928,210	\$ (2,264,470)	\$ -	\$ -	\$ (2,264,470)	\$ 143,663,740	-1.6%	\$ (2,264,470)	-1.6%	
		FY 2013 SGF Appropriations (2012 Sub SB 294)	FY 2014 Governor Rec	FY 2014 Legislative 2.0% Reduction	FY 2014 Legislative Rent Reduction	FY 2014 Other Legislative Global Reductions (Longevity)	FY 2014 Total Legislative Reductions from FY 2014 Gov Rec	FY 2014 SGF Appropriations (2013 SB 171)	% Reduction from FY 2014 Gov Rec	FY 2014 Total Legislative Reductions from FY 2013 Approp.	% Reduction from FY 2013 Approp.	FY 2015 Governor Rec	FY 2015 Legislative 1.5% Reduction	FY 2015 Legislative Rent Reduction	FY 2015 Other Legislative Global Reductions (Longevity)	FY 2015 Total Legislative Reductions from FY 2014 Gov Rec	FY 2015 SGF Appropriations (2013 SB 171)	% Reduction from FY 2015 Gov Rec	FY 2015 Total Legislative Reductions from FY 2013 Approp.	% Reduction from FY 2013 Approp.
KBOR Administration		\$ 4,023,899	\$ 4,091,530	\$ (81,156)	\$ (25,173)	\$ (2,863)	\$ (109,192)	\$ 3,982,338	-2.7%	\$ (41,561)	-1.0%	\$ 4,071,308		\$ (25,173)	\$ (2,335)	\$ (27,508)	\$ 4,043,800	-0.7%	\$ 19,901	0.5%
Student Financial Asst		\$ 26,779,779	\$ 26,779,779	\$ (437,832)	\$ -	\$ -	\$ (437,832)	\$ 26,341,947	-1.6%	\$ (437,832)	-1.6%	\$ 26,779,779				\$ -	\$ 26,779,779	0.0%	\$ -	0.0%
Other KBOR Programs		\$ 4,052,284	\$ 3,809,284	\$ (11,676)	\$ -	\$ -	\$ (11,676)	\$ 3,797,608	-0.3%	\$ (254,676)	-6.3%	\$ 3,809,284				\$ -	\$ 3,809,284	0.0%	\$ (243,000)	-6.0%
Secondary Tech Ed		\$ 13,250,000	\$ 10,250,000	\$ -	\$ -	\$ -	\$ -	\$ 10,250,000	0.0%	\$ (3,000,000)	-22.6%	\$ 10,250,000				\$ -	\$ 10,250,000	0.0%	\$ (3,000,000)	-22.6%
Debt Service, Other Direct		\$ 13,713,798	\$ 17,550,924	\$ -	\$ -	\$ (2,845,500)	\$ (2,845,500)	\$ 14,705,424	-16.2%	\$ 991,626	7.2%	\$ 18,469,991			\$ (7,754,500)	\$ (7,754,500)	\$ 10,715,491	-42.0%	\$ (2,998,307)	-21.9%
Total		\$ 776,093,079	\$ 777,582,632	\$ (9,395,568)	\$ (10,250,692)	\$ (3,672,761)	\$ (23,319,021)	\$ 754,263,612	-3.0%	\$ (21,829,468)	-2.8%	\$ 779,116,403	\$ (10,959,676)	\$ (5,865,966)	\$ (8,604,791)	\$ (25,430,433)	\$ 753,685,971	-3.3%	\$ (22,407,109)	-2.9%

Notes:
There is a slight change in appropriations from FY 2013 to FY 2014 to FY 2015 for benefit rate adjustments recommended by the Governor.
PSU is also increased in the FY 2014 Govenor's Recommendation by approximately \$500K for the Polymer Science Program.

Kansas Board of Regents
Proposed FY 2015 1% SGF Increase for Higher Education
(Excludes Debt Service)

7/15/2013

Appropriations	FY 2015 SGF Appropriations - Adjusted to add back legislative salary cut and 1.5% reduction	1% Increase
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State Universities - Operating Budgets (excludes SFA and debt service appropriations)

FHSU	\$ 33,403,398	\$ 334,034
KSU - Main	\$ 102,637,324	\$ 1,026,373
KSU - ESARP	\$ 48,199,141	\$ 481,991
KSU -Vet Med	\$ 14,848,233	\$ 148,482
ESU	\$ 31,026,502	\$ 310,265
PSU	\$ 35,417,729	\$ 354,177
KU	\$ 137,023,849	\$ 1,370,238
KUMC	\$ 101,330,203	\$ 1,013,302
WSU	\$ 65,073,496	\$ 650,735
Sub-total State Universities	\$ 568,959,875	\$ 5,689,597

Coordinated Institutions

Washburn Univresity	\$ 11,130,920	\$ 111,309
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**Non-Tiered
Credit Hour Grant Tiered Technical
Education**

Community & Technical Colleges		
Non-Tiered Credit Hour Grant	\$ 76,496,329	\$ 764,963
Tiered Technical Education	\$ 58,300,961	\$ 583,010

Allen County Community College	\$ 3,473,421	\$ 1,327,682	
Barton County Community College	\$ 4,395,227	\$ 3,519,807	
Butler County Community College	\$ 10,543,448	\$ 4,210,703	
Cloud County Community College	\$ 3,063,686	\$ 1,364,544	
Coffeyville Community College	\$ 1,798,887	\$ 1,221,618	
Colby Community College	\$ 1,361,837	\$ 686,652	
Cowley County Community College	\$ 4,410,683	\$ 2,522,617	
Dodge City Community College	\$ 1,512,063	\$ 1,175,522	
Flint Hills Technical College	\$ 481,112	\$ 1,782,114	
Fort Scott Community College	\$ 1,933,386	\$ 1,508,091	
Garden City Community College	\$ 1,691,376	\$ 1,012,931	
Highland Community College	\$ 3,984,114	\$ 1,833,643	
Hutchinson Community College	\$ 5,104,177	\$ 4,025,083	
Independence Community College	\$ 1,429,492	\$ 558,696	
Johnson County Community College	\$ 15,221,801	\$ 6,331,211	
Kansas City Kansas Community College	\$ 5,988,313	\$ 4,327,739	
Labette Community College	\$ 1,612,947	\$ 1,129,177	
Manhattan Area Technical College	\$ 449,053	\$ 1,888,581	
Neosho County Community College	\$ 1,515,432	\$ 1,346,013	
North Central Kansas Technicial College	\$ 747,522	\$ 2,780,418	
Northwest Kansas Technical College	\$ 559,765	\$ 2,167,150	
Pratt Community College	\$ 1,233,313	\$ 1,189,810	
Salina Area Technical College	\$ 107,905	\$ 1,902,359	
Seward County Community College	\$ 1,831,297	\$ 1,184,770	
Washburn Institute of Technology	\$ 166,897	\$ 2,672,608	
Wichita Area Technical College	\$ 1,879,175	\$ 4,631,422	
Sub-total Coordinated Institutions	\$ 87,627,249	\$ 58,300,961	\$ 1,459,282

KBOR Office

KBOR Administration	\$ 4,068,973	\$ 40,690
Student Financial Assistance	\$ 26,779,779	\$ 267,798
Other KBOR Programs	\$ 3,809,284	\$ 38,093

Kansas Board of Regents
KBOR Staff Guidance Provided to the State Universities for the Budget Work Session
July 3, 2013

The primary purpose of the budget work session is to dedicate a full day (Wednesday, July 24) for the Regents to meet with officials from each of the state universities to conduct an in-depth budget review of each state university, including (1) FY 2014 operating budget (July 1, 2013-June 30, 2014) and any particular challenges, and (2) proposed enhancements for inclusion in the Board's FY 2015 unified budget request.

Since a goal of the study session is to provide the Regents an opportunity for a "deeper dive" into the state university budgets, KBOR staff will plan to send all materials to the Regents at least one week in advance of the meeting.

During discussion at the June Fiscal Affairs and Audit Committee meeting, Regents noted the importance of spending time understanding and framing various aspects of the budget discussion in order for the Board to have a full discussion at the retreat and official action on the budget in September so please come prepared for questions, discussion, and dialogue. Also, Regents continue to express interest in learning more about the "big financial picture" for your university, especially how it aligns with Foresight 2020 and/or your institution's strategic plan.

Uniform Format of Materials Prepared by Universities

1. FY 2014 Operating Budget (same format as last year). Do not include charts for actual year since prior year actuals are included in the Data Book - Institutional Profile
 - a. Funding Source
 - b. Program
 - c. Expenditure Classification
2. FY 2015 Planning Budget (last year's workbook is attached please update your sheet) – including estimated required expenditures, university enhancement proposals identifying the highest priority proposal, and "what if" 1 percent calculations.
3. Please provide a brief response to "what a 1% SGF base increase would mean to your university?"
4. Description of how FY 2014 and FY 2015 SGF reductions will be made; and, if the funds were to be restored, how you would propose they be used.
5. Proposed enhancement requests. Please identify the top priority and provide all the details necessary to make the case for the proposal. For any others a summary paragraph will suffice.

6. Data Book - Institutional Profiles with Historical Information (KBOR staff will insert into the materials)

KBOR Staff Prepared Materials:

1. Overview memo about higher education funding in Kansas
2. Summary of all funds cut for FY 2014 and FY 2015
3. What a 1% KBOR systemwide request would like



Materials for July 24, 2013 Board of Regents Budget Meeting

1. Three sets of FY 2014 Operating Budget graphs (one for KU consolidated, one for KU Lawrence and Edwards, and one for KUMC)
 - a. Funding Source
 - b. Program
 - c. Expenditure Classification
2. Three sets of FY 2012 Annual Financial Report graphs (one for KU consolidated, one for KU Lawrence and Edwards, and one for KUMC)
 - a. Funding Source
 - b. Program
 - c. Expenditure Classification
3. FY 2015 Planning Budget which includes estimated required expenditures, university enhancement proposals identifying the highest priority proposal, and “what if” 1 percent calculations.
4. A brief response to “what a 1% SGF base increase would mean to KU”
5. Description of how FY 2014 and FY 2015 SGF reductions will be made; and, if the funds were to be restored, how we would propose they be used.
6. Proposed enhancement requests.

KU Lawrence Campus

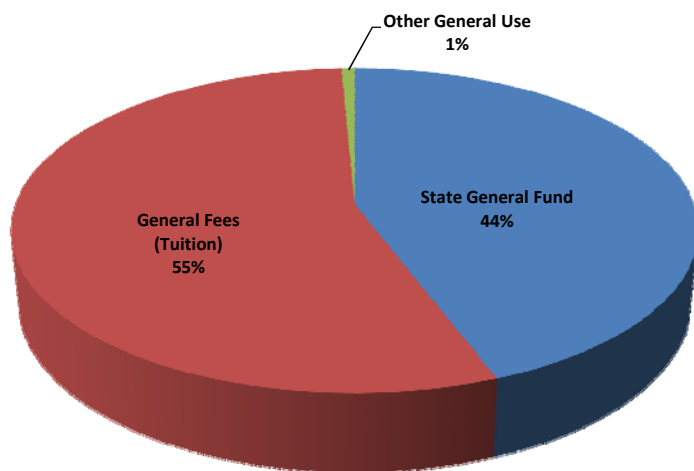
- Transforming Student Success and Retention through Course Redesign and Online Technologies
- Support for Kansas Institute for Translational Chemical Biology

KU Medical Center

- Health Education Building
- Increase Stature of the Medical Center including School of Medicine in Wichita

University of Kansas Consolidated
Fiscal Year 2014 Budget
Revenues by Funding Source

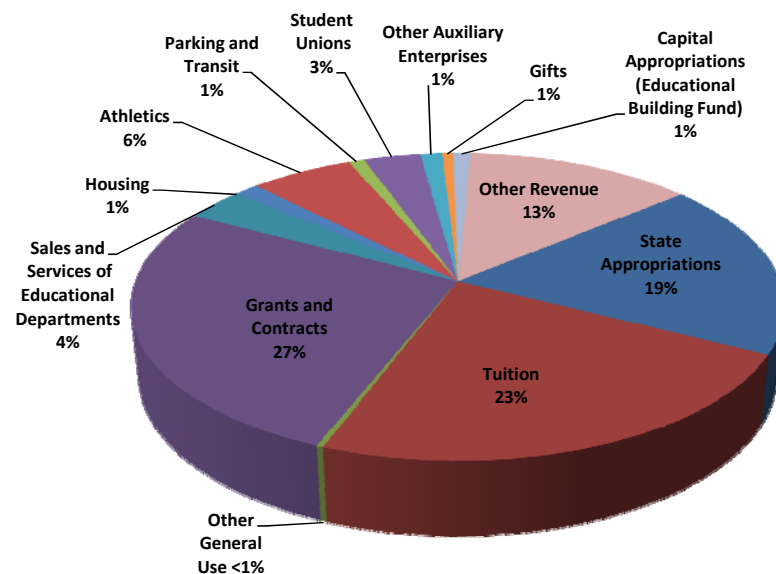
General Use Funds



General Use Funds		
Funding Source	Amount	Percent
State General Fund	\$ 240,548,870	44.22%
General Fees (Tuition)	299,566,063	55.06%
Other General Use	3,920,000	0.72%

Total General Use Revenue	<u>\$ 544,034,933</u>	<u>100.00%</u>
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All Funds



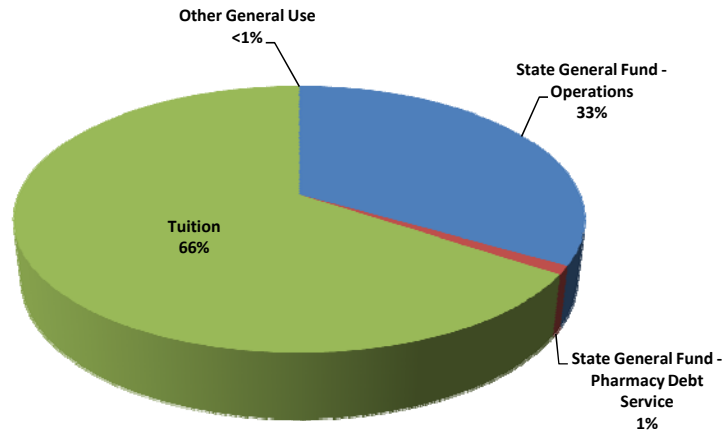
All Funds		
Funding Source	Amount	Percent
State Appropriations	\$ 240,548,870	18.63%
Tuition	299,566,063	23.20%
Other General Use	3,920,000	0.30%
Grants and Contracts	345,752,785	26.78%
Sales and Services of Educational Departments	44,927,266	3.48%
Auxiliary Enterprises:		
Housing	17,822,581	1.38%
Athletics	77,018,423	5.96%
Parking and Transit	11,887,517	0.92%
Student Unions	42,376,223	3.28%
Other Auxiliary Enterprises	16,595,978	1.29%
Gifts	7,916,767	0.61%
Capital Appropriations (Educational Building Fund)	13,342,000	1.03%
Other Revenue	169,651,529	13.14%

Total Revenue	<u>\$ 1,291,326,002</u>	<u>100.00%</u>
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The comparison above represents the consolidation of The University of Kansas & Edwards campuses (KULC) and The University of Kansas Medical Center (KUMC). Elimination entries have been calculated to remove duplication in budgeted amounts for KULC affiliates.

University of Kansas Lawrence and Edwards Campuses
Fiscal Year 2014 Operating Budget
Revenues by Funding Source

General Use Funds

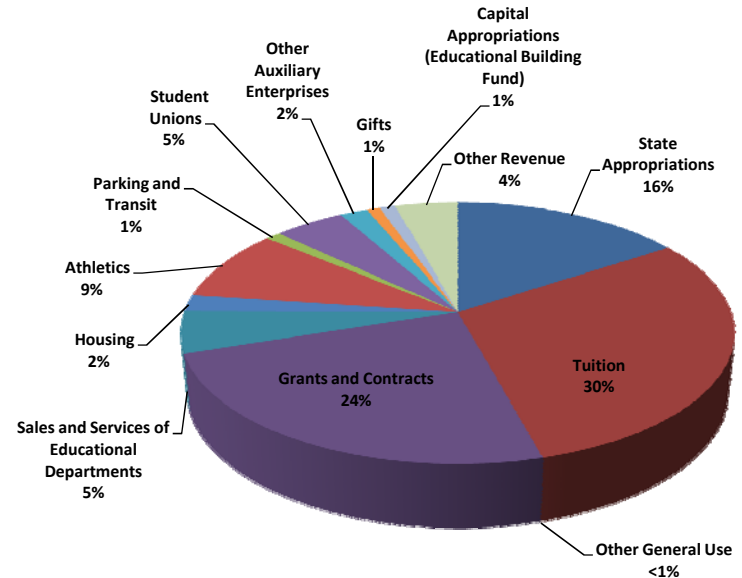


General Use Funds

Revenue by Funding Source	Amount	Percent
State General Fund - Operations	\$ 133,564,031	33.38%
State General Fund - Pharmacy Debt Service	4,125,900	1.03%
Tuition	262,431,300	65.58%
Other General Use	20,000	0.00%

Total Budget	<u>\$ 400,141,231</u>	<u>100.00%</u>
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All Funds



All Funds

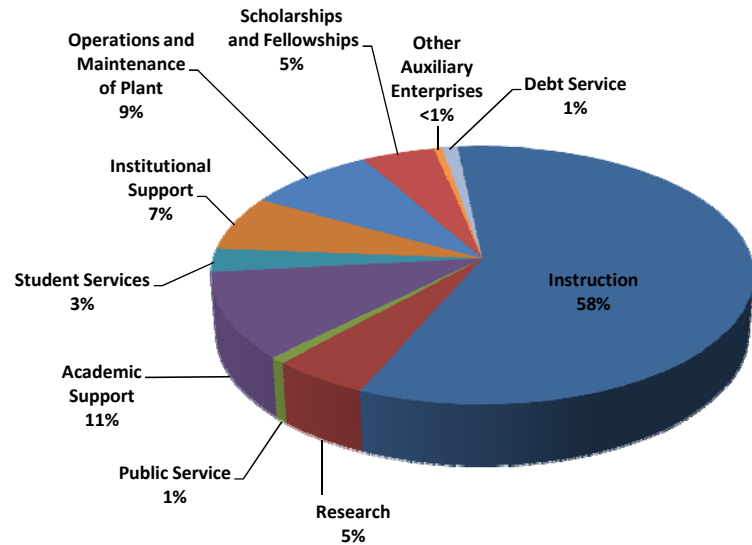
Revenue by Funding Source	Amount	Percent
State Appropriations	\$ 137,689,931	15.75%
Tuition	262,431,300	30.02%
Other General Use	20,000	0.00%
Grants and Contracts	211,855,335	24.23%
Sales and Services of Educational Departments	44,927,266	5.14%
Auxiliary Enterprises:		
Housing	17,822,581	2.04%
Athletics	77,018,423	8.81%
Parking and Transit	8,981,867	1.03%
Student Unions	42,234,916	4.83%
Other Auxiliary Enterprises	16,595,978	1.90%
Gifts	7,916,767	0.91%
Capital Appropriations (Educational Building Fund)	9,404,000	1.08%
Capital Grants and Gifts		
Other Revenue	37,287,660	4.27%

Total Budget	<u>\$ 874,186,024</u>	<u>100%</u>
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Elimination entries have been calculated to remove duplication in budgeted amounts for KULC affiliates.

University of Kansas
Lawrence and Edwards Campuses
Fiscal Year 2014 Operating Budget
Expenses by Program

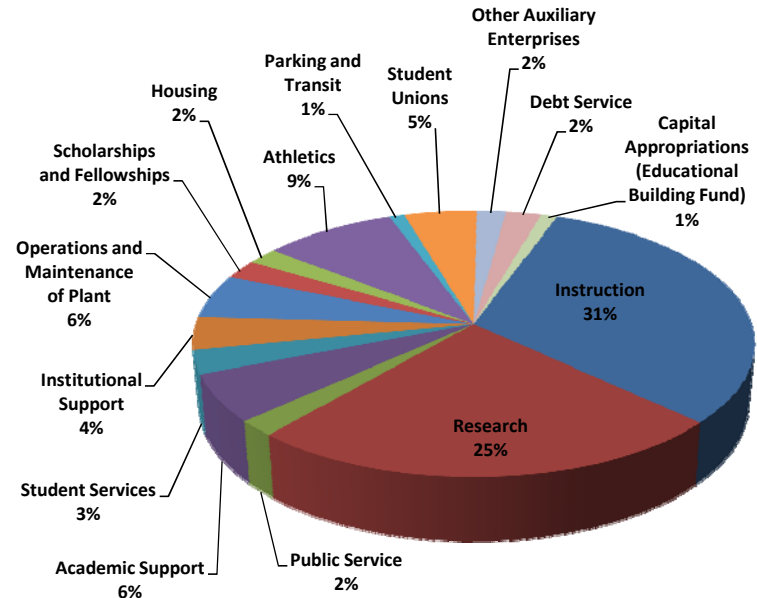
General Use Funds



General Use Funds

Budget Program	Amount	Percent
Instruction	\$ 232,880,303	58.20%
Research	20,569,397	5.14%
Public Service	3,287,027	0.82%
Academic Support	43,259,636	10.81%
Student Services	11,848,817	2.96%
Institutional Support	27,397,760	6.85%
Operations and Maintenance of Plant	34,798,677	8.70%
Scholarships and Fellowships	19,767,639	4.94%
Housing		
Parking and Transit		
Student Unions		
Other Auxiliary Enterprises	2,206,075	0.55%
Debt Service	4,125,900	1.03%
Total Budget	<u>\$ 400,141,231</u>	<u>100.00%</u>

All Funds



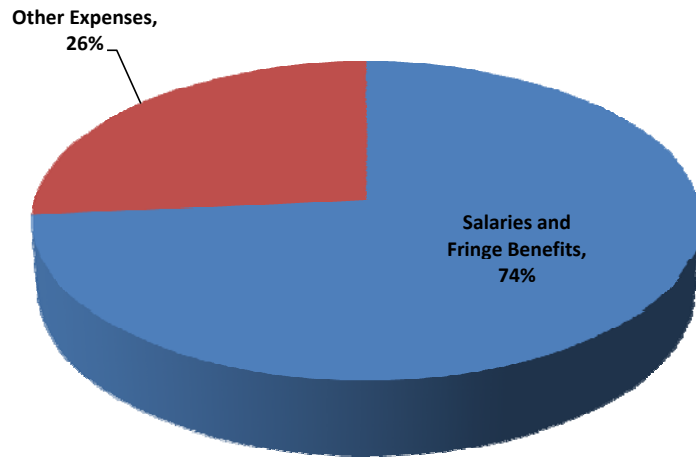
All Funds

Budget Program	Amount	Percent
Instruction	\$ 274,243,855	31.37%
Research	213,547,930	24.42%
Public Service	16,976,943	1.94%
Academic Support	50,175,162	5.74%
Student Services	25,018,066	2.86%
Institutional Support	34,976,905	4.00%
Operations and Maintenance of Plant	46,442,267	5.31%
Scholarships and Fellowships	20,336,824	2.33%
Housing	17,822,581	2.04%
Athletics	77,018,423	8.81%
Parking and Transit	8,828,393	1.01%
Student Unions	42,080,206	4.81%
Other Auxiliary Enterprises	17,055,878	1.95%
Debt Service	20,403,881	2.33%
Capital Appropriations (Educational Building Fund)	9,404,000	1.08%
Total Budget	<u>\$ 874,331,314</u>	<u>100.00%</u>

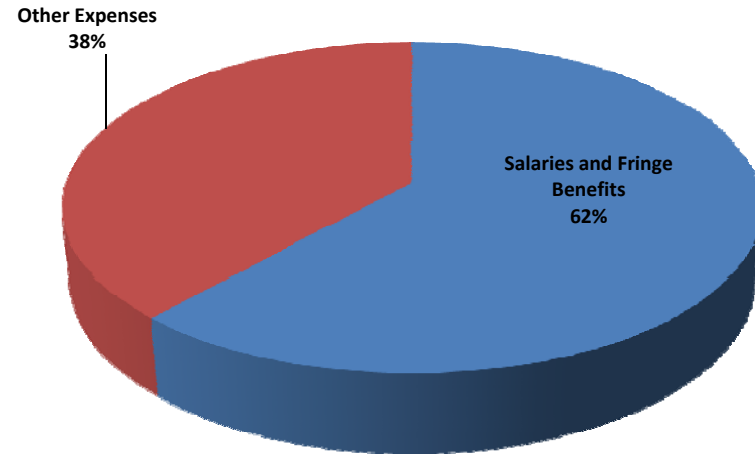
Elimination entries have been calculated to remove duplication in budgeted amounts for KULC affiliates.

**University of Kansas
Lawrence and Edwards Campuses
Fiscal Year 2014 Operating Budget
Expenses by Classification**

General Use Funds



All Funds



General Use Funds

<u>Expense Classification</u>	<u>Amount</u>	<u>Percent</u>
Salaries and Fringe Benefits	\$ 294,522,597	73.60%
Other Expenses	105,618,634	26.40%
Total Budget	<u><u>\$ 400,141,231</u></u>	<u><u>100.00%</u></u>

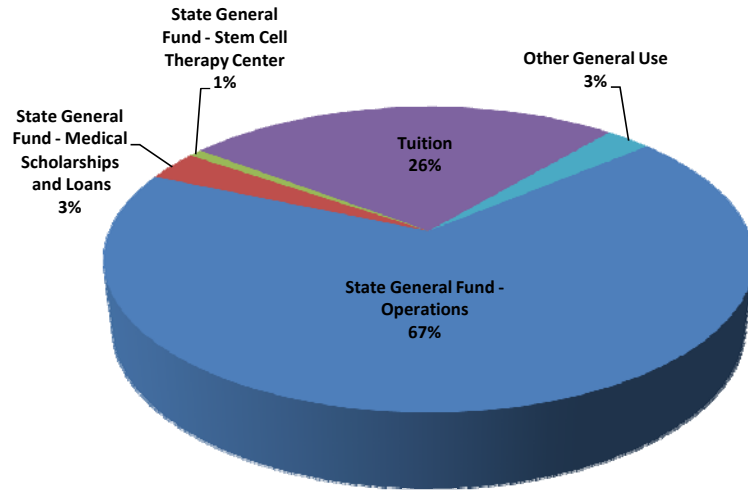
All Funds

<u>Expense Classification</u>	<u>Amount</u>	<u>Percent</u>
Salaries and Fringe Benefits	\$ 539,343,877	61.69%
Other Expenses	334,987,437	38.31%
Total Budget	<u><u>\$ 874,331,314</u></u>	<u><u>100.00%</u></u>

Elimination entries have been calculated to remove duplication in budgeted amounts for KULC affiliates.

**University of Kansas Medical Center
Fiscal Year 2014 Budget
Revenues by Funding Source**

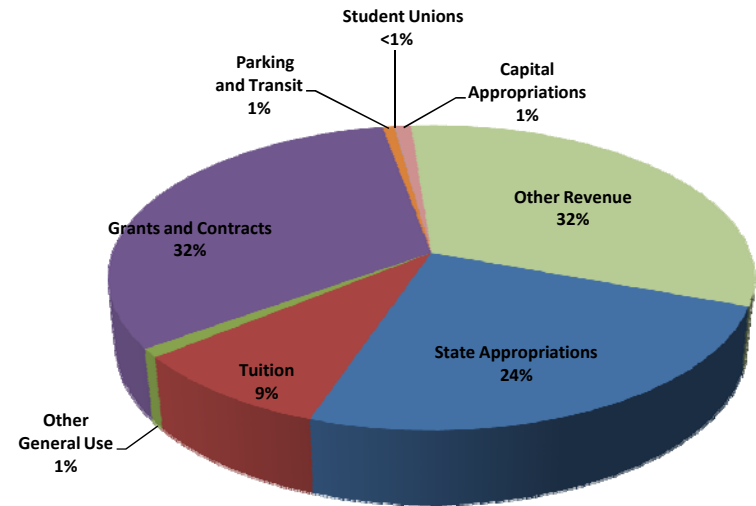
General Use Funds



General Use Funds

Revenue by Funding Source	Amount	Percent
State General Fund - Operations	\$ 97,216,268	67.56%
State General Fund - Medical Scholarships and Loans	4,488,171	3.12%
State General Fund - Stem Cell Therapy Center	1,154,500	0.80%
Tuition	37,134,763	25.81%
Other General Use	3,900,000	2.71%
Total General Use Revenue	\$ 143,893,702	100.00%

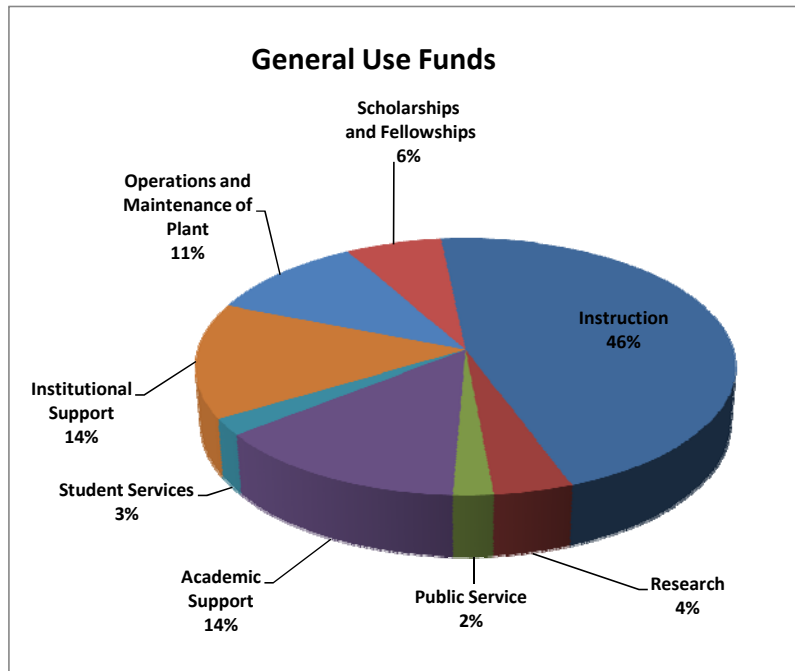
All Funds



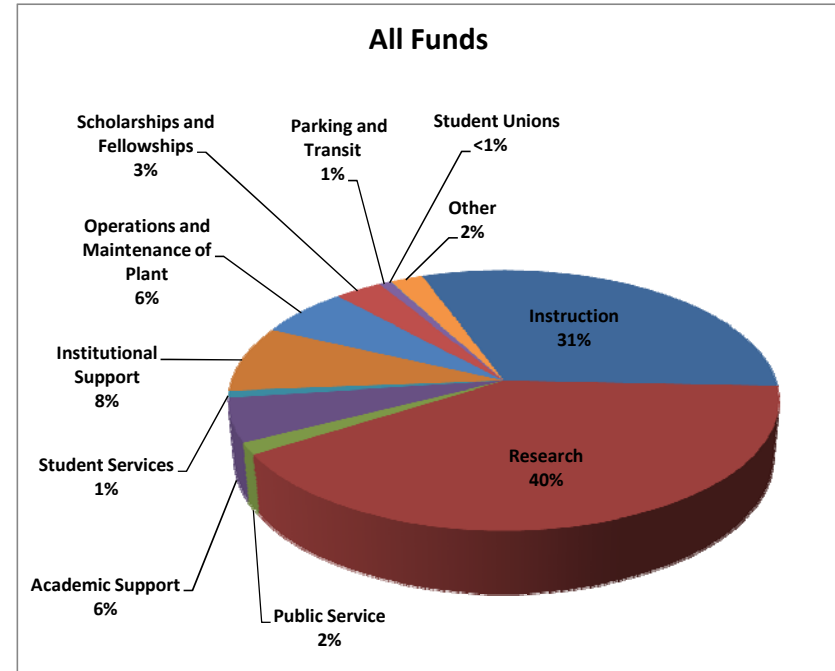
All Funds

Revenue by Funding Source	Amount	Percent
State Appropriations	\$ 102,858,939	24.66%
Tuition	37,134,763	8.90%
Other General Use	3,900,000	0.93%
Grants and Contracts	133,897,450	32.10%
Auxiliary Enterprises:		
Parking and Transit	2,905,650	0.70%
Student Unions	141,307	0.03%
Capital Appropriations	3,938,000	0.94%
Other Revenue	132,363,869	31.73%
Total Revenue	\$ 417,139,978	100%

University of Kansas Medical Center
Fiscal Year 2014 Budget
Expenses by Program



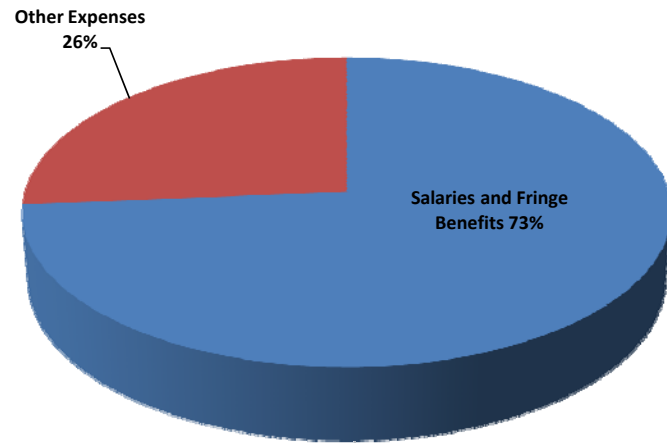
General Use Funds		
Budget Program	Amount	Percent
Instruction	\$ 66,215,030	46.02%
Research	6,010,546	4.18%
Public Service	3,078,534	2.14%
Academic Support	19,682,058	13.68%
Student Services	3,043,297	2.11%
Institutional Support	20,884,394	14.51%
Operations and Maintenance of Plant	15,604,003	10.84%
Scholarships and Fellowships	9,375,840	6.52%
Auxiliary Enterprises:		
Parking and Transit		
Student Unions		
Other		
Total General Use Expenditures	<u>\$ 143,893,702</u>	<u>100.00%</u>



All Funds		
Budget Program	Amount	Percent
Instruction	\$ 130,165,332	31.20%
Research	168,400,131	40.37%
Public Service	6,162,845	1.48%
Academic Support	22,743,032	5.45%
Student Services	3,485,019	0.84%
Institutional Support	34,265,292	8.21%
Operations and Maintenance of Plant	25,700,679	6.16%
Scholarships and Fellowships	13,448,478	3.22%
Auxiliary Enterprises:		
Parking and Transit	3,277,162	0.79%
Student Unions	141,307	0.03%
Other	9,350,701	2.24%
Total Budget	<u>\$ 417,139,978</u>	<u>100.00%</u>

University of Kansas Medical Center
Fiscal Year 2014 Budget
Expenses by Classification

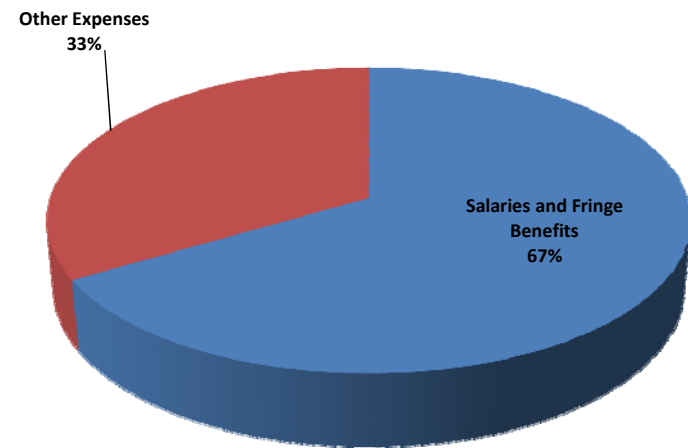
General Use Funds



FY 14 Budgeted General Use Funds

<u>Expense Classification</u>	<u>Amount</u>	<u>Percent</u>
Salaries and Fringe Benefits	\$ 106,085,526	73.72%
Other Expenses	37,808,176	26.28%
Total General Use Expenditures	<u>\$ 143,893,702</u>	<u>100.00%</u>

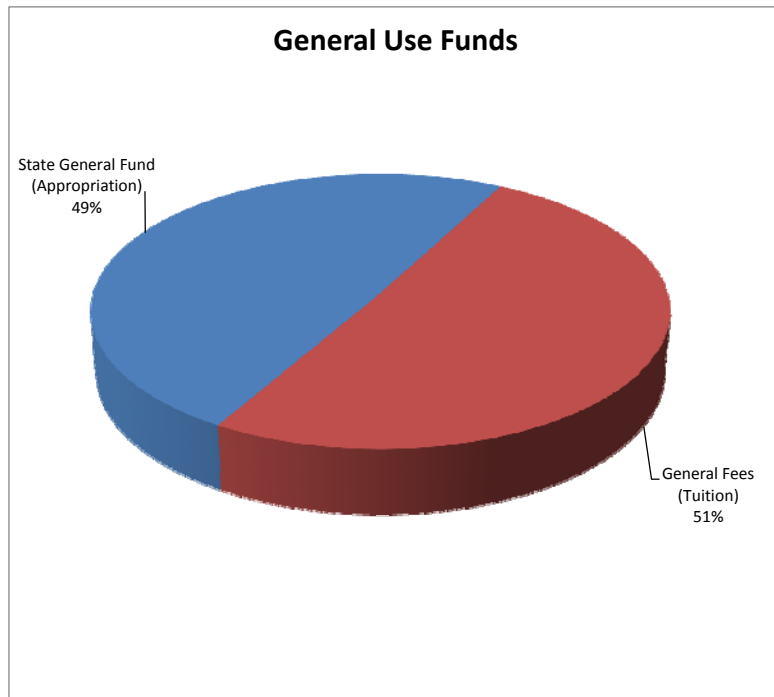
All Funds



FY14 Budgeted All Funds

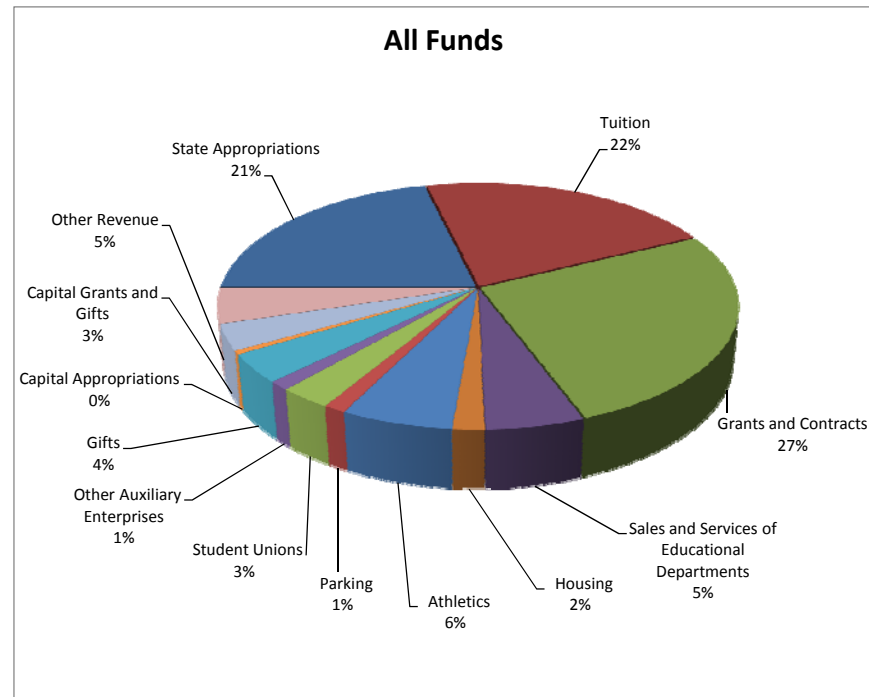
<u>Expense Classification</u>	<u>Amount</u>	<u>Percent</u>
Salaries and Fringe Benefits	\$ 277,404,784	66.50%
Other Expenses	139,735,194	33.50%
Total Expenditures	<u>\$ 417,139,978</u>	<u>100.00%</u>

**University of Kansas
Consolidated
Fiscal Year 2012 Annual Financial Report
Revenues by Funding Source**



General Use Funds		
Revenues by Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 244,116,088	49%
General Fees (Tuition)	249,767,082	51%

Total General Use Revenue	<u>\$ 493,883,170</u>	<u>100%</u>
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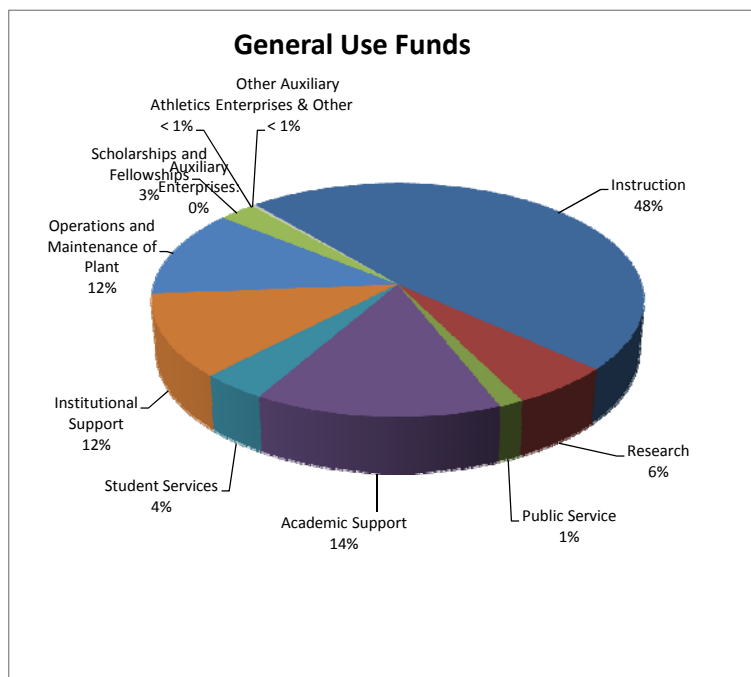


All Funds		
Revenues by Funding Source	Amount	Percent
State Appropriations	\$ 246,737,480	21.24%
Tuition	249,767,082	21.50%
Grants and Contracts	308,329,393	26.54%
Sales and Services of Educational Departments	62,441,536	5.37%
Auxiliary Enterprises:		
Housing	20,031,681	1.72%
Athletics	70,534,906	6.07%
Parking	13,637,805	1.17%
Student Unions	33,362,787	2.87%
Other Auxiliary Enterprises	13,261,120	1.14%
Gifts	44,267,410	3.81%
Capital Appropriations	5,419,692	0.47%
Capital Grants and Gifts	39,487,299	3.40%
Other Revenue	54,605,778	4.70%

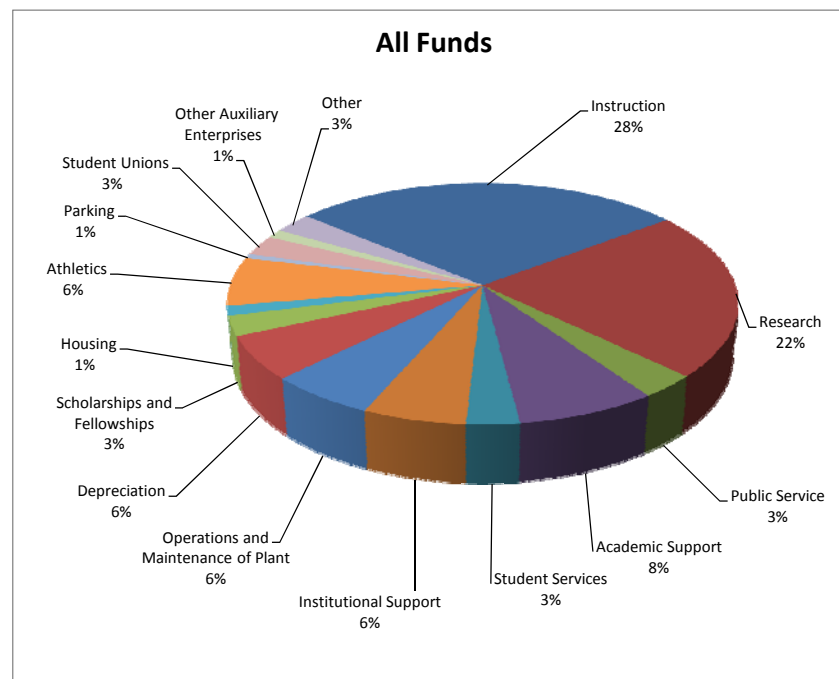
Total Revenue	<u>\$ 1,161,883,969</u>	<u>100%</u>
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Note: The comparison above represents the consolidation of The University of Kansas Lawrence & Edwards campuses (KULC) and The University of Kansas Medical Center (KUMC). As such, the numbers above include consolidating eliminating entries between KULC & KUMC.

**University of Kansas
Fiscal Year 2012 Annual Financial Report
Expenses by Program**



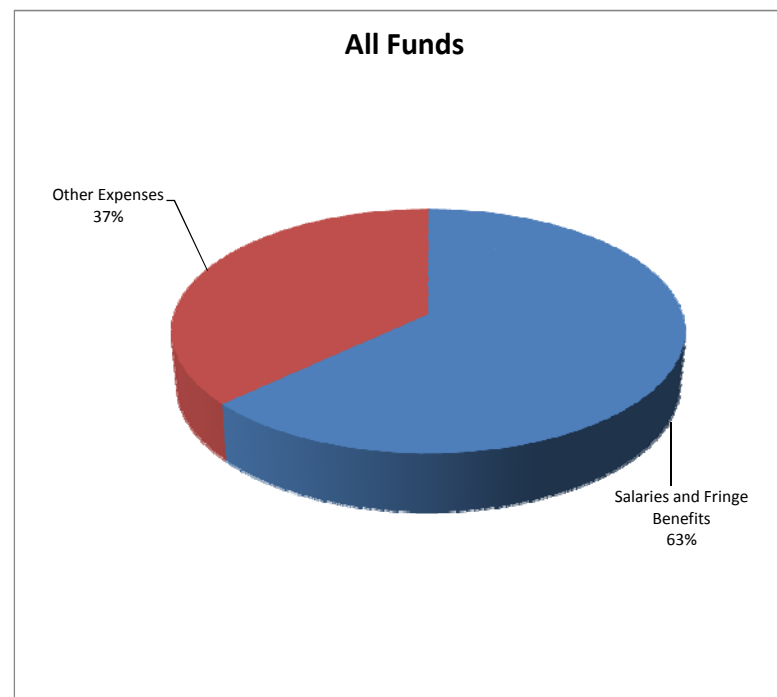
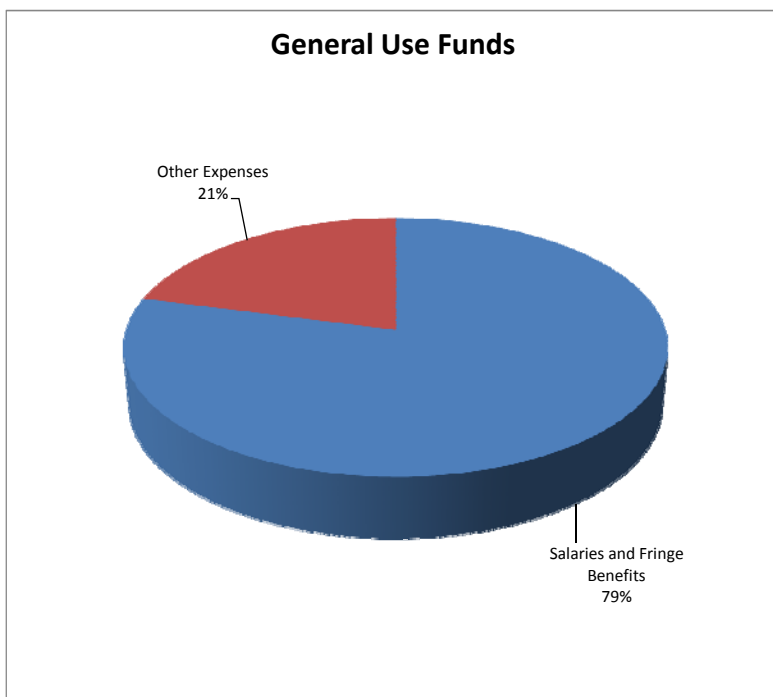
General Use Funds		
Expenses by Program	Amount	Percent
Instruction	\$ 239,513,907	47.87%
Research	\$ 29,134,446	5.82%
Public Service	\$ 7,193,303	1.44%
Academic Support	\$ 71,850,658	14.36%
Student Services	\$ 19,129,881	3.82%
Institutional Support	\$ 57,643,538	11.52%
Operations and Maintenance of Plant	\$ 60,513,939	12.09%
Depreciation	\$ -	0.00%
Scholarships and Fellowships	\$ 13,817,398	2.76%
Auxiliary Enterprises:		
Housing		0.00%
Athletics	\$ -	0.00%
Parking	\$ -	0.00%
Student Unions	\$ -	0.00%
Other Auxiliary Enterprises	\$ 948,845	0.19%
Other	\$ 645,628	0.13%
Total General Use Expenses	<u>\$ 500,391,543</u>	<u>100.00%</u>



All Funds		
Expenses by Program	Amount	Percent
Instruction	\$ 324,445,459	28.52%
Research	256,168,351	22.52%
Public Service	35,623,906	3.13%
Academic Support	87,707,291	7.71%
Student Services	33,108,933	2.91%
Institutional Support	64,721,740	5.69%
Operations and Maintenance of Plant	67,287,169	5.92%
Depreciation	66,303,454	5.83%
Scholarships and Fellowships	30,098,494	2.65%
Auxiliary Enterprises:		
Housing	14,886,726	1.31%
Athletics	74,537,259	6.55%
Parking	6,943,955	0.61%
Student Unions	30,782,560	2.71%
Other Auxiliary Enterprises	13,494,291	1.19%
Other	31,416,034	2.76%
Total Expenses	<u>\$ 1,137,525,622</u>	<u>100.00%</u>

Note: The comparison above represents the consolidation of The University of Kansas Lawrence & Edwards campuses (KULC) and The University of Kansas Medical Center (KUMC). As such, the numbers above include consolidating eliminating entries between KULC & KUMC.

**The University of Kansas
Fiscal Year 2012 Annual Financial Report
Expenses by Classification**



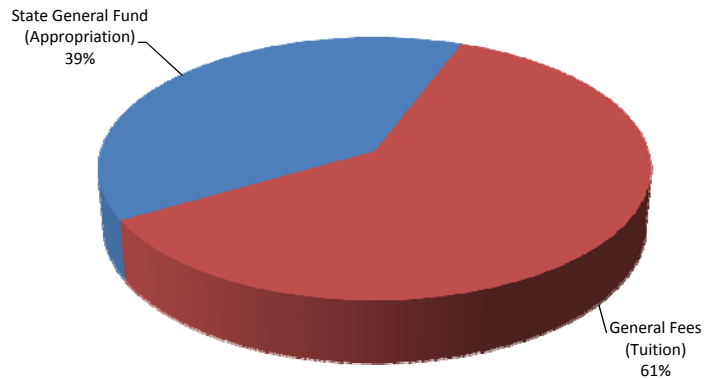
General Use Funds		
Expense Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 395,763,390	79.09%
Other Expenses	104,628,153	20.91%
Total General Use Expenses	<u>\$ 500,391,543</u>	<u>100.00%</u>

All Funds		
Expense Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 717,761,075	63.10%
Other Expenses	419,764,547	36.90%
Total Expenses	<u>\$ 1,137,525,622</u>	<u>100.00%</u>

Note: The comparison above represents the consolidation of The University of Kansas Lawrence & Edwards campuses (KULC) and The University of Kansas Medical Center (KUMC). As such, the numbers above include consolidating eliminating entries between KULC & KUMC.

University of Kansas Lawrence and Edwards Campuses
Fiscal Year 2012 Annual Financial Report
Revenues by Funding Source

General Use Funds



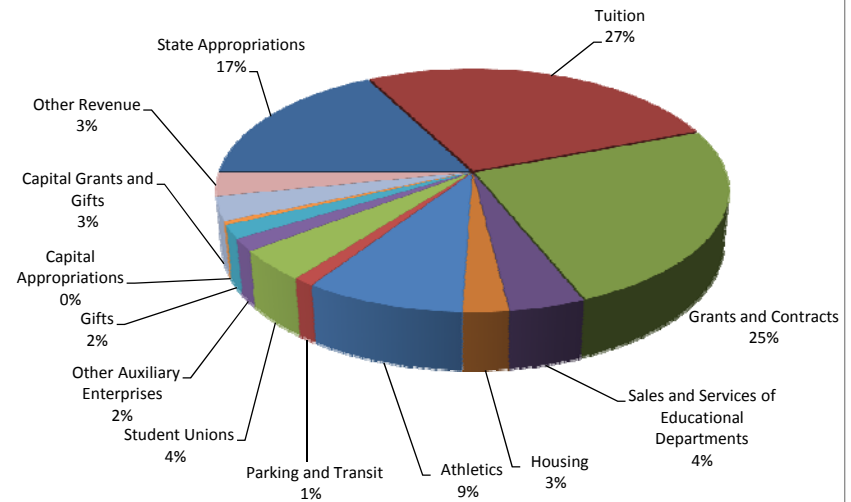
(KULC)

General Use Funds

Revenues by Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 137,916,646	39.11%
General Fees (Tuition)	214,679,436	60.89%

Total General Use Revenue	<u>\$ 352,596,082</u>	<u>100.00%</u>
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All Funds



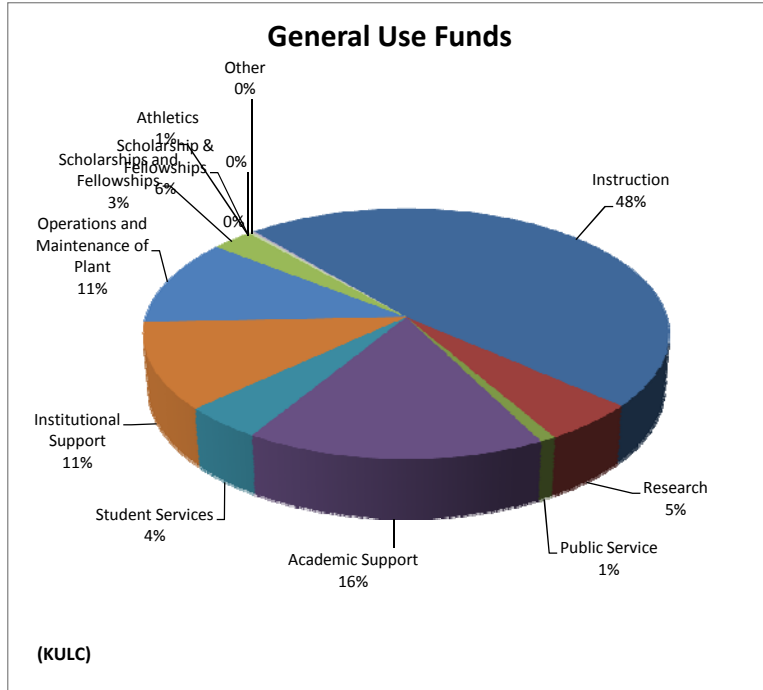
(KULC)

All Funds

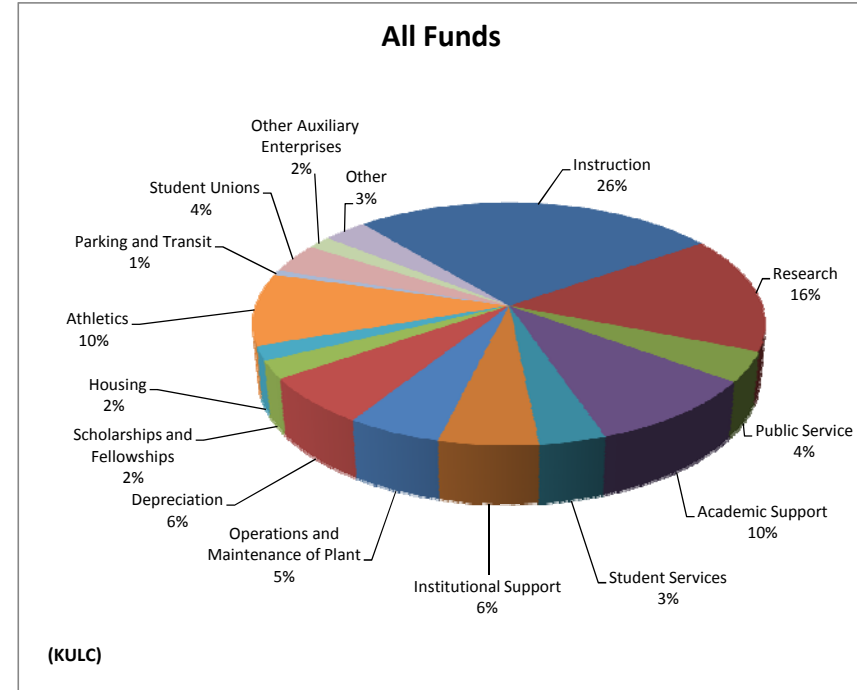
Revenues by Funding Source	Amount	Percent
State Appropriations	\$ 137,916,646	17.30%
Tuition	214,679,436	26.93%
Grants and Contracts	196,167,195	24.61%
Sales and Services of Educational Departments	33,331,594	4.18%
Auxiliary Enterprises:		
Housing	20,031,681	2.51%
Athletics	70,534,906	8.85%
Parking and Transit	9,088,790	1.14%
Student Unions	33,222,167	4.17%
Other Auxiliary Enterprises	13,261,120	1.66%
Gifts	14,510,985	1.82%
Capital Appropriations	3,732,692	0.47%
Capital Grants and Gifts	25,425,518	3.19%
Other Revenue	25,251,453	3.17%
Total Revenue	<u>\$ 797,154,183</u>	<u>100.00%</u>

Note: The comparison above represents the consolidation of the KU Lawrence & Edwards Campuses and its component units: Kansas Athletics, Inc. (Athletics), the University of Kansas Center for Research, Inc. (KUCR), and the University of Kansas Memorial Corporation (KU Unions).

University of Kansas Lawrence and Edwards Campuses
Fiscal Year 2012 Annual Financial Report
Expenses by Program



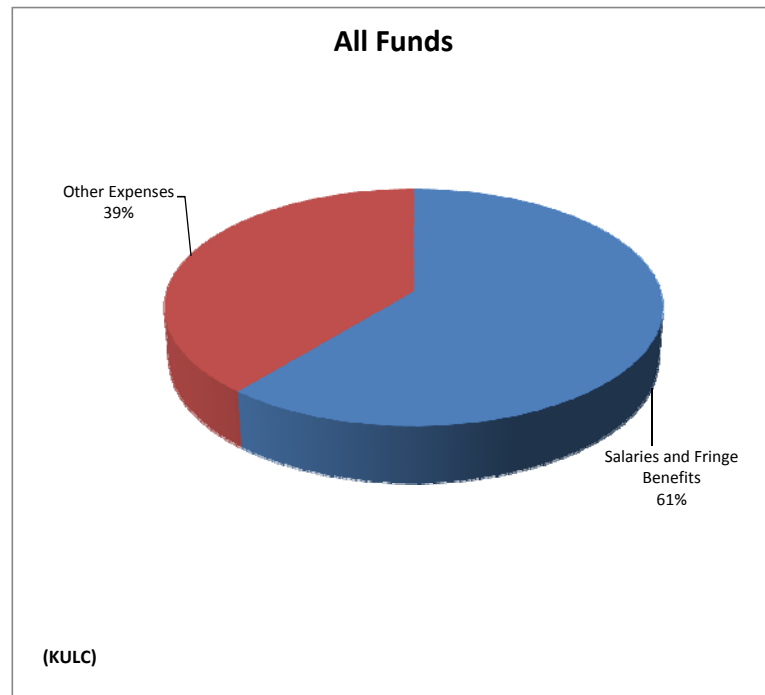
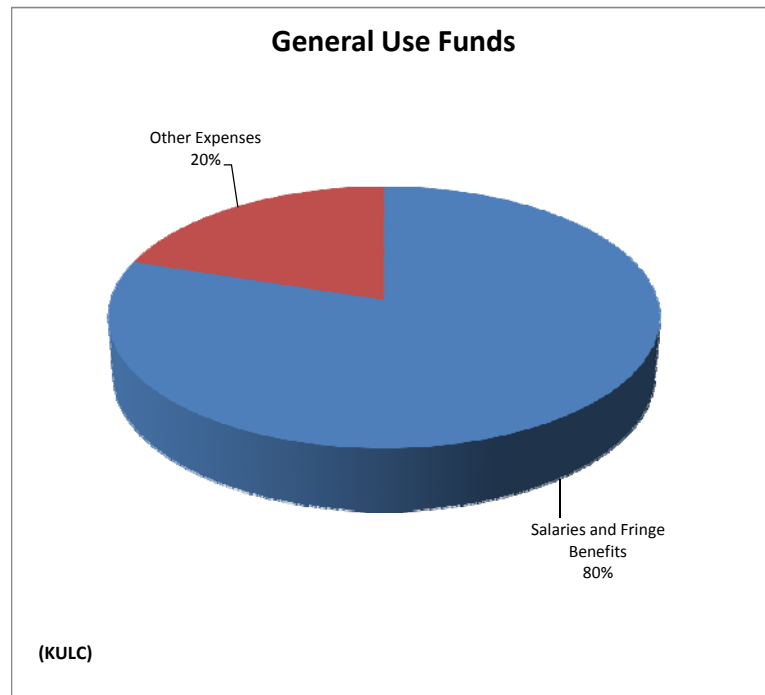
General Use Funds		
Expenses by Program	Amount	Percent
Instruction	\$ 170,752,243	47.55%
Research	18,523,538	5.16%
Public Service	3,123,910	0.87%
Academic Support	58,611,543	16.32%
Student Services	15,711,691	4.38%
Institutional Support	40,482,687	11.27%
Operations and Maintenance of Plant	39,976,691	11.13%
Scholarships and Fellowships	10,327,679	2.88%
Auxiliary Enterprises:		
Athletics	-	0.00%
Other Auxiliary Enterprises	948,845	0.26%
Other	645,628	0.18%
Total General Use Expenses	<u>\$ 359,104,455</u>	<u>100.00%</u>



All Funds		
Expenses by Program	Amount	Percent
Instruction	\$ 205,463,639	26.47%
Research	120,907,523	15.58%
Public Service	31,313,105	4.03%
Academic Support	75,583,536	9.74%
Student Services	28,374,071	3.66%
Institutional Support	42,500,641	5.48%
Operations and Maintenance of Plant	40,269,908	5.19%
Depreciation	49,908,954	6.43%
Scholarships and Fellowships	18,467,850	2.38%
Auxiliary Enterprises:		
Housing	14,886,726	1.92%
Athletics	74,537,259	9.60%
Parking and Transit	4,974,730	0.64%
Student Unions	30,633,831	3.95%
Other Auxiliary Enterprises	13,494,291	1.74%
Other	24,752,844	3.19%
Total Expenses	<u>\$ 776,068,908</u>	<u>100.00%</u>

Note: The comparison above represents the consolidation of the KU Lawrence & Edwards Campuses and its component units: Kansas Athletics, Inc. (Athletics), the University of Kansas Center for Research, Inc. (KUCR), and the University of Kansas Memorial Corporation (KU Unions).

**University of Kansas Lawrence and Edwards Campuses
Fiscal Year 2012 Annual Financial Report
Expenses by Classification**

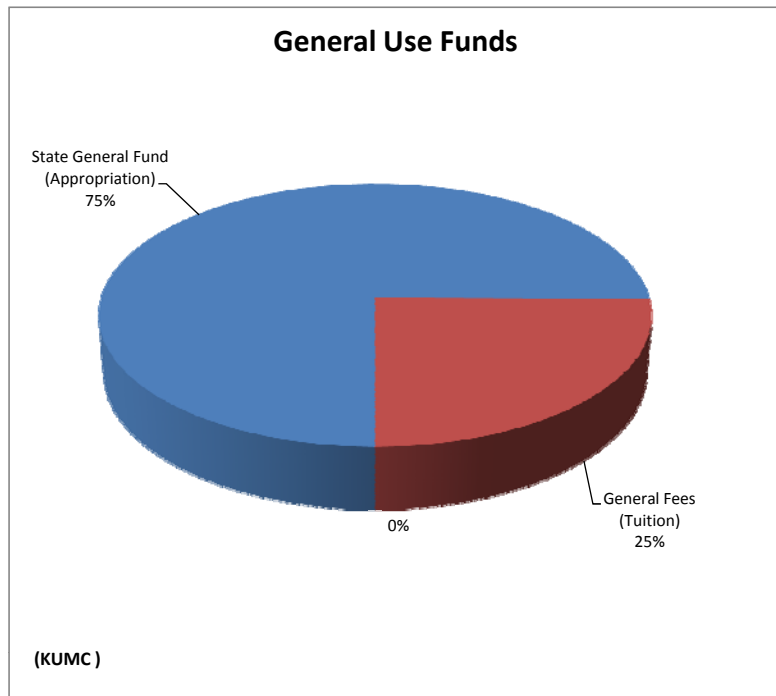


General Use Funds		
Expense Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 287,089,228	79.95%
Other Expenses	72,015,227	20.05%
Total General Use Expenses	<u>\$ 359,104,455</u>	<u>100.00%</u>

All Funds		
Expense Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 473,366,318	61.00%
Other Expenses	302,702,590	39.00%
Total Expenses	<u>\$ 776,068,908</u>	<u>100.00%</u>

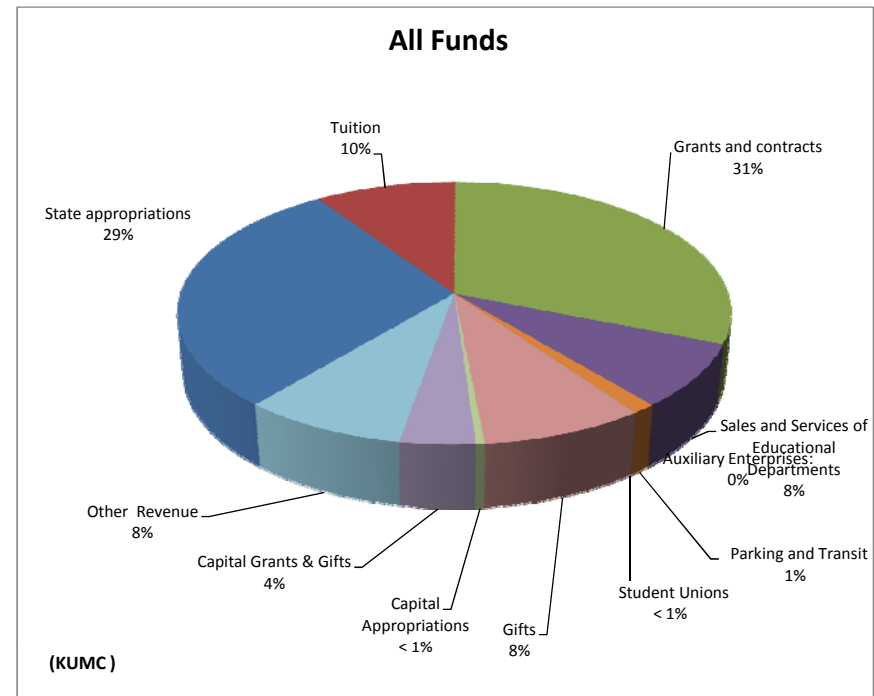
Note: The comparison above represents the consolidation of the KU Lawrence & Edwards Campuses and its component units: Kansas Athletics, Inc. (Athletics), the University of Kansas Center for Research, Inc. (KUCR), and the University of Kansas Memorial Corporation (KU Unions).

**University of Kansas Medical Center
Fiscal Year 2012 Annual Financial Report
Revenues by Funding Source**



General Use Funds		
Revenues by Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 106,199,442	75.17%
General Fees (Tuition)	35,087,646	24.83%

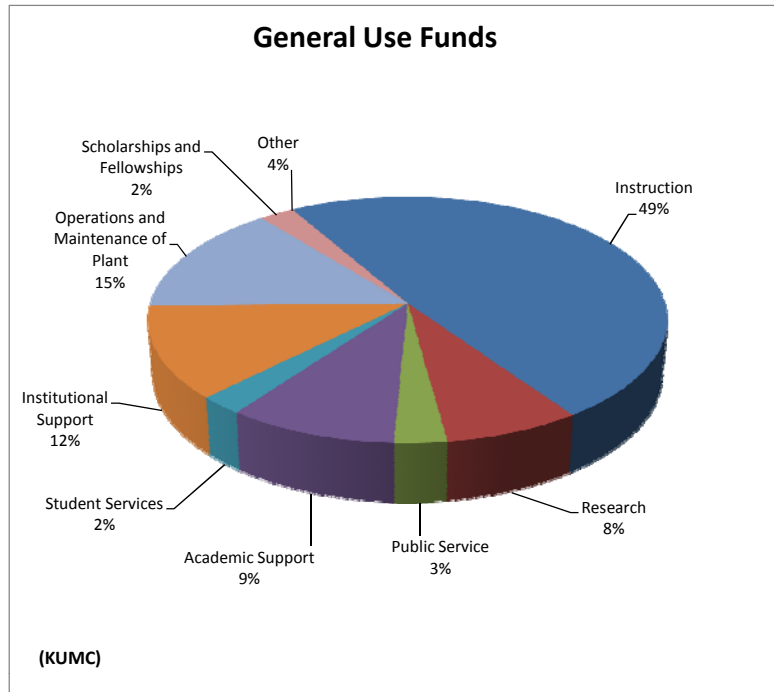
Total General Use Revenue	<u>\$ 141,287,088</u>	<u>100.00%</u>
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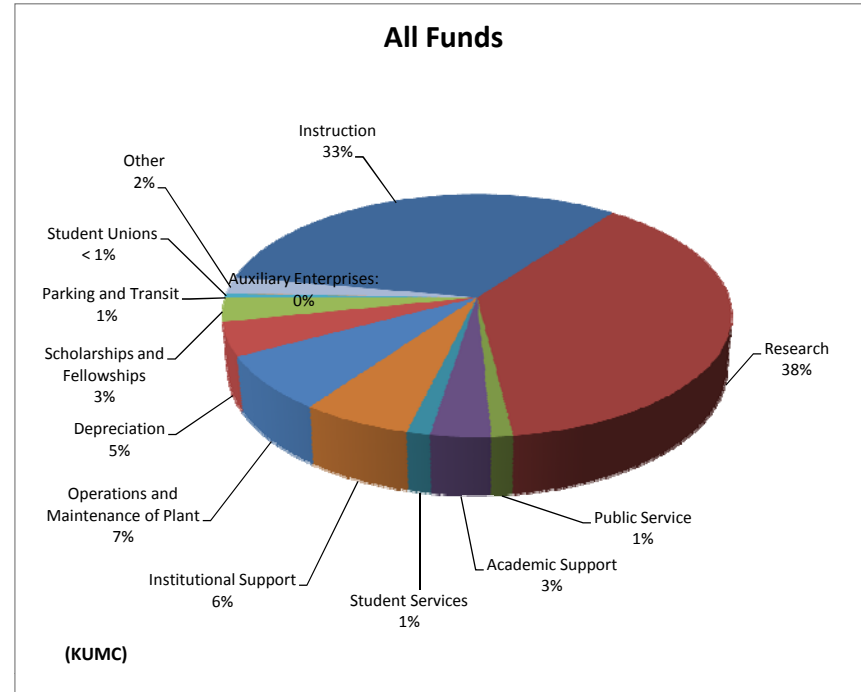
All Funds		
Revenues by Funding Source	Amount	Percent
State appropriations	\$ 108,820,834	29.46%
Tuition	35,087,646	9.50%
Grants and contracts	114,560,051	31.01%
Sales and Services of Educational Departments	29,109,942	7.88%
Auxiliary Enterprises:		
Parking and Transit	4,549,015	1.23%
Student Unions	140,620	0.04%
Gifts	30,496,425	8.25%
Capital Appropriations	1,687,000	0.46%
Capital Grants & Gifts	14,061,781	3.81%
Other Revenue	30,924,605	8.37%
Total Revenue	<u>\$ 369,437,919</u>	<u>100.00%</u>

Note: The comparison above represents the consolidation of the Medical Center and its component units: the Student Union Corporation of the University of Kansas Medical Center, the University of Kansas Medical Center Research Institute, and K.U. HealthPartners, Inc.

**University of Kansas Medical Center
Fiscal Year 2012 Annual Financial Report
Expenses by Program**



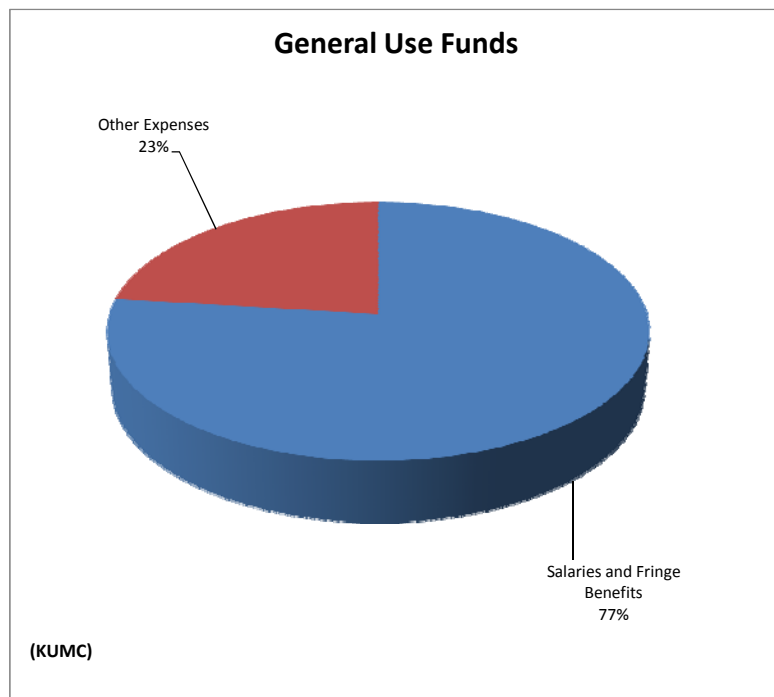
General Use Funds		
Expenses by Program	Amount	Percent
Instruction	\$ 68,761,664	48.67%
Research	10,610,908	7.51%
Public Service	4,069,393	2.88%
Academic Support	13,239,115	9.37%
Student Services	3,418,190	2.42%
Institutional Support	17,160,851	12.15%
Operations and Maintenance of Plant	20,537,248	14.54%
Scholarships and Fellowships	3,489,719	2.47%
Total General Use Expenses	<u>\$ 141,287,088</u>	<u>100.00%</u>



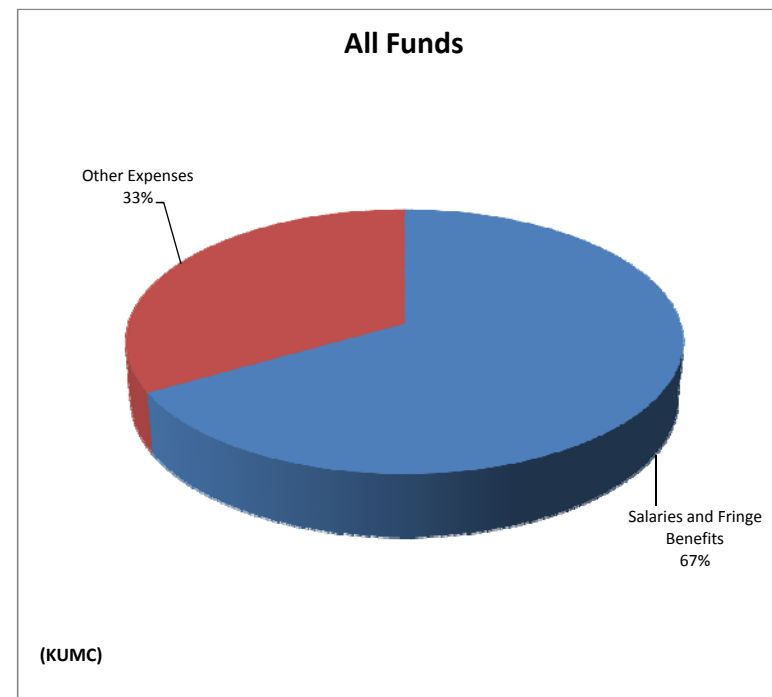
All Funds		
Expenses by Program	Amount	Percent
Instruction	\$ 118,981,820	32.49%
Research	138,398,681	37.80%
Public Service	4,310,801	1.18%
Academic Support	12,123,755	3.31%
Student Services	4,734,862	1.29%
Institutional Support	22,221,099	6.07%
Operations and Maintenance of Plant	27,017,261	7.38%
Depreciation	16,394,500	4.48%
Scholarships and Fellowships	11,630,644	3.18%
Auxiliary Enterprises:		
Parking and Transit	1,969,225	0.54%
Student Unions	148,729	0.04%
Other	8,233,470	2.25%
Total Expenses	<u>\$ 366,164,847</u>	<u>100.00%</u>

Note: The comparison above represents the consolidation of the Medical Center and its component units: the Student Union Corporation of the University of Kansas Medical Center, the University of Kansas Medical Center Research Institute, and K.U. HealthPartners, Inc.

**University of Kansas Medical Center
Fiscal Year 2012 Annual Financial Report
Expenses by Classification**



General Use Funds		
Expense Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 108,674,162	76.92%
Other Expenses	32,612,926	23.08%
Total General Use Expenses	\$ 141,287,088	100.00%



All Funds		
Expense Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 244,394,757	66.74%
Other Expenses	121,770,090	33.26%
Total Expenses	\$ 366,164,847	100.00%

Note: The comparison above represents the consolidation of the Medical Center and its component units: the Student Union Corporation of the University of Kansas Medical Center, the University of Kansas Medical Center Research Institute, and K.U. HealthPartners, Inc.

**Kansas Board of Regents
State University FY 2015 Planning Budget**

University of Kansas

	General Use	Restricted Use ⁵⁾
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation ¹⁾	\$133,564,031	
FY 2014 General Fees Estimate (Tuition) ²⁾	\$262,431,300	
FY 2014 Restricted Use ³⁾		\$416,200,000
Total Estimated Revenue	\$395,995,331	\$416,200,000
<u>Estimated Expenditures</u>		
FY 2015 Required General Use Expenditure Increases		
Group Health Insurance Increase	(\$480,000)	
KPERS and Other Fringe Benefit Rate Increases	\$403,000	
Faculty Promotion/Tenure	\$200,000	
Longevity Increase	\$27,000	
Servicing New Buildings	\$141,000	
Utility Cost Increases	\$200,000	
Subtotal Required Expenditure Increases	\$491,000	
All Other Expenditures	\$395,995,331	\$416,200,000
Total Expenditures	\$396,486,331	\$416,200,000
<u>Proposed Institution-Specific FY 2015 State General Fund Operating Enhancements</u>		
1. Transforming Student Success and Retention through Course Redesign and Online Technologies	\$2,835,000	
2. Support for Kansas Institute for Translational Chemical Biology	\$2,500,000	
Total Proposed SGF Operating Enhancements	\$5,335,000	
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$1,335,640	
1% Tuition Increase ⁴⁾	\$1,314,000	
1% Salary Increase - All Funds	\$4,000,000	

Notes:

- 1) State General Fund appropriations - Operations and Kansas Geological Survey only
- 2) FY 2014 Tuition Proposal, Appendix F-2
- 3) FY 2014 Budget Request Document (DA402 form), less capital improvements
- 4) FY 2014 Tuition Proposal, Appendix F-3, estimated revenue generated from a 1% tuition rate increase

5) Restricted Use funds include all revenue from gifts, grants and contracts from federal, state, local, and private sources; student fees other than tuition; all income from the operations of auxiliary enterprises, and all other revenues not designated as general use funds. For planning purposes, it is assumed that any increases/decreases in expenditures will be matched with increases/decreases in revenue.

**Kansas Board of Regents
State University FY 2015 Planning Budget**

University of Kansas Medical Center

	General Use	Restricted Use ⁵⁾
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation ¹⁾	\$97,216,268	
FY 2014 General Fees Estimate (Tuition) ²⁾	\$37,134,763	
FY 2014 Restricted Use ³⁾		\$197,956,392
Total Estimated Revenue	\$134,351,031	\$197,956,392
<u>Estimated Expenditures</u>		
FY 2015 Required General Use Expenditure Increases		
Group Health Insurance Increase	(\$283,065)	
KPERS and Other Fringe Benefit Rate Increases	\$71,107	
Faculty Promotion/Tenure	\$150,000	
Utility Cost Increases	\$700,000	
Subtotal Required Expenditure Increases	\$638,042	
All Other Expenditures	\$134,351,031	\$197,956,392
Total Expenditures	\$134,989,073	\$197,956,392
<u>Proposed Institution-Specific FY 2015 State General Fund Capital Improvement Enhancement</u>		
1. Health Education Building		
Medical Resident FICA Refunds	\$25,000,000	
State Appropriation FY 2014	\$1,000,000	
State Appropriation FY 2015	\$14,000,000	
University bonds supported by gifts, tuition and other university resources	\$35,000,000	
Total	\$75,000,000	
<u>Proposed Institution-Specific FY 2015 State General Fund Operating Enhancements</u>		
2. Strengthening Community-Based Medical Education at the University of Kansas School of Medicine in Wichita	\$4,500,000	
Total Proposed SGF Operating Enhancements	\$4,500,000	
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$972,163	
1% Tuition Increase ⁴⁾	\$352,620	
1% Salary Increase - All Funds	\$2,730,000	

Notes:

- 1) State General Fund appropriations - operations only. Does not include Medical Loan Program or MW Stem Cell institute
- 2) FY 2014 Tuition Proposal, Appendix F-2
- 3) FY 2014 Budget Request Document (DA402 form), less capital improvements
- 4) FY 2014 Tuition Proposal, Appendix F-3, estimated revenue generated from a 1% tuition rate increase

5) Restricted Use funds include all revenue from gifts, grants and contracts from federal, state, local, and private sources; student fees other than tuition; all income from the operations of auxiliary enterprises, and all other revenues not designated as general use funds. For planning purposes, it is assumed that any increases/decreases in expenditures will be matched with increases/decreases in revenue.



4. A brief response to “what a 1% SGF base increase would mean to KU”

At the Lawrence campus, a 1% base SGF increase would generate \$1,335,640 which would allow us to keep tuition increases in FY 15 to a modest amount. A 1% tuition increase is comparable to a 1% SGF increase.

At KUMC a 1% base SGF increase would generate \$972,163 which would be used to centrally fund salary increases for faculty and staff. Only once in the past six years have we been able to centrally fund salary increases. Each 1% increase costs about \$2.7 million.



5. Description of how FY 2014 and FY 2015 SGF reductions will be made; and, if the funds were to be restored, how you would propose they be used.

For FY 2014, the KU Lawrence Campus SGF reduction was \$3,291,036 (\$2,055,690 from the 1.5% reduction and \$1,308,000 from the salary reduction). Should these funds be restored we would restore \$457,300 for the instructional support enhancements requested by our Tuition Advisory Committee. We would also restore \$2,833,736 to academic and administrative units whose budgets have been cut due to the FY 2014 SGF reduction. In FY 2015, the KU Lawrence Campus would make \$2,141,458 of these cuts permanent. The restoration of these cuts would allow academic units to move forward with important faculty hires as well as enable more faculty retention offers. Restoration would also allow us to maintain our current momentum implementing our strategic plan *Bold Aspirations*, which is critical to maintaining and enhancing our excellence and standing in the AAU.

For FY 2014, the KU Medical Center SGF reduction was \$4,248,303 (\$1,593,039 from the 1.5% reduction and \$2,655,264 from the salary reduction). For FY 2015, the Medical Center will make \$3,932,349 of these cuts permanent. The budget reduction occurs in the setting of previous reductions totaling 13% over the last five years to the Medical Center SGF appropriation and requires the Medical Center to reduce its budget by an additional 4%. This cut will impact students, faculty, employees, and communities across Kansas. It is impossible to absorb a reduction of this magnitude without significant programmatic impact. We will reduce school and departmental budgets such that we have no choice but to reduce student slots and programs. This will have a negative impact on the worsening Health Care workforce shortage in the State of Kansas.

Cuts to academic programs in Kansas City will result in:

- 20 fewer Nursing students – specifically, graduate and Advanced Practice students
- 5 fewer Health Professions students
- 4 fewer residency (GME) positions
- 2 fewer positions for students enrolled in our M.D.-Ph.D. program.

While we will not reduce our recently expanded medical student class size, we have reduced the overall budgets for our Wichita and Salina campuses. Dean Garold Minns in Wichita and Director William Cathcart-Rake in Salina are now in the process of determining how to absorb those cuts in ways that will not affect medical student enrollment.

Additional program cuts will impact Outreach programs across the State. We have closed the Garden City office of our Area Health Education Center (AHEC), and consolidated its operations with the AHEC office in Hays. Through the Hays, Pittsburg and Kansas City AHECs, we will continue providing the same level of regional service, promoting careers in health care, providing continuing education for health care professionals, sponsoring community education and health screenings, facilitating research and developing clinical opportunities for students.

In addition, we have made cuts in various operational areas. The most significant of these is in Facilities, where we have closed the Jayhawk Construction unit. This unit, which employed 38

people, provided construction and maintenance-related services in buildings on the Kansas City campus. Eleven of those employees have been reassigned within the Facilities department, but 27 have been laid off. Additionally, Printing Services will be closing within the next several months; four people in that operation will be laid off.

Some of these programmatic cuts will occur immediately in FY 2014, while others must be phased in over the next 12 months due to current commitments to students and to allow for an orderly transition. The phased reduction and elimination of programs will require “bridge funding” in the meantime, which will come in part from funds that had been budgeted for classroom and facilities upgrades that now will not be feasible as well as from positions that will be held open, including faculty positions.

Finally the reductions will prevent the Medical Center from providing any centrally funded faculty or staff salary enhancements for the fifth time in the last six years. This will continue to compound faculty recruitment and retention challenges.

The Medical Center would use restored funds to provide a centrally funded merit pool of approximately 2% with a cost of \$5.2 million.



**Transforming
Student Success and Retention
through Course Redesign
and Online Technologies**

The University of Kansas
July 15, 2013

As Kansas' flagship university and member of the Association of American Universities (AAU), the University of Kansas plays a major role in driving innovation and attracting talent in Kansas, which are crucial for the future competitiveness and vitality of the State. Student success as measured through persistence, retention, graduation, and career success is particularly important to KU's mission of educating leaders, building healthy communities, and making discoveries that will change the world.

We propose an integrated set of programs and interventions to transform our undergraduate educational program and boost learning outcomes. Our proposal focuses on two key areas: The first deals with online technologies and analytics and their use in more intentional, purposeful, and integrated academic support services for students. We will integrate and align academic, graduation, and career planning, which are often viewed as three distinct and disparate processes. Tools and initiatives targeted at improving progression and performance during the freshman year are especially crucial for retention and graduation, as the majority of students we lose leave between the first and second year.

The second focus, which is perhaps the most impactful, is course redesign using online technologies and active learning. We seek to "flip" the classroom in the first-year gateway courses that often limit student success in the major. Preliminary evidence suggests that hybrid "flipped" courses provide the most effective way to engage students and improve outcomes. In the process, a tremendous amount of data is produced in each course about student habits and challenges on individual topics of the course. We will mine these data in real time — using the data analytics framework and scholarly expertise on campus — to improve learning outcomes in individual courses as well as guide programmatic development.

The recurring base funding increase we request leverages internal investments being made at KU, including this fall's launch of the innovative outcomes-based KU Core curriculum. The funding will allow us to transform the educational process and significantly boost student success as measured by persistence, progression toward degree, retention, and graduation rates. This investment by the State of Kansas will provide a foundation that will allow KU to manage future costs through enhanced technology and innovation, and the enhanced retention will provide a stronger tuition base. In the process we will partner with other universities and community colleges in the development of joint courseware. KU has proven its commitment to excellence and accessibility through recent targeted organizational changes that have allowed us to invest more in student learning. We request the Board's and State's support and partnership with this initial recurring investment in order to leverage our investment and provide sustainable educational excellence for the long term.

1. Coordinated Academic Support and Retention

A. Tools integrated into the online student portal to boost student engagement

Across higher education new technological tools and analytics have the potential to provide information to students, faculty, and advisors about risk factors that may affect student progress and ultimate success. Through careful development and use of these tools, we propose to focus curricular planning and advising on interventions that will improve student success outcomes, especially for at-risk students and students who are undecided about a major. With current ongoing enhancements to online services and personalized information through the online Kyou portal, we will be able to push out specific and personalized information to students about their degree progress and academic services that can help them stay academically on track.

Curriculum and co-curriculum maps

A key area of development will be the creation of curriculum maps to provide detail on degree and major requirements, including the new KU Core curriculum. Such curriculum maps can provide students with a clear curricular pathway that outlines not only degree requirements but establishes educational milestones that should be achieved at certain stages of the student's academic career. The use of educational milestones and analysis of academic momentum provides the student with a set of academic guard rails and enables the university to leverage technology to more easily identify and target interventions with students who are not making timely academic progress.

A similar development of co-curriculum maps will provide important information to students about when and how over the four-year program to obtain information on graduation, career planning, experiential learning, and meeting the KU Core curricular requirements. They can be especially successful to turn drifting, undecided students into students with specific careers and goals in mind that drive them to complete their degrees. Georgia State University and Arizona State University are good examples of institutions that use curriculum and co-curriculum maps effectively to help students chart a clear path and progress toward degree.

In addition to curriculum and co-curriculum maps, we have embarked on a technology project to map student services — academic, financial, and support services — in order to provide a more coordinated student-centered experience. The student experience roadmap that we will create will allow us to better understand the student experience, to identify barriers to progress, and to curtail those barriers so that our students can have a positive experience from the first day on campus through to graduation and beyond. KU sees the coordination of the student service as one important aspect to retention.

Expansion of MySuccess and appointment scheduler

The initial pilot of KU's MySuccess early warning system has proven effective at providing information on performance in individual courses to students, faculty, and advisors. The tool allows tracking of progress and success and indicates the need for tutoring or supplemental instruction. We have modeled our use of the early warning system on the successful implementation at East Carolina University, where academic performance reports and targeted follow-up with faculty and advisors provided very early in an academic term have significantly improved student success. Faculty who have piloted the MySuccess early warning system are collecting data on the efficacy of the system for improving student performance in specific courses; we will be analyzing the data to determine how and where to target expansion of the early warning initiative.

Analytic tools

A key foundation for the programs envisioned are analytic tools that provide students with progress-to-degree analytics, including real-time information about student progress in degree requirements and co-curricular opportunities. Curriculum and co-curriculum maps are the starting point for the development of predictive analytic tools that provide detailed information to the student and the advisor when a student strays from the desired path. Joining the Education Advisory Board's Student Success Collaborative will allow us to use and develop technologies for predictive analytics that have been developed and shared across universities. The Student Success Collaborative has developed technologies to provide intelligent information to both student and advisor that permit a focus on developmental advising and connecting students to needed services. These programs have proven especially successful at Arizona State University, where graduation rates have risen over 10 points, largely because of the expansion of predictive analytics, strengths assessment and major recommendations, and early-career planning as part of the process for choosing a major. The predictive tools allow students, advisors, and career counselors to engage earlier in the degree program to plan career paths based upon performance and to be more intentional in curriculum choice. In addition to providing needed information for advising individual students, the data can provide invaluable information about which prerequisite courses are good predictors for students' later performance in the major. Detailed knowledge of the course topics necessary for success can drive curriculum and teaching decisions.

B. Programs targeting at-risk students (incl. those in exception window)

Early warning systems and analytic tools provide mechanisms to identify at-risk students. Proven prevention and intervention programs — such as developmental advising, orientation seminars, learning communities, and supplemental instruction — are targeted directly at students with particular needs and at courses that typically prove difficult for students. As KU moves toward its new admission standards, we will build a holistic admission process, which will provide a rich profile of the needs and talents of our incoming students. The student

information gained from that process will allow us to tailor the first-year experience to the needs of the incoming student.

College readiness and summer bridge programming

A key enabler for student success is how well students are prepared when entering the university. We must increasingly identify students who need better preparation and provide them the tools and help to get off to a good start. A particularly innovative approach — with a broader course development mission that captures some aspects of what we propose in Section 2 — is the OnRamps program at the University of Texas, which is funded by a recurring allocation from the State of Texas. KU proposes to develop pre-college and summer bridge programming for students who, by indications from test scores or high school GPA, may not be fully ready for the rigors and demands of university academics, but who show academic promise and potential to succeed. Bridge programming may include special sections of the orientation seminar, math-readiness modules to prepare students for the freshman math sequences, and writing courses to bridge between high school and university expectations.

Expansion of learning communities, orientation seminars, and individual plans for success

Some of the recent retention work of Tinto (V. Tinto, "Taking student retention seriously: Moving beyond add-ons," *The SEM Anthology*) suggests that the first-year experience for university students should be focused around learning communities. A hallmark of the first-year experience for incoming

freshmen will be the formation of small-group learning communities built around first-year seminars and orientation seminars, which provide mechanisms for first-year students to engage in high-impact learning experiences. In fall 2013 we will offer 20 small-group faculty-taught first-year seminars and 34 orientation seminars, in addition to the orientation seminars offered in the professional schools and the Honors Program. We propose to expand these first-year orientation and seminar programs to include the majority of incoming freshmen. The first-year seminars are each faculty-taught with fewer than 20 students and focus on critical thinking skills around a grand challenge or topical theme. The orientation seminars serve as a small-class learning community for incoming students to explore the expectations of university academics, learn how to access academic support services, acquire needed literacy skills, gain career and strengths assessment (especially important for undecided students), and set educational goals and paths to graduation.

Students in the first-year seminars and orientation seminars will form learning communities built around the seminar as the academic nucleus, complemented by other (possibly larger) courses taken in common by the students. The learning communities approach is known to engage students in deeper learning through shared academic experiences with smaller cohorts of students.

We will retool and expand the academic-based retention program, Hawk Link, which is currently a highly successful learning community for minority and first-generation students, to serve the broader group of at-risk and undecided students. Hawk Link will assist first-year students in navigating their path to and through KU. Built around the orientation seminar and coordinated academic support services, Hawk Link provides personalized contact and a mentor for each student. The mentors are the orientation seminar instructors — a special subset of advisors who specialize in at-risk or undecided students, have a special passion for the issues involved, and can effectively connect students to services. Predictive analytics tell us the characteristics of those students who are at risk for not succeeding at the university. Analytic data combined with the new university admission standards will allow us to use conditional admission as a means to channel at-risk students into learning communities, specialized advising, and the academic support services most suited to their needs.

In conjunction with the successful Hawk Link programs, two important initiatives to recruit and retain a diverse student body are the Kauffman Scholars and the Multicultural Scholars Program. We are expanding the highly effective Multicultural Scholars Program (MSP), which provides individualized academic support and career services to underrepresented minority students. Over the next four years, we will double the size of the MSP from about 120 students to approximately 240.

In addition to learning communities through the orientation and first-year seminars, MySuccess, and (co-)curriculum mapping, we have piloted a supplemental instruction program first developed at the University of Missouri–Kansas City. Supplemental instruction provides group peer tutoring for high-risk courses, that is, those courses that are traditionally barriers to student success. After a successful one-year pilot program, we are expanding the supplemental instruction program to include high freshman-enrolled courses.

One of the recent complementary investments we have made at KU is the expansion of our well-known and successful Honors Program. Engaging our high-ability students with a forward-thinking experiential learning curriculum will help keep the best and brightest students in Kansas. We are putting into place a renewed honors curriculum that interfaces with the new outcomes-based KU Core curriculum. These mechanisms provide wonderful opportunities for life-changing experiences such as study abroad, research, internships, and service learning. The KU Honors Program will become an increasingly important mechanism for keeping the most high-achieving Kansans in Kansas for their college education.

2. Active Learning through Course Redesign and Data Analytics

A. Online, hybrid, and flipped courses

The solid infrastructure outlined above provides the basis for the most important component of the transformation — course redesign. Based upon some initial successes at KU in psychology, chemical engineering, education, and biology, we will redesign KU courses to create active learning environments that engage students more effectively than in traditional classroom settings. Redesign will be especially targeted for the large-enrollment freshman gateway courses and courses with traditionally low success rates.

Toward this end, KU is an active member of several important consortia and working groups. Working with the Bay View Alliance, the APLU Consortium for Personalized Learning, and the Public Flagships Network, we are at the forefront of nationwide collaborations to develop hybrid teaching technologies that will transform faculty and student engagement in the classroom. Based upon online technologies and current pedagogical theories, hybrid course design and “flipping” the classroom involve the use of online modules and testing mechanisms that students can master outside of class. Typically students must pass an assessment test on each module before they can proceed to the next module. In addition, these online components often take the place of a traditional textbook, thus saving students significant amounts of money. The in-class time with the faculty instructor is then devoted to those topics that were judged particularly difficult in the online modules and to value-added discussions and analysis that build upon the basic material covered in the modules. This hybrid “flipped” approach has been shown to improve learning outcomes and student success in national research on teaching and learning, as well as in preliminary findings at KU through research on newly redesigned hybrid courses in psychology and biology. In particular, research suggests that hybrid course design is more effective in learning outcomes than traditional large-lecture format, and it compares favorably with high-touch, small-class-size seminars.

We propose to target large-enrollment courses for redesign, particularly those that are a gateway to particular majors or are important for student academic success. We will focus initially on those gateway courses in which a high percentage of students receive either a D or F or withdraw from the course, since they currently offer significant barriers to retention and degree completion.

In collaboration with the Bay View Alliance, we are currently piloting a teaching postdoctoral program that brings both teaching expertise and disciplinary expertise of doctorally-trained candidates into departments targeted specifically for course redesign. Postdocs work directly with the faculty members to incorporate online educational technologies and develop and pilot hybrid “flipped” courses that transform how we engage students in the classroom and improve success. KU piloted a psychology course developed in collaboration with other universities, and beginning fall 2013 we are supporting teaching postdoctoral fellows in three STEM disciplines in order to create hybrid materials to “flip” the classroom. We propose to expand upon the early successes of hybrid “flipped” course design and pedagogies.

One innovation in course redesign is the sharing of teaching materials across institutions, allowing widespread use of successful course development. We will actively invite Kansas universities and community colleges that would like to participate to take part in the design of common teaching materials that flip the classroom and engage the student in active learning, and we will make the resulting course materials available for those institutions to use. The funding will also enable us to continue to take part in the national consortia and develop shared materials with colleagues in the Bay View Alliance, the APLU Consortium for Personalized Learning, and the Public Flagships Network. By developing common

teaching materials, we can share in the most successful teaching pedagogies while creating a culture of shared learning, articulation, and transferability of credit across the State of Kansas.

B. Using data analytics to assess student learning

Continual assessment of the programs outlined above is crucial in order to judge their effectiveness and make improvements. Assessment plays an ongoing role in individual course design as well as program oversight. As part of our Center for Teaching Excellence, KU has recently invested in an assessment specialist who will work with the individual schools and departments to design a coordinated and sustainable assessment plan. We propose to expand upon our initial investment in assessment to include research in teaching pedagogies and assessment of student learning.

Perhaps the most exciting aspect of our course redesign described in the previous section is how we will continually improve student learning outcomes, thanks to the massive amount of data we will be able to collect and analyze in order to improve learning. In particular, the development of online teaching technologies through hybrid course design and fully online programs will involve the capture of highly detailed data on student success and academic struggles within the courses. Such data will include all aspects of student performance, including how well and quickly individual students master each particular topic or concept in a course. The data — when properly mined — will provide tremendously valuable real-time information for faculty members that will enable them to target help to students, to focus their in-class time on the most useful aspects, and ultimately to improve student learning.

The funding by the State will leverage important investments we are making in data analytics. KU's School of Education is currently engaged in an initiative to put numerous graduate-level degree and certificate programs online through a partnership with an external partner. As part of that initiative, researchers and assessment experts in the School of Education and in the Achievement and Assessment Institute are establishing a research and evaluation agenda to develop means for better assessment of online program outcomes. They will also examine research questions around the effectiveness of various teaching technologies and approaches. The evaluation component will specifically target the comparative effectiveness of online and hybrid courses and various aspects of the courses that lead to student success. We will leverage the School of Education research initiative to assist in the examination of all KU online and hybrid courses proposed through the course redesign project.

The School of Education and collaborating schools will target new faculty hires to build further research expertise at KU in using analytic techniques to examine the effects of different teaching pedagogies and technologies on student learning. The result will lead to continual improvement, both at the programmatic level as well as for real-time guidance in individual courses. This evidence-based understanding allows instructors to identify skills in their own courses that must be emphasized and mastered to assure continued student progress in the curriculum. These data also target portions of each course that merit the use of labor-intensive but highly effective forms of teaching, and they provide a very helpful view of the pathways for success through the skills identified in a curriculum map.

We are currently forming a university-wide center on data analytics and are engaging corporate partners for funding for collaborative projects. Our resident expertise in data analytics will help us greatly to evaluate and improve our teaching and retention initiatives. It is important that we assess the success of our programs and enable data-centric decision-making concerning future investments into these programs, including our learning technologies, pedagogies, and integrated collection and analytic tools.

3. Budget Request and Expected Impact

Cost for academic support and retention

Staff to develop curriculum and co-curriculum maps:	\$ 75,000
IT Infrastructure to expand MySuccess and appointment scheduler:	\$ 150,000
Licenses, development, and IT infrastructure for analytic tools:	\$ 200,000
Development of college readiness courses and instructional cost:	\$ 100,000
Expansion of orientation seminar and individual plans for success:	\$ 500,000
Support will be provided for instructors, faculty release, and advising staff	
Staff for expansion of Multicultural Scholars Program	\$ 60,000

Cost for active learning through course redesign and predictive analytics

Postdoctoral program and development of online, hybrid, and flipped courses:	\$1,500,000
Support will be provided for 10 teaching postdocs for course development and classroom interaction and 20 GTAs to supervise flipped classrooms	
Data analytics and adaptive assessment mechanisms:	<u>\$ 250,000</u>

Total Recurring Budget Request **\$2,835,000**

In order to reach the university's 10-year goal of 90% first-year retention rate and 70% six-year graduation rate, we must invest in programs and interventions that will have high impact on student success. The base funding we request — combined with internal investments KU is already making in advising, early warning, supplemental instruction, the Multicultural Scholars Program, the Honors Program, changes to the core curriculum, and course redesign — will allow us to transform students' educational experience and significantly boost persistence, progression toward degree, retention, and graduation rates. Use of online technologies, shared development of courses, and sophisticated analytics will reduce costs for new and ongoing programs. It will permit us to be more efficient with both teaching time and advising time so that instructors and advisors can spend more time where the need is identified.

Furthermore, improved retention (and the resulting larger student body) will provide greater tuition revenue, providing a needed source of recurring funds while at the same time increasing student success. By lifting the persistence and retention rates of our students, a greater percentage of incoming freshmen will persist to year 2 and through to graduation. The net additional tuition revenue in retaining students could reach \$4,000,000 annually, an excellent return on investment that would allow the university to manage future costs without significant new resources. This figure assumes a boost of the current first-year retention rate from 79% to just 82%, with a resulting additional re-enrollment of 146 students, and it assumes that those students will persist to years 3 and 4. Reaching KU's goal of 90% first-year retention will result in correspondingly higher revenues.

Kansas Institute for Translational Chemical Biology

Context and Opportunity of KU Research in Pharmaceutical Science

The University of Kansas seeks recurring state funding in the annual amount of \$2.5 million to build crucial infrastructure for a Kansas Institute for Translational Chemical Biology. The institute, which will be centered on the Lawrence campus, will serve all campuses of the university and will interact with external university and corporate partners to promote state-of-the-art drug discovery and development. KU has been a nationally recognized power in pharmaceutical science research for the past 50 years, contributing to economic development and major advances in the care of cancer, neurological conditions, and infectious disease. This translational research success was a key distinguishing component of the recent application by the KU Cancer Center for National Cancer Institute (NCI) designation. It is a primary contributor to KU's overall research excellence and especially to its designation as a member of the prestigious Association of American Universities (AAU).

However, KU's competitive advantage in this critical research area — as well as its status as an AAU institution — faces major challenges in the current funding climate. Competing universities have made very significant investments in this area, and continued success requires basic infrastructure investments. It is thus imperative that we provide the basic infrastructure to continue this strong research area at the heart of drug discovery.

The KU research expertise in translational drug discovery was originally embodied in the groundbreaking research of Takeru Higuchi and Ed Smissman in the 1960s and further enhanced by notable faculty such as Val Stella and Ron Borchardt through the 1990s. The accomplishments of these giants laid a foundation upon which today's faculty in KU's fields of pharmacy and basic life sciences (biology and chemistry) are building Kansas' success in pharmaceuticals to even greater heights. This past year, KU's pharmacy program was again ranked second in the nation among all schools of pharmacy in federal research funding at the National Institutes of Health (NIH). This achievement marks KU as one of the key research universities finding new treatments for acute and chronic human diseases — such as cancer, Alzheimer's, AIDS, and tuberculosis — that are a scourge of human populations throughout the world. The new technologies and drugs produced by this research will benefit the Kansas economy by deepening collaborations with existing pharmaceutical firms and generating new startup companies to stimulate our burgeoning human health industry.

KU Medical Center's outdated medical education facilities

Background

The University of Kansas School of Medicine (KU SOM) is the only medical school in Kansas and a premier institution for training primary care and rural physicians. KU-trained physicians are practicing in 87 percent of Kansas' counties. The school has opened a new campus in Salina and expanded its Wichita campus to a full, four-year program.

Despite these efforts, the state does not have enough physicians. To meet the state's growing physician workforce needs, KU SOM proposes increasing the class size on its Kansas City campus by 50 students, from the current 175 to the proposed 225 students by fall 2017. However, the current space is at full capacity for each new class of 175 students and cannot accommodate a larger class size. This year, 95 highly qualified Kansas applicants were not admitted to the KU School of Medicine because we did not have space for a larger class.

In addition, campus-wide strategic planning has identified two key areas involving medical education facilities:

- The university's goal of continuously advancing educational excellence requires that we implement effective interprofessional education. In this model, medical students train alongside nursing and health professions students to learn a cohesive team approach they will use in clinical settings.
- The university's goal of increasing organizational adaptability and resilience requires us to create and implement a facilities master plan, leveraging emerging technology and creating tools to drive success.

KU's current medical education building

- Does not have the capacity we need to train more doctors for Kansas
- Is outdated and does not accommodate our modern curriculum
- Does not meet standards expected by our accrediting body

To continue the momentum created by our campus expansions in Salina and Wichita, and meet the university's strategic goal of becoming a world-class medical center, the University of Kansas Medical Center proposes significant investment in new education facilities.

The State of Our Current Facilities

KU SOM students on the Kansas City campus receive their training in the Orr-Major building, a facility that opened in 1976 and now has \$5.3 million in deferred maintenance. Its rooms were designed for lectures rather than the modern curriculum that emphasizes small-group, active learning. Classrooms are severely outdated, designed for microscope and surgical laboratory work which is no longer part of the curriculum. In many rooms, student seating is built-in and desktop space does not allow sufficient room for laptops or computers. Orr-Major's auditorium has a capacity of 175 and cannot accommodate a larger class.

In recent years, medical schools throughout the country have updated their curriculum to keep up with technological advances and changes in health care delivery standards. KU SOM modernized its curriculum nearly seven years ago. This 21st Century training:

- Emphasizes small-group, interdisciplinary problem solving
- Allows more direct contact with faculty for more in-depth discussion of difficult topics
- Uses simulation with actors as patients and sophisticated robots in lieu of patients
- Is technology-driven, requiring interactive televideo with advanced graphics
- Takes place in a building recognized as the medical education building, which houses students, program administration and the telecommunication hub for all campuses.

An Effort to Build on The School of Medicine's Momentum

The School of Medicine's innovative campus in Salina received national attention when it opened in July 2011. The school's expansions in Salina and Wichita capped a decade of significant progress. In addition to larger class sizes, the school improved its U.S. News & World Report Primary Care rankings from 62nd in 2010 to 37th in 2013 among all medical schools. National Institutes of Health research funding rose from \$36.9 million in 2006 to \$49.8 million in 2012. In July 2012, The University of Kansas Cancer Center was awarded National Cancer Institute designation. We estimate that the NCI designation pursuit created 1,123 jobs and had a regional economic impact of \$453 million. Since 2011, KU Medical Center has also earned national designation as an Alzheimer's Disease Center (one of only 29 such centers in the country) and joined 60 elite institutions in the national Clinical and Translational Science Award consortium, where researchers are working to speed up basic-science discoveries into cures and treatments.

Building on this momentum and continuing to improve our national stature requires new investment in our educational facilities. The Liaison Committee on Medical Education (LCME), the nation's medical school accrediting body, requires us to meet certain standards with regard to our facilities. These include:

- Appropriate teaching space for the current methods of medical education
- Buildings and equipment appropriate to achieve educational and other goals
- Adequate study space for students with a combination of individual and team space, lounge areas, and personal lockers

The LCME is scheduled to conduct its next site visit in the fall of 2013. We will do our best to demonstrate that our facilities meet these standards. Regardless of whether the LCME issues a citation for failing to meet the standards, any increase in the class size and the full development of the school's modern curriculum will continue to require expanded, modern facilities.

The National Investment in New Medical Education Facilities

In the last decade, many leading medical schools – including those in neighboring states – have invested in new medical education buildings:

- The University of Nebraska (#6 in the *U.S. News and World Report* 2013 primary care rankings), one of our major competitors for good students in the Midwest, opened the highly sophisticated, \$52.7 million Michael F. Sorrell Center for Health Science Education in 2008.

- The University of Colorado's Anschutz Medical Campus (#5 in *U.S. News and World Report* 2013 primary care rankings) completed a \$37.2 million educational building in August 2007, with advanced technology and spaces that allow for the integration of nursing, pharmacy, dental and medical students in a setting that parallels what they'll face in the field of practice.
- Johns Hopkins University (#2 in the *U.S. News and World Report* 2013 research rankings) opened the state-of-the-art Anne and Mike Armstrong Medical Education Building in 2009.
- Stanford (#4 in the *U.S. News and World Report* 2013 research rankings) opened the Li Ka Shing Center for Learning and Knowledge, with space for yet-to-be-developed virtual reality technologies, in 2010.
- The University of Virginia (#19 in 2013's primary care rankings; #25 in research rankings) opened the Claude Moore Medical Education Building in 2010.

These are examples of how other medical schools across the nation are investing in new facilities. To remain competitive, KU SOM must do the same.

The Investment in Future Doctors for Kansas

Working with Cannon Design, school administrators developed a conceptual design, cost estimate and site plan. Preliminary documents estimate the need for a 200,000-square-foot, \$78 million facility. Essential elements, which are now standard in new medical education buildings at other universities, include:

- Classrooms equipped with interactive televideo and other advanced technology
- A simulation center with virtual-reality technology that allows students to experience surgery, emergency-room and other problem-solving situations
- Modern clinical skills laboratories where medical, nursing and other health-professions teams focus on the patient experience
- Lecture halls designed for rapid movement into and out of small groups
- Spaces that encourage quiet study as well as social interaction
- Administrative offices for the educational operation

Space is reserved for this building at the northeast corner of 39th Street and Rainbow Blvd., adjacent to the Hemenway Life Sciences Innovation Center. Using the state's design, bid and build construction process, the project could be completed in approximately 40 months. A project submitted to the legislature in January 2014 and authorized by May 2014 would result in a September 2017 occupancy date.

KU School of Medicine proposes financing this facility with a combination of public and private sources:

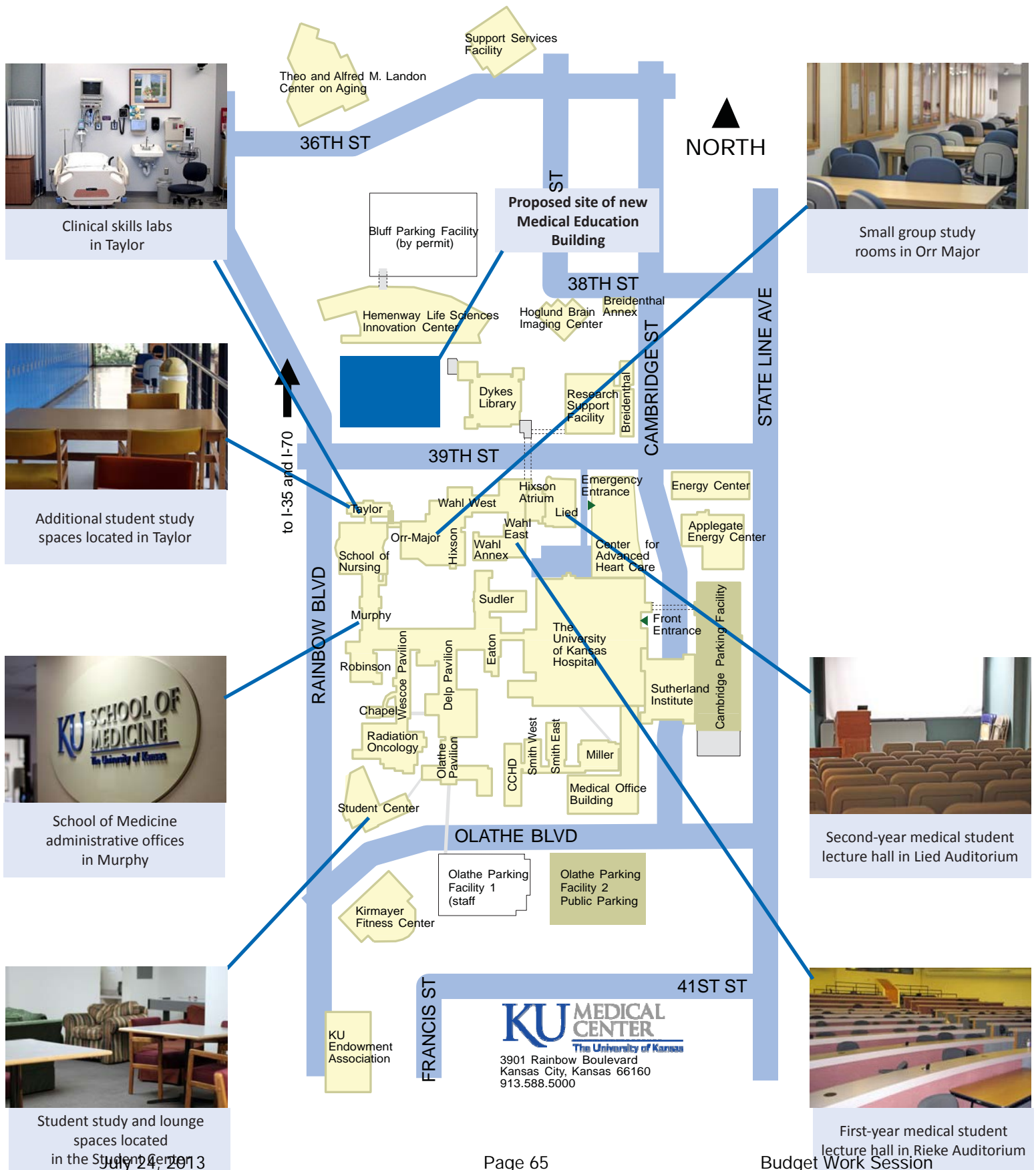
- \$25 million: medical resident FICA recovery funds
- \$20 million: private fundraising
- \$15 million: tuition and other medical center resources
- \$15 million: state general fund appropriation

Fundraising for this new medical education building will be a part of the capital campaign. A naming opportunity is available.

In addition, the cost of operating and maintaining the new building will be funded with tuition from increased enrollments.

UNIVERSITY OF KANSAS MEDICAL CENTER MAP

KU School of Medicine spaces for teaching, study and administrative offices are currently dispersed throughout the Kansas City campus





**Strengthening Community-Based Medical Education
at the University of Kansas School of Medicine in Wichita**

The University requests consideration of additional state funding to increase the stature of the Medical Center, including the School of Medicine in Wichita, and to better meet the health care workforce needs of Kansas. Building on a meeting convened by Governor Brownback in March of 2012, a smaller planning group is working on an effort that includes private and philanthropic partnerships that will buttress our stature-building activities. As a result of recent funds flow analysis conducted by the nationally recognized consulting group ECG Management Consultants, KU Medical Center has now benchmarked its academic enterprise, policy development, and financial performance against peer and target academic medical centers. Reports from the ECG study indicate a need to invest more state funds in the educational program in Wichita to support the expansion from two-year to a four-year program, and to support more permanent faculty.

The University of Kansas School of Medicine opened the Wichita Campus in 1971 to provide hands-on clinical training to medical students in their third and fourth years. In 2011, the KU School of Medicine–Wichita (KUSOM-Wichita) expanded to a full, four-year campus in an effort to help alleviate Kansas’ physician shortage, which is expected to worsen in the coming years. Over the last four decades, the KU School of Medicine-Wichita has been enormously successful in meeting its mission to educate doctors for Kansas:

49% of physicians who graduate from the KU School of Medicine-Wichita are likely to practice in Kansas, which is above the national average.

65% of physicians who graduate from both medical school and a residency program on the Wichita Campus are likely to practice in Kansas.

The inaugural first-year class at KUSOM-Wichita consisted of eight students; in 2012, the first-year class expanded to 28 students. These students will join students in years 3 and 4 of the medical student curriculum who come to KUSOM–Wichita from the Kansas City campus. Within five years the first-year class will expand to 56 students with the total number of medical students at KUSOM–Wichita increasing up to 224 students.

As a community-based medical school, KUSOM–Wichita has relied significantly on volunteer faculty in community-based practices to provide teaching, particularly in years 3 and 4 of the curriculum. Because part of the time they spend with patients involves training medical students, these faculty physicians are not able to see as many patients as they would be able to in a non-educational setting; this decreases the efficiency of the faculty physician’s practice.

In addition, small-group learning at the core of the School of Medicine’s curriculum takes significant time away from the attending physician’s practice, adding further to the cost of having students. This is a faculty-intensive model of teaching, and is estimated to take a minimum of five hours per student per week.

KUSOM–Wichita received a baseline allocation of \$14.9 million in general use funds in FY2013, which supported approximately one-third of its budget and was used for administrative infrastructure, a complement of core faculty, and graduate medical education/residency programs in Salina and Wichita. Due to a reduction in state funding for the University of Kansas Medical Center, the budget for KUSOM–Wichita was decreased by \$556,555 in FY2014. However, as the medical student cohort has increased, so have the clinical teaching demands on the core faculty and volunteer faculty, representing a need for incremental teaching FTEs.

Additionally, it is anticipated that volunteer faculty will begin to require stipends for providing clinical teaching. As physicians face more pressure to increase the efficiency of their practices, it has become financially untenable to train medical students while also trying to treat as many patients as possible. Volunteer faculty who are now (or will be) employed by health systems are expected to begin receiving compensation for their teaching efforts.

The request for \$4.5 million in recurring funds will provide the funding needed to stabilize the expansion to a four-year curriculum in Wichita, allow for further growth of the class size in Wichita and to compensate community physicians for their teaching time so that the community-based model can continue to be successful. This will insure the future sustainability of the expansion to a four-year medical school program and provide more doctors to the state of Kansas.

Enrollment by Student Characteristics Fall 2007 - Fall 2012

University of Kansas Table A

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	20,298	20,811	20,550	19,852	19,222	18,708	-7.8%
Master's*	3,464	3,512	3,529	3,543	3,359	3,025	-12.7%
Doctoral*	2,580	2,676	2,747	2,871	2,867	2,844	10.2%
Total	26,342	26,999	26,826	26,266	25,448	24,577	-6.7%
Enrollment: FTE							
Undergraduate	18,471	18,990	18,731	18,136	17,632	17,099	-7.4%
Master's*	3,051	3,124	3,183	3,349	3,149	2,807	-8.0%
Doctoral*	2,309	2,390	2,425	2,504	2,509	2,561	10.9%
Total	23,831	24,504	24,340	23,989	23,290	22,468	-5.7%
Student Status							
Full-time	21,722	22,348	22,158	22,515	21,853	21,218	-2.3%
Part-time	4,620	4,651	4,668	3,751	3,595	3,359	-27.3%
Total	26,342	26,999	26,826	26,266	25,448	24,577	-6.7%
Student Residency							
Resident	18,291	18,890	18,706	18,147	17,364	16,579	-9.4%
Non-resident	8,051	8,109	8,120	8,119	8,084	7,998	-0.7%
Total	26,342	26,999	26,826	26,266	25,448	24,577	-6.7%
Student Status							
On-Campus	24,819	25,490	25,182	24,718	23,793	23,044	-7.2%
Off-Campus	1,523	1,509	1,644	1,548	1,655	1,533	0.7%
Total	26,342	26,999	26,826	26,266	25,448	24,577	-6.7%
Student Age: Undergraduates							
19 and under	7,293	7,676	7,319	6,658	6,404	6,542	-10.3%
20 - 24	11,356	11,448	11,491	11,434	10,941	10,308	-9.2%
25 and Over	1,649	1,687	1,740	1,760	1,877	1,858	12.7%
Unknown	0	0	0	0	0	0	0.0%
Total	20,298	20,811	20,550	19,852	19,222	18,708	-7.8%
Student Age: Graduates							
24 and Under	1,647	1,700	1,762	1,907	1,770	1,721	4.5%
25 and Over	4,397	4,488	4,514	4,507	4,456	4,148	-5.7%
Unknown	0	0	0	0	0	0	0.0%
Total	6,044	6,188	6,276	6,414	6,226	5,869	-2.9%
Student Race/Ethnicity**							
White	20,470	20,741	20,273	19,975	19,071	18,036	-11.9%
Non-resident Alien	1,624	1,740	1,926	2,135	2,134	2,138	31.7%
Black or African-American	886	936	946	858	897	884	-0.2%
American Indian/Alaska Native	333	329	331	203	180	153	-54.1%
Asian	1,070	1,104	1,096	981	919	911	-14.9%
Hispanic	904	951	977	1,193	1,229	1,297	43.5%
Native Hawaiian/ Pacific Islander	NA	NA	NA	13	17	16	NA
Two or more Races	NA	NA	NA	522	676	834	NA
Unknown	1,055	1,198	1,277	386	325	308	-70.8%
Total	26,342	26,999	26,826	26,266	25,448	24,577	-6.7%

*The new Master's and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011.

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics
Fall 2007 - Fall 2012**
**University of Kansas
Table A**

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Occupancy in Univ. owned housing & Pct. to Total Enroll	4,818 18.3%	5,035 18.6%	4,828 18.0%	4,693 17.9%	4,632 18.2%	4,917 20.0%	2.1% 1.7%
Enroll: ACT Scores* (First-time freshmen)							
12 and under	0%	0%	0%	0%	0%	0%	0.0%
13 - 16	1%	1%	1%	2%	2%	2%	1.0%
17 - 22	30%	29%	30%	27%	28%	26%	-4.0%
23 - 26	39%	37%	37%	38%	36%	37%	-2.0%
27 - 31	25%	28%	26%	27%	27%	28%	3.0%
32 - 36	5%	5%	6%	6%	7%	7%	2.0%
Degrees Awarded							
Associate	0	0	0	0	0	0	0.0%
Baccalaureate	3,679	3,750	3,867	3,928	3,818	4,091	11.2%
Master's	1,180	1,262	1,276	1,279	1,392	1,489	26.2%
Doctoral	561	562	532	575	585	550	-2.0%
Total	5,420	5,574	5,675	5,782	5,795	6,130	13.1%
Facility Characteristics							
Total Gross Area	9,148,780		9,540,802		9,751,082		
Total Net Assignable	5,486,963		5,751,481		5,873,650		
Net Assignable - Residential	967,570		1,034,010		1,024,126		
% Gross Area Built	59.9%		62.0%		64.5%		
Since 1961	3,171,380		3,445,575		3,838,261		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	27.84		30.11		29.38		
Teaching Lab	15.63		16.57		18.24		

* ACT scores as reported to KBOR by the University of Kansas

Source: State University Housing report; U.S. Dept, IPEDS Completions Survey; State University Inventory of Facilities and the ACT Class Profile Report

Total Operating Expenditures by Fund FY 2007 - FY 2012

University of Kansas Table B

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$144,900,444 1.8%	\$151,271,069 4.4%	\$145,189,117 -4.0%	\$136,006,910 -6.3%	\$137,763,025 1.3%	\$137,889,806 0.1%	17.7%
General Fees Funds (Tuition) Percent Increase Tuition	\$175,762,309 6.9%	\$192,886,087 9.7%	\$208,887,382 8.3%	\$220,171,827 5.4%	\$223,577,201 1.5%	\$246,089,226 10.1%	31.6%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase	\$951,405 17.7%	\$816,705 -14.2%	\$1,724,585 111.2%	\$1,848,440 7.2%	\$880,283 -52.4%	\$30,592 -96.5%	<0.1%
General Use Exp. Percent Increase GU	\$321,614,158 4.6%	\$344,973,861 7.3%	\$355,801,084 3.1%	\$358,027,177 0.6%	\$362,220,509 1.2%	\$384,009,624 6.0%	49.3%
Restricted Use Exp. Percent Increase RU	\$299,317,729 1.5%	\$335,237,147 12.0%	\$239,211,459 -28.6%	\$244,391,117 2.2%	\$388,593,162 59.0%	\$394,925,767 1.6%	50.7%
Operating Expenditures Pct. Increase - Operating Exp.	\$620,931,887 3.1%	\$680,211,008 9.5%	\$595,012,543 -12.5%	\$602,418,294 1.2%	\$750,813,671 24.6%	\$778,935,391 3.7%	
Restricted Use Non-Reportable Student Loan Expenditures*	\$0 0.0%	\$0 0.0%	\$ 115,786,472 NA	\$ 134,105,259 15.8%	\$0 -100.0%	\$0 0.0%	0.0%
Total Operating Expenditures (including Non-reportable Student Loan Expenditures)	\$620,931,887 3.1%	\$680,211,008 9.5%	\$710,799,015 4.5%	\$736,523,553 3.6%	\$750,813,671 1.9%	\$778,935,391 3.7%	100.0%

*During FY 2009 and FY 2010 a technical change was made in the accounting for student loans. As a result, approximately \$115 million (FY 2009) and \$134 million (FY 2010) in federal student loans were determined to be non-reportable expenditures which removed these amounts from reportable scholarships and fellowship expenditures for those years.

Source: Operating summaries of Legislative Budget submittals.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

University of Kansas Table C

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$202,503,298	\$214,566,572	\$205,303,660	\$204,714,753	\$209,647,930	\$219,395,841	8.3%
Academic Support	\$66,461,539	\$63,667,654	\$61,593,913	\$64,803,465	\$66,489,862	\$70,331,171	5.8%
Student Services	\$22,287,402	\$33,952,322	\$35,268,754	\$34,831,659	\$34,889,757	\$33,862,593	51.9%
Institutional Support	\$27,357,467	\$37,244,717	\$40,231,318	\$42,008,319	\$43,955,036	\$50,735,247	85.5%
Educational Program	\$318,609,706	\$349,431,265	\$342,397,645	\$346,358,196	\$354,982,585	\$374,324,852	17.5%
Physical Plant	\$42,574,321	\$43,293,215	\$45,500,042	\$43,356,256	\$45,146,338	\$47,173,952	10.8%
Research	\$60,412,550	\$62,935,035	\$86,817,951	\$84,699,543	\$88,628,252	\$89,946,506	48.9%
Public Service	\$17,143,996	\$17,988,379	\$12,760,269	\$11,418,750	\$11,962,438	\$10,332,051	-39.7%
Scholarships and Fellowships*	\$134,919,663	\$149,522,959	\$50,154,372	\$56,183,533	\$196,651,953	\$193,889,628	43.7%
Other (including Transfers)	\$1,979,552	\$6,320,238	\$6,975,208	\$9,209,469	\$4,308,833	\$9,154,781	362.5%
Total Educ. and General	\$575,639,788	\$629,491,091	\$544,605,487	\$551,225,747	\$701,680,399	\$724,821,770	25.9%
Auxiliary Enterprises	\$45,292,099	\$50,719,917	\$50,407,056	\$51,192,547	\$49,133,272	\$54,113,621	19.5%
Operating Expenditures	\$620,931,887	\$680,211,008	\$595,012,543	\$602,418,294	\$750,813,671	\$778,935,391	25.4%
Restricted Use Non-Reportable Student Loan Expenditures*	\$0	\$0	\$115,786,472	\$134,105,259	\$0	\$0	NA
Total Operating Expenditures (including Non-reportable Student Loan Expenditures)	\$620,931,887	\$680,211,008	\$595,012,543	\$602,418,294	\$750,813,671	\$778,935,391	25.4%

*During FY 2009 and FY 2010 a technical change was made in the accounting for student loans. As a result, approximately \$115 million (FY 2009) and \$134 million (FY 2010) in federal student loans were determined to be non-reportable expenditures which removed these amounts from reportable scholarships and fellowship expenditures for those years.

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Program FY 2007 - FY 2012

University of Kansas Table D

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$159,995,207	\$167,386,007	\$167,976,184	\$166,622,200	\$168,282,992	\$175,191,937	9.5%
Academic Support	\$53,805,077	\$52,439,139	\$54,958,823	\$57,110,435	\$57,443,681	\$59,726,347	11.0%
Student Services	\$12,687,943	\$14,182,864	\$13,659,307	\$14,026,015	\$15,233,901	\$15,731,691	24.0%
Institutional Support	\$23,374,675	\$31,289,901	\$35,735,310	\$35,141,168	\$35,849,632	\$41,741,461	78.6%
Educational Program	\$249,862,902	\$265,297,911	\$272,329,624	\$272,899,818	\$276,810,206	\$292,391,436	17.0%
Physical Plant	\$33,071,170	\$35,011,044	\$37,100,850	\$36,927,911	\$40,311,045	\$40,829,906	23.5%
Research	\$17,603,929	\$18,819,569	\$21,052,143	\$19,334,918	\$19,740,573	\$20,129,695	14.3%
Public Service	\$3,575,640	\$3,923,187	\$3,420,905	\$2,940,494	\$3,171,041	\$3,124,695	-12.6%
Scholarships and Fellowships	\$14,859,967	\$15,151,788	\$15,795,637	\$15,950,054	\$17,049,368	\$17,461,724	17.5%
Other (including Transfers)	\$1,521,947	\$5,886,506	\$5,432,893	\$9,156,252	\$4,308,833	\$9,154,781	501.5%
Total Educ. and General	\$320,495,555	\$344,090,005	\$355,132,052	\$357,209,447	\$361,391,066	\$383,092,237	19.5%
Auxiliary Enterprises	\$1,118,603	\$883,856	\$669,032	\$817,730	\$829,443	\$917,387	-18.0%
Total General Use Exp.	\$321,614,158	\$344,973,861	\$355,801,084	\$358,027,177	\$362,220,509	\$384,009,624	19.4%

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Object FY 2007 - FY 2012

University of Kansas Table E

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	0.00	0.00	0.00	0.00	0.00	0.00	NA
Classified - Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unclassified - FTE	3,550.00	3,715.00	3,605.00	3,539.50	3,539.50	3,539.50	-0.3%
Unclassified - Expenditures	\$196,537,575	\$208,614,082	\$219,444,524	\$213,673,710	\$215,715,411	\$221,473,938	12.7%
Student Wages Expenditures	\$5,619,582	\$5,676,813	\$6,018,393	\$5,664,943	\$5,753,701	\$5,772,997	2.7%
Health Insurance	\$16,502,621	\$16,932,010	\$12,315,914	\$17,939,050	\$20,376,436	\$25,455,217	54.2%
All Other Fringe	\$31,616,586	\$33,437,407	\$34,571,484	\$34,089,025	\$35,035,375	\$36,101,687	14.2%
Subtotal Salaries- FTE	3,550.00	3,715.00	3,605.00	3,539.50	3,539.50	3,539.50	-0.3%
Subtotal Salaries- Exp.	\$250,276,364	\$264,660,312	\$272,350,315	\$271,366,728	\$276,880,923	\$288,803,839	15.4%
Other Operating Expenditures	\$62,063,552	\$69,838,307	\$71,150,807	\$74,843,309	\$72,780,697	\$82,998,237	33.7%
Utilities	\$9,274,242	\$10,475,242	\$12,299,962	\$11,817,140	\$12,558,889	\$12,207,548	31.6%
Total General Use Exp.	\$321,614,158	\$344,973,861	\$355,801,084	\$358,027,177	\$362,220,509	\$384,009,624	19.4%

* Beginning in FY 2006, the classified staff were converted to university support staff and are reported in unclassified staff.

Source: Operating summaries of Legislative Budget submittals.

Enrollment by Student Characteristics Fall 2007 - Fall 2012

KU-Medical Center Table A

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	530	521	516	478	451	432	-18.5%
Master's*	588	656	665	666	714	697	18.5%
Doctoral*	1,800	1,926	1,997	2,052	2,105	2,233	24.1%
Total	2,918	3,103	3,178	3,196	3,270	3,362	15.2%
Enrollment: FTE	Not Reported						
Undergraduate							
Master's*							
Doctoral*							
Total							
Student Status							
Full-time	2,360	2,442	2,499	2,563	2,624	2,657	12.6%
Part-time	558	661	679	633	646	705	26.3%
Total	2,918	3,103	3,178	3,196	3,270	3,362	15.2%
Student Residency							
Resident	2,005	2,109	2,059	2,017	1,980	1,945	-3.0%
Non-resident	913	994	1,119	1,179	1,290	1,417	55.2%
Total	2,918	3,103	3,178	3,196	3,270	3,362	15.2%
Student Status***							
On-Campus	2,520	2,616	2,674	2,680	2,702	2,727	8.2%
Off-Campus	398	487	504	516	568	635	59.5%
Total	2,918	3,103	3,178	3,196	3,270	3,362	15.2%
Student Age: Undergraduates							
19 and under	2	3	1	3	5	3	50.0%
20 - 24	344	328	310	288	268	280	-18.6%
25 and Over	184	190	205	187	178	149	-19.0%
Unknown	0	0	0	0	0	0	0.0%
Total	530	521	516	478	451	432	-18.5%
Student Age: Graduates							
24 and Under	583	607	614	582	584	576	-1.2%
25 and Over	1,805	1,975	2,048	2,136	2,235	2,354	30.4%
Unknown	0	0	0	0	0	0	0.0%
Total	2,388	2,582	2,662	2,718	2,819	2,930	22.7%
Student Race/Ethnicity**							
White	2,002	2,171	2,125	2,138	2,130	2,360	17.9%
Non-resident Alien	130	180	217	210	183	194	49.2%
Black or African-American	118	122	123	116	126	145	22.9%
American Indian/Alaska Native	31	30	28	22	17	12	-61.3%
Asian	230	239	234	195	185	243	5.7%
Hispanic	82	98	104	111	116	128	56.1%
Native Hawaiian/ Pacific Islander	NA	NA	NA	0	1	2	NA
Two or more Races	NA	NA	NA	28	40	53	NA
Unknown	325	263	347	376	472	225	-30.8%
Total	2,918	3,103	3,178	3,196	3,270	3,362	15.2%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

*** KUMC incorrectly reported student status for Fall 2011. Numbers have been updated from 1,919 to 2,702 for on-campus and 1,351 to 568 for off-campus per KUMC.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics
Fall 2007 - Fall 2012**
**KU-Medical Center
Table A**

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Degrees Awarded							
Associate	0	0	0	0	0	0	0.0%
Baccalaureate	248	247	230	228	229	240	-3.2%
Master's	171	167	205	205	191	242	41.5%
Doctoral	228	219	234	244	271	271	18.9%
Total	647	633	669	677	691	753	16.4%
Facility Characteristics							
Total Gross Area	2,735,820		3,085,112		3,387,940		
Total Net Assignable	1,324,262		1,324,262		1,321,146		
Net Assignable - Residential	1,800		1,800		2,243		
% Gross Area Built	58.0%		58.5%		60.0%		
Since 1961	1,251,043		1,277,959		1,371,162		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	N/A		N/A		N/A		
Teaching Lab	N/A		N/A		N/A		

Source: State University Housing report; U.S. Dept, IPEDS Completions Survey; State University Inventory of Facilities

Total Operating Expenditures by Fund FY 2007 - FY 2012

KU- Medical Center Table B

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$116,269,653 6.0%	\$121,788,435 4.7%	\$118,868,116 -2.4%	\$109,719,245 -7.7%	\$110,458,857 0.7%	\$104,258,214 -5.6%	32.4%
General Fees Funds (Tuition) Percent Increase Tuition	\$22,075,410 8.5%	\$20,839,838 -5.6%	\$28,574,843 37.1%	\$27,796,400 -2.7%	\$27,871,548 0.3%	\$35,055,035 25.8%	10.9%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase Funds	\$400,000 100.0%	\$2,154,963 438.7%	\$2,260,028 4.9%	\$2,589,287 14.6%	\$2,598,316 0.3%	\$3,006,732 15.7%	0.9%
General Use Exp. Percent Increase GU	\$138,745,063 6.7%	\$144,783,236 4.4%	\$149,702,987 3.4%	\$140,104,932 -6.4%	\$140,928,721 0.6%	\$142,319,981 1.0%	44.2%
Restricted Use Exp. Percent Increase RU	\$97,279,327 -10.07%	\$103,160,025 6.05%	\$119,724,648 16.06%	\$131,712,447 10.01%	\$122,380,644 -7.08%	\$179,662,425 46.81%	55.8%
Total Operating Exp. Pct. Increase Total Operating	\$236,024,390 -0.91%	\$247,943,261 5.05%	\$269,427,635 8.67%	\$271,817,379 0.89%	\$263,309,365 -3.13%	\$321,982,406 22.28%	100.0%

Starting in FY 2010, due to changes in the State of Kansas accounting system, KUMC modified their reporting categories which resulted in categorizing expenditures as Academic Support, Student Services, or Public Services. These expenditures were previously reported in the Instruction or Institutional Support program categories.

NOTE: Prior years' definition of Other General Use was not consistent. This table has been restated to include the following funds in Other General Use: Medical Loan Repayment Fund (7214-7520) and Medical Student Loan Program Provider Assessment Fund (2625-2650).

Source: Operating summaries of Legislative Budget submittals.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

KU- Medical Center Table C

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$123,950,769	\$129,653,278	\$138,378,507	\$111,627,868	\$111,474,190	\$122,687,799	-1.0%
Academic Support	\$0	\$0	\$0	\$20,858,783	\$19,564,663	\$21,600,656	NA
Student Services	\$0	\$0	\$0	\$3,180,563	\$2,949,762	\$3,233,014	NA
Institutional Support	\$23,546,764	\$25,261,655	\$28,067,056	\$29,828,014	\$21,062,365	\$36,284,201	54.1%
Educational Program	\$147,497,533	\$154,914,933	\$166,445,563	\$165,495,228	\$155,050,980	\$183,805,670	24.6%
Physical Plant	\$23,059,956	\$23,858,105	\$22,946,519	\$21,987,722	\$19,737,039	\$23,753,099	3.0%
Research	\$56,852,118	\$59,800,350	\$67,339,180	\$69,585,297	\$73,777,094	\$88,394,412	55.5%
Public Service	\$0	\$0	\$0	\$4,898,866	\$4,742,800	\$6,783,512	NA
Scholarships and Fellowships	\$5,663,167	\$6,578,500	\$8,332,987	\$10,131,047	\$7,566,158	\$9,588,794	69.3%
Other (including Transfers)	\$883,344	\$893,616	\$2,807,111	\$0	\$3,830,409	\$7,584,818	758.6%
Total Educ. and General	\$233,956,118	\$246,045,504	\$267,871,360	\$272,098,160	\$264,704,480	\$319,910,305	36.7%
Auxiliary Enterprises	\$2,068,272	\$1,897,757	\$2,202,950	\$2,857,286	\$1,203,203	\$2,072,101	0.2%
Total Operating	\$236,024,390	\$247,943,261	\$270,074,310	\$274,955,446	\$265,907,683	\$321,982,406	36.4%

Starting in FY 2010, due to changes in the State of Kansas accounting system, KUMC modified their reporting categories which resulted in categorizing expenditures as Academic Support, Student Services, or Public Services. These expenditures were previously reported in the Instruction or Institutional Support program categories.

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Program FY 2007 - FY 2012

KU- Medical Center Table D

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$90,941,494	\$94,112,121	\$99,576,534	\$70,089,297	\$65,773,712	\$68,618,312	-24.5%
Academic Support	\$0	\$0	\$0	\$17,067,137	\$15,408,314	\$17,545,888	NA
Student Services	\$0	\$0	\$0	\$2,731,518	\$2,740,084	\$2,844,081	NA
Institutional Support	\$16,515,357	\$16,935,821	\$15,698,153	\$16,784,823	\$17,710,826	\$18,402,197	11.4%
Educational Program	\$107,456,851	\$111,047,942	\$115,274,687	\$106,672,775	\$101,632,936	\$107,410,478	0.0%
Physical Plant	\$16,321,843	\$17,885,997	\$16,602,204	\$14,850,032	\$16,863,342	\$16,800,477	2.9%
Research	\$9,526,466	\$9,581,606	\$9,314,782	\$8,850,205	\$8,589,509	\$5,079,682	-46.7%
Public Service	\$0	\$0	\$0	\$2,631,441	\$2,482,654	\$2,935,076	NA
Scholarships and Fellowships	\$4,556,559	\$5,348,296	\$5,704,203	\$7,100,479	\$7,529,871	\$7,541,112	65.5%
Other (including Transfers)	\$883,344	\$893,616	\$2,807,111	\$0	\$3,830,409	\$2,436,144	175.8%
Total Educ. and General	\$138,745,063	\$144,757,457	\$149,702,987	\$140,104,932	\$140,928,721	\$142,202,969	2.5%
Auxiliary Enterprises	\$0	\$25,779	\$0	\$0	\$0	\$0	0.0%
carry forward: Cancer Center Fund						\$117,012	
Total General Use	\$138,745,063	\$144,783,236	\$149,702,987	\$140,104,932	\$140,928,721	\$142,319,981	2.6%

Starting in FY 2010, due to changes in the State of Kansas accounting system, KUMC modified their reporting categories which resulted in categorizing expenditures as Academic Support, Student Services, or Public Services. These expenditures were previously reported in the Instruction or Institutional Support program categories.

Source: *Operating summaries of Legislative Budget submittals.*

General Use Operating Expenditures by Object FY 2007 - FY 2012

KU- Medical Center Table E

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	286.69	333.01	264.35	227.86	224.34	154.18	-46.2%
Classified - Expenditures	\$9,268,296	\$9,340,775	\$9,122,897	\$7,107,106	\$6,903,149	\$8,159,967	-12.0%
Unclassified - FTE	1,112.40	1,201.00	1,148.55	1,021.26	976.21	988.87	-11.1%
Unclassified - Expenditures	\$67,114,753	\$71,895,394	\$73,874,722	\$68,518,983	\$62,666,502	\$63,071,788	-6.0%
Housestaff - FTE	176.25	159.00	187.66	175.39	152.80	153.80	-12.7%
Housestaff - Expenditures	\$9,089,884	\$7,991,321	\$7,146,692	\$7,323,567	\$7,854,589	\$7,280,680	-19.9%
Student Wages Expenditures	\$1,380,041	\$1,058,761	\$1,484,702	\$2,150,054	\$1,437,834	\$1,209,585	-12.4%
Health Insurance	\$7,731,887	\$8,272,684	\$4,815,679	\$8,571,128	\$9,621,987	\$11,096,850	43.5%
All Other Fringe	\$13,699,441	\$15,409,557	\$15,677,509	\$13,927,121	\$13,329,930	\$13,242,814	-3.3%
Subtotal Salaries- FTE	1,575.34	1,693.01	1,600.56	1,424.51	1,353.35	1,296.85	-17.7%
Subtotal Salaries- Exp.	\$108,284,302	\$113,968,492	\$112,122,201	\$107,597,959	\$101,813,991	\$104,061,684	-3.9%
Other Operating Expenditures	\$26,350,287	\$26,405,963	\$32,592,666	\$29,129,390	\$32,799,207	\$33,335,502	26.5%
Utilities	\$4,110,474	\$4,408,781	\$4,988,120	\$3,377,583	\$6,315,523	\$4,922,795	19.8%
Total General Use Exp.	\$138,745,063	\$144,783,236	\$149,702,987	\$140,104,932	\$140,928,721	\$142,319,981	2.6%

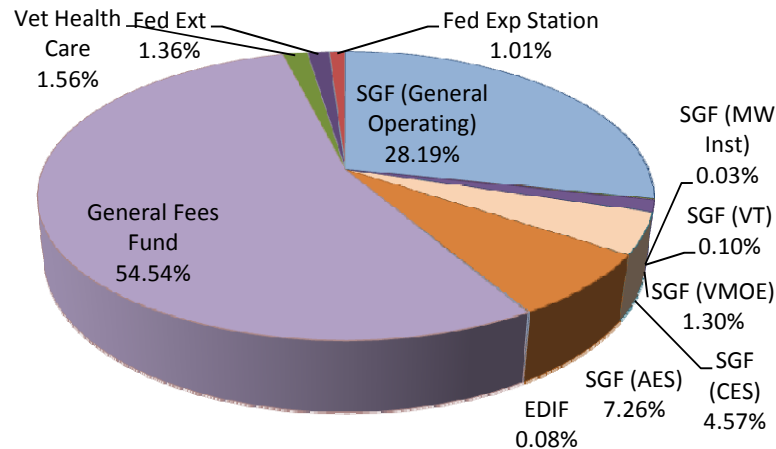
Notes:

Total FTE for FY 2006 - FY 2010 include Housestaff. (Corrected from 2011 Data Book.)

Source: Operating summaries of Legislative Budget submittals.

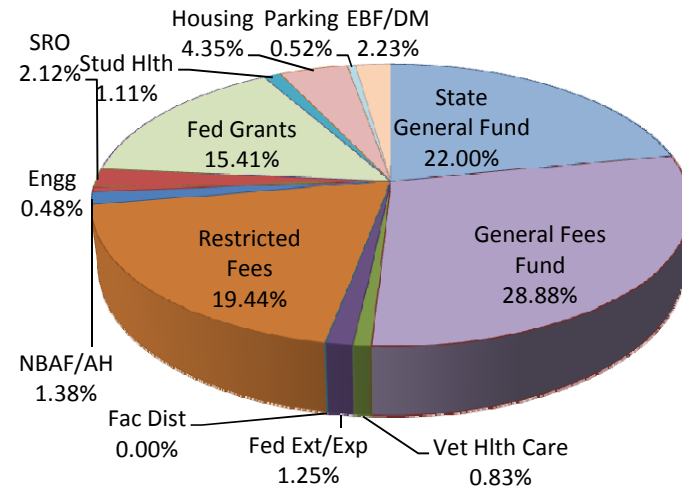
Kansas State University
FY 2014 Budget
Total Budget by Funding Source

General Use Funds



Funding Source	Amount	Percent
SGF (General Operating)	\$ 108,376,729	28.19%
SGF (Midwest Institute)	129,833	0.03%
SGF (Vet Training Program for Rural KS)	400,000	0.10%
SGF (Vet Med Operating Enhancement)	4,999,382	1.30%
SGF (Cooperative Ext Service)	17,551,393	4.57%
SGF (Ag Experiment Station)	27,926,746	7.26%
EDIF	299,295	0.08%
General Fees Fund	209,672,687	54.54%
Veterinary Health Care Center	6,000,000	1.56%
Federal Extension Fund	5,244,000	1.36%
Federal Experimental Station Fund	3,864,000	1.01%
Total GU Funds	\$ 384,464,065	100.00%

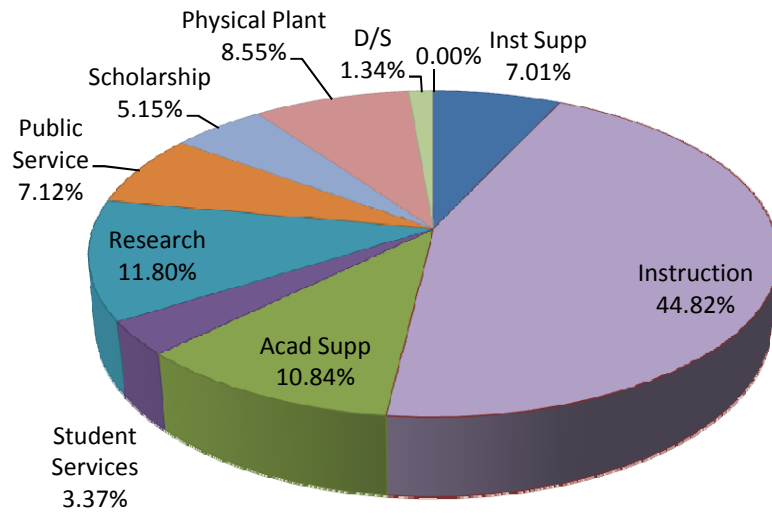
All Funds



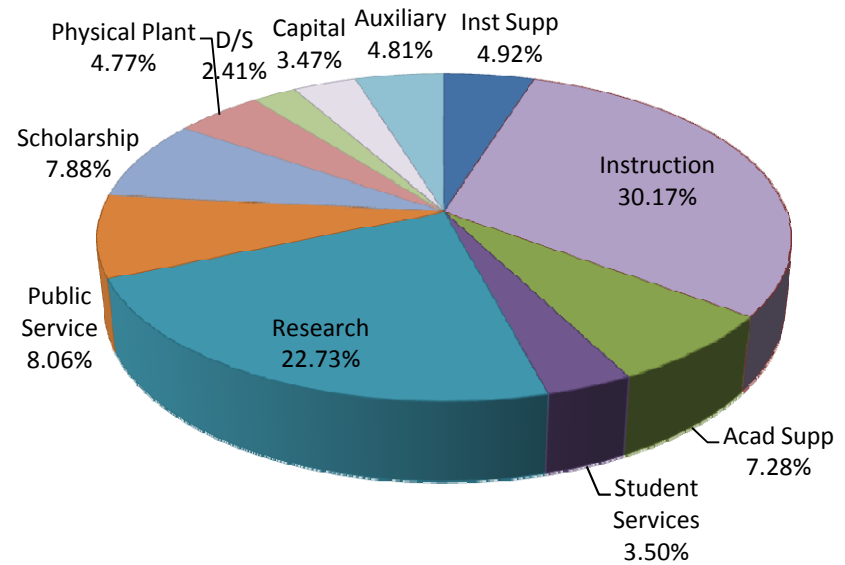
Funding Source	Amount	Percent
State General Fund	\$ 159,683,378	22.00%
General Fees Fund	209,672,687	28.88%
Veterinary Health Care Center	6,000,000	0.83%
Federal Extension/Federal Experiment Station	9,108,000	1.25%
Faculty of Distinction	24,851	0.00%
Restricted Fees Fund	141,101,559	19.44%
NBAF & Animal Health	10,000,000	1.38%
Kan-Grow Engineering Fund	3,500,000	0.48%
Sponsored Research Overhead Fund	15,373,544	2.12%
Federal Grant Funds	111,859,141	15.41%
Student Health Fees Fund	8,053,222	1.11%
Housing System Operations Fund - KDFA	31,557,966	4.35%
Parking Fees Fund	3,788,505	0.52%
EBF/ Deferred Maintenance	16,220,254	2.23%
Total All Funds	\$ 725,943,107	100.00%

Kansas State University
FY 2014 Budget
Total Budget by Budget Program

General Use Funds



All Funds

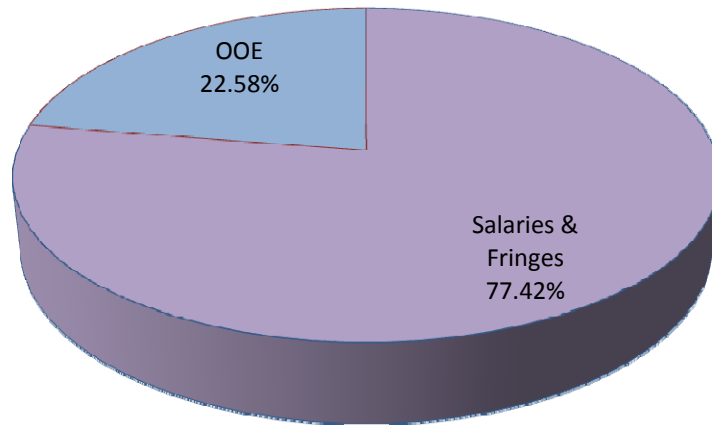


Budget Program	Amount	Percent
Institutional Support	\$ 26,966,267	7.01%
Instruction	172,314,435	44.82%
Academic Support	41,686,544	10.84%
Student Services	12,955,221	3.37%
Research	45,358,811	11.80%
Public Service	27,373,083	7.12%
Scholarships & Fellowships	19,802,903	5.15%
Physical Plant	32,869,731	8.55%
Debt Service	5,137,070	1.34%
Total GU Funds	\$ 384,464,065	100.00%

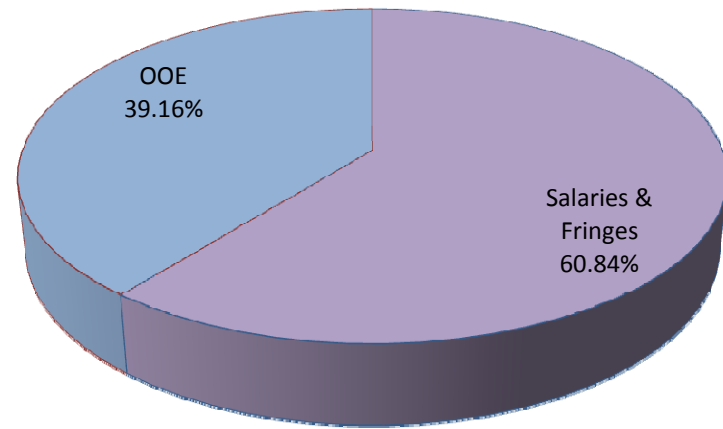
Budget Program	Amount	Percent
Institutional Support	\$ 35,735,889	4.92%
Instruction	219,002,891	30.17%
Academic Support	52,840,234	7.28%
Student Services	25,382,481	3.50%
Research	164,989,719	22.73%
Public Service	58,484,971	8.06%
Scholarships & Fellowships	57,231,915	7.88%
Physical Plant	34,592,879	4.77%
Debt Service	17,524,210	2.41%
Capital	25,220,254	3.47%
Auxiliary	34,937,664	4.81%
Total All Funds	\$ 725,943,107	100.00%

Kansas State University
FY 2014 Budget
Total Budget by Expenditure Classification

General Use Funds



All Funds

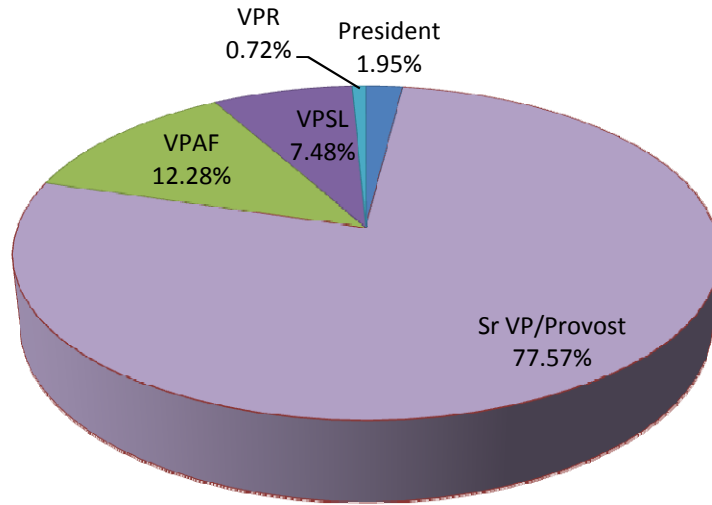


Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 297,642,358	77.42%
Other Operating Expenditures	86,821,707	22.58%
Total GU Funds	\$ 384,464,065	100.00%

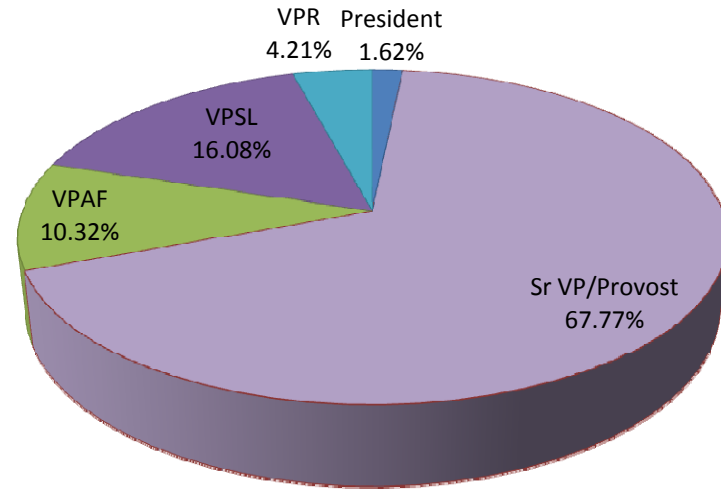
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 441,657,114	60.84%
Other Operating Expenditures	284,285,993	39.16%
Total All Funds	\$ 725,943,107	100.00%

Kansas State University
FY 2014 Budget
Total Budget by Organizational Unit

General Use Funds



All Funds

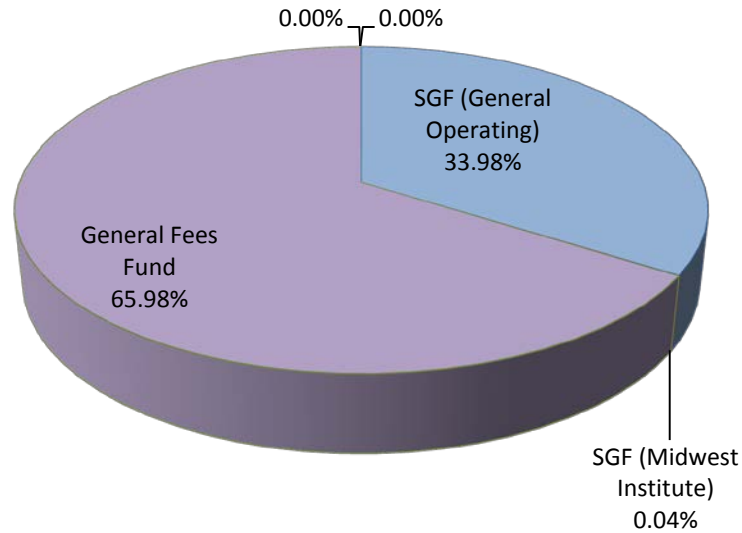


Organizational Unit	Amount	Percent
President	\$ 7,509,705	1.95%
Sr Vice President/ Provost	298,229,254	77.57%
Vice President of Administration & Finance	47,198,398	12.28%
Vice President for Student Life	28,773,035	7.48%
Vice President of Research	2,753,673	0.72%
Total GU Funds	\$ 384,464,065	100.00%

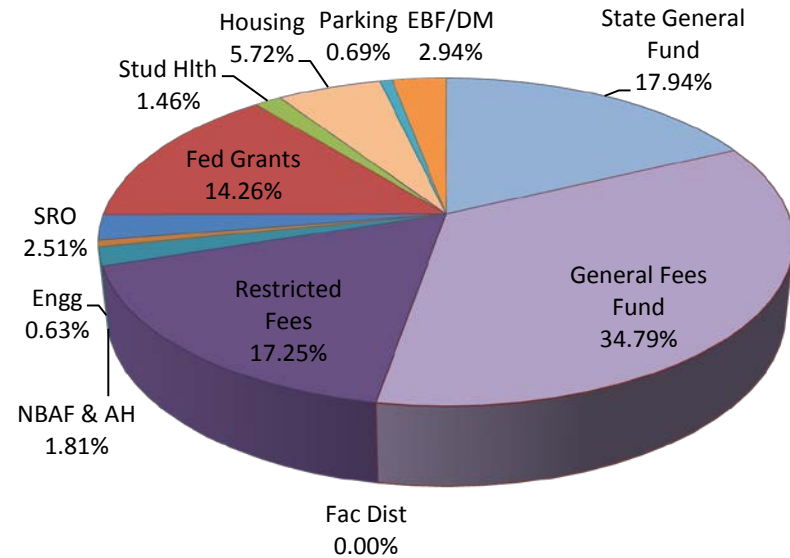
Organizational Unit	Amount	Percent
President	\$ 11,771,983	1.62%
Sr Vice President/ Provost	491,938,541	67.77%
Vice President of Administration & Finance	74,889,195	10.32%
Vice President for Student Life	116,755,758	16.08%
Vice President of Research	30,587,630	4.21%
Total All Funds	\$ 725,943,107	100.00%

Kansas State University - Main Campus
FY 2014 Budget
Total Budget by Funding Source

General Use Funds



All Funds



Funding Source	Amount	Percent
SGF (General Operating)	\$ 98,892,136	33.98%
SGF (Midwest Institute)	129,833	0.04%
General Fees Fund	192,038,487	65.98%

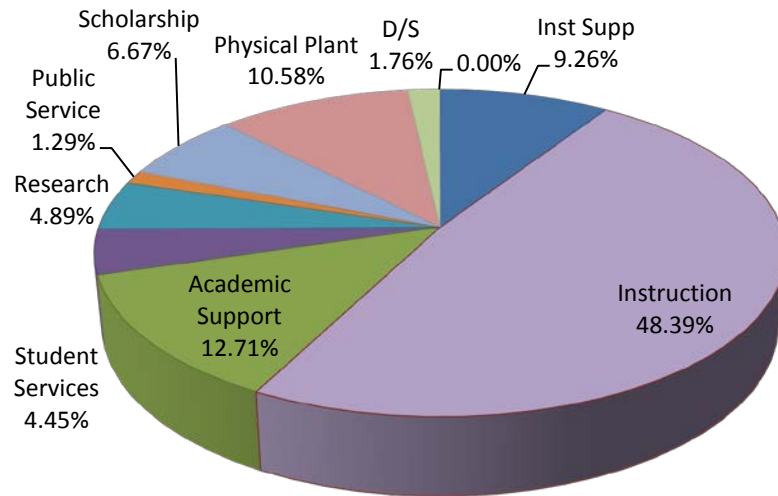
Total GU Funds **\$ 291,060,456** **100.00%**

Funding Source	Amount	Percent
State General Fund	\$ 99,021,969	17.95%
General Fees Fund	192,038,487	34.80%
Faculty of Distinction	19,771	0.00%
Restricted Fees Fund	95,225,712	17.25%
NBAF & Animal Health	10,000,000	1.81%
Kan-Grow Engineering Fund	3,500,000	0.63%
Sponsored Research Overhead Fund	13,881,456	2.51%
Federal Grant Funds	78,689,750	14.26%
Student Health Fees Fund	8,053,222	1.46%
Housing System Operations Fund - KDFA	31,557,966	5.72%
Parking Fees Fund	3,788,505	0.69%
EBF/ Deferred Maintenance	16,220,254	2.94%

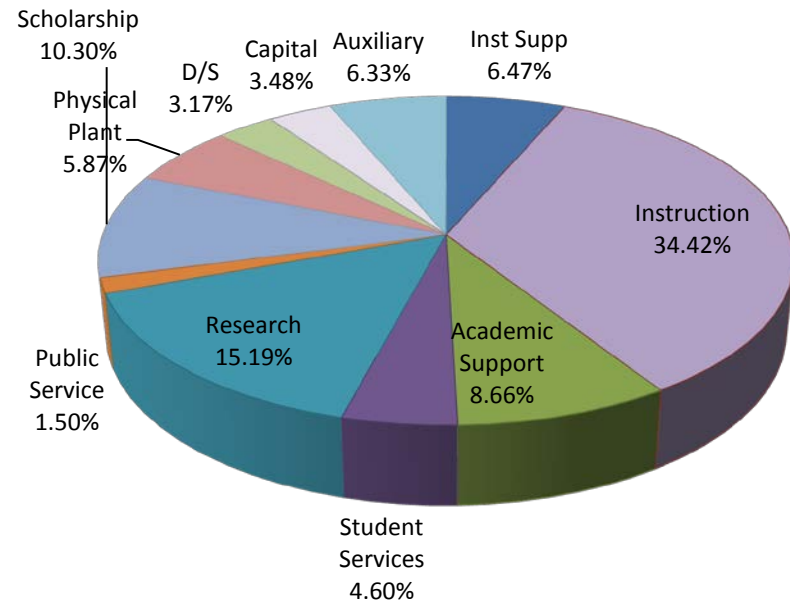
Total All Funds **\$ 551,997,092** **100.02%**

Kansas State University - Main Campus
FY 2014 Budget
Total Budget by Budget Program

General Use Funds



All Funds

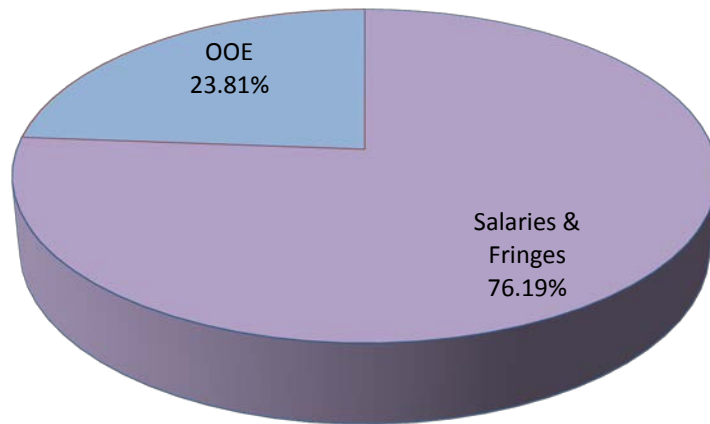


Budget Program	Amount	Percent
Institutional Support	\$ 26,966,267	9.26%
Instruction	140,835,303	48.39%
Academic Support	36,987,088	12.71%
Student Services	12,955,221	4.45%
Research	14,237,989	4.89%
Public Service	3,745,324	1.29%
Scholarships & Fellowships	19,402,903	6.67%
Physical Plant	30,793,291	10.58%
Debt Service	5,137,070	1.76%
Total GU Funds	\$ 291,060,456	100.00%

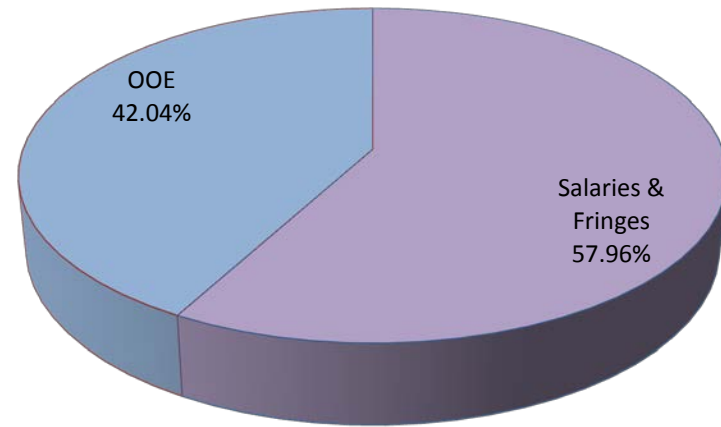
Budget Program	Amount	Percent
Institutional Support	\$ 35,735,889	6.47%
Instruction	190,018,976	34.41%
Academic Support	47,795,457	8.66%
Student Services	25,382,481	4.60%
Research	83,871,042	15.19%
Public Service	8,257,994	1.50%
Scholarships & Fellowships	56,831,915	10.30%
Physical Plant	32,421,210	5.87%
Debt Service	17,524,210	3.17%
Capital	19,220,254	3.48%
Auxiliary	34,937,664	6.33%
Total All Funds	\$ 551,997,092	99.98%

Kansas State University - Main Campus
FY 2014 Budget
Total Budget by Expenditure Classification

General Use Funds



All Funds

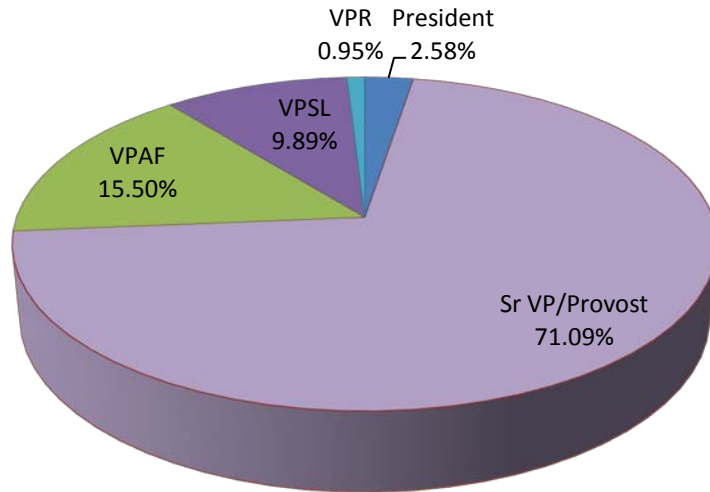


Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 221,758,435	76.19%
Other Operating Expenditures	69,302,021	23.81%
Total GU Funds	\$ 291,060,456	100.00%

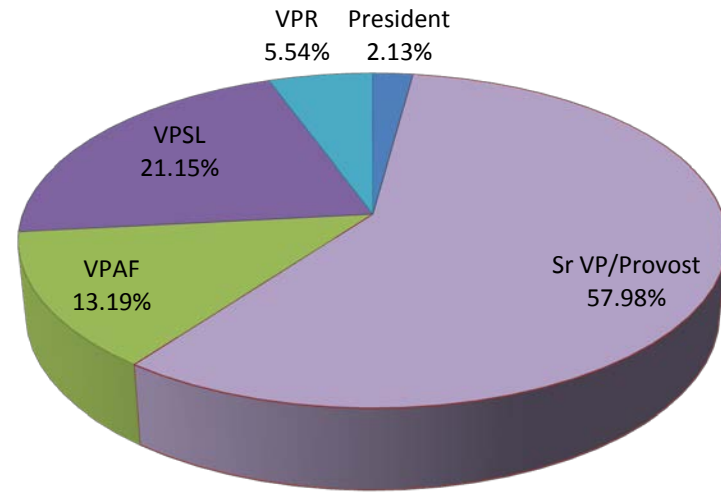
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 319,938,178	57.96%
Other Operating Expenditures	232,058,914	42.04%
Total All Funds	\$ 551,997,092	100.00%

Kansas State University - Main Campus
FY 2014 Budget
Total Budget by Organizational Unit

General Use Funds



All Funds

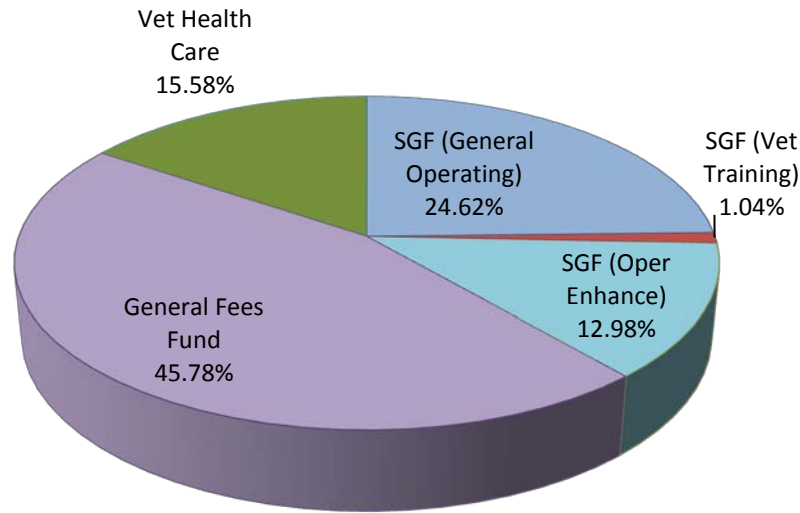


Organizational Unit	Amount	Percent
President	\$ 7,509,705	2.58%
Sr Vice President/ Provost	206,902,085	71.08%
Vice President of Administration & Finance	45,121,958	15.50%
Vice President for Student Life	28,773,035	9.89%
Vice President of Research	2,753,673	0.95%
Total GU Funds	\$ 291,060,456	100.00%

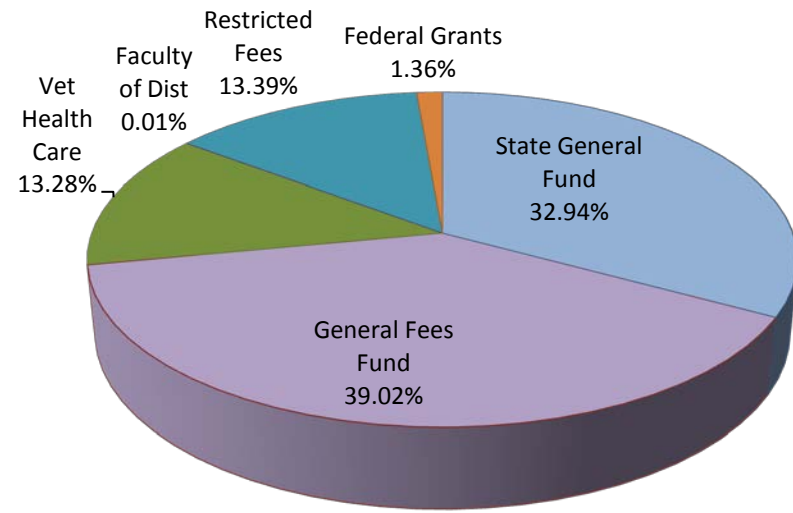
Organizational Unit	Amount	Percent
President	\$ 11,771,983	2.13%
Sr Vice President/ Provost	320,068,966	57.98%
Vice President of Administration & Finance	72,812,755	13.19%
Vice President for Student Life	116,755,758	21.15%
Vice President of Research	30,587,630	5.54%
Total All Funds	\$ 551,997,092	99.99%

Kansas State University - Veterinary Medicine
FY 2014 Budget
Total Budget by Funding Source

General Use Funds



All Funds

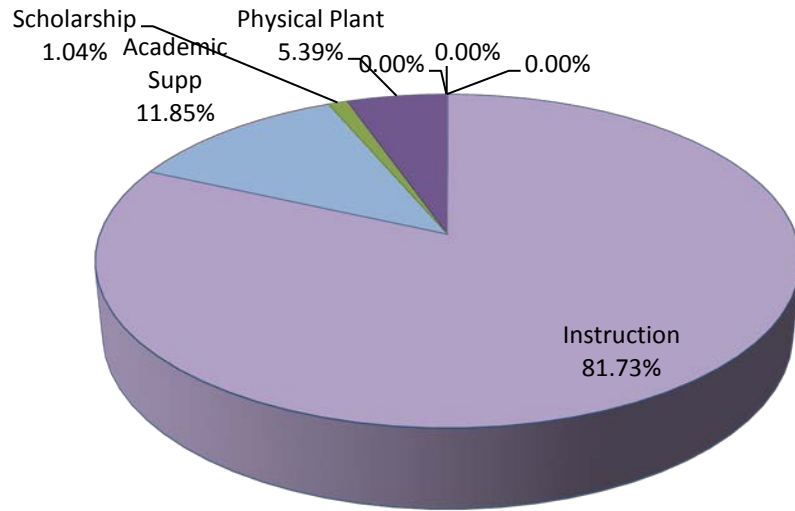


Funding Source	Amount	Percent
State General Fund (General Operating)	\$ 9,484,593	24.62%
SGF (Vet Training Program for Rural KS)	400,000	1.04%
SGF (Vet Med Operating Enhancement)	4,999,382	12.98%
General Fees Fund	17,634,200	45.78%
Veterinary Health Care Center	6,000,000	15.58%
Total GU Funds	\$ 38,518,175	100.00%

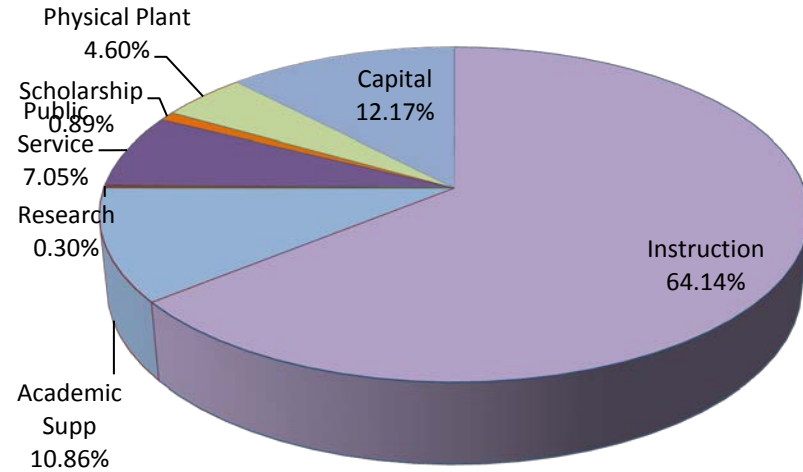
Funding Source	Amount	Percent
State General Fund	\$ 14,883,975	32.94%
General Fees Fund	17,634,200	39.02%
Veterinary Health Care Center	6,000,000	13.28%
Faculty of Distinction	3,839	0.01%
Restricted Fees Fund	6,050,156	13.39%
Federal Grant Fund	615,881	1.36%
Total All Funds	\$ 45,188,051	100.00%

Kansas State University - Veterinary Medicine
FY 2014 Budget
Total Budget by Budget Program

General Use Funds



All Funds

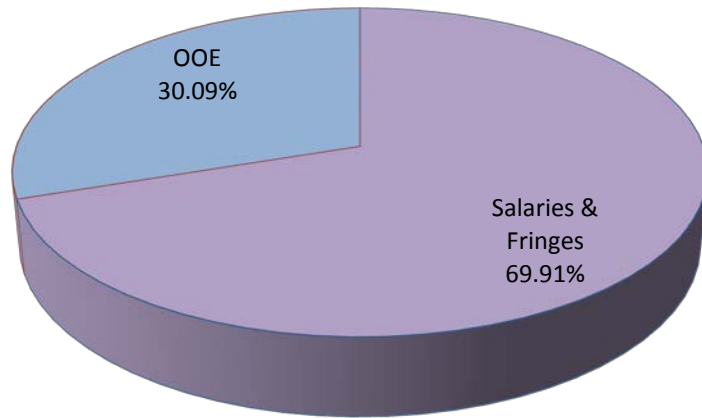


Budget Program	Amount	Percent
Instruction	\$ 31,479,132	81.72%
Academic Support	4,562,603	11.85%
Scholarships & Fellowships	400,000	1.04%
Physical Plant	2,076,440	5.39%
Total GU Funds	\$ 38,518,175	100.00%

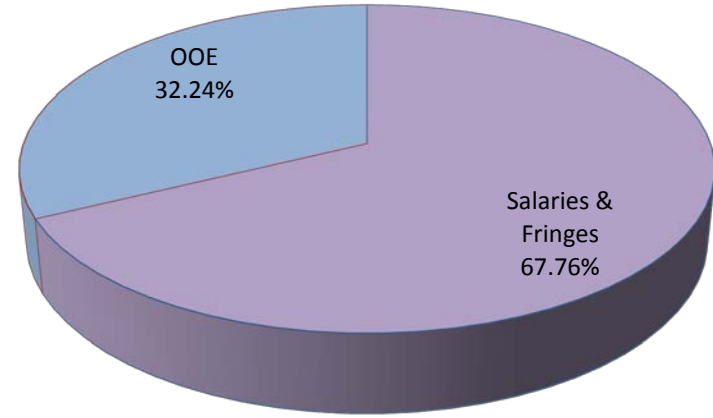
Budget Program	Amount	Percent
Instruction	\$ 28,983,915	64.13%
Academic Support	4,907,924	10.86%
Research	135,106	0.30%
Public Service	3,184,666	7.05%
Scholarships & Fellowships	400,000	0.89%
Physical Plant	2,076,440	4.60%
Capital	5,500,000	12.17%
Total All Funds	\$ 45,188,051	100.00%

Kansas State University - Veterinary Medicine
FY 2014 Budget
Total Budget by Expenditure Classification

General Use Funds



All Funds

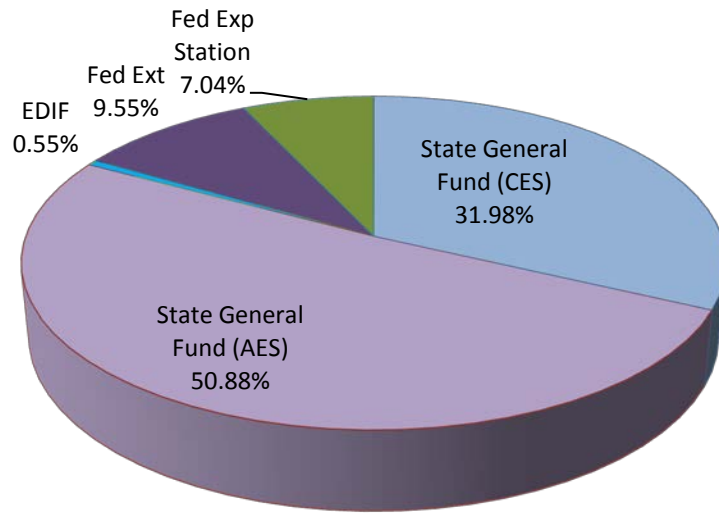


Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 26,927,009	69.91%
Other Operating Expenditures	11,591,166	30.09%
Total GU Funds	\$ 38,518,175	100.00%

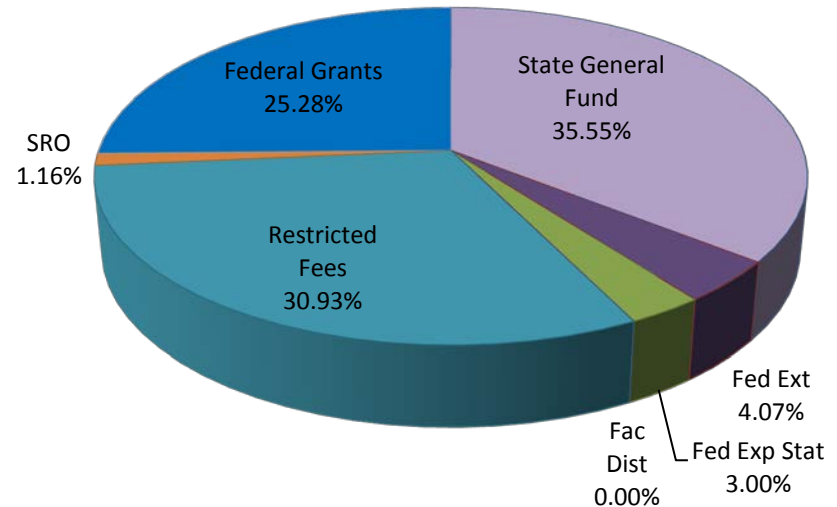
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 30,621,169	67.76%
Other Operating Expenditures	14,566,882	32.24%
Total All Funds	\$ 45,188,051	100.00%

**Kansas State University - ESARP
FY 2014 Budget
Total Budget by Funding Source**

General Use Funds



All Funds

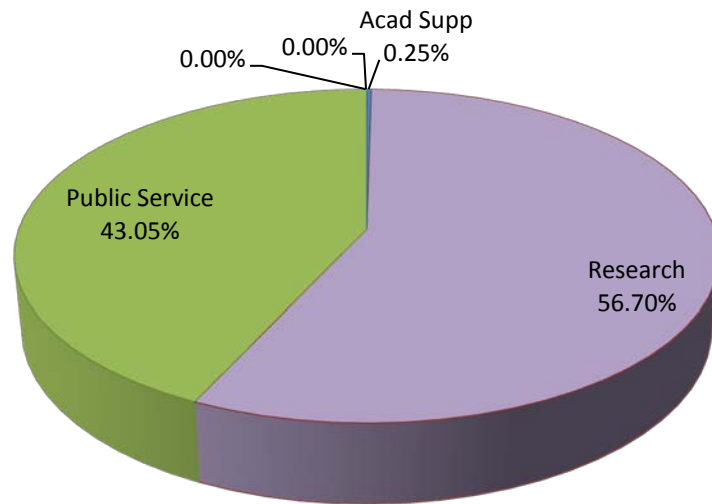


Funding Source	Amount	Percent
State General Fund (Cooperative Ext Service)	\$ 17,551,393	31.98%
State General Fund (Ag Experiment Station)	27,926,746	50.88%
EDIF	299,295	0.55%
Federal Extension Fund	5,244,000	9.55%
Federal Experimental Station Fund	3,864,000	7.04%
Total GU Funds	\$ 54,885,434	100.00%

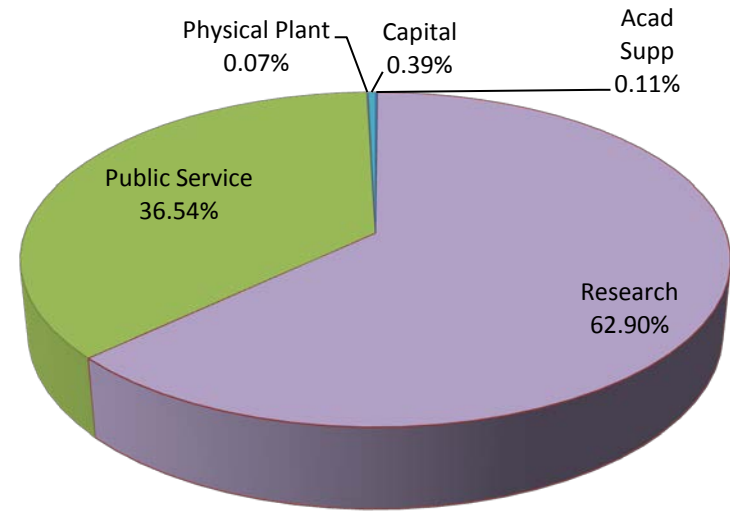
Funding Source	Amount	Percent
State General Fund	\$ 45,777,434	35.56%
Federal Extension Fund	5,244,000	4.07%
Federal Experimental Station Fund	3,864,000	3.00%
Faculty of Distinction	1,241	0.00%
Restricted Fees Fund	39,825,691	30.93%
Sponsored Research Overhead Fund	1,492,088	1.16%
Federal Grant Funds	32,553,510	25.28%
Total All Funds	\$ 128,757,964	100.00%

Kansas State University - ESARP
FY 2014 Budget
Total Budget by Budget Program

General Use Funds



All Funds

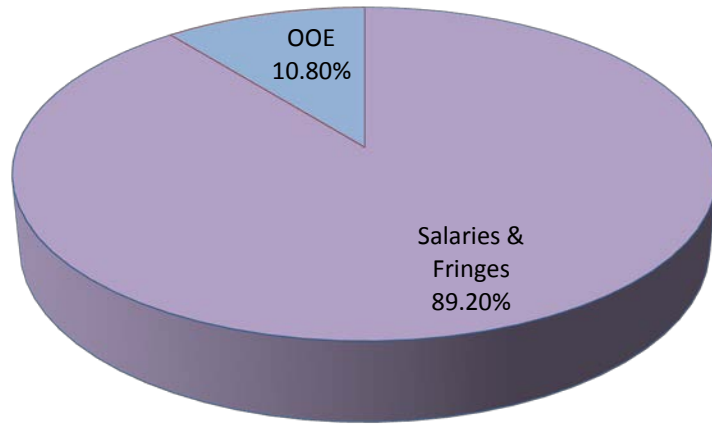


Budget Program	Amount	Percent
Academic Support	\$ 136,853	0.25%
Research	31,120,822	56.70%
Public Service	23,627,759	43.05%
Total GU Funds	\$ 54,885,434	100.00%

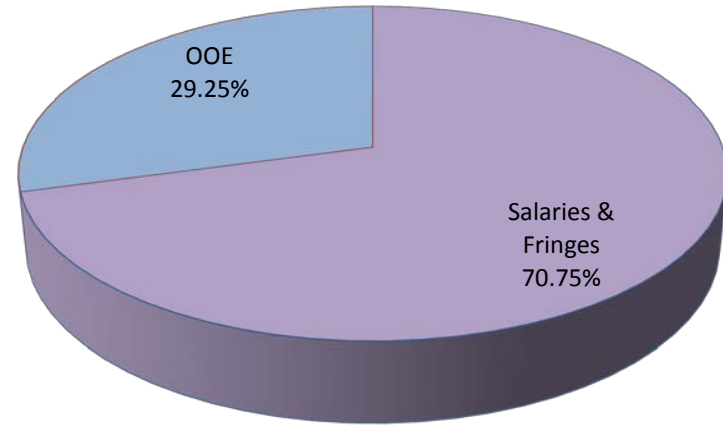
Budget Program	Amount	Percent
Academic Support	\$ 136,853	0.11%
Research	80,983,571	62.89%
Public Service	47,042,311	36.54%
Physical Plant	95,229	0.07%
Capital	500,000	0.39%
Total All Funds	\$ 128,757,964	100.00%

**Kansas State University - ESARP
FY 2014 Budget
Total Budget by Expenditure Classification**

General Use Funds



All Funds



Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 48,956,914	89.20%
Other Operating Expenditures	5,928,520	10.80%
Total GU Funds	\$ 54,885,434	100.00%

Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 91,097,767	70.75%
Other Operating Expenditures	37,660,197	29.25%
Total All Funds	\$ 128,757,964	100.00%

Kansas State University
Schedule of Debt Service
Updated on June 30, 2013

						Principal	FY 2014					FY 2015						
Project	Amount of Issue	Year of Issue	Term	State Fund Number	Principal Outstanding as of 6/30/2013	Principal	Interest	Total Debt Service	Federal Subsidy	Capitalized Interest	Net Debt Service	Principal	Interest	Total Debt Service	Federal Subsidy	Capitalized Interest	Net Debt Service	
BOND SERIES:																		
State																		
Energy Conservation 2012-F	NZCM12ENBD	17,205,000	2012	20 YR	8883-8894	17,205,000	615,000	552,844	1,167,844	0	0	1,167,844	630,000	540,544	1,170,544	0	0	1,170,544
Energy Conservation 2012-H Refunding	NZCM12ECBD	12,460,000	2012	11 YR	8882-8891	12,315,000	0	479,050	479,050	0	0	479,050	1,070,000	463,000	1,533,000	0	0	1,533,000
Biosecurity Research Institute 2012-H Refunding	NZCM12RDBD	23,510,000	2012	20 YR	8882-8891	23,190,000	80,000	782,988	862,988	0	0	862,988	85,000	780,913	865,913	0	0	865,913
Jardine Housing Project	NZCM11HSBD	12,460,000	2011	30 YR	8900-8901	11,645,000	275,000	402,981	677,981	0	0	677,981	280,000	397,481	677,481	0	0	677,481
Landfill Project	NZCM11LFBD	3,840,000	2011	30 YR	8900-8902	3,585,000	85,000	123,919	208,919	0	0	208,919	90,000	122,219	212,219	0	0	212,219
Energy Conservation U-1 QECB	NZCM10ECBD	17,815,000	2010	18 YR	8881-8881	16,675,000	1,140,000	755,653	1,895,653	595,873	0	1,299,779	1,140,000	728,293	1,868,293	568,513	0	1,299,779
Energy Conservation U-2	NZCM10ECBD	2,345,000	2010	19 YR	8881-8885	2,345,000	0	102,594	102,594	0	0	102,594	0	102,594	102,594	0	0	102,594
Ackert Hall Refunding	NZCM10AKBD	825,000	2010	6 YR	8881-8881	275,000	135,000	5,500	140,500	0	0	140,500	140,000	2,800	142,800	0	0	142,800
Union Enhancement Refunding	NZCM10UNBD	5,260,000	2010	9 YR	8881-8881	2,865,000	550,000	69,125	619,125	0	0	619,125	555,000	58,125	613,125	0	0	613,125
Farrell Library Exp Refunding	NZCM10LBBD	1,530,000	2010	5 YR	8406-7511	775,000	260,000	12,900	272,900	0	0	272,900	265,000	7,650	272,650	0	0	272,650
Recreation Complex Expansion	NZCM10RCBD	21,565,000	2010	30 YR	8425-7433	21,565,000	500,000	1,274,340	1,774,340	436,718	0	1,337,622	505,000	1,264,290	1,769,290	436,718	0	1,332,572
Childcare Development Center	NZCM09CCBD	6,140,000	2009	30 YR	8425-7433	6,030,000	115,000	282,400	397,400	0	0	397,400	120,000	278,281	398,281	0	0	398,281
Salina Student Center	NZCM08SLBD	1,600,000	2008	30 YR	5203-5204	1,600,000	0	81,600	81,600	0	0	81,600	0	81,600	81,600	0	0	81,600
Jardine Housing System	NZCM07HSBD	27,750,000	2007	30 YR	5445-5418	24,595,000	620,000	1,043,261	1,663,261	0	0	1,663,261	645,000	1,018,461	1,663,461	0	0	1,663,461
Parking System - Union	NZCM07PKBD	17,855,000	2007	30 YR	5202-4641	16,045,000	400,000	694,543	1,094,543	0	0	1,094,543	420,000	679,343	1,099,343	0	0	1,099,343
Jardine Housing System	NZCM05HSBD	44,535,000	2005	30 YR	5445-5412	38,080,000	1,050,000	1,723,535	2,773,535	0	0	2,773,535	1,090,000	1,681,535	2,771,535	0	0	2,771,535
Biosecurity Research Institute	NZCM05RDBD	20,980,000	2005	16 YR	8404-7423	10,915,000	995,000	516,923	1,511,923	0	0	1,511,923	1,045,000	468,821	1,513,821	0	0	1,513,821
Energy Conservation 2003 J-1 (Refunded in 2012)	NZCM03ECBD	21,020,000	2003	20 YR	8503-7413	1,010,000	1,010,000	22,725	1,032,725	0	0	1,032,725	0	0	0	0	0	0
Biosecurity Research Institute 2003C (Refunded in 2012)	NZCM03RDBD	22,485,000	2003	30 YR	8404-7403	0	0	0	0	0	0	0	0	0	0	0	0	0
Recreation Complex Refunding	NZCM01RCBD	6,385,000	2001	12 YR	8302-7441	0	0	0	0	0	0	0	0	0	0	0	0	0
Salina Housing Refunding	NZCM01SHBD	845,000	2001	13 YR	5402-5091	150,000	150,000	7,500	157,500	0	0	157,500	0	0	0	0	0	0
Ackert Hall (Refunded in 2010)	--	1,735,000	2000	15 YR	5649-4725	0	0	0	0	0	0	0	0	0	0	0	0	0
Farrell Libr (Refunded in 2010)	--	3,835,000	1995	20 YR	8406-7510	0	0	0	0	0	0	0	0	0	0	0	0	0
Union Enhan (Refunded in 2010)	--	9,320,000	1998	20 YR	8854-8210	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-State: Building Not on State Building Records						210,865,000	7,980,000	8,934,379	16,914,379	1,032,591	0	15,881,788	8,080,000	8,675,949	16,755,949	1,005,231	0	15,750,718
Olathe Innovation Campus 2009L		30,500,000	2009	30 YR		29,470,000	535,000	1,485,281	2,020,281	0	0	2,020,281	555,000	1,468,084	2,023,084	0	0	2,023,084
Non-State: Building on State Building Records																		
Athletics 2012B-1: West Stadium		30,035,000	2012	20 YR		30,035,000	0	1,501,025	1,501,025	0	0	1,501,025	0	1,501,025	1,501,025	0	0	1,501,025
Athletics 2012B-2: West Stadium (taxable)		23,640,000	2012	20 YR		23,640,000	320,000	795,093	1,115,093	0	0	1,115,093	625,000	788,927	1,413,927	0	0	1,413,927
Athletic Facilities Refunding		2,550,000	2011	3 YR		1,425,000	585,000	56,625	641,625	0	0	641,625	840,000	21,000	861,000	0	0	861,000
Athletic Faci (taxable) Refunding		3,210,000	2011	3 YR		1,765,000	730,000	29,310	759,310	0	0	759,310	1,035,000	11,644	1,046,644	0	0	1,046,644
Athletics 2011A-1: New Money		19,240,000	2011	20 YR		18,600,000	670,000	793,169	1,463,169	0	0	1,463,169	705,000	758,794	1,463,794	0	0	1,463,794
Athletic - CABS		3,495,889	2002	18 YR		3,495,889	0	0	0	0	0	0	0	0	0	0	0	0
Athletic Fac (Refunded in 2011)		7,595,000	1998	15 YR		0	0	0	0	0	0	0	0	0	0	0	0	0
Athletic Fac (taxable-Refunded in 2011)		8,055,000	1998	15 YR		0	0	0	0	0	0	0	0	0	0	0	0	0
Capitalized Lease						78,960,889	2,305,000	3,175,222	5,480,222	0	0	5,480,222	3,205,000	3,081,390	6,286,390	0	0	6,286,390
Energy Conservation - ESCO	NZCM09ECLS	2,681,015	2010	8 YR	8222-8222	1,597,897	320,411	73,298	393,709	0	0	393,709	336,589	57,121	393,709	0	0	393,709

**Kansas State University
Component Unit Operating Expenditures----FY2012**

Blended Presentation:

K-State Athletics, Inc.	51,281,087
KSU Veterinary Clinical Outreach	1,505,708
K-State Olathe Innovation Campus	4,455,349
K-State Diagnostic and Analytical Services	9,168,656
Universal K-State	81,250
KSU Research Foundation*	1,773,055
*Fiscal Year End is 12/31/11	

Discrete Presentation:

K-State Student Union	4,697,489
KSU Institute for Commercialization	1,420,753

K-State Athletics, Incorporated
FY13 Budget Analysis with FY14 Budget

As of July 11, 2013

REVENUES	FY13 Budget	Actuals YTD	YE Projections	% of Budget
Football Tickets	\$ 10,650,992	\$ 10,850,000	\$ 10,850,000	101.87%
Men's Basketball Tickets	\$ 3,500,000	\$ 3,841,204	\$ 3,856,414	109.75%
Women's Basketball Tickets	\$ 250,000	\$ 192,457	\$ 192,457	76.98%
Other Sports Tickets	\$ 130,000	\$ 278,565	\$ 278,565	214.28%
Ahearn Fund Gifts	\$ 15,000,000	\$ 15,804,789	\$ 16,257,000	105.37%
Learfield (Corporate Sponsorships)	\$ 3,700,000	\$ 3,712,000	\$ 3,712,000	100.32%
Big 12 / NCAA	\$ 18,947,303	\$ 24,612,660	\$ 24,612,660	129.90%
Licensing	\$ 700,000	\$ 984,983	\$ 984,983	140.71%
Parking	\$ 690,000	\$ 707,882	\$ 707,932	102.59%
Concessions / Merchandise	\$ 700,000	\$ 856,317	\$ 856,317	122.33%
Student Privilege Fees	\$ 500,695	\$ 500,695	\$ 500,695	100.00%
Game Guarantees	\$ -	\$ -	\$ -	0.00%
State of Kansas	\$ 750,000	\$ 750,000	\$ 750,000	100.00%
Other Revenue	\$ 2,529,352	\$ 2,465,085	\$ 2,465,085	97.46%
	\$ 58,048,342	\$ 65,556,636	\$ 66,024,108	112.93%

2013 Budget Notes
Includes Cat Cushions
Foundation transfers not complete
Includes \$2.8 million for Bowl MPS. "Grossed up" for \$1.8 million for conference membership and officiating charges.
NIKE, GIK, Endowment, Ticket Fees, Interest Income, Operations

FY14 Budget	2014 Budget Notes
\$10,800,000.00	
\$3,500,000.00	
\$250,000.00	
\$130,000.00	
\$16,000,000.00	
\$3,850,000.00	
\$21,000,000.00	Based on conference projections
\$779,877.00	
\$700,000.00	
\$700,000.00	
\$500,695.00	
\$50,000.00	
\$1,750,000.00	
\$ 60,010,572	

EXPENSES	FY13 Budget	Actuals YTD	YE Projections	% of Budget
Sports Operating / Recruiting	\$ 20,292,041	\$ 24,025,102	\$ 24,025,102	118.40%
Scholarships	\$ 7,018,759	\$ 5,154,803	\$ 5,154,803	73.44%
Student Athlete Support	\$ 3,738,111	\$ 3,542,105	\$ 3,542,105	94.76%
Administration	\$ 4,074,750	\$ 4,915,790	\$ 4,915,790	120.64%
Marketing/Development/Broadcasting	\$ 4,779,463	\$ 4,718,725	\$ 4,718,725	98.73%
Facilities Maintenance and Utilities	\$ 5,000,000	\$ 5,275,756	\$ 6,275,756	105.52%
Game Mgmt / Operations / Officials	\$ 2,455,950	\$ 2,466,842	\$ 2,466,842	100.44%
Band / Cheerleaders	\$ 213,556	\$ 107,167	\$ 107,167	50.18%
Debt Service	\$ 5,085,343	\$ 4,785,344	\$ 4,785,344	94.10%
Big 12 Membership Fee / Overhead	\$ 1,450,000	\$ 1,450,000	\$ 1,450,000	100.00%
Game Guarantees	\$ 1,997,000	\$ 2,021,525	\$ 2,021,525	101.23%
Parking	\$ 278,500	\$ 451,644	\$ 451,644	162.17%
Institutional Support Fee	\$ 180,000	\$ 296,464	\$ 296,464	164.70%
Depreciation	\$ 1,400,000	\$ -	\$ 1,450,000	0.00%
Other Expenses	\$ 84,869	\$ 70,866	\$ 70,866	83.50%
	\$ 58,048,342	\$ 59,282,132	\$ 61,732,132	102.13%

2013 Budget Notes
FB/VB/MBB/WBB bonuses - Bowl & Post Season Expenses
Includes payments for prior commitments - done this year
East Lot repair is underway
Includes \$191,000 in lot repair and maintenance

FY14 Budget	2013 Budget Notes
\$22,931,491.84	Don't budget postseason - reimbursed
\$7,278,330.33	
\$4,185,061.97	
\$3,055,616.49	Prior commitments complete
\$5,166,762.21	
\$3,457,298.48	More utilities, less maintenance
\$2,480,518.80	
\$211,923.88	
\$5,480,282.00	
\$1,515,000.00	
\$2,085,000.00	
\$283,286.00	
\$300,000.00	
\$1,500,000.00	
\$80,000.00	
\$ 60,010,572	

This information reflects operating budgets. Both years exclude Football Stadium projects and other planned large capital projects.

Balances are committed to capital improvement projects such as the West Stadium Center and venue video board and technology enhancements. These and other projects are necessary to ensure K-State remains a viable conference member.

KSA has remitted \$1,350,293 in Sales Tax to the State of Kansas for FY2013

KSA remitted \$1,330,792 in Sales Tax to the State of Kansas for FY2012

KSA remitted \$1,258,587.44 in Sales Tax to the State of Kansas for FY2011

KSA remitted \$986,481 in Sales Tax to the State of Kansas in FY2010

Includes Payroll through pay-period ending 06/08/13 (26 of 26 pay periods)

K-State Athletics, Incorporated

FY12 Budget Analysis

As of August 24, 2012

REVENUES	FY12 Budget	Final Year End	% of Budget	2012 Budget Notes
Football Tickets	\$ 10,600,992	\$ 10,723,975	101.16%	
Men's Basketball Tickets	\$ 3,300,000	\$ 3,844,944	116.51%	Includes Sprint Center Game (Budgeted in Other)
Women's Basketball Tickets	\$ 250,000	\$ 221,512	88.60%	
Other Sports Tickets	\$ 130,000	\$ 123,240	94.80%	
Ahearn Fund Gifts	\$ 12,700,000	\$ 13,427,312	105.73%	
Capital Gifts	\$ -	\$ -	0.00%	
Learfield (Corporate Sponsorships)	\$ 3,850,000	\$ 3,862,000	100.31%	300,000 Bonus
Big 12 / NCAA	\$ 14,000,000	\$ 22,835,752	163.11%	
Licensing	\$ 600,000	\$ 927,023	154.50%	
Parking	\$ 700,000	\$ 675,921	96.56%	
Concessions / Merchandise	\$ 650,000	\$ 767,191	118.03%	
Student Privilege Fees	\$ 640,695	\$ 640,695	100.00%	
Game Guarantees	\$ 500,000	\$ 510,000	102.00%	Miami Football, IDOL MBB, Baseball
State of Kansas	\$ 1,000,000	\$ 1,004,603	100.46%	
Other Revenue	\$ 2,544,102	\$ 1,792,030	70.44%	
	\$ 51,465,789	\$ 61,356,199		

EXPENSES	FY12 Budget	Final Year End	% of Budget	2012 Budget Notes
Sports Operating / Recruiting	\$ 18,966,645	\$ 20,974,730	110.59%	Bonuses, Post Season
Scholarships	\$ 6,802,229	\$ 5,496,425	80.80%	Includes Summer 2012
Student Athlete Support	\$ 3,353,351	\$ 3,471,961	103.54%	SA Health Insurance Premium
Administration	\$ 3,995,213	\$ 4,563,155	114.22%	\$440k Extra for Health Insurance
Marketing/Development/Broadcasting	\$ 4,621,748	\$ 4,973,903	107.62%	K-State HD TV Equipment Investment
Facilities Maintenance and Utilities	\$ 4,201,512	\$ 4,780,697	113.79%	Baseball Turf Field, Track Repairs, Equestrian Arena, BTF Purchases
Game Mgmt / Operations / Officials	\$ 2,273,664	\$ 2,364,750	104.01%	
Band / Cheerleaders	\$ 281,349	\$ 298,109	105.96%	
Debt Service	\$ 2,368,710	\$ 2,398,256	101.25%	
Big 12 Membership Fee / Overhead	\$ 1,200,000	\$ 1,678,000	139.83%	
Game Guarantees	\$ 1,470,000	\$ 1,981,518	134.80%	UCF Football
Parking	\$ 278,500	\$ 246,936	88.67%	
Institutional Support Fee	\$ 180,000	\$ 180,000	100.00%	
Depreciation	\$ 1,200,000	\$ 1,294,543	107.88%	
Other Expenses	\$ 272,869	\$ 185,150	67.85%	
	\$ 51,465,789	\$ 54,888,131		

\$ -

% of Budget is based on YTD Actuals

KSA has remitted \$1,307,388 in Sales Tax to the State of Kansas for FY2012
KSA remitted \$1,258,587.44 in Sales Tax to the State of Kansas for FY2011
KSA remitted \$986,481 in Sales Tax to the State of Kansas in FY2010

Includes Payroll Paid through 7/20/12

S. Martin, 8/1/12

**Kansas Board of Regents
State University FY 2015 Planning Budget**

Kansas State University

	General Use	Restricted Use ⁵⁾
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation ¹⁾	\$159,384,083	
FY 2014 General Fees Estimate (Tuition) ²⁾	\$204,402,059	
FY 2014 Restricted Use ³⁾		\$370,960,000
Total Estimated Revenue	\$363,786,142	\$370,960,000
<u>Estimated Expenditures</u>		
FY 2014 Required General Use Expenditure Increases		
Group Health Insurance Increase	(\$545,000)	
KPERS and Other Fringe Benefit Rate Increases	\$375,659	
Faculty Promotion/Tenure	\$1,102,300	
Utility Cost Increases	\$1,000,000	
Subtotal Required Expenditure Increases	\$1,932,959	
All Other Expenditures	\$363,786,142	\$370,960,000
Total Expenditures	\$365,719,101	\$370,960,000
<u>Proposed Institution-Specific FY 2015 State General Fund Operating Enhancements</u>		
1. Strengthen the College of Architecture, Planning, Design	\$1,500,000	
2. Support Construction of College of Business Administration Building	\$1,500,000	
3. Expand Ag. Research (Great Plains Sorghum Improvement & Utilization Ctr, Wheat Genetic & Genomic Resources, and Kansas Ctr for Ag. Resources)	\$2,000,000	
3. Create a Research Synergy Center	\$5,000,000	
Total Proposed SGF Operating Enhancements	\$10,000,000	
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$1,593,841	
1% Tuition Increase ⁴⁾	\$1,699,094	
1% Salary Increase - All Funds	\$3,476,000	

Notes:

1) State General Fund appropriations - Conference Committee Report

2) FY 2014 Tuition Proposal, Appendix F-2

3) FY 2014 Budget Request Document (DA402 form), less capital improvements

4) FY 2014 Tuition Proposal, Appendix B-4, estimated revenue generated from a 1% tuition rate increase

5) Restricted Use funds include all revenue from gifts, grants and contracts from federal, state, local, and private sources; student fees other than tuition; all income from the operations of auxiliary enterprises, and all other revenues not designated as general use funds. For planning purposes, it is assumed that any increases/decreases in expenditures will be matched with increases/decreases in revenue.

**KBOR Budget Work Session
Kansas State University
July 24, 2013**

Revised: July 22, 2015

What a 1% SGF base increase would mean to Kansas State University?

Main Campus -	\$990,220
Veterinary Medical Center -	\$148,840
Extension Systems and Agriculture Research Programs -	<u>\$454,781</u>
Total -	\$1,593,481

FY 2009 was the last year that the University received an operating increase from the state that wasn't designated for a particular program. FY 2009 also brought one-time reductions in state general funds with substantial base state funding reductions in FY 2010 and beyond. Additional state funding of one percent could provide funding support for mandatory budget adjustments in the operating budget such as benefit rate adjustments and university faculty salary handbook adjustments. Or a one percent base increase could fund sixteen new faculty positions or provide 200 undergraduate students a Putnam scholarship of \$8,000 per year. A state investment of one percent in the operating budget of the university equates to a one percent tuition rate increase. A one percent general use salary increase costs \$2.7 million.

Over the past five years the state general funds have declined and the university has become more reliant on student tuition to fund the base operating support. Managing tuition revenue is more of a challenge due to the impacts that enrollment adjustments have on the revenues. Maintaining student enrollment is a constant challenge with flat or only modest increases in the number of Kansas high school graduates as universities across the state and bordering states compete with us for the same students. An enrollment decrease or a change in the mix between in-state and out-of state students can result in significant reductions to revenue. Receiving a modest increase in state funding each year will assist in stabilizing the operating budget funding and help to keep tuition affordable for our Kansas students. The willingness of our legislature to make a modest investment in our university shows that higher education is a priority to them and they recognize the value the university brings to the economic health of the state.

Description of how FY 2014 and 2015 SGF reductions will be made; and if the funds were to be restored, how would they be used?

FY 2014	1.5% Reduction	Salary Reduction	Benefits/Longevity	Total
MC and ESARP	\$2,272,459	\$3,823,551	\$186,112	\$6,282,122
VMC	\$224,749	\$120,243	\$10,229	\$355,221
Total	\$2,497,208	\$3,943,794	196,341	\$6,637,343

The FY 2014 tuition rate increase for the Main Campus and Salina absorbed \$2.9 million of the state general fund reductions for Main Campus and ESARP. The balance of \$3.4 million in cuts will be reallocated from base budgets. The President's Cabinet and Deans Council are developing a process to identify where the reductions will be implemented. Most likely, the units will be given target amounts between one and two percent to identify general use funding that can be reduced permanently. Guidelines will be provided that requests our mission areas of instruction, research and service be protected as much as possible and the quality of the student learning experience be maintained. Units may have the flexibility to use carry forward balances one-time in FY 2014 and then identify base reductions in FY 2015 to give them more time to identify areas to cut. The units will submit proposed funding reductions to meet their targets and provide an explanation of how the reduction will adversely impact their areas. The proposed reductions will be reviewed by President's Cabinet and then final allocation decisions will be based on the guidelines.

If the Governor and legislature restores at least part of the reduction in the state general fund, the funds restored could be used to reduce the required internal reallocation or fund some of the mandated expense increases in FY 2015 resulting in a smaller tuition rate increase in the fall 2014.

The Veterinary Medical Center did not increase its tuition rate in order to offset the state general fund reduction because if it had done so, the tuition would not have been affordable for some students. Instead the College is planning to abolish two to three vacant faculty positions which will result in heavier workloads for existing faculty. If the funds are restored, the College will restore those positions and begin searches to fill them.

Supplement - Impact of State General Fund Reductions of \$6.6 million to Kansas State University

Kansas State University is working hard toward its goal of becoming a top 50 public research institution by the year 2025. We set another fund raising record this year and received increased funding from research grants and contracts. Enrollment continues to reach all time highs. The university has generated considerable momentum toward making significant progress toward our strategic goals.

State reductions during this time of growth will negatively affect our ability to move forward to meet our core mission by achieving the excellence in research, teaching and service envisioned in our K-State 2025 strategic goals. Specifically, these reductions will result in:

Undergraduate Educational/Graduate Scholarly Experience

- No new faculty added to departments, despite continued large enrollment growth
- Difficulty retaining our best and brightest students

- Difficulty attracting more high-quality graduate students to our programs due to our lack of competitive stipends and tuition waivers for graduate research assistants
- Delay in enhancing academic and advising services and programs to promote student success and improve graduation and retention rates
- Difficulty building new programs to serve non-traditional students and support their degree completion
- Higher than planned tuition increase

Research, Scholarly and Creative Activities and Discovery/Engagement, Extension, Outreach and Service

- Reduced faculty and staff positions both on campus and at our research/extension centers serving the applied research and extension mission across the state
- Reduced capability to support state initiatives with regard to wheat, sorghum, water and other vital commodities
- Request for local Extension boards and county commissioners to pay a larger portion of the Cooperative Extension support for our network of local offices.
- Reduced state support for Extension agent positions, with anticipated reduction in the number of Extension agents serving agriculture, the largest industry in Kansas
- Decreased capacity to provide outreach and support to Kansas communities such as disaster relief to Greensburg, Kansas or the Rural Grocery Store Initiative
- Reduced capacity to support NBAF, build cutting edge interdisciplinary research programs, and continue attracting increasing research and grant funding in the face of diminished institutional support

Faculty and Staff

- Difficulty recruiting and retaining the very best faculty and staff to a state that is reducing support for higher education at a time when more than 30 states are increasing support
- Fifth year of no salary increase for some classified employees
- Low morale among faculty and staff
- Delay in implementing needed changes for more effective and efficient human capital strategies and processes

Facilities and Infrastructure

- Increasing deferred maintenance costs for state buildings
- Reduced capacity to fund central utility improvements and replacements, such as additional chiller capacity
- Delay in upgrading technology to support administrative and academic work
- Reduced capacity to purchase equipment to facilitate cutting-edge basic and applied research
- Delayed progress implementing key elements of the new campus master plan

Kansas State University
Kansas Board of Regents Budget Work Session
FY 2015 Budget Enhancement State General Fund Requests by Priority

1. Strengthen the College of Architecture, Planning, and Design - \$1.5 million

Kansas State University continues its number one priority from FY 2014 and requests \$1.5 million be funded from state general fund in FY 2015. The Governor recommended \$1 million in 2014 and \$1.5 million in FY 2015 and the Legislature approved the \$1 million in FY 2014 from the education building fund. The \$1.5 million in FY 2015 will be used with the FY 2014 funding to hire an architect to design the expansion and renovation of Seaton Hall. The University plans to request in FY 2016 the original proposal submitted in FY 2014 of \$5 million. The detail proposal submitted to the Board of Regents last year is attached as a separate document.

2. Construct the College of Business Administration Building – \$1.5 million

The Kansas Board of Regents approved the capital improvement project to construct a new College of Business Administration building of \$50 million funded \$35 million in private gifts and \$15 million funded from university resources at the January 2013 board meeting. Kansas State University requests \$1.5 million from state general funds to fund twenty years of debt service on the remaining building costs of \$15 million. The College has been very successful fundraising and has received verbal commitments of almost \$35 million to cover seventy percent of the construction costs. The new building of approximately 120,000 square feet will serve the college of Business Administration's three main constituents: 1) students, 2) faculty and staff, and 3) alumni and Kansas businesses. The state-of-the-art facility will allow all three constituent groups to come together to create a learning environment that prepares students for successful careers, enable faculty to conduct research and offer applied programs that benefit the citizens of Kansas. The new facility will allow us to attract the best students, faculty and staff and propel us toward reaching our goal of being in the top 10 percent of accredited business programs. This will place us in the top 50 public accredited schools of business and contribute to K-State 2025.

3. Enhance Agriculture Research - \$2 million

Kansas State University requests \$2 million in base state general funds in the Extension Systems Agriculture Research Programs budget. The funding will be used to enhance the agricultural economy of Kansas by expanding agriculture research capability by enhancing the Great Plains Sorghum Improvement and Utilization Center, the Wheat Genetic and Genomic Resources Center and the Kansas Center for Agricultural Resources.

4. Create a Research Synergy Center – \$5 million

Kansas State University requests \$5 million base state general fund to expand and improve K-State's research capacity by creating a research synergy center and to continuously invest in our research infrastructure. K-State's research space is limited and existing space is outdated and needs renovation to continue growing our research activities as part of our strategy in K-State 2025.

Kansas State University
Priority #1 - FY 2015 and FY 2016 Enhancement Request
College of Architecture, Planning & Design Enhancement Request Overview
Revised July 22, 2013

Proven Excellence

- K-State's College of Architecture, Planning & Design (APDesign)'s design programs are ranked in the top 10 nationally and are in the bottom 20 percent for price.
- We offer accredited, five-year, non-baccalaureate Master's degrees and competitive admission.
- We lead Kansas State University in retention rate and six-year graduation rate.
- Our students are diverse: we have a nearly 50/50 male/female ratio, 57 percent of students are from out of state and nearly 20 percent self-identify as non-white.
- A large percentage of our alumni stay in Kansas and the region.
- Each architect hired to design a project will lead to nearly 30 additional jobs in fields like engineering or construction.

Opportunities and Constraints

- Not enough students in the design fields to meet current and future demand.
- APDesign lacks the proper facilities and programmatic support to meet these demands or to compete against other schools, regionally and nationally, for the best and brightest students.
- The technological capacities of APDesign have not kept pace with changes in the industry
- APDesign seeks to increase its research expenditures and service/learning outreach activities in contributing to the aspirations of K-State 2025.

Solution – Increases/upgrades in:

- Scholarships/fellowships
- Endowed chairs/professorships
- Sponsored programmatic enhancements
- Facilities improvement
- Technology advancement

Request: FY 2015 - \$1,500,000 funding to continue architectural building design
FY 2016 – \$5,000,000 in recurring base funding to the College of Architecture, Planning & Design.

- This investment will be aimed at maintaining and bolstering APDesign's role as the nexus of state, regional and national design leadership through outreach and research informed by collaborative interdisciplinary activity.
- These funds will be matched on an annual basis by funds generated by APDesign.

Building on Success

- Increased interdisciplinary learning and research by increasing our potential to deliver knowledge
- Increased Service/Learning outreach opportunities for students and faculty
- Expand national leadership in sustainability practices

- Boost Kansas's workforce/economy, particularly in construction-related industries through increased APDesign graduates

Kansas State University College of Architecture, Planning & Design Enhancement Request

Proven Excellence

The College of Architecture, Planning & Design (APDesign) at Kansas State University is a professional college offering accredited, five-year, non-baccalaureate Master's degrees with competitive admission. APDesign has the highest retention rate of all colleges in Kansas State University and also the highest six-year graduation rate at 71.77 percent and as such leads in two of the primary metrics of K-State 2025. APDesign also offers post-baccalaureate programs in Landscape Architecture and in Regional and Community Planning, an online Master of Science in Community Planning, a Post-Professional Master of Science in Architecture, and a PhD program in Environmental Design and Planning.

All three of our design programs are ranked in the top 10 nationally in the 2012 *DesignIntelligence* magazine rankings of architecture, interior design and landscape architecture programs. This is no fleeting success, but rather is indicative of our sustained culture of excellence. The Landscape Architecture program has been ranked in the top eight every year since the inception of the survey. Interior Architecture & Product Design has been ranked in the top eight in 11 of 12 years. Architecture has been ranked nine out of 12 possible times. APDesign is unique in that it is the only college with three ranked programs and is further distinguished as it is the highest ranked college in a public institution.

Our student body is diverse with a nearly equal population of males and females while more than 20 percent of our students self-identify as non-white. Fifty-seven percent of our students hail from out of state, infusing added talent and intellectual capital to the state of Kansas. On average APDesign admits 160 students annually out of nearly 500 applicants and 1,200 inquiries.

After graduation about 25 percent of our alumni remain in the state of Kansas, and another large percentage live and work in the Kansas City metropolitan area. Kansas has approximately 350 architectural firms, 117 landscape architecture firms and 259 interior design firms, with even more firms licensed to work in the state. Our entrepreneurial graduates are creating jobs – according to the American Institute of Architects, every architect hired to design a project will lead to nearly 30 additional jobs in fields like engineering, construction and other building trades. Urban and regional planning is on the U.S. News & World Report list of 50 Top Careers for the third year in a row. The planning field is expected to grow about 20 percent by 2018, according to the Labor Department. Most of these jobs will be with state and local governments.

With our high rankings and low tuition costs, APDesign is a great “deal” for students. According to affordability statistics published by *DesignIntelligence* magazine in 2012, APDesign has the eighth lowest tuition/fees for in-state graduate education and the 14th lowest tuition/fees for out-of-state graduate education in the country. APDesign is the only program that is ranked both in the top 10 for excellence and in the bottom 20 percent for price. A reciprocal tuition agreement with the state of Missouri allows for lower tuition for even more students, many of whom continue to contribute to the state economy by remaining in the region upon graduation.

Opportunities and Constraints

National estimates point to a 50 percent attrition rate among design professionals through retirement in the next 10 years as baby boomers leave the workforce. Studies by the U.S. Bureau

of Labor Statistics and American Society of Landscape Architects indicate that there are only enough graduates in existing programs to cover replacement of the retiring baby boomers. There is no capacity for adding the additional 20 percent of landscape architects that are needed to meet current and future demand.

Many of the institutions we compete with for students and faculty in the Big XII, the region and around the nation have recently updated their facilities through remodels, additions or entirely new complexes. Of particular concern are regionally adjacent institutions that compete directly with APDesign for the same high-achieving students including the University of Arkansas, Iowa State University, the University of Colorado, the University of Nebraska, the University of Oklahoma and Oklahoma State University, to name a few, all of which have recently remodeled or have new facilities housing their professional design programs. Not only are we falling behind in a facilities “arms race,” we unfortunately lose too many prospective students who naively judge our “book” by its cover, as our facilities suggest a dismissive attitude toward the built environment, not the message we hope to convey.

Commensurate with the push for increased research at Kansas State University, many other universities have increased their efforts to generate external funding through extramural grants and awards. In line with this, many of the programs we compete with for students in our advanced degree programs, including those in major metropolitan areas have increased design-oriented research opportunities and resources to attract graduate and doctoral students. These efforts have begun to impact the drawing power of our advanced programs, requiring that we build the research support infrastructure, including technologies, spaces, personnel and financial support necessary to build our public and privately funded extramural research opportunities.

APDesign has always prided itself on its practice-reflective model, however design education as a whole has evolved with time and evolving technology. We have kept up with our ever-advancing industry as best as possible with limited resources, but as we move forward in supporting the university’s goal of becoming a top-50 research institution by 2025, we lack the resources for the increasing interdisciplinary interaction that will be crucial as we work toward this target. We must have versatile spaces and technologies affording our students and faculty the opportunity to work with other disciplines in learning and research.

While our programs are a value, as noted above, other regional institutions are attracting students from Kansas and adjoining states through significant scholarship support and tiered reduction of out-of-state tuition. The competition for the high achieving students considering our programs has never been greater.

Background

As a multidisciplinary design college housing accredited professional programs in Architecture, Interior Architecture and Product Design, Landscape Architecture, and Regional and Community Planning, APDesign is unique in the nation. Few other institutions have all of the professions represented in one academic unit, school or college. This distinction undergirds the lofty national reputation of our programs as we are capable of addressing all scales of design, from products to buildings to cities in one college. The comprehensive capacity of APDesign, and the broad appreciation for, and knowledge of, the allied professions, brings added value to our graduates in these times when the ramifications of our design and planning decision-making are understood to directly affect the environmental and social issues facing our society.

The faculty, staff, administration and students are motivated by our belief that ‘design thinking’ is an integral component of education and of our society. It is equal to, dependent upon, and tempers the other legs of the knowledge triad, the humanities and the sciences. Through their highly developed planning and design skills and leadership capabilities, our graduates are well prepared to inventively apply their knowledge in confronting the overarching concerns of our society, including stewardship of the environment, social equity, and visual delight. With over 6,000 alumni situated in and leading design offices throughout the world, APDesign has become known as a source of knowledge in the fields of design, as well as a generator of leaders in practice.

In preparing our students for critical practice, the programs comprising APDesign employ the unique educational model of the ‘design laboratory’ as the primary venue for incorporating and grappling with the complex systems, materials and concepts imbedded in addressing the most significant design issues of our day. The design laboratory experience demands students and faculty grapple with both hypothetical and tangible scenarios through analysis, design decision-making, application, and increased fabrication and application in service-learning activities.

Among other specific distinctions of the programs at APDesign, perhaps the most noteworthy is being ranked first by *DesignIntelligence* magazine in preparing our students to address issues of environment stewardship and sustainability. It has long been our approach that sustainable decisions in design and planning are not only rooted in environmental ethics, but are imperatives in advancing the economic feasibility of investments in construction related to environmental impacts, material selection, systems deployment, life-cycle costs, and continuing adaptability of spaces as technologies and interaction patterns evolve over time.

**Request: FY 2015 - \$1,500,000 funding to continue architectural building design
FY 2016 - \$5,000,000 in recurring base funding to the College of Architecture,
Planning & Design at Kansas State University (APDesign).**

This investment will be aimed at bolstering, maintaining, and expanding APDesign’s role as the nexus of state, regional and national design leadership through outreach and research informed by collaborative interdisciplinary activity.

These funds will be matched on an annual basis by funds generated by APDesign as follows:

- \$2.5 million in private monies
- \$1 million in increased tuition revenue associated with an increase of enrollment by 100 students
- \$1 million from increased college-specific technology fees.
- \$.5 million in externally funded research

Building on Success

Scholarships/Fellowships

In order to continue to attract the very best and brightest to APDesign, particularly in the face of increased competition for students, a sustained and increasing effort in financial support is necessary to make our programs accessible to all students with the aptitude and ability.

Development efforts will focus on attracting a highly-qualified pool of diverse candidates from the state and region and will be aimed specifically at attracting high-achieving students who currently bypass APDesign due to significant competitive support offered at other regional public and private institutions. Additionally, these funds will target non-traditional and

underrepresented candidates who forgo study in the disciplines housed in APDesign due to the added expense of graduate tuition, extended five-year study and mandatory participation in international study or internship.

Endowed Chairs/Professorships

We want to attract not only the best and brightest students, but also the best and brightest faculty available. Development efforts will direct monies to provide additional support for faculty with the intent of attracting and retaining high-caliber professors with distinguished practice and research trajectories. Currently, APDesign is losing the battle for these individuals with other public and private institutions at both the regional and national level. In the past three years we have lost numerous faculty members to other institutions due to our limited ability to support their excellence and have failed to land numerous superb faculty candidates lured to other institutions by greater resources.

Sponsored Programmatic Enhancements

Development efforts will continue to capitalize on the unique comprehensiveness of APDesign as we continue to grow our service/learning and outreach activities. APDesign has a tradition of community involvement from design/build activities in post-disaster situations at Chapman, Greensburg, Joplin and New Orleans, to planning and design efforts for Manhattan, Topeka, and Kansas City. Our students and faculty have been actively engaged with non-profit organizations in helping with their design needs, often leading to design/build activities affording our students first-hand experience in construction and fabrication of their designs. These activities have become normative components of design programs in the nation and are a major draw in recruiting high-achieving students. Service-learning is not only important to the communities and organizations, but provides tangible opportunities for our students to engage constituents as developing professionals.

Technologies

Among the most significant changes impacting the design professions has been the incredible growth of technology in the past twenty years. Specifically the digital revolution has changed the way we investigate, design, deliver, collaborate, fabricate and evaluate our designs and projects. Advances in technology have led to expanding peripheries in each of the professions and to greater opportunities for collaboration amongst the professions and with other disciplines. These advances have also led to global practice, efficient project delivery methods, and an enhanced ability to study the potential impact and actual outcomes and performance of projects. Computing hardware and software, three-dimensional scanning and digital fabrication have impacted our education mission, requiring significant investment in building our technological infrastructure in order to prepare our students for today's practice and to afford our faculty and advanced students the opportunity to generate knowledge dependent upon these technologies. In this area, APDesign lags significantly behind our competitors on both the regional and national level.

Facilities

The transformation of our Seaton home into a 21st-century learning/research facility commensurate with the national prominence of our programs is another priority. The facility should embody our appreciation of our historic heritage, our commitment to the stewardship of the environment and will provide a tangible example of reinvigorating the core of our campus through state-of-the-art facilities.

The current configuration of our facility forces our students and faculty into discipline-specific spaces, rather than supporting both formal and informal interdisciplinary cross-pollination. Upgrading our facilities, in particular our teaching laboratories, collaborative research spaces, fabrication/shop spaces and public outreach venues (including lecture and gallery facilities) will help us broaden the public impact of the activities of APDesign.

Additionally, in renewing our facility, APDesign will be leaders, at the forefront of sustainability practices and technology in design practice. Seaton Hall can and should be an example of how to revitalize our historic campus with a commitment to the environment. We have the opportunity to set the sustainable standard on campus in our design of a revitalized complex. By dealing with the inefficiencies of the building configuration and systems, we can reduce its impact on the university's utility and maintenance costs. It is our goal to be the exemplar, not only for Kansas State University's historic core, but for other universities as well.

Impact

Interdisciplinary Learning and Research

These monies will allow APDesign to build on its proven strengths of preparing graduates for practice in the design professions by increasing our potential to deliver knowledge to the professions and to other disciplines through expanded and applied research. Through service-learning, increasing the potential for students and faculty to be informed, and a broad spectrum of interdisciplinary activity in teaching, research and design application, our students and alumni will be even better prepared to make an impact in practice. Our focus will be on continuing to develop our graduates' ability to expand the impact of professional practice through the inventive application of their design skills and knowledge, utilizing a paradigm of reflective practice, both informed by and informing the profession.

In line with our interdisciplinary focus, we will transform our facilities to accommodate greater collaborative learning and research in both on-site and distance opportunities among the design professions with those disciplines impacting the built environment, from geography to business to engineering, to name but a few. The increased opportunities for interdisciplinary collaboration reflect the changes in the professions and the ever-expanding periphery of the design disciplines as practices align with the metrics of increased attention to the stewardship of the environment, social equity and visual delight.

These monies will allow for a much-needed infusion of state-of-the-art technologies in visualization, building systems analysis, post-occupancy evaluation, representation and fabrication in line with significant and continual changes in our industry. These resources will allow greater involvement of our students and faculty in design-related research and service-learning outreach as APDesign builds upon its national reputation embedded in our model of reflective practice.

Workforce/Economy

These monies will allow increased enrollment commensurate with the need to fill the ranks of our professions by providing the space, professors and programmatic support necessary to accommodate additional students. Currently we are unable to accommodate half of our admitted first-year students in a studio environment at the same time. Our students are already in demand - our continued lofty national reputation has resulted in significant opportunities for our students in internships and for our graduates being heavily recruited for positions within state, regional and national firms. Additionally, this support will allow us to investigate and institute alternative

degree programs and entry points into professional education for non-traditional students intent on advancing their knowledge through specialization and advanced degrees.

While the recent economic downturn beginning in 2008 was a difficult time for the design professions, they are rebounding as capital is once again beginning to flow towards planning and construction projects. The American Institute of Architects estimates that every \$1 million spent on vertical building results in 28.5 jobs, a very favorable job creation figure when compared to highway and road construction projects generating less than half the number of jobs for each dollar spent. Nationally there are 104,000 licensed architects, 200,000 persons in firms. Correlation to annual construction-related expenditures is nearly \$6 million per licensed design professional.

Kansas has 2,713 architects and 372 landscape architects including 532 architecture firms and 64 landscape architecture firms, licensed to practice in the state. A high number of these firms are owned, managed and populated by graduates of the programs housed in APDesign at Kansas State University. In the last five years, more than 40 percent of our graduates have remained in the state of Kansas after graduation. Increasing the capacity of APDesign to educate and graduate more design professionals makes great economic sense for the State of Kansas.

“Our guiding principle was that design is neither an intellectual nor a material affair, but simply an integral part of the stuff of life, necessary for everyone in a civilized society.” --Walter Gropius

Enrollment by Student Characteristics Fall 2007 - Fall 2012

Kansas State University Table A

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	18,545	18,491	18,778	19,205	19,385	19,853	7.1%
Master's*	3,338	3,566	3,365	2,832	2,921	2,901	-13.1%
Doctoral*	1,021	1,024	1,001	1,089	1,100	1,160	13.6%
Total	22,904	23,081	23,144	23,126	23,406	23,914	4.4%
Enrollment: FTE							
Undergraduate	16,375	16,254	16,621	17,003	17,174	17,620	7.6%
Master's*	2,176	2,255	2,171	1,890	2,032	2,137	-1.8%
Doctoral*	760	749	695	785	808	840	10.6%
Total	19,311	19,258	19,487	19,678	20,014	20,596	6.7%
Student Status***							
Full-time	17,799	18,108	18,418	18,893	19,154	19,823	11.4%
Part-time	5,105	4,973	4,726	4,233	4,252	4,091	-19.9%
Total	22,904	23,081	23,144	23,126	23,406	23,914	4.4%
Student Residency							
Resident	18,065	18,108	17,276	16,989	16,972	17,147	-5.1%
Non-resident	4,839	4,973	5,868	6,137	6,434	6,767	39.8%
Total	22,904	23,081	23,144	23,126	23,406	23,914	4.4%
Student Status							
On-Campus	20,151	20,213	20,381	20,773	20,950	21,469	6.5%
Off-Campus	2,753	2,868	2,763	2,353	2,456	2,445	-11.2%
Total	22,904	23,081	23,144	23,126	23,406	23,914	4.4%
Student Age: Undergraduates							
19 and under	6,346	5,642	6,354	6,264	6,412	6,739	6.2%
20 - 24	10,485	11,003	10,593	10,976	10,970	11,015	5.1%
25 and Over	1,714	1,846	1,831	1,965	2,003	2,099	22.5%
Unknown	0	0	0	0	0	0	0.0%
Total	18,545	18,491	18,778	19,205	19,385	19,853	7.1%
Student Age: Graduates							
24 and Under	1,024	1,022	1,037	965	965	1,105	7.9%
25 and Over	3,335	3,568	3,329	2,956	3,056	2,956	-11.4%
Unknown	0	0	0	0	0	0	0.0%
Total	4,359	4,590	4,366	3,921	4,021	4,061	-6.8%
Student Race/Ethnicity**							
White	18,895	18,728	18,096	18,300	18,057	18,095	-4.2%
Non-resident Alien	1,217	1,427	1,703	1,806	1,853	2,040	67.6%
Black or African-American	816	836	884	993	989	1,016	24.5%
American Indian/Alaska Native	140	163	144	111	97	93	-33.6%
Asian	333	345	351	304	345	333	0.0%
Hispanic	670	746	815	1,058	1,174	1,273	90.0%
Native Hawaiian/ Pacific Islander	NA	NA	NA	35	38	30	NA
Two or more Races	NA	NA	NA	395	522	582	NA
Unknown	833	836	1,151	124	331	452	-45.7%
Total	22,904	23,081	23,144	23,126	23,406	23,914	4.4%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011.

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

*** Full-time/part-time numbers were incorrectly reported in prior Data Books for 2007. Numbers have been corrected from 1,822 to 17,799 for full-time and 5,110 to 5,105 for part-time.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics
Fall 2007 - Fall 2012**
**Kansas State University
Table A**

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Occupancy in Univ. owned housing & Pct. to Total Enroll	4,367 21.2%	5,093 22.1%	5,145 22.2%	5,204 22.5%	5,340 22.8%	5,493 22.5%	25.8% 1.3%
Enroll: ACT Scores** (First-time freshmen)							
12 and under	0.2%	0.2%	0.3%	0.3%	0.4%	0.2%	0.0%
13 - 16	3.5%	3.6%	3.6%	3.7%	4.5%	3.9%	0.4%
17 - 22	36.2%	34.1%	34.9%	35.6%	34.2%	34.7%	-1.5%
23 - 26	34.3%	34.6%	33.5%	33.8%	33.3%	34.6%	0.3%
27 - 31	22.1%	22.8%	22.2%	22.0%	23.3%	22.0%	-0.1%
32 - 36	3.8%	4.7%	5.4%	4.6%	4.3%	4.5%	0.7%
Degrees Awarded							
Associate	78	63	59	66	65	49	-37.2%
Baccalaureate	3,550	3,450	3,224	3,258	3,344	3,507	-1.2%
Master's	679	803	868	872	989	979	44.2%
Doctoral	258	265	255	245	269	267	3.5%
Total	4,565	4,581	4,406	4,441	4,667	4,802	5.2%
Facility Characteristics*							
Total Gross Area	8,278,564		8,789,766		8,775,616		
Total Net Assignable	5,360,303		5,412,356		5,411,886		
Net Assignable - Residential	736,014		736,014		806,243		
% Gross Area Built	52%		56%		52%		
Since 1961	2,780,113		3,257,371		2,813,484		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	32.89		36.58		40.60		
Teaching Lab	32.30		35.20		40.00		

* Includes KSU-Salina Campus

Source: State University Housing report; U.S. Dept, IPEDS Completions Survey; State University Inventory of Facilities and the ACT Class Profile Report

Total Operating Expenditures by Fund FY 2007 - FY 2012

Kansas State University Table B

Category*	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$162,959,296 1.31%	\$170,370,328 4.55%	\$162,337,928 -4.71%	\$153,209,187 -5.62%	\$154,207,783 0.65%	\$151,193,455 -1.95%	20.4%
General Fees Funds (Tuition) Percent Increase Tuition	\$104,344,823 2.26%	\$121,211,644 16.16%	\$130,700,932 7.83%	\$133,911,646 2.46%	\$141,048,436 5.33%	\$165,782,712 17.54%	22.4%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase	\$8,330,253 7.71%	\$9,089,055 9.11%	\$8,902,728 -2.05%	\$8,867,756 -0.39%	\$10,598,545 19.52%	\$10,794,576 1.85%	1.5%
General Use Exp. Percent Increase GU	\$275,634,372 1.85%	\$300,671,027 9.08%	\$301,941,588 0.42%	\$295,988,589 -1.97%	\$305,854,764 3.33%	\$327,770,743 7.17%	44.3%
Restricted Use Exp. Percent Increase RU	\$289,207,731 -3.20%	\$297,133,200 2.74%	\$343,193,505 15.50%	\$257,352,733 -25.01%	\$258,865,551 0.59%	\$280,073,353 8.19%	37.8%
Operating Expenditures Pct. Increase - Operating Exp.	\$564,842,103 -0.80%	\$597,804,227 5.84%	\$645,135,093 7.92%	\$553,341,322 -14.23%	\$564,720,315 2.06%	\$607,844,096 7.64%	
Restricted Use Non-Reportable Student Loan Expenditures*	\$0	\$0	\$0	\$133,328,208	\$124,308,863	\$132,133,582	
Percent Increase RU N-R				NA	-6.76%	6.29%	17.9%
Total Operating Expenditures (including Non-reportable Student Loan Expenditures)	\$564,842,103 -0.80%	\$597,804,227 5.84%	\$645,135,093 7.92%	\$686,669,530 6.44%	\$689,029,178 0.34%	\$739,977,678 7.39%	100.0%

Tables include financial data for KSU Main Campus and the Extension Systems and Agriculture Research Programs.

*Beginning in FY 2010, a technical change was made in the accounting of student loans. Federal student loans were determined to be non-reportable so the amount of those loans was removed from reportable scholarships and fellowship expenditures.

Source: Operating summaries of Legislative Budget submittals.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

Kansas State University Table C

Category*	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$130,222,999	\$137,459,454	\$141,494,378	\$145,825,031	\$145,096,079	\$157,139,297	20.7%
Academic Support	\$38,565,925	\$38,882,474	\$39,794,388	\$39,006,178	\$39,325,517	\$42,386,488	9.9%
Student Services	\$17,952,217	\$19,556,502	\$20,594,074	\$22,011,471	\$20,166,219	\$21,326,015	18.8%
Institutional Support	\$26,243,603	\$27,361,838	\$24,611,468	\$23,132,698	\$27,573,129	\$30,869,019	17.6%
Educational Program	\$212,984,744	\$223,260,268	\$226,494,308	\$229,975,378	\$232,160,944	\$251,720,819	18.2%
Physical Plant	\$28,654,520	\$33,352,417	\$35,370,078	\$33,720,593	\$34,901,839	\$39,439,721	37.6%
Research	\$115,468,106	\$118,708,988	\$129,870,717	\$143,432,927	\$136,947,902	\$140,862,288	22.0%
Public Service	\$57,806,723	\$63,269,893	\$68,252,741	\$70,268,649	\$63,404,633	\$69,458,272	20.2%
Scholarships and Fellowships*	\$117,996,870	\$123,942,090	\$144,116,116	\$31,055,770	\$50,655,785	\$52,466,227	-55.5%
Other (including Transfers)	\$263,719	\$4,169,804	\$5,147,507	\$7,749,221	\$522,504	\$6,918,288	NA
Total Educ. and General	\$533,174,682	\$566,703,460	\$609,251,467	\$516,202,538	\$518,593,607	\$560,865,615	5.2%
Auxiliary Enterprises	\$31,667,421	\$31,100,767	\$35,883,626	\$37,138,784	\$46,126,708	\$46,978,481	48.3%
Operating Expenditures	\$564,842,103	\$597,804,227	\$645,135,093	\$553,341,322	\$564,720,315	\$607,844,096	7.6%
Restricted Use Non-Reportable Student Loan Expenditures*	\$0	\$0	\$0	\$133,328,208	\$124,308,863	\$132,133,582	NA
Total Operating Expenditures (including Non-reportable Student Loan Expenditures)	\$564,842,103	\$597,804,227	\$645,135,093	\$686,669,530	\$689,029,178	\$739,977,678	31.0%

*Beginning in FY 2010, a technical change was made in the accounting of student loans. Federal student loans were determined to be non-reportable so the amount of those loans was removed from reportable scholarships and fellowship expenditures.

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Program FY 2007 - FY 2012

Kansas State University Table D

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$109,703,734	\$117,182,839	\$121,618,834	\$120,125,579	\$120,699,045	\$132,188,737	20.5%
Academic Support	\$30,849,613	\$34,167,170	\$33,722,092	\$32,498,019	\$34,877,728	\$36,765,381	19.2%
Student Services	\$10,832,003	\$11,628,812	\$12,336,284	\$12,603,778	\$12,288,318	\$12,461,775	15.0%
Institutional Support	\$21,492,459	\$22,400,987	\$20,692,461	\$20,304,352	\$22,344,370	\$25,139,042	17.0%
Educational Program	\$172,877,809	\$185,379,808	\$188,369,671	\$185,531,728	\$190,209,461	\$206,554,935	19.5%
Physical Plant	\$26,504,194	\$29,777,504	\$28,880,902	\$29,819,319	\$33,630,911	\$35,689,230	34.7%
Research	\$39,742,267	\$42,992,196	\$42,832,493	\$41,381,384	\$41,025,716	\$40,676,634	2.4%
Public Service	\$26,594,988	\$27,776,497	\$27,186,384	\$26,036,501	\$26,690,876	\$27,866,450	4.8%
Scholarships and Fellowships	\$9,915,114	\$12,940,417	\$12,613,875	\$11,156,679	\$13,942,972	\$16,505,371	66.5%
Other (including Transfers)	\$0	\$1,804,605	\$2,036,143	\$2,008,966	\$312,551	\$478,123	NA
Total Educ. and General	\$275,634,372	\$300,671,027	\$301,919,468	\$295,934,577	\$305,812,487	\$327,770,743	18.9%
Auxiliary Enterprises	\$0	\$0	\$22,120	\$54,012	\$42,277	\$0	0.0%
Total General Use Exp.	\$275,634,372	\$300,671,027	\$301,941,588	\$295,988,589	\$305,854,764	\$327,770,743	18.9%

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Object FY 2007 - FY 2012

Kansas State University Table E

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	992.76	985.26	927.78	920.00	916.39	913.59	-8.0%
Classified - Expenditures	\$28,594,686	\$30,046,359	\$30,998,642	\$30,534,551	\$30,729,740	\$29,879,616	4.5%
Unclassified - FTE	2,284.96	2,326.59	2,157.42	2,221.78	2,360.03	2,399.80	5.0%
Unclassified - Expenditures	\$140,865,642	\$150,287,703	\$158,835,652	\$153,262,379	\$154,155,420	\$162,557,405	15.4%
Student Wages Expenditures	\$3,699,719	\$3,956,584	\$4,326,629	\$3,826,408	\$3,883,107	\$4,039,297	9.2%
Health Insurance	\$15,585,016	\$15,684,340	\$11,610,327	\$16,574,648	\$18,364,701	\$21,281,975	36.6%
All Other Fringe	\$28,842,732	\$30,524,370	\$31,703,157	\$31,751,373	\$32,448,678	\$33,466,655	16.0%
Subtotal Salaries- FTE	3,277.72	3,311.85	3,085.20	3,141.78	3,276.42	3,313.39	1.1%
Subtotal Salaries- Exp.	\$217,587,795	\$230,499,356	\$237,474,407	\$235,949,359	\$239,581,646	\$251,224,948	15.5%
Other Operating Expenditures	\$46,771,775	\$57,952,591	\$52,848,777	\$47,708,074	\$53,171,578	\$63,104,479	34.9%
Utilities	\$11,274,802	\$12,219,080	\$11,618,404	\$12,331,156	\$13,101,540	\$13,441,316	19.2%
Total General Use Exp.	\$275,634,372	\$300,671,027	\$301,941,588	\$295,988,589	\$305,854,764	\$327,770,743	18.9%

Source: Operating summaries of Legislative Budget submittals.

Enrollment by Student Characteristics Fall 2007 - Fall 2012

KSU-Vet Med Center Table A

Enrollment: Headcount	2006	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	0	0	0	0	0	0	0	0.0%
Master's*	0	0	0	0	0	0	0	0.0%
Doctoral*	433	428	439	437	462	457	464	8.4%
Total	433	428	439	437	462	457	464	8.4%
Enrollment: FTE								
Undergraduate	0	0	0	0	0	0	0	0.0%
Master's*	0	0	0	0	0	0	0	0.0%
Doctoral*	651	645	674	687	721	723	723	12.1%
Total	651	645	674	687	721	723	723	12.1%
Student Status								
Full-time	425	422	429	432	457	451	452	7.1%
Part-time	8	6	10	5	5	6	12	100.0%
Total	433	428	439	437	462	457	464	8.4%
Student Residency								
Resident	198	188	191	175	181	182	180	-4.3%
Non-resident	235	240	248	262	281	275	284	18.3%
Total	433	428	439	437	462	457	464	8.4%
Student Status								
On-Campus	433	428	439	437	461	456	464	8.4%
Off-Campus	0	0	0	0	1	1	0	0.0%
Total	433	428	439	437	462	457	464	8.4%
Student Age: Undergraduates								
19 and under	Not reported							
20 - 24								
25 and Over								
Unknown								
Total								
Student Age: Graduates								
24 and Under	221	196	196	207	236	233	244	24.5%
25 and Over	212	232	243	230	226	224	220	-5.2%
Unknown	0	0	0	0	0	0	0	
Total	433	428	439	437	462	457	464	8.4%
Student Race/Ethnicity**								
White	412	402	392	357	387	363	358	-10.9%
Non-resident Alien	1	3	4	2	6	4	5	66.7%
Black or African-American	1	2	2	2	0	1	3	50.0%
American Indian/Alaska Native	2	2	4	5	2	2	2	0.0%
Asian	7	5	8	12	16	19	19	280.0%
Hispanic	5	5	10	14	19	17	17	240.0%
Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	0	0	0	NA
Two or more Races	NA	NA	NA	NA	13	14	11	NA
Unknown	5	9	19	45	19	37	49	444.4%
Total	433	428	439	437	462	457	464	8.4%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011.

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Total Operating Expenditures by Fund
FY 2007 - FY 2012**
**KSU- Vet Med Center
Table B**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$10,736,967 1.97%	\$11,281,788 5.07%	\$10,836,973 -3.94%	\$10,336,516 -4.62%	\$10,415,617 0.77%	\$10,251,459 -1.58%	28.4%
General Fees Funds (Tuition) Percent Increase Tuition	\$11,503,125 2.80%	\$11,471,844 -0.27%	\$12,929,645 12.71%	\$13,525,690 4.61%	\$14,698,381 8.67%	\$14,730,811 0.22%	40.9%
Hospital Revenue Funds Percent Increase Funds	\$8,026,601 -8.73%	\$7,412,872 -7.65%	\$5,979,810 -19.33%	\$4,163,786 -30.37%	\$4,618,405 10.92%	\$5,136,610 11.22%	14.3%
Other General Use Percent Increase	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
General Use Exp. Percent Increase GU	\$30,266,693 -0.81%	\$30,166,504 -0.33%	\$29,746,428 -1.39%	\$28,025,992 -5.78%	\$29,732,403 6.09%	\$30,118,880 1.30%	83.6%
Restricted Use Exp. Percent Increase RU	\$2,712,710 40.69%	\$3,454,403 27.34%	\$5,253,235 52.07%	\$4,437,366 -15.53%	\$5,088,187 14.67%	\$5,919,312 16.33%	16.4%
Total Operating Exp. Pct. Increase Total Operating	\$32,979,403 1.66%	\$33,620,907 1.95%	\$34,999,663 4.10%	\$32,463,358 -7.25%	\$34,820,590 7.26%	\$36,038,192 3.50%	100.0%

Source: Operating summaries of Legislative Budget submittals.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

KSU- Vet Med Center Table C

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$22,434,750	\$23,032,446	\$23,771,051	\$21,891,922	\$23,900,831	\$24,025,251	7.1%
Academic Support	\$5,115,379	\$5,790,944	\$5,949,078	\$5,123,851	\$4,871,685	\$5,286,193	3.3%
Student Services	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Institutional Support	\$0	\$0	\$0	\$0	\$0	\$2,790	NA
Educational Program	\$27,550,129	\$28,823,390	\$29,720,129	\$27,015,773	\$28,772,516	\$29,314,234	6.4%
Physical Plant	\$1,642,676	\$1,788,908	\$1,798,999	\$1,349,492	\$2,258,221	\$2,143,519	30.5%
Research	\$13,045	\$0	\$0	\$827,360	\$0	\$0	NA
Public Service	\$3,673,553	\$2,808,906	\$3,183,909	\$2,881,527	\$3,401,247	\$4,185,180	13.9%
Scholarships and Fellowships	\$100,000	\$200,000	\$296,626	\$389,206	\$388,606	\$395,259	295.3%
Other (including Transfers)	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Educ. and General	\$32,979,403	\$33,621,204	\$34,999,663	\$32,463,358	\$34,820,590	\$36,038,192	9.3%
Auxiliary Enterprises	\$0	-\$297	\$0	\$0	\$0	\$0	0.0%
Total Operating	\$32,979,403	\$33,620,907	\$34,999,663	\$32,463,358	\$34,820,590	\$36,038,192	9.3%

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Program FY 2007 - FY 2012

KSU- Vet Med Center Table D

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$21,449,562	\$21,958,679	\$22,565,176	\$20,945,385	\$22,652,659	\$22,579,933	5.3%
Academic Support	\$4,665,502	\$5,197,240	\$5,087,850	\$4,517,802	\$4,435,150	\$5,003,809	7.3%
Student Services	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Institutional Support	\$0	\$0	\$0	\$0	\$0	\$1,789	NA
Educational Program	\$26,115,064	\$27,155,919	\$27,653,026	\$25,463,187	\$27,087,809	\$27,585,531	5.6%
Physical Plant	\$1,639,066	\$1,784,839	\$1,797,118	\$1,346,856	\$2,255,971	\$2,138,121	30.4%
Research	\$35	\$0	\$0	\$827,360	\$0	\$0	NA
Public Service	\$2,412,528	\$1,025,746	\$34	-\$34	\$0	\$0	NA
Scholarships and Fellowships	\$100,000	\$200,000	\$296,250	\$388,623	\$388,623	\$395,228	295.2%
Other (including Transfers)	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Educ. and General	\$30,266,693	\$30,166,504	\$29,746,428	\$28,025,992	\$29,732,403	\$30,118,880	-0.5%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total General Use Exp.	\$30,266,693	\$30,166,504	\$29,746,428	\$28,025,992	\$29,732,403	\$30,118,880	-0.5%

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Object FY 2007 - FY 2012

KSU- Vet Med Center Table E

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	147.13	149.23	127.94	127.84	128.34	130.64	-11.2%
Classified - Expenditures	\$3,889,751	\$3,884,480	\$3,781,280	\$3,616,971	\$3,608,554	\$3,590,640	-7.7%
Unclassified - FTE	146.00	151.30	141.62	143.88	144.32	151.95	4.1%
Unclassified - Expenditures	\$13,516,738	\$14,707,565	\$13,909,991	\$13,848,964	\$14,000,106	\$14,094,042	4.3%
Student Wages Expenditures	\$501,376	\$461,550	\$465,838	\$396,529	\$448,695	\$473,743	-5.5%
Health Insurance	\$1,786,145	\$1,750,676	\$1,136,917	\$1,613,090	\$1,829,685	\$2,120,297	18.7%
All Other Fringe	\$2,871,438	\$3,050,498	\$2,889,440	\$2,905,705	\$3,008,348	\$3,003,107	4.6%
Subtotal Salaries- FTE	293.13	300.53	269.56	271.72	272.66	282.59	-3.6%
Subtotal Salaries- Exp.	\$22,565,448	\$23,854,769	\$22,183,466	\$22,381,259	\$22,895,388	\$23,281,829	3.2%
Other Operating Expenditures	\$7,369,743	\$5,933,110	\$6,894,668	\$4,631,858	\$6,009,985	\$6,134,457	-16.8%
Utilities	\$331,502	\$378,625	\$668,294	\$1,012,875	\$827,030	\$702,594	111.9%
Total General Use Exp.	\$30,266,693	\$30,166,504	\$29,746,428	\$28,025,992	\$29,732,403	\$30,118,880	-0.5%

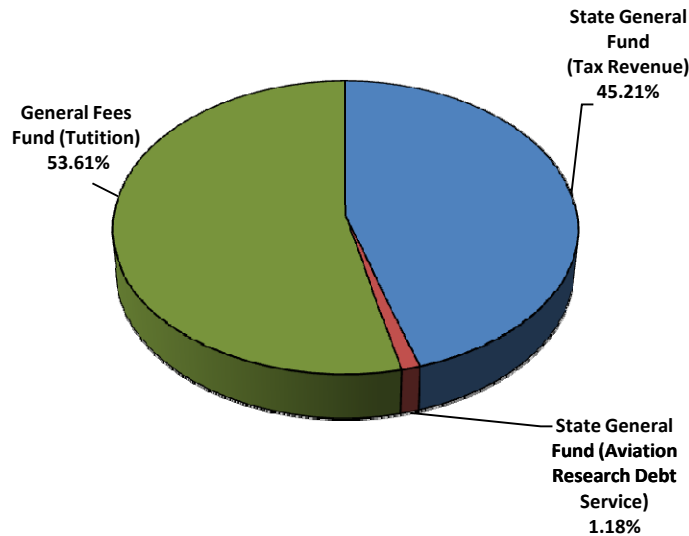
Source: Operating summaries of Legislative Budget submittals.

Wichita State University

Fiscal Year 2014 Operating Budget

Total Budget By Funding Source

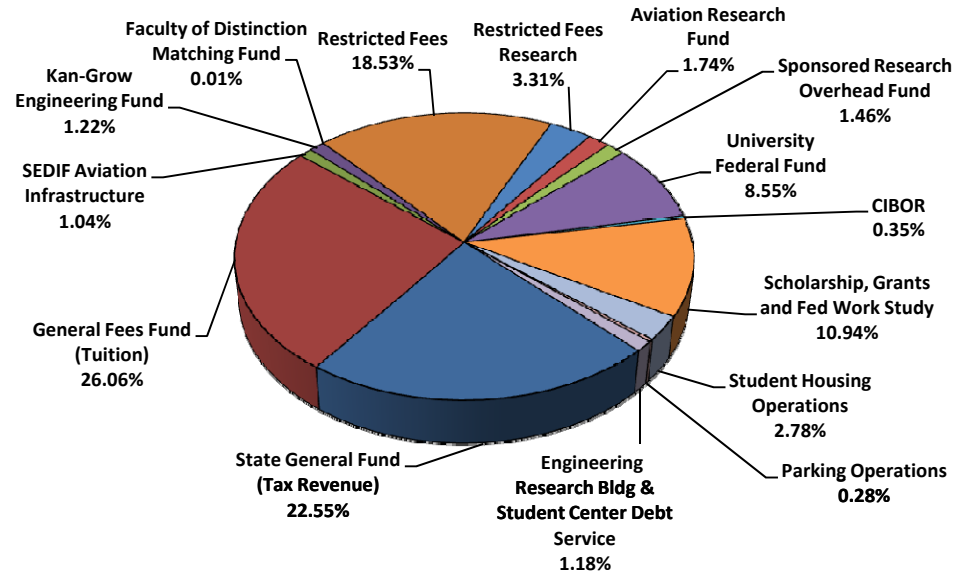
General Use Funds



<u>Funding Source</u>	<u>Amount</u>	<u>Percent</u>
State General Fund (Tax Revenue - General Operating)	\$63,016,873	45.21%
State General Fund (Tax Revenue - Aviation Research Debt Service)	1,647,674	1.18%
General Fees Fund (Tuition)	74,713,905	53.61%

Total Budget	<u>\$139,378,452</u>	<u>100.00%</u>
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All Funds

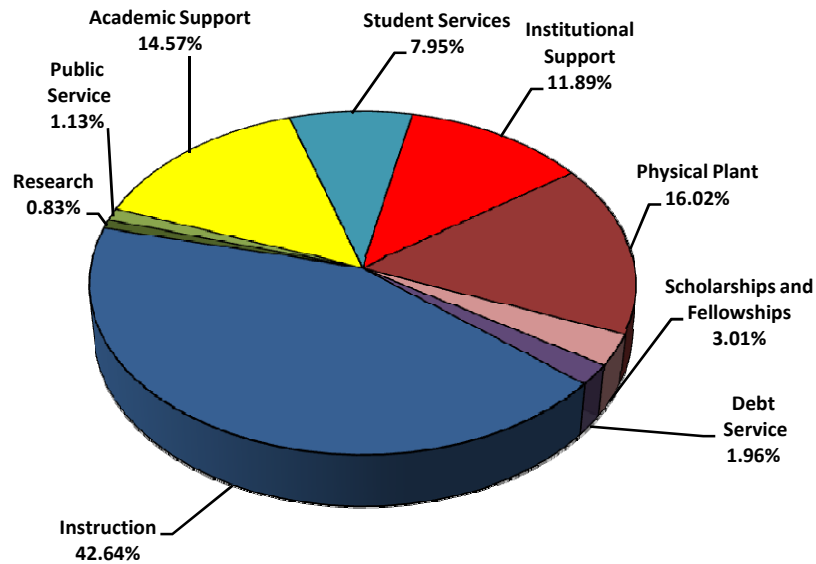


<u>Funding Source</u>	<u>Amount</u>	<u>Percent</u>
State General Fund (Tax Revenue)	\$64,664,547	22.55%
General Fees Fund (Tuition)	74,713,905	26.06%
SEDIF Aviation Infrastructure	2,981,537	1.04%
Kan-Grow Engineering Fund	3,500,000	1.22%
Faculty of Distinction Matching Fund	29,958	0.01%
Restricted Fees	53,130,986	18.53%
Restricted Fees Research	9,500,000	3.31%
Aviation Research Fund	5,000,000	1.74%
Sponsored Research Overhead Fund	4,200,000	1.46%
University Federal Fund	24,500,000	8.55%
CIBOR	1,000,000	0.35%
Scholarship, Grants and Fed Work Study	31,364,321	10.94%
Student Housing Operations	7,966,705	2.78%
Parking Operations	804,495	0.28%
Engineering Research Bldg & Student Center Debt Service	3,372,130	1.18%

Total Budget	<u>\$286,728,584</u>	<u>100.00%</u>
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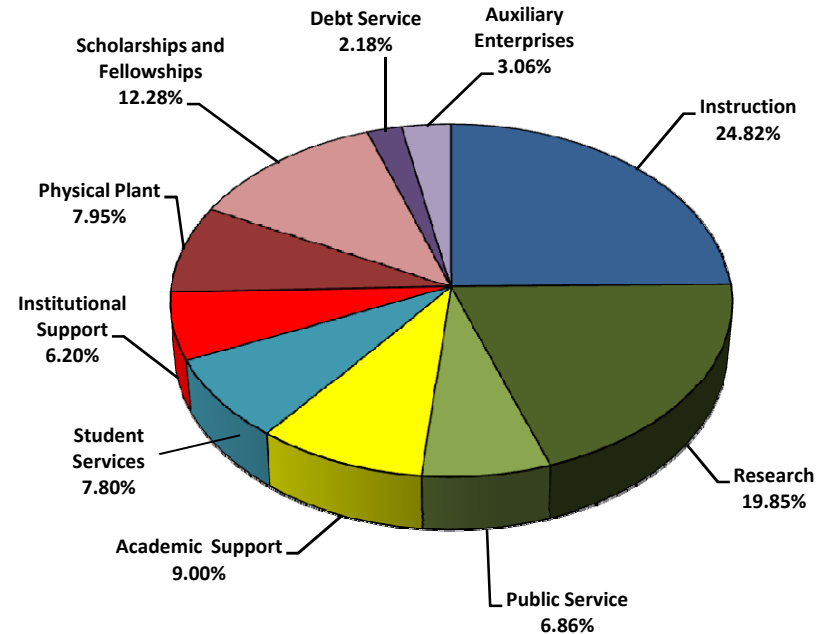
Wichita State University Fiscal Year 2014 Operating Budget Total Budget By Program

General Use Funds



<u>Budget Program</u>	<u>Amount</u>	<u>Percent</u>
Instruction	\$59,421,307	42.64%
Research	1,159,888	0.83%
Public Service	1,569,410	1.13%
Academic Support	20,312,499	14.57%
Student Services	11,079,995	7.95%
Institutional Support	16,577,028	11.89%
Physical Plant	22,324,252	16.02%
Scholarships and Fellowships	4,196,529	3.01%
Debt Service	2,737,544	1.96%
Total Budget	<u>\$139,378,452</u>	<u>100.00%</u>

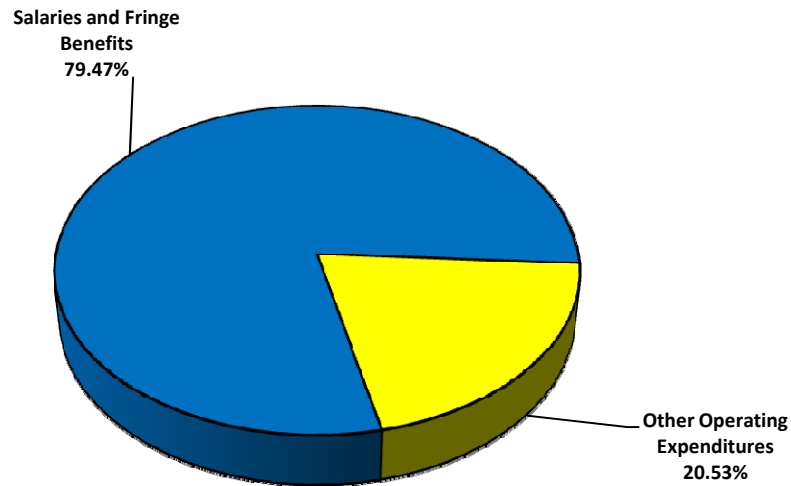
All Funds



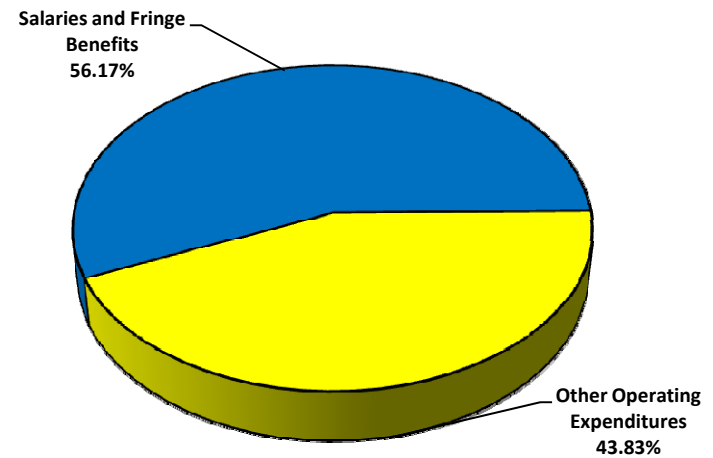
<u>Budget Program</u>	<u>Amount</u>	<u>Percent</u>
Instruction	\$71,162,657	24.82%
Research	56,908,835	19.85%
Public Service	19,671,586	6.86%
Academic Support	25,798,232	9.00%
Student Services	22,360,292	7.80%
Institutional Support	17,784,193	6.20%
Physical Plant	22,807,252	7.95%
Scholarships and Fellowships	35,217,288	12.28%
Debt Service	6,247,049	2.18%
Auxiliary Enterprises	8,771,200	3.06%
Total Budget	<u>\$286,728,584</u>	<u>100.00%</u>

Wichita State University
Fiscal Year 2014 Operating Budget
Total Budget By Expenditure Classification

General Use Funds



All Funds



Expenditure Classification

Amount

Percent

Salaries and Fringe Benefits
Other Operating Expenditures

\$110,768,342 79.47%
28,610,110 20.53%

Total Budget

\$139,378,452 **100.00%**

Expenditure Classification

Amount

Percent

Salaries and Fringe Benefits
Other Operating Expenditures

\$161,040,923 56.17%
125,687,661 43.83%

Total Budget

\$286,728,584 **100.00%**

**Kansas Board of Regents
State University FY 2015 Planning Budget**

Wichita State University

	General Use	Restricted Use ⁵⁾
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation ¹⁾	\$63,016,873	
FY 2014 General Fees Estimate (Tuition) ²⁾	\$74,713,905	
FY 2014 Restricted Use ³⁾		\$144,500,000
Total Estimated Revenue	\$137,730,778	\$144,500,000
<u>Estimated Expenditures</u>		
FY 2015 Required General Use Expenditure Increases		
Group Health Insurance Decrease	(\$150,000)	
KPERs and Other Fringe Benefit Rate Increases	\$190,000	
Faculty Promotion/Tenure	\$230,000	
Utility Cost Increases	\$250,000	
Subtotal Required Expenditure Increases	\$520,000	
All Other Expenditures	\$137,730,778	\$144,500,000
Total Expenditures	\$138,250,778	\$144,500,000
<u>Proposed Institution-Specific FY 2015 State General Fund Operating Enhancements</u>		
1. Extend the Universities ability to engage with business in the transfer of technology from the University		TBD
2. Planning funds for the development of a technology transfer facility		TBD
3. Development of technology transfer-related issues		TBD
Total Proposed SGF Operating Enhancements		TBD
<u>Proposed Institution-Specific FY 2015 State General Fund Capital Improvement Enhancements</u>		
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$630,169	
1% Tuition Increase ⁴⁾	\$600,000	
1% Salary Increase - All Funds	\$1,320,000	

Notes:

1) State General Fund appropriations - SB 171

2) FY 2014 Tuition Proposal, Appendix F-2

3) FY 2014 Budget Request Document (DA402 form), less capital improvements

4) FY 2014 Tuition Proposal, Appendix B-4, estimated revenue generated from a 1% tuition rate increase

5) Restricted Use funds include all revenue from gifts, grants and contracts from federal, state, local, and private sources; student fees other than tuition; all income from the operations of auxiliary enterprises, and all other revenues not designated as general use funds. For planning purposes, it is assumed that any increases/decreases in expenditures will be matched with increases/decreases in revenue.

**Wichita State University
Kansas Board of Regents Budget Work Session
July 24, 2013**

Implications of a 1% Base State General Fund Increase for Fiscal Year 2015

A 1% State General Fund increase for Wichita State University would total \$630,169. If received, the additional funding would be used toward awarding salary increases to faculty and staff in Fiscal Year 2015.

Description of how Fiscal Year 2014 and 2015 State General Fund budget reductions will be made, and, if the funds were to be restored, how they would be used.

WSU's budget reduction for Fiscal Year 2014 totaled \$2,086,075. For Fiscal Year 2014, the majority of the budget reduction was taken from a department in the budget related to mission-related enhancements. President Beggs had set those funds aside for a new president to use toward his agenda and future vision for WSU. President Bardo had planned to utilize those funds to initiate advancement of the technology transfer initiative that is described in detail in the enhancement requests for Fiscal Year 2015. The remaining amount needed to meet the budget reduction was offset by an increase in budgeted tuition revenue resulting from an increase in our base number of student credit hours.

Restoration of the funds from the 1.5% operating expenditure reduction would permit work on the technology transfer initiative to advance much sooner.

Listing of Proposed Enhancement Requests in Priority Order

1. Extend the University's Capacities to Engage with Business and to Support Technology Transfer--\$1,200,000
2. Planning funds for a Technology Transfer Facility--\$2,000,000
3. Develop Technology Transfer Capacities through Entrepreneurship--\$700,000

Wichita State University

Proposed Program Enhancement Requests for Fiscal Year 2015

Overview

Wichita State University is well positioned to act as a major driver of development in the state's largest metropolitan area. The new strategic plan as approved by the Board of Regents in June includes the following core institutional mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

The proposed mission-based budget enhancements all address WSU's role in supporting technology-based economic growth and diversification for the purpose of enhancing job creation and increased income for the people of this metropolitan region and the state. It also should be noted that this proposal is consistent with goals and activities of the Wichita Chamber of Commerce and the work currently being conducted by the Chamber's Leadership Council.

Among all metropolitan areas in the United States, research by the Brookings Institution shows that Wichita has a higher percentage of its metropolitan GDP based in exports. Over 20 percent of the metropolitan GDP is tied directly to the export market. These exports are heavily weighted in the manufacturing sectors associated with aviation. Demand for aviation equipment and aircraft is cyclical and there is increasing competition in this sector from businesses in Latin America (especially Brazil), Canada, and Asia. Both of these trends increase the importance of diversifying the economic base of the region, especially in increasing the economic diversity of technology-based enterprises. These types of enterprises tend to be globally competitive and they produce high paying jobs.

Growth of the technology sectors in Wichita can be promoted by concentration on four themes:

- Increase the efficiency of current industry; help them broaden their markets using their core technologies; and support aggregation of their supply chains in the Wichita region. The proposals below will allow WSU to enhance its support for existing industry.
- Encourage relocation to Wichita of other enterprises that can take advantage of the expertise associated with the current aircraft sector. This would include recruitment of enterprises from other states and countries. The proposals below expand WSU's capacity to assist the Chamber, city, county, and state in recruiting these businesses.
- Encourage expansion or relocation of business, military, or other entities in non-aviation technology sectors. Entities in such sectors as software and software security,

Wichita State University

Proposed Program Enhancement Requests for Fiscal Year 2015

advanced medical manufacturing, high-end animation, or informatics could be supported by the proposals listed below.

- Encouraging and supporting development of new small businesses in various technology fields. National data show that at least 70 percent of new jobs will be created in new businesses. Supporting technology transfer, helping bring ideas from inventors to market, and incubating new technology-based enterprises can have significant impact on the future economy of the metropolitan region and state.

The current requests for budget enhancement focus on increasing WSU's capacities to support both on-campus and off-campus development of the region's economy. Each request is described in detail below:

Extend the University's Capacities to Engage with Business and to Support Technology Transfer--\$1,200,000

Under this category are three key activities:

- WSU seeks to establish an Office of Business Development. This office would report to the Vice President for Research and it would focus specifically on working with established businesses in the Wichita region to promote and develop joint research and support. This would require hiring an executive director and support staff, and creating an office and operating budget for the office.
- Within the Office of Business Development, WSU seeks to hire staff who can focus on relationships with McConnell Air Force Base and to coordinate development of WSU's capacity to qualify as a Defense Advanced Research Project Agency (DARPA) contractor.
- Within the Office of Business Development, create capacity to negotiate joint intellectual property agreements with existing business.

Planning Funds for a Technology Transfer Facility--\$2,000,000

WSU's campus facilities master plan calls for development of a "technology park" to house both institutional business spin-outs and technology-based businesses that benefit from co-location with institutional technical and business faculty. Such parks have been established at many universities across the country and they contribute significantly to the competitive capacities of the metropolitan region within which they are located. WSU seeks funds to accomplish the following:

Wichita State University
Proposed Program Enhancement Requests for Fiscal Year 2015

- Establish an office to support development of the university technology/research park and to actively link WSU to major national organizations including the Association of University Technology Managers and the Association of University Research Parks. This office will be the coordinating entity that develops and runs the university technology park.
- Create a more detailed campus facilities master plan that focuses specifically on the technology park, utility extension, and an architectural plan for the first facility that will establish the park.

WSU will adhere to the approval requirements as listed under project planning for new facilities in the Kansas Board of Regents Policy and Procedures Manual.

Develop Technology Transfer Capacities through Entrepreneurship--\$700,000

In addition to support for existing businesses and developing a technology park, WSU seeks funding to expand its capacities to support entrepreneurial development of technology-based businesses through new business spin-outs, licensing intellectual property, and supporting external entrepreneurs. This requires WSU to significantly expand its capacities in technology-based entrepreneurship through its existing entrepreneurship center as well as expanding into areas that are not currently supported. Of specific importance:

- There is a strong relationship nationally between a state's effectiveness in obtaining federal Small Business Innovation Research (SBIR)/Small Business Technology Transfer (STTR) grants and that state's technological competitiveness. Even controlling for population, Kansas lags on this key indicator. WSU intends to hire staff to support entrepreneurs in applying for and obtaining these important grants.
- Expand the Center for Entrepreneurship by adding faculty and staff members who are specialists in technology-based economic development.
- Begin the process of planning a university technology incubator and support technology facility for entrepreneurs to assist in creating "proof of concept" and prototypes of new products.
- Add staff members who are specialists in entrepreneurial finance to support local business investors who are interested in early stage and angel investments.

These proposals take advantage of WSU's long traditions in entrepreneurship and engineering. They strongly enhance the ability of WSU to respond to the goals of the Governor to expand

Wichita State University
Proposed Program Enhancement Requests for Fiscal Year 2015

Kansas' competitiveness. They are also consistent with the institutional campus facilities master plan, strategic plan, and the goals of local government and business leadership. If funded, WSU will become a national leader in its impact on the global competitiveness of the state.

Enrollment by Student Characteristics Fall 2007 - Fall 2012

Wichita State University Table A

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	11,323	11,600	11,704	11,763	12,243	12,192	7.7%
Master's*	2,788	2,659	2,743	2,649	2,468	2,302	-17.4%
Doctoral*	331	353	376	394	389	404	22.1%
Total	14,442	14,612	14,823	14,806	15,100	14,898	3.2%
Enrollment: FTE							
Undergraduate	8,404	8,753	8,917	9,007	9,354	9,384	11.7%
Master's*	2,008	2,021	2,105	1,997	1,962	1,886	-6.0%
Doctoral*	383	398	370	362	371	392	2.3%
Total	10,795	11,172	11,392	11,366	11,686	11,662	8.0%
Student Status							
Full-time	8,691	9,140	9,428	9,407	9,800	9,933	14.3%
Part-time	5,751	5,472	5,395	5,399	5,300	4,965	-13.7%
Total	14,442	14,612	14,823	14,806	15,100	14,898	3.2%
Student Residency							
Resident	12,546	12,569	12,814	12,808	13,085	12,836	2.3%
Non-resident	1,896	2,043	2,009	1,998	2,015	2,062	8.8%
Total	14,442	14,612	14,823	14,806	15,100	14,898	3.2%
Student Status							
On-Campus	14,167	14,297	14,595	14,566	14,870	14,558	2.8%
Off-Campus	275	315	228	240	230	340	23.6%
Total	14,442	14,612	14,823	14,806	15,100	14,898	3.2%
Student Age: Undergraduates							
19 and under	2,718	2,733	2,604	2,497	2,705	2,761	1.6%
20 - 24	5,237	5,405	5,493	5,525	5,604	5,672	8.3%
25 and Over	3,368	3,462	3,607	3,741	3,934	3,759	11.6%
Unknown	0	0	0	0	0	0	
Total	11,323	11,600	11,704	11,763	12,243	12,192	7.7%
Student Age: Graduates							
24 and Under	811	792	867	825	731	710	-12.5%
25 and Over	2,308	2,220	2,251	2,218	2,126	1,996	-13.5%
Unknown	0	0	1	0	0	0	
Total	3,119	3,012	3,119	3,043	2,857	2,706	-13.2%
Student Race/Ethnicity**							
White	9,630	9,569	8,534	9,585	9,697	9,542	-0.9%
Non-resident Alien	1,332	1,413	1,375	1,341	1,299	1,338	0.5%
Black or African-American	783	804	740	893	982	911	16.3%
American Indian/Alaska Native	140	155	145	154	162	141	0.7%
Asian	809	809	763	858	893	903	11.6%
Hispanic	659	688	622	858	986	1,118	69.7%
Native Hawaiian/ Pacific Islander	NA	NA	NA	5	11	14	NA
Two or more Races	NA	NA	NA	201	252	280	NA
Unknown	1,089	1,174	2,644	911	818	651	-40.2%
Total	14,442	14,612	14,823	14,806	15,100	14,898	3.2%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011.

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

Enrollment by Student Characteristics Fall 2007 - Fall 2012

Wichita State University Table A

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Occupancy in Univ. owned housing & Pct. to Total Enroll	1,342 9.3%	1,174 8.0%	1,106 7.5%	1,086 7.3%	1,124 7.6%	1,105 7.4%	-17.7% -1.9%
Enroll: ACT Scores (First-time freshmen)							
12 and under	0.2%	0.0%	0.1%	0.3%	0.1%	0.2%	0.0%
13 - 16	3.6%	5.8%	3.3%	3.8%	3.6%	5.6%	2.0%
17 - 22	40.0%	40.4%	40.5%	38.4%	40.4%	42.2%	2.3%
23 - 26	36.6%	33.2%	33.6%	33.9%	34.4%	34.2%	-2.4%
27 - 31	17.9%	17.6%	19.9%	20.7%	19.3%	16.1%	-1.8%
32 - 36	1.8%	2.9%	2.6%	2.9%	2.2%	1.7%	-0.1%
Degrees Awarded							
Associate	84	75	69	75	32	38	-54.8%
Baccalaureate	1,755	1,692	1,691	1,972	1,958	1,974	12.5%
Master's	743	753	648	777	772	801	7.8%
Doctoral	23	60	61	66	79	77	234.8%
Total	2,605	2,580	2,469	2,890	2,841	2,890	10.9%
Facility Characteristics							
Total Gross Area	2,981,665		3,016,164		3,098,877		
Total Net Assignable	1,941,461		2,016,740		2,079,162		
Net Assignable - Residential	223,292		249,017		249,017		
% Gross Area Built	71.5%		71.6%		72.1%		
Since 1961	1,477,423		1,478,330		1,512,765		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	22.12		22.40		24.86		
Teaching Lab	16.84		14.21		18.55		

Source: State University Housing report; U.S. Dept. IPEDS Completions Survey; State University Inventory of Facilities and the ACT Class Profile Report

Total Operating Expenditures by Fund FY 2007 - FY 2012

Wichita State University Table B

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$73,355,879 2.90%	\$74,499,526 1.56%	\$73,518,879 -1.32%	\$65,831,291 -10.46%	\$66,354,857 0.80%	\$65,106,595 -1.88%	24.6%
General Fees Funds (Tuition) Percent Increase Tuition	\$55,105,755 27.18%	\$59,950,255 8.79%	\$54,203,427 -9.59%	\$60,236,664 11.13%	\$59,005,394 -2.04%	\$68,710,260 16.45%	26.0%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase	\$0	\$0	\$0	\$306,083	\$1,647,140 438.14%	\$1,643,597 -0.22%	0.6%
General Use Exp. Percent Increase GU	\$128,461,634 12.08%	\$134,449,781 4.66%	\$127,722,306 -5.00%	\$126,374,038 -1.06%	\$127,007,391 0.50%	\$135,460,452 6.66%	51.2%
Restricted Use Exp. Percent Increase RU	\$66,650,598 -7.82%	\$79,113,414 18.70%	\$92,294,334 16.66%	\$113,905,093 23.42%	\$118,446,642 3.99%	\$129,135,135 9.02%	48.8%
Total Operating Exp. Pct. Increase Total Operating	\$195,112,232 4.38%	\$213,563,195 9.46%	\$220,016,640 3.02%	\$240,279,131 9.21%	\$245,454,033 2.15%	\$264,595,587 7.80%	100.0%

Source: Operating summaries of Legislative Budget submittals.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

Wichita State University Table C

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$70,598,829	\$69,583,619	\$54,577,303	\$59,082,415	\$55,819,659	\$61,200,879	-13.3%
Academic Support	\$23,570,620	\$24,674,426	\$24,415,593	\$23,900,114	\$23,899,978	\$25,941,444	10.1%
Student Services	\$14,661,224	\$15,246,409	\$15,829,975	\$16,236,880	\$17,055,885	\$17,835,344	21.6%
Institutional Support	\$12,660,710	\$13,639,424	\$14,482,748	\$14,554,825	\$15,544,314	\$15,119,892	19.4%
Educational Program	\$121,491,383	\$123,143,878	\$109,305,619	\$113,774,234	\$112,319,836	\$120,097,559	-1.1%
Physical Plant	\$19,951,872	\$21,850,762	\$19,995,302	\$20,189,724	\$21,915,361	\$23,368,126	17.1%
Research	\$26,433,844	\$32,970,295	\$40,281,864	\$47,679,955	\$47,775,182	\$49,684,791	88.0%
Public Service	\$15,536,578	\$16,509,871	\$14,785,839	\$16,632,645	\$18,553,270	\$17,806,128	14.6%
Scholarships and Fellowships	\$707,583	\$5,634,433	\$22,614,169	\$30,685,021	\$34,430,757	\$34,735,252	4809.0%
Other (including Transfers)	\$2,058,699	\$2,842,927	\$2,787,889	\$3,204,687	\$2,737,010	\$2,733,467	32.8%
Total Educ. and General	\$186,179,959	\$202,952,166	\$209,770,682	\$232,166,266	\$237,731,416	\$248,425,323	33.4%
Auxiliary Enterprises	\$8,932,273	\$10,611,029	\$10,245,958	\$9,461,133	\$7,722,617	\$16,170,264	81.0%
Total Operating Exp.	\$195,112,232	\$213,563,195	\$220,016,640	\$241,627,399	\$245,454,033	\$264,595,587	35.6%

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Program FY 2007 - FY 2012

Wichita State University Table D

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$60,925,249	\$64,180,376	\$53,721,697	\$50,634,000	\$51,132,339	\$54,517,069	-10.5%
Academic Support	\$19,365,558	\$19,591,336	\$20,417,438	\$20,616,741	\$18,802,487	\$21,003,019	8.5%
Student Services	\$8,868,076	\$9,184,916	\$9,343,252	\$9,810,892	\$10,286,160	\$11,178,070	26.0%
Institutional Support	\$11,428,865	\$13,009,799	\$13,854,207	\$16,895,394	\$14,280,648	\$14,158,124	23.9%
Educational Program	\$100,587,748	\$105,966,427	\$97,336,594	\$97,957,027	\$94,501,634	\$100,856,282	0.3%
Physical Plant	\$18,555,760	\$20,375,998	\$18,244,300	\$20,143,600	\$20,232,463	\$21,978,991	18.4%
Research	\$3,813,661	\$1,620,503	\$3,833,396	\$1,513,248	\$1,562,297	\$1,620,664	-57.5%
Public Service	\$2,826,406	\$3,212,422	\$3,485,593	\$3,400,784	\$3,792,745	\$3,222,122	14.0%
Scholarships and Fellowships	\$619,360	\$810,677	\$2,034,534	\$1,963,426	\$4,181,242	\$5,048,926	715.2%
Other (including Transfers)	\$2,058,699	\$2,463,754	\$2,787,889	\$1,395,953	\$2,737,010	\$2,733,467	32.8%
Total Educ. and General	\$128,461,634	\$134,449,781	\$127,722,306	\$126,374,038	\$127,007,391	\$135,460,452	5.4%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total General Use Exp.	\$128,461,634	\$134,449,781	\$127,722,306	\$126,374,038	\$127,007,391	\$135,460,452	5.4%

Source: Operating summaries of Legislative Budget submittals.

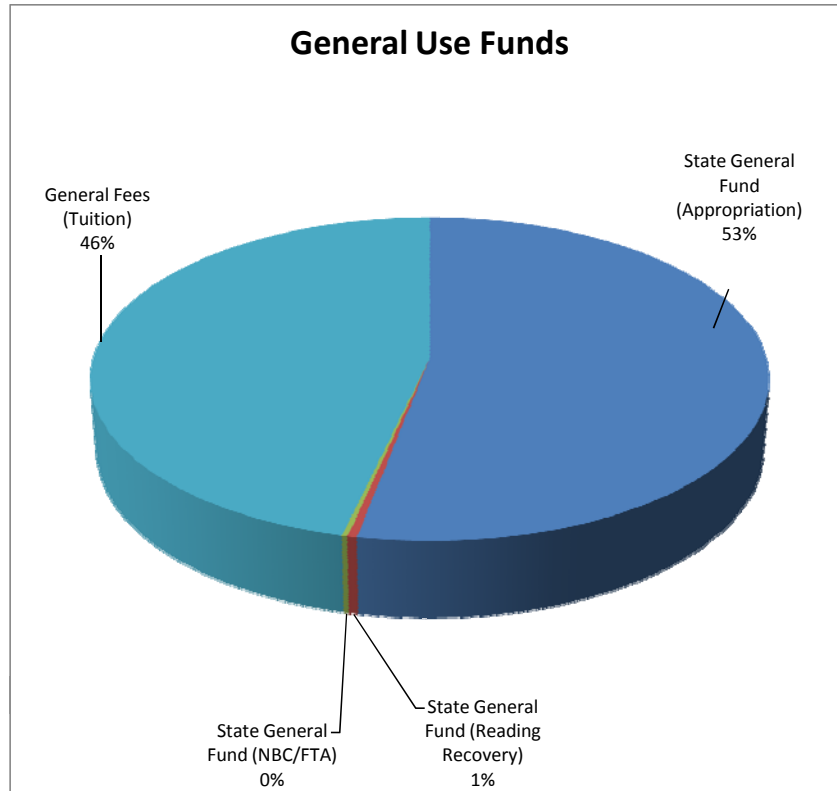
General Use Operating Expenditures by Object FY 2007 - FY 2012

Wichita State University Table E

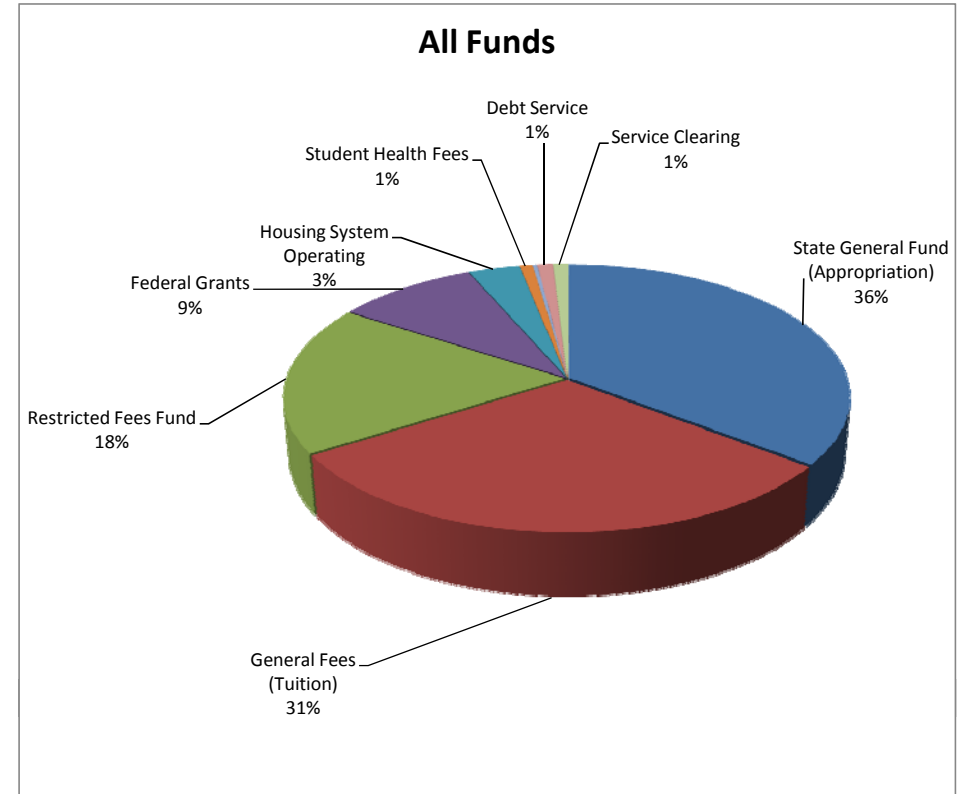
Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	559.75	564.75	536.35	546.35	570.35	563.50	0.7%
Classified - Expenditures	\$15,355,285	\$16,304,430	\$17,062,897	\$17,165,736	\$17,804,048	\$17,715,683	15.4%
Unclassified - FTE	925.44	883.79	820.37	830.74	846.35	856.38	-7.5%
Unclassified - Expenditures	\$58,068,916	\$59,878,232	\$62,099,813	\$59,246,666	\$58,993,300	\$61,717,949	6.3%
Student Wages Expenditures	\$1,337,739	\$1,362,598	\$1,353,057	\$1,129,953	\$1,141,564	\$1,123,272	-16.0%
Health Insurance	\$6,929,605	\$6,692,547	\$5,117,125	\$7,482,363	\$8,426,242	\$9,933,056	43.3%
All Other Fringe	\$12,252,709	\$12,146,772	\$13,499,185	\$12,537,086	\$12,931,784	\$13,517,763	10.3%
Subtotal Salaries- FTE	1,485.19	1,448.54	1,356.72	1,377.09	1,416.70	1,419.88	-4.4%
Subtotal Salaries- Exp.	\$93,944,254	\$96,384,579	\$99,132,077	\$97,561,804	\$99,296,938	\$104,007,723	10.7%
Other Operating Expenditures	\$30,069,130	\$33,607,820	\$24,221,397	\$24,379,252	\$22,885,745	\$26,766,839	-11.0%
Utilities	\$4,448,250	\$4,457,382	\$4,368,832	\$4,432,982	\$4,824,708	\$4,685,890	5.3%
Total General Use Exp.	\$128,461,634	\$134,449,781	\$127,722,306	\$126,374,038	\$127,007,391	\$135,460,452	5.4%

Source: Operating summaries of Legislative Budget submittals.

Emporia State University
Fiscal Year 2014 Budgeted Expenditures
Total Budget by Funding Source

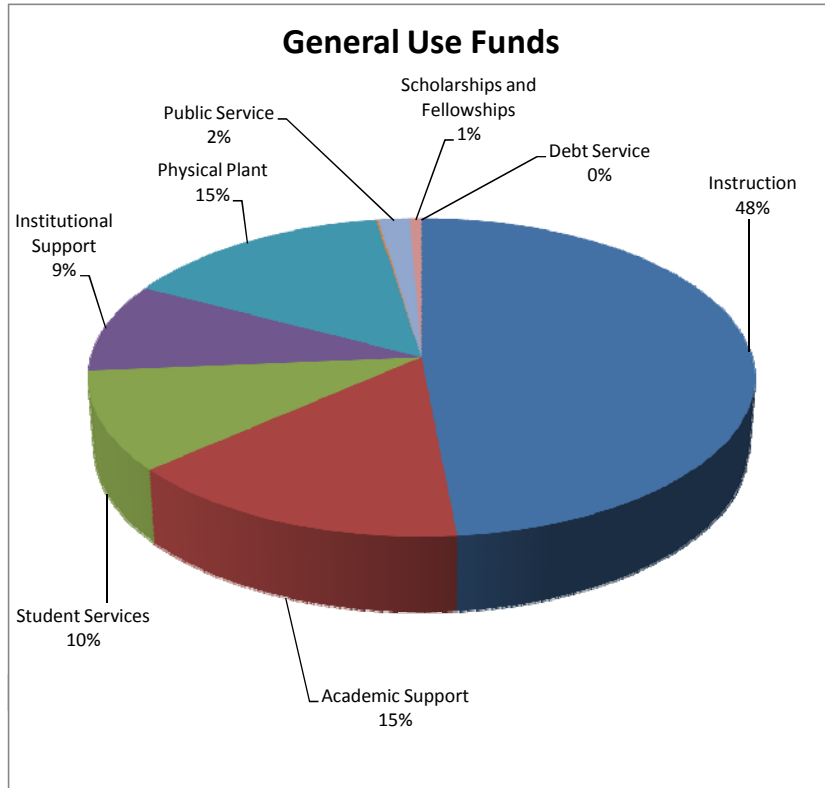


General Use Funds		
Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 29,298,396	53.05%
State General Fund (Reading Recovery)	214,801	0.39%
State General Fund (NBC/FTA)	129,050	0.23%
General Fees (Tuition)	25,588,378	46.33%
Total Budget	<u>\$ 55,230,625</u>	<u>100.00%</u>

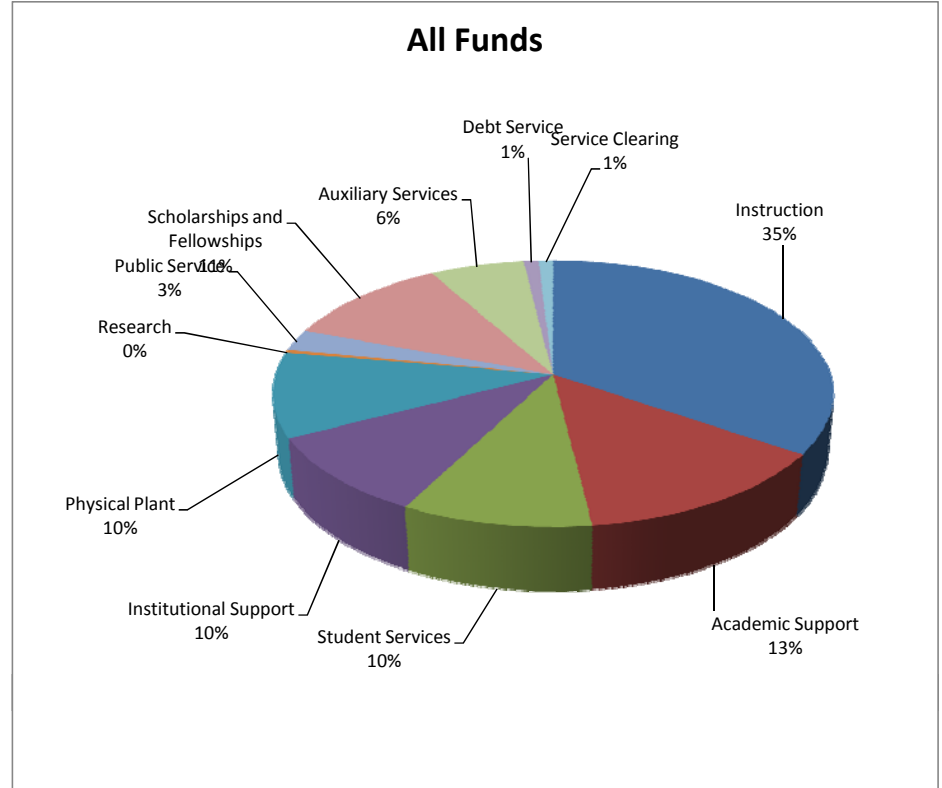


All Funds		
Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 29,642,247	35.43%
General Fees (Tuition)	25,588,378	30.59%
Restricted Fees Fund	15,189,991	18.16%
Federal Grants	7,802,429	9.33%
Housing System Operating	2,826,873	3.38%
Student Health Fees	725,076	0.87%
Parking Fees	244,976	0.29%
Debt Service	850,715	1.02%
Service Clearing	782,005	0.93%
Total Budget	<u>\$ 83,652,690</u>	<u>100.00%</u>

Emporia State University
Fiscal Year 2014 Budgeted Expenditures
Total Budget by Budget Program



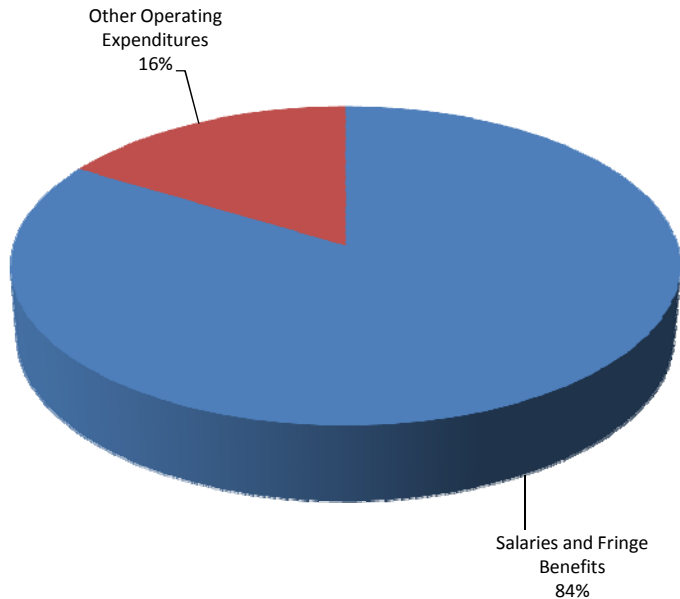
General Use Funds		
Budget Program	Amount	Percent
Instruction	\$ 26,780,559	48.49%
Academic Support	8,323,764	15.07%
Student Services	5,557,995	10.06%
Institutional Support	5,026,547	9.10%
Physical Plant	8,180,756	14.81%
Research	61,096	0.11%
Public Service	961,408	1.74%
Scholarships and Fellowships	338,500	0.61%
Auxiliary Services	-	0.00%
Debt Service	-	0.00%
Service Clearing	-	0.00%
Total Budget	<u>\$ 55,230,625</u>	<u>100.00%</u>



All Funds		
Funding Source	Amount	Percent
Instruction	\$ 28,919,955	34.57%
Academic Support	11,271,145	13.47%
Student Services	8,050,121	9.62%
Institutional Support	8,138,494	9.73%
Physical Plant	8,626,606	10.31%
Research	325,089	0.39%
Public Service	2,146,251	2.57%
Scholarships and Fellowships	9,331,602	11.16%
Auxiliary Services	5,210,707	6.23%
Debt Service	850,715	1.02%
Service Clearing	782,005	0.93%
Total Budget	<u>\$ 83,652,690</u>	<u>100.00%</u>

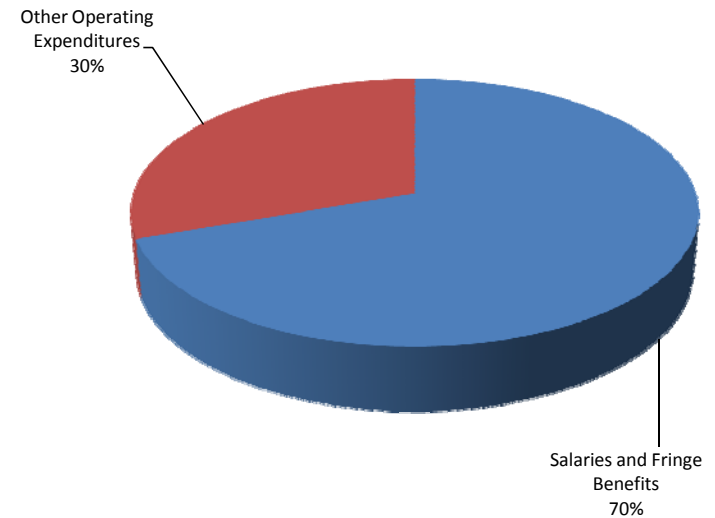
**Emporia State University
Fiscal Year 2014 Budgeted Expenditures
Total Budget by Expenditure Classification**

General Use Funds



General Use Funds		
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 46,225,904	83.70%
Other Operating Expenditures	9,004,721	16.30%
Total Budget	<u>\$ 55,230,625</u>	<u>100.00%</u>

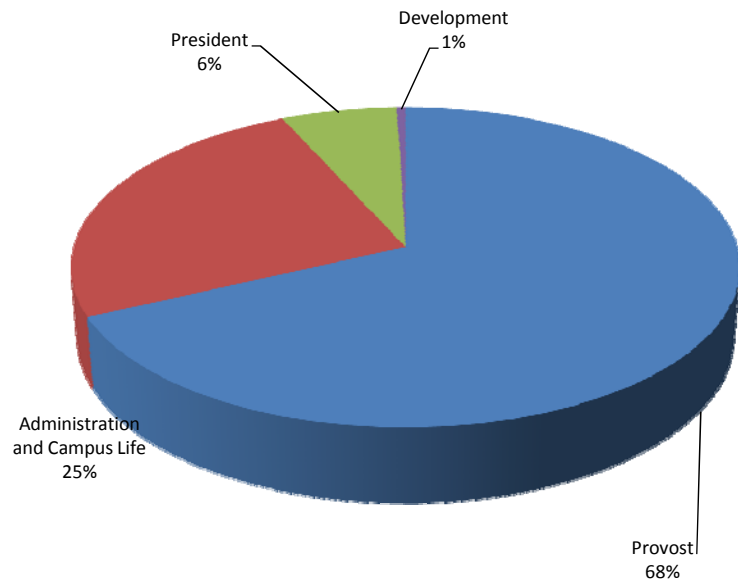
All Funds



All Funds		
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 58,235,740	69.62%
Other Operating Expenditures	25,416,950	30.38%
Total Budget	<u>\$ 83,652,690</u>	<u>100.00%</u>

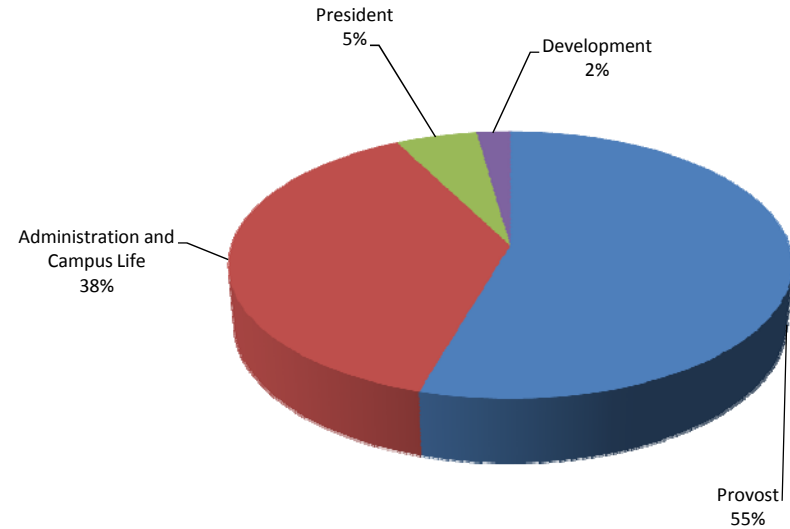
Emporia State University
Fiscal Year 2014 Budgeted Expenditures
Total Budget by Division

General Use Funds



General Use Funds		
Divisions	Amount	Percent
Provost	\$ 37,594,995	68.07%
Administration and Campus Life	13,882,631	25.14%
President	3,495,484	6.33%
Development	257,515	0.47%
Total Budget	<u>\$ 55,230,625</u>	<u>100.00%</u>

All Funds



All Funds		
Funding Source	Amount	Percent
Provost	\$ 45,626,829	54.54%
Administration and Campus Life	31,679,673	37.87%
President	4,483,794	5.36%
Development	1,862,394	2.23%
Total Budget	<u>\$ 83,652,690</u>	<u>100.00%</u>

**Kansas Board of Regents
State University FY 2015 Planning Budget**

Emporia State University

	General Use	Restricted Use ⁵⁾
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation ¹⁾	\$29,642,247	
FY 2014 General Fees Estimate (Tuition) ²⁾	\$24,727,431	
FY 2014 Restricted Use ³⁾		\$28,422,065
Total Estimated Revenue	\$54,369,678	\$28,422,065
<u>Estimated Expenditures</u>		
FY 2015 Required General Use Expenditure Increases		
Group Health Insurance Increase	\$0	
KPERs and Other Fringe Benefit Rate Increases	\$78,675	
Faculty Promotion/Tenure	\$100,589	
Utility Cost Increases	\$100,000	
Subtotal Required Expenditure Increases	\$279,264	
All Other Expenditures	\$54,369,678	\$28,422,065
Total Expenditures	\$54,648,942	\$28,422,065
<u>Proposed Institution-Specific FY 2015 State General Fund Operating Enhancements</u>		
1a. Bachelor of Science, Nursing (BSN) Program	\$500,000	
1b. Establish Master of Science, Forensics (MS)	\$500,000	
2. Enhance Honors Program to Honors College	\$1,000,000	
Total Proposed SGF Operating Enhancements	\$2,000,000	
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$296,422	
1% Tuition Increase ⁴⁾	\$247,274	
1% Salary Increase - All Funds (\$462,259 GU component)	\$582,357	

Notes:

1) State General Fund appropriations - House Substitute for SB 294

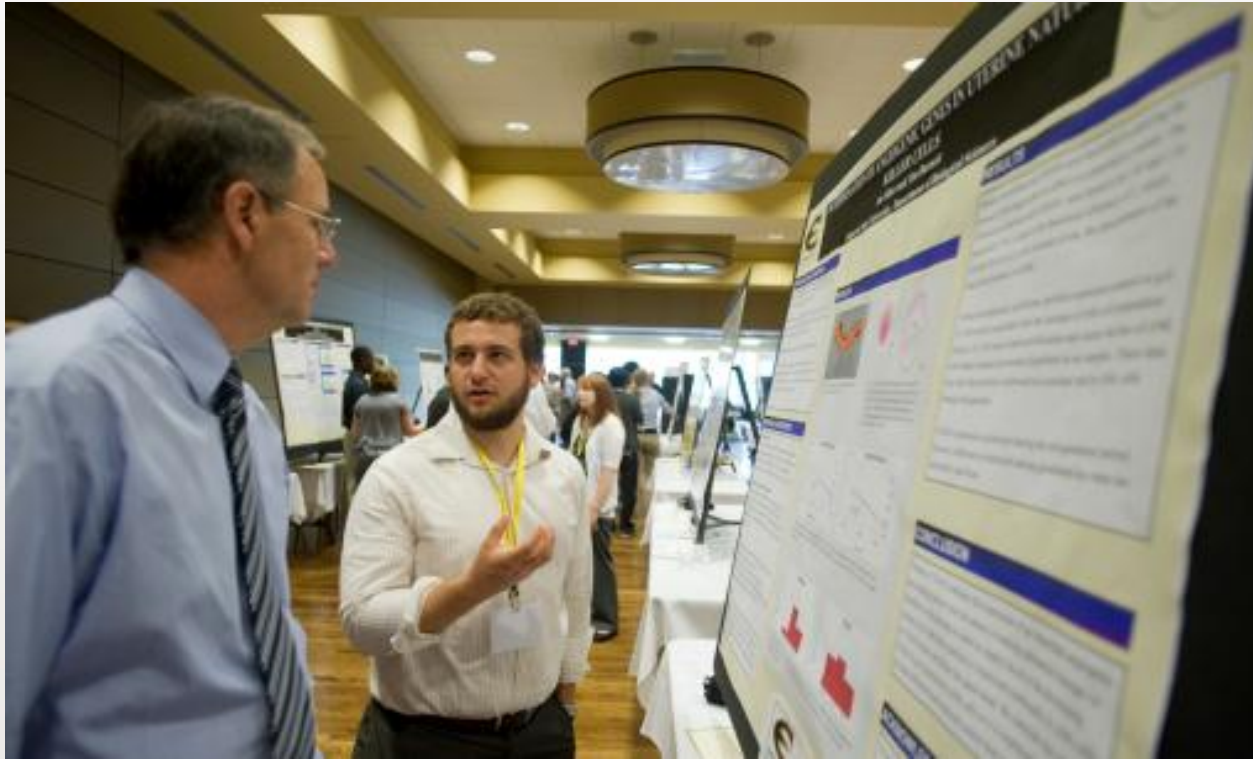
2) FY 2014 Tuition Proposal, Appendix B-2

3) FY 2014 Budget Request Document (DA402 form), less capital improvements

4) FY 2014 Tuition Proposal, Appendix B-4, estimated revenue generated from a 1% tuition rate increase

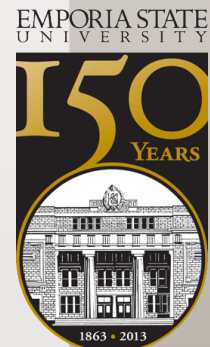
5) Restricted Use funds include all revenue from gifts, grants and contracts from federal, state, local, and private sources; student fees other than tuition; all income from the operations of auxiliary enterprises, and all other revenues not designated as general use funds. For planning purposes, it is assumed that any increases/decreases in expenditures will be matched with increases/decreases in revenue.

Fun Facts About Budgeting at ESU For Kansas Board of Regents



By: Provost David Cordle
Vice President Ray Hauke
President Michael Shonrock

July 24, 2013



Take Aways:

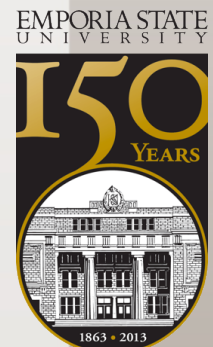
From The Most Recent 10 Years at ESU

Enrollment (pg. 3-6)

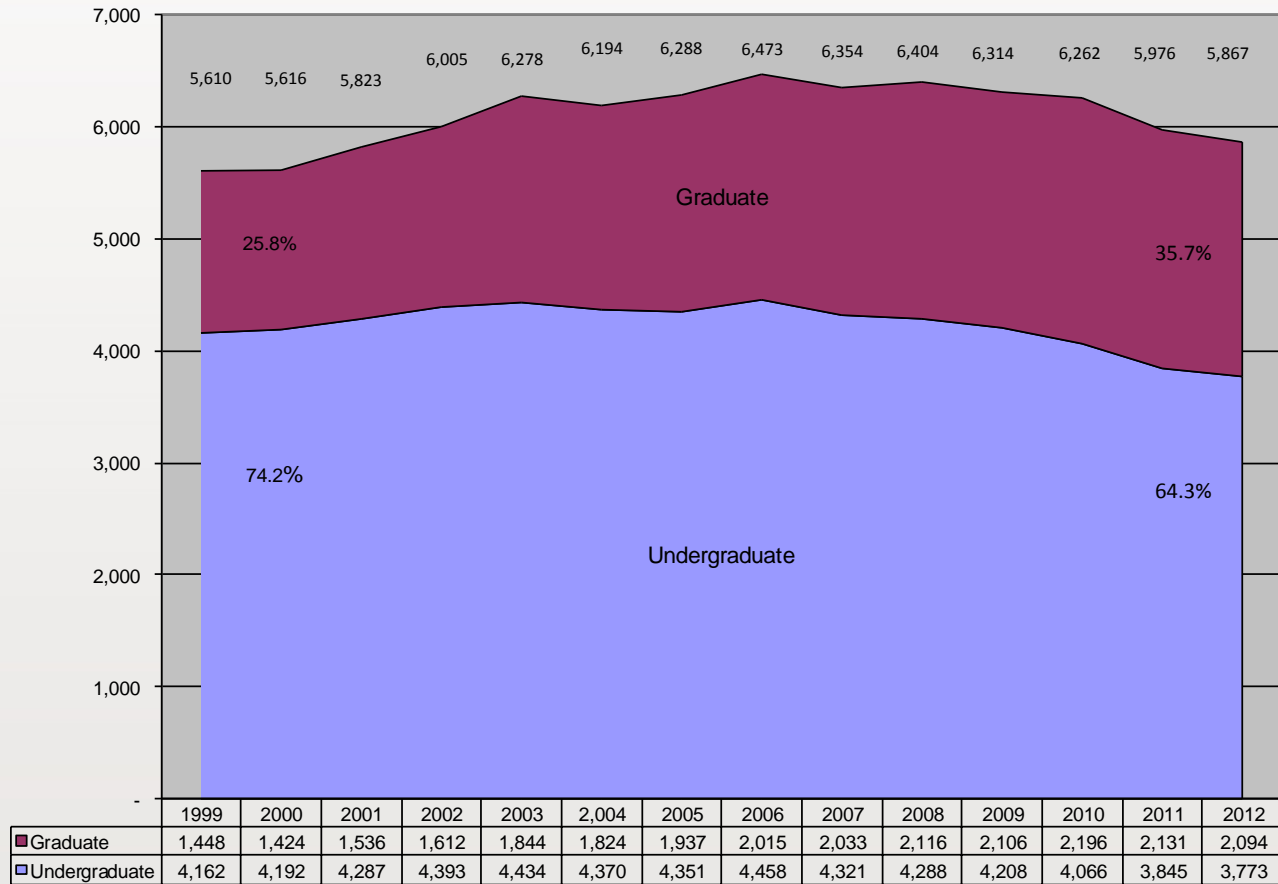
1. Steady increase in total enrollment, until most recent 3 years (pg 3)
2. Most enrollment growth at graduate level (pg 4)
3. Undergraduate enrollment declined most recent 5 years (pg 5)
4. Graduate enrollment growth was in off-campus programs (pg 6)

Financing (pg. 7-12)

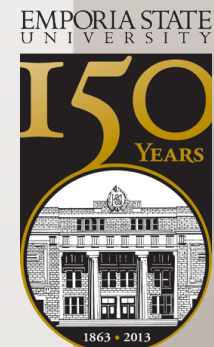
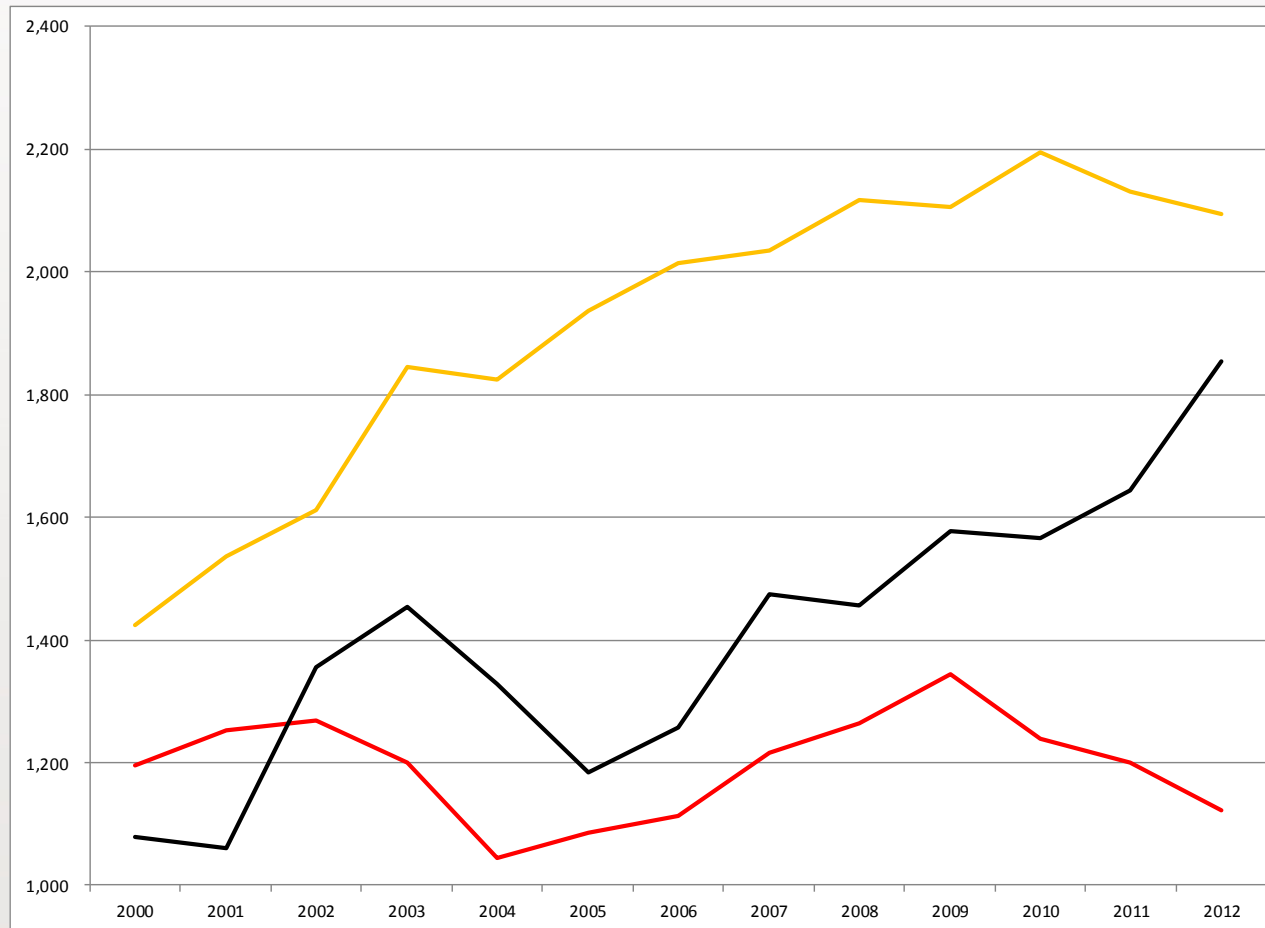
1. Steady decrease in State General Fund (tax) support (pg 7)
2. Tuition revenue sustains operations and supplants SGF (pg 8)
3. Mandatory budget increases dictate budgeting recent 5 years (pg 9)
4. Impact of 1 and 2 shift financing of total budget (pg 10)
5. Charges of students finance more than SGF considering fees (pg 11)
6. Distance education fees finance increasing share of budget (pg 12)
7. Stimulating the enrollment in selected programs results in non-base financed expenditures, (peaked at \$1.9 million)



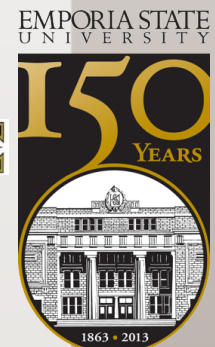
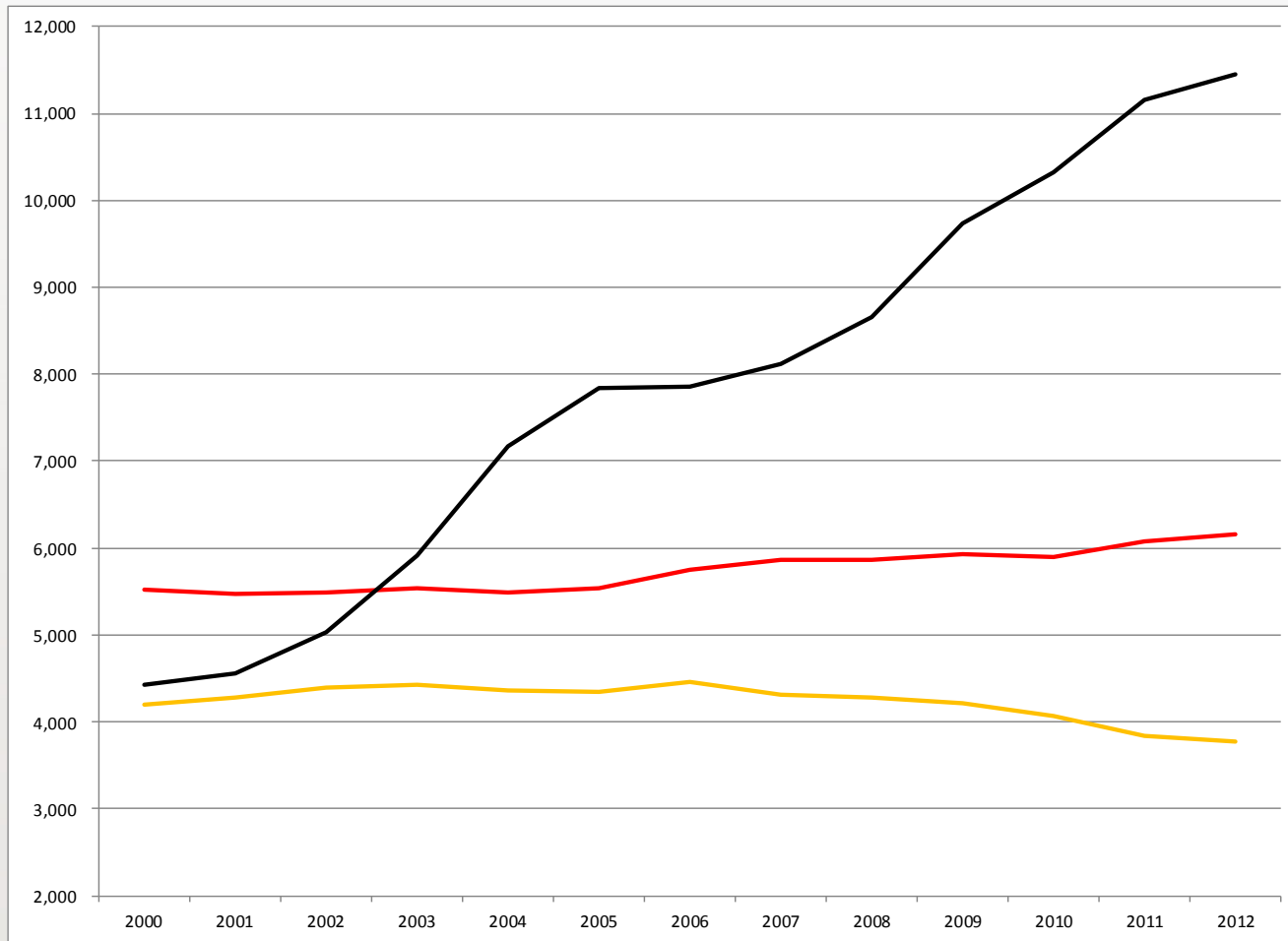
Total Fall Student Headcount



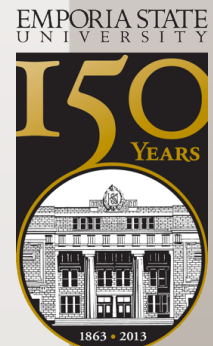
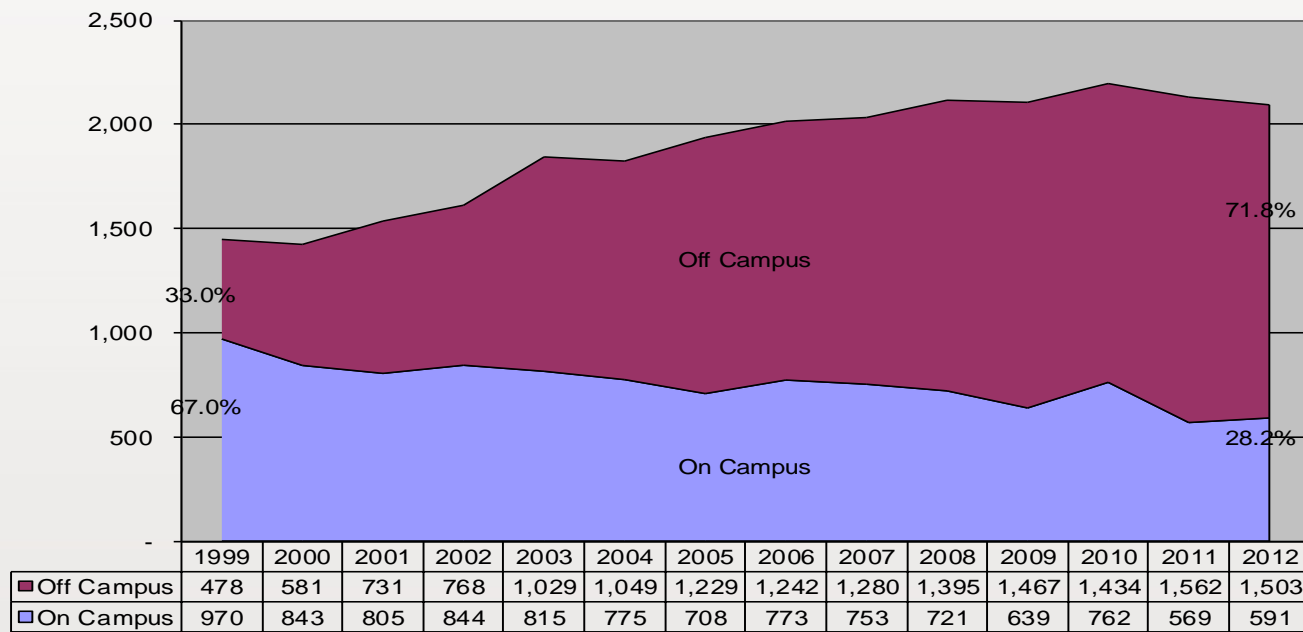
Fall Graduate Headcount Kansas Regional Universities



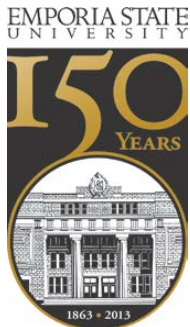
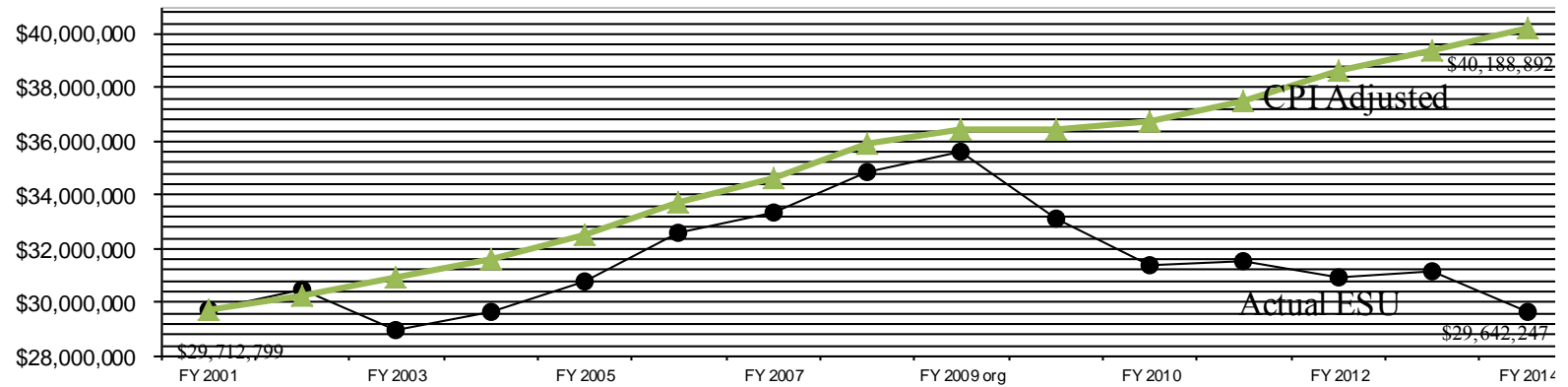
Fall Undergraduate Headcount Kansas Regional Universities



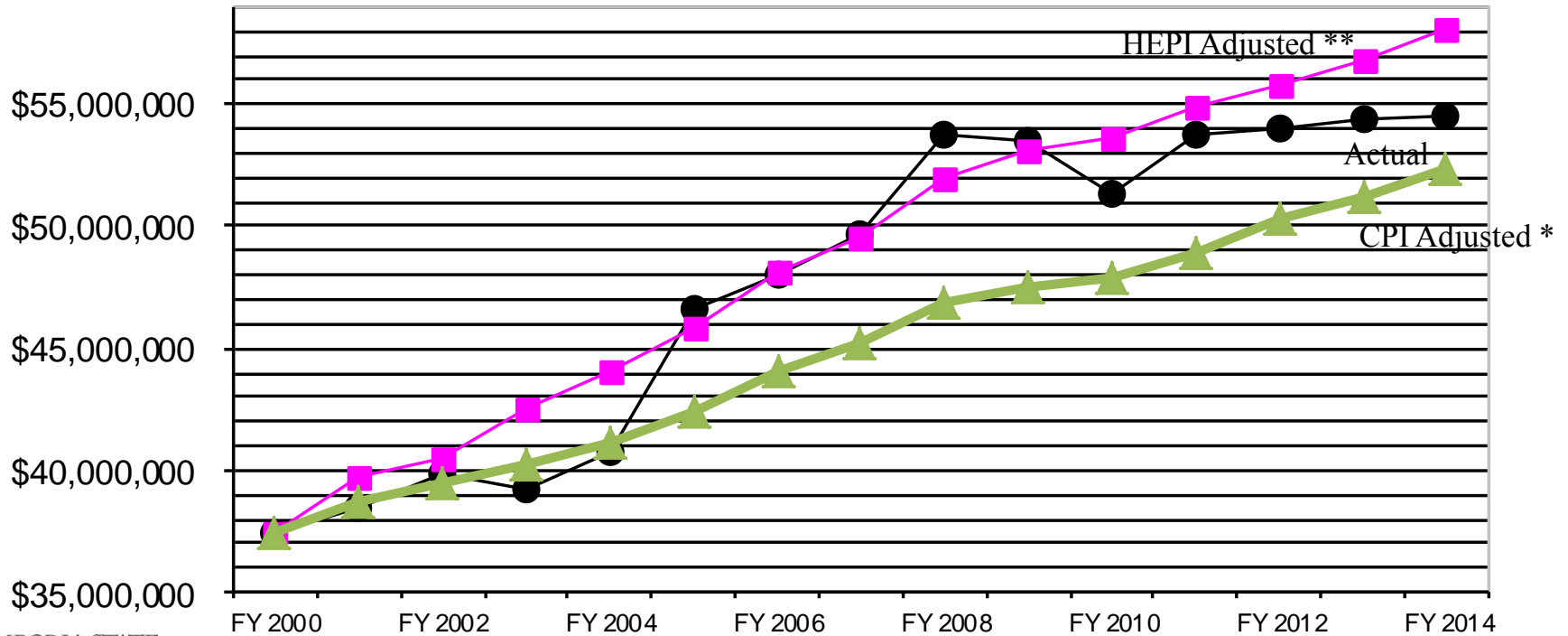
Graduate Headcount By On Campus-Off Campus



State General Fund Operating Expenditures

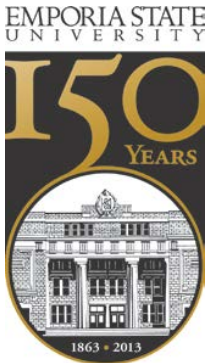


State General Fund and Tuition Operating Expenditures

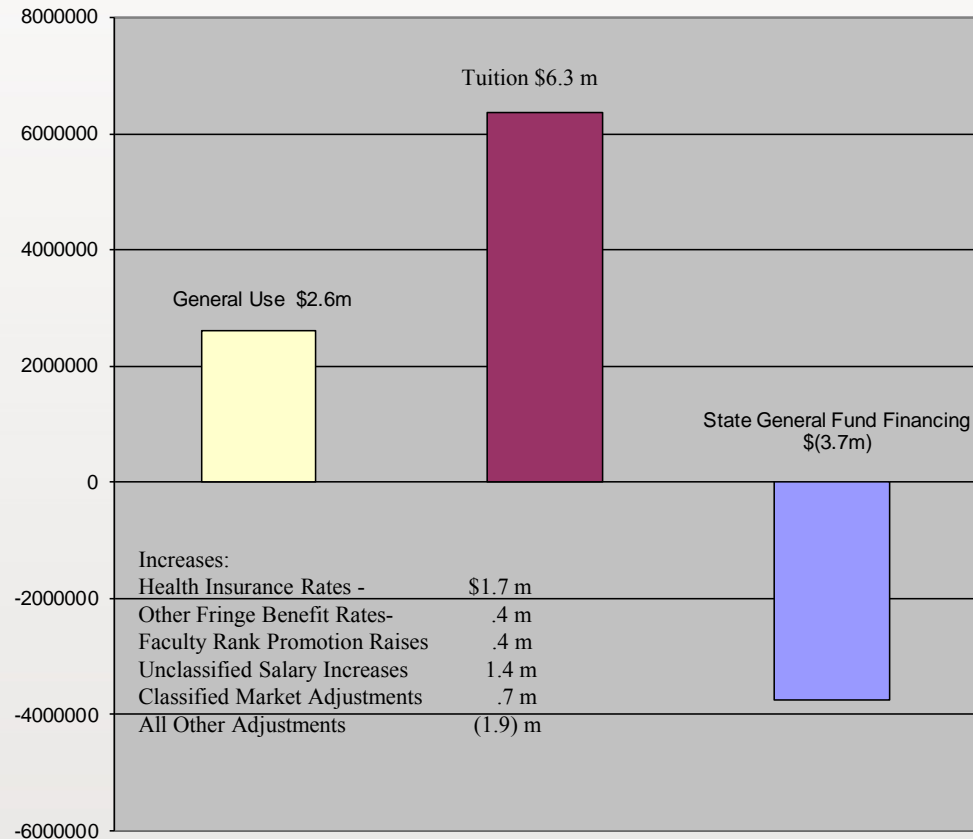


* CPI – Consumer Price Index, a market-basket of goods and services used by the typical consumer

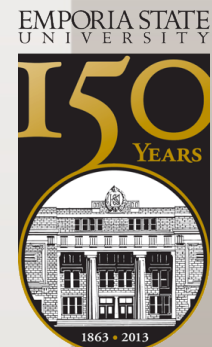
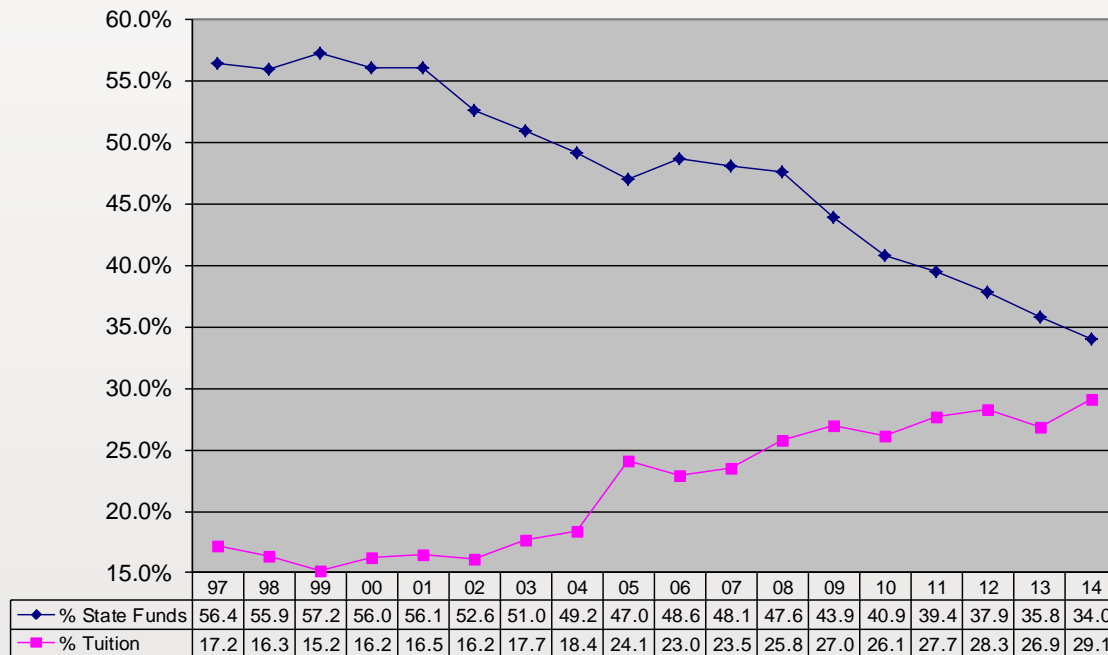
** HEPI – Higher Education Price Index, a market-basket of goods and services used by the typical university



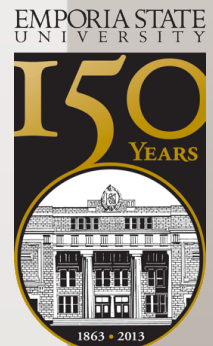
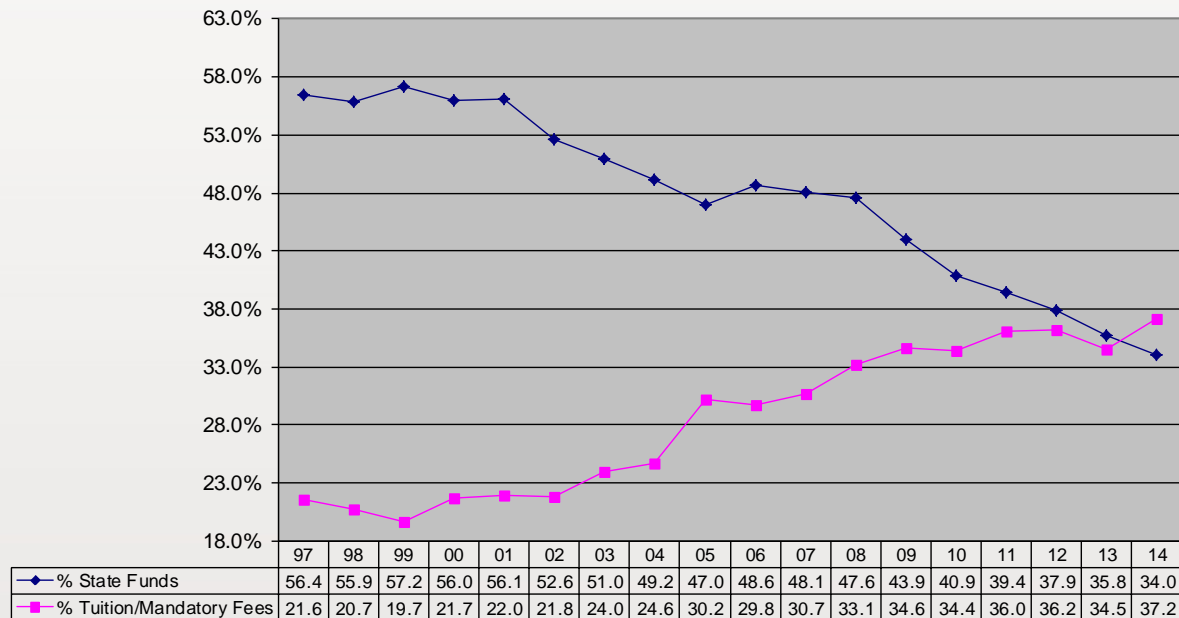
General Use (Combined SGF and Tuition) Budget FY 2009-2013



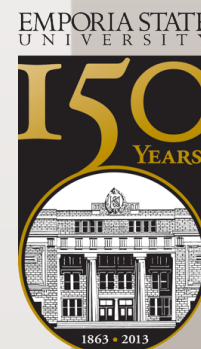
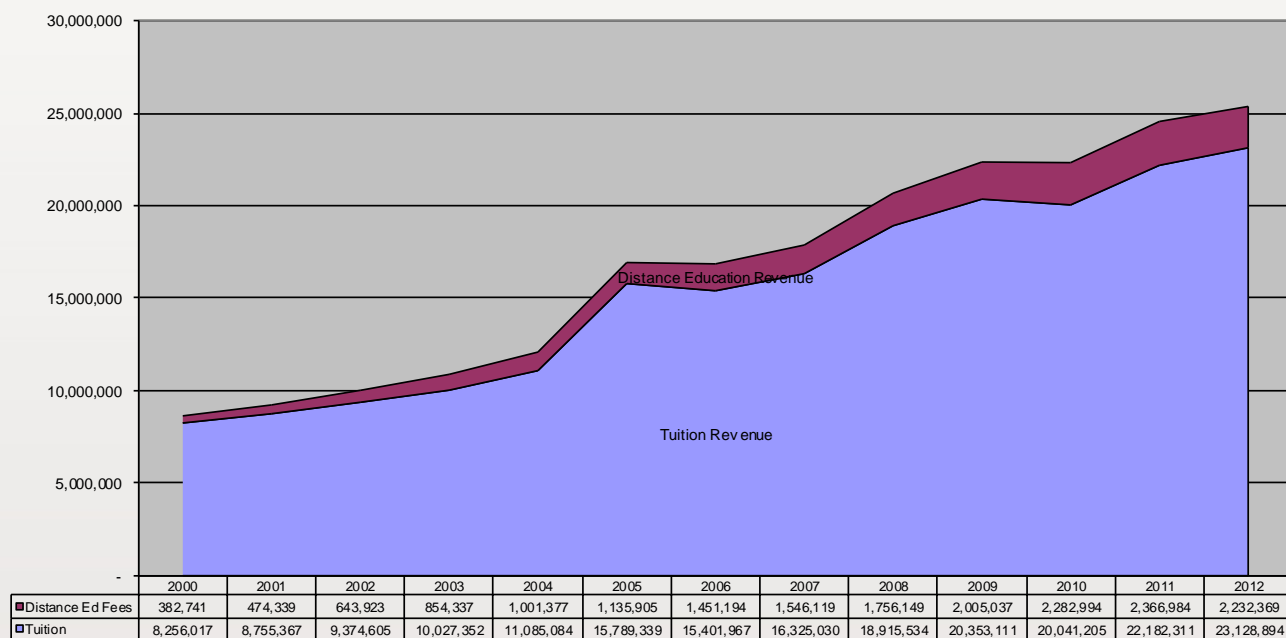
State Funds and Tuition As A Percent of Total ESU Expenditures



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



Tuition and Distance Education Revenue

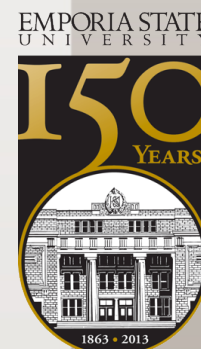


Take Aways:

From The Most Recent 18 Months at ESU

Enrollment

1. Fall 2012 freshmen enrollment increased by 21
2. Fall 2012 enrollment of Kansas traditional age freshmen increased 41
3. Spring 2013 enrollment increased by 72 students (1.2%)
4. Spring on campus enrollment increased by 148 (3.9%)
5. Fall 2013 enrollment is up by 141, compared to last year
6. Fall 2013 on campus enrollment is up by 79, compared to last year
7. Fall 2013 housing contracts are up by 100, compared to last year
8. Campuswide recognition, the future depends upon enrollment growth
9. Corky Plus program to enhance ESU presence in Missouri and Oklahoma
10. ESU Foundation announces expanded support for Scholarship Program
11. Launched Spouse and Dependent Tuition Waiver Program



Take Aways:

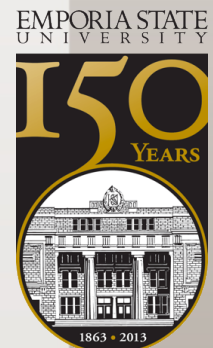
From The Most Recent 18 Months at ESU

Finance

1. Launched a two-year initiative to reduce expenditures by \$2.5 million
2. Achieved base reduction of \$1.6 million in FY 2013
3. Projected tuition revenue is approximately \$2.0 million less than estimate
4. Legislature reduces state appropriation by \$1.5 million
5. Initiation of Business Fee recognizing needs of high cost areas
6. Initiation of Technology Fee recognizing student technology needs
7. ESU Foundation launches \$45 million fundraising campaign

Other

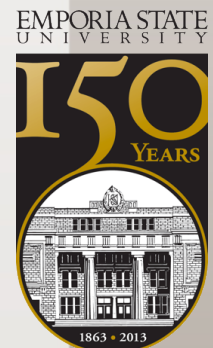
1. Completion of Memorial Union renovation (\$1.7 m underbudget)
2. Initiation of Singular/Trusler renovation



Take Aways:

How ESU Needs to Sustain Its Future

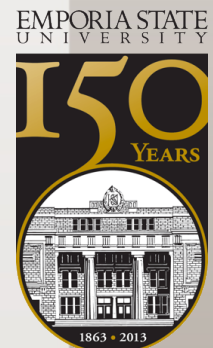
1. Continued enrollment growth
2. Continued expansion and improvement to student housing
3. Continued reduction of non-base budget expenditures
4. Continued and planned investment in its human resources
 - a) Salary increases of at least 1% annually in each of the next five years
 - b) Continued support for Spouse and Dependent Waiver program, which is exceeding participation estimates
5. Continued and planned upgrade of curriculum and academic offerings



Take Aways:

Implications of a 1% Base SGF Increase for ESU

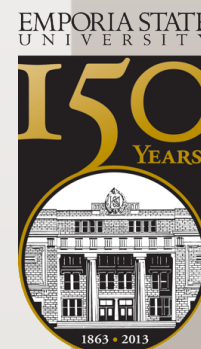
1. A 1% base State General Fund increase at ESU is \$296,422
2. Would assure commitment to a 1% salary increase for employees
 - a) General Use impact of each 1% salary increase is \$332,000
3. Would be used to lessen the impact of \$1,505,632 in budget reductions



Take Aways

How ESU Is Absorbing Budget Reduction

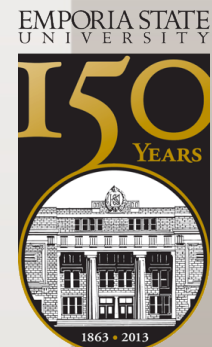
1. ESU's State General Fund reduction is \$1,505,632
 - a) 1.5% Across the Board Reduction, \$468,012
 - b) Salary Cap Reduction, \$856,459
 - c) Self financing of longevity bonuses, classified \$181,161
2. The lateness of the cycle dictates launching the fiscal year with incomplete planning regarding absorbing the cut.
3. There will be no distributions from University wide equipment budget of \$705,370
4. No distributions from selected OOE accounts of \$146,338.
5. Every position which becomes vacant will be scrutinized to reduce the salary budget by at least \$653,924
 - a) The University will attempt to shift more of the reduction to salaries and wages during the year in an attempt to partially restore some of the University wide equipment budget



Take Aways

ESU – FY 2015 Enhancements

1a. Bachelor of Science, Nursing (BSN) Program	\$ 500,000
<ul style="list-style-type: none">• Face-to-Face Format• Newman Regional Health	
1b. Establish Master of Science, Forensics (MS)	\$ 500,000
<ul style="list-style-type: none">• Hybrid Format• School of Business/College of Liberal Arts and Sciences	
2. Enhance Honors Program to Honors College	\$1,000,000



Take Aways

Addressing Legislative Issues

(Resulting from recent conversations with Legislative Staff)

1. Concern regarding fees, how established and how used
2. Concern regarding fee balances, why they exist and increase
3. Concern regarding positions, how established
4. Concern regarding deferred maintenance



**Enrollment by Student Characteristics
Fall 2007 - Fall 2012**
**Emporia State University
Table A**

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	4,320	4,288	4,208	4,066	3,846	3,773	-12.7%
Master's*	2,010	2,099	2,088	2,179	2,116	2,071	3.0%
Doctoral*	24	17	18	17	14	23	-4.2%
Total	6,354	6,404	6,314	6,262	5,976	5,867	-7.7%
Enrollment: FTE							
Undergraduate	4,015	3,995	3,904	3,796	3,585	3,463	-13.7%
Master's*	1,204	1,282	1,313	1,384	1,316	1,273	5.7%
Doctoral*	11	8	9	9	8	9	-17.9%
Total	5,230	5,285	5,226	5,189	4,908	4,745	-9.3%
Student Status							
Full-time	4,140	4,118	4,068	3,993	3,772	3,681	-11.1%
Part-time	2,214	2,286	2,246	2,269	2,204	2,186	-1.3%
Total	6,354	6,404	6,314	6,262	5,976	5,867	-7.7%
Student Residency							
Resident	5,285	5,145	5,038	4,914	4,639	4,597	-13.0%
Non-resident	1,069	1,259	1,276	1,348	1,337	1,270	18.8%
Total	6,354	6,404	6,314	6,262	5,976	5,867	-7.7%
Student Status							
On-Campus	4,861	4,765	4,561	4,530	4,157	4,121	-15.2%
Off-Campus	1,493	1,639	1,753	1,732	1,819	1,746	16.9%
Total	6,354	6,404	6,314	6,262	5,976	5,867	-7.7%
Student Age: Undergraduates							
19 and under	1,289	1,177	1,105	1,082	964	1,034	-19.8%
20 - 24	2,324	2,371	2,347	2,250	2,175	2,041	-12.2%
25 and Over	705	740	753	730	707	698	-1.0%
Unknown	2	0	3	4	0	0	-100.0%
Total	4,320	4,288	4,208	4,066	3,846	3,773	-12.7%
Student Age: Graduates							
24 and Under	293	344	351	344	318	295	0.7%
25 and Over	1,719	1,744	1,726	1,817	1,812	1,786	3.9%
Unknown	22	28	29	35	0	13	-40.9%
Total	2,034	2,116	2,106	2,196	2,130	2,094	2.9%
Student Race/Ethnicity**							
White	5,050	4,953	4,757	4,640	4,374	4,315	-14.6%
Non-resident Alien	376	485	519	543	521	494	31.4%
Black or African-American	212	236	274	281	268	267	25.9%
American Indian/Alaska Native	40	30	40	31	27	19	-52.5%
Asian	55	50	74	65	64	46	-16.4%
Hispanic	234	270	253	256	269	300	28.2%
Native Hawaiian/ Pacific Islander	NA	NA	NA	25	16	14	NA
Two or more Races	NA	NA	NA	122	144	203	NA
Unknown	387	380	397	299	293	209	-46.0%
Total	6,354	6,404	6,314	6,262	5,976	5,867	-7.7%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011.

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

Enrollment by Student Characteristics
Fall 2007 - Fall 2012
Emporia State University
Table A

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Occupancy in Univ. owned housing & Pct. to Total Enroll	1,087 17.1%	956 14.9%	902 14.3%	830 13.3%	825 13.8%	744 18.0%	-31.6% 0.9%
Enroll: ACT Scores (First-time freshmen)							
12 and under	0.5%	0.0%	0.8%	0.0%	0.8%	0.4%	-0.1%
13 - 16	8.2%	9.6%	11.0%	9.7%	8.7%	6.7%	-1.5%
17 - 22	52.6%	48.3%	45.3%	52.0%	51.8%	47.5%	-5.1%
23 - 26	28.5%	27.4%	33.1%	26.9%	29.0%	31.7%	3.2%
27 - 31	9.6%	14.2%	9.3%	10.4%	9.2%	13.4%	3.8%
32 - 36	0.6%	0.6%	0.4%	9.0%	0.6%	0.4%	-0.3%
Degrees Awarded							
Associate	0	0	0	0	0	0	0.0%
Baccalaureate	740	687	791	781	723	710	-4.1%
Master's	513	521	629	609	660	663	29.2%
Doctoral	1	5	4	1	1	0	-100.0%
Total	1,254	1,213	1,424	1,391	1,384	1,373	9.5%
Facility Characteristics							
Total Gross Area	1,698,190		1,697,470		1,706,506		
Total Net Assignable	1,026,437		1,025,737		1,085,168		
Net Assignable - Residential	218,881		218,181		225,687		
% Gross Area Built	62.9%		67.1%		56.6%		
Since 1960	655,830		777,966		655,933		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	24.01		22.36		23.61		
Teaching Lab	15.35		14.05		17.57		

Source: State University Housing report; U.S. Dept, IPEDS Completions Survey; State University Inventory of Facilities and the ACT Class Profile Report

**Total Operating Expenditures by Fund
FY 2007 - FY 2012**
**Emporia State University
Table B**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$33,368,564 2.33%	\$34,895,248 4.58%	\$33,138,763 -5.03%	\$31,352,725 -5.39%	\$31,532,927 0.57%	\$30,911,397 -1.97%	36.9%
General Fees Funds (Tuition) Percent Increase Tuition	\$16,337,688 5.49%	\$21,522,335 31.73%	\$20,365,782 -5.37%	\$20,041,205 -1.59%	\$22,182,311 10.68%	\$23,128,894 4.27%	27.6%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
General Use Exp. Percent Increase GU	\$49,706,252 3.35%	\$56,417,583 13.50%	\$53,504,545 -5.16%	\$51,393,930 -3.94%	\$53,715,238 4.52%	\$54,040,291 0.61%	64.5%
Restricted Use Exp. Percent Increase RU	\$21,648,705 11.49%	\$24,803,497 14.57%	\$24,706,839 -0.39%	\$28,502,099 15.36%	\$28,580,542 0.28%	\$29,725,486 4.01%	35.5%
Total Operating Exp. Pct. Increase Total Operating	\$71,354,957 5.69%	\$81,221,080 13.83%	\$78,211,384 -3.71%	\$79,896,029 2.15%	\$82,295,780 3.00%	\$83,765,777 1.79%	100.0%

Source: Operating summaries of Legislative Budget submittals.

**All Funds Operating Expenditures by Program
FY 2007 - FY 2012**
**Emporia State University
Table C**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$28,120,629	\$29,734,698	\$29,410,025	\$28,911,596	\$28,750,090	\$30,515,751	8.5%
Academic Support	\$9,911,996	\$10,559,644	\$9,834,645	\$9,355,777	\$9,637,352	\$9,787,632	-1.3%
Student Services	\$8,224,558	\$8,925,954	\$9,373,608	\$10,239,416	\$9,578,685	\$9,792,137	19.1%
Institutional Support	\$5,335,253	\$5,693,572	\$5,998,108	\$5,628,487	\$5,855,414	\$6,694,523	25.5%
Educational Program	\$51,592,436	\$54,913,868	\$54,616,386	\$54,135,276	\$53,821,541	\$56,790,043	10.1%
Physical Plant	\$7,588,438	\$8,207,166	\$7,977,894	\$8,102,039	\$7,917,009	\$8,127,339	7.1%
Research	\$365,283	\$359,373	\$355,875	\$675,647	\$636,199	\$521,308	42.7%
Public Service	\$2,686,848	\$2,789,494	\$2,871,903	\$2,683,261	\$2,690,945	\$2,692,045	0.2%
Scholarships and Fellowships	\$4,864,100	\$10,465,526	\$8,365,355	\$10,261,061	\$11,838,150	\$10,435,858	114.5%
Other (including Transfers)	\$0	\$0	\$462,290	\$246,445	\$327,727	\$497,196	NA
Total Educ. and General	\$67,097,105	\$76,735,427	\$74,649,703	\$76,103,729	\$77,231,571	\$79,063,789	17.8%
Auxiliary Enterprises	\$4,257,852	\$4,485,653	\$3,561,681	\$3,792,300	\$5,064,209	\$4,701,988	10.4%
Total Operating Exp.	\$71,354,957	\$81,221,080	\$78,211,384	\$79,896,029	\$82,295,780	\$83,765,777	17.4%

Source: Operating summaries of Legislative Budget submittals.

**General Use Operating Expenditures by Program
FY 2007 - FY 2012**
**Emporia State University
Table D**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$24,451,401	\$25,865,869	\$25,673,677	\$24,687,777	\$25,438,991	\$26,291,319	7.5%
Academic Support	\$8,410,765	\$9,505,651	\$8,953,259	\$7,906,779	\$8,950,202	\$8,349,800	-0.7%
Student Services	\$4,414,777	\$5,156,928	\$5,315,798	\$5,781,162	\$5,666,147	\$5,876,296	33.1%
Institutional Support	\$3,983,138	\$4,327,756	\$4,651,702	\$4,382,384	\$4,536,290	\$4,641,454	16.5%
Educational Program	\$41,260,081	\$44,856,204	\$44,594,436	\$42,758,102	\$44,591,630	\$45,158,869	9.4%
Physical Plant	\$6,816,212	\$7,162,094	\$7,059,097	\$7,281,317	\$7,661,472	\$7,363,287	8.0%
Research	\$126,873	\$123,950	\$123,765	\$128,244	\$181,153	\$175,113	38.0%
Public Service	\$911,361	\$1,043,913	\$1,035,427	\$867,903	\$877,738	\$878,096	-3.7%
Scholarships and Fellowships	\$591,725	\$3,231,422	\$691,820	\$358,364	\$395,941	\$464,814	-21.4%
Other (including Transfers)	\$0	\$0	\$0	\$0	\$7,304	\$0	0.0%
Total Educ. and General	\$49,706,252	\$56,417,583	\$53,504,545	\$51,393,930	\$53,715,238	\$54,040,179	8.7%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$112	NA
Total General Use Exp.	\$49,706,252	\$56,417,583	\$53,504,545	\$51,393,930	\$53,715,238	\$54,040,291	8.7%

Source: Operating summaries of Legislative Budget submittals.

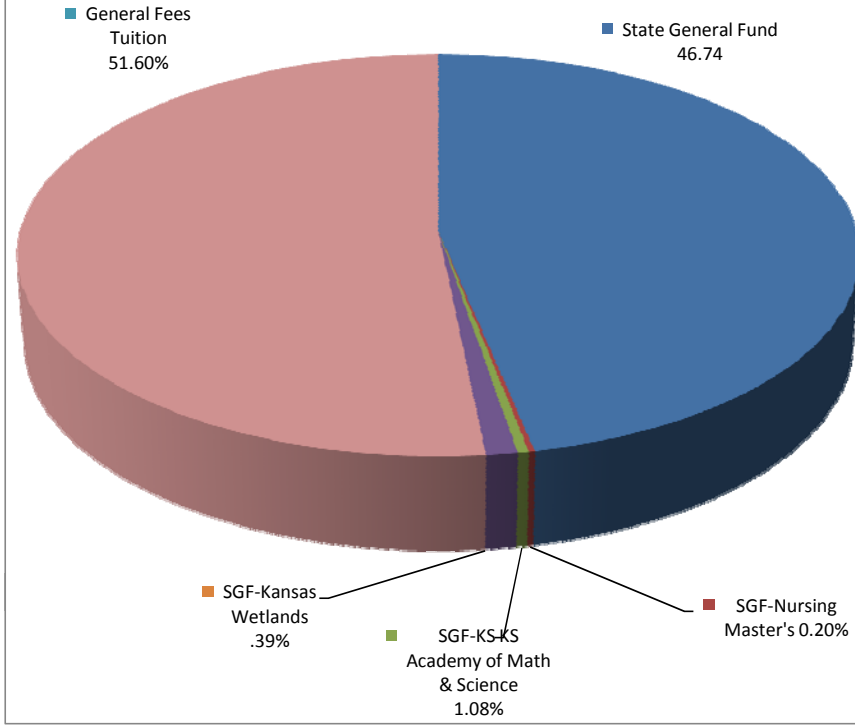
**General Use Operating Expenditures by Object
FY 2007 - FY 2012**
**Emporia State University
Table E**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	228.75	224.25	226.75	224.75	221.70	220.75	-3.5%
Classified - Expenditures	\$6,909,257	\$7,440,749	\$7,726,576	\$7,550,298	\$7,780,053	\$7,211,746	4.4%
Unclassified - FTE	409.30	418.55	422.55	425.80	431.90	438.90	7.2%
Unclassified - Expenditures	\$23,748,065	\$25,886,963	\$26,399,038	\$25,609,143	\$25,966,721	\$26,374,349	11.1%
Student Wages Expenditures	\$1,000,664	\$1,022,288	\$1,047,906	\$962,245	\$963,745	\$958,111	-4.3%
Health Insurance	\$3,343,825	\$3,468,177	\$2,487,125	\$3,367,997	\$4,173,500	\$4,647,983	39.0%
All Other Fringe	\$5,182,760	\$5,634,193	\$5,734,014	\$5,913,999	\$5,947,735	\$5,971,236	15.2%
Subtotal Salaries- FTE	638.05	642.80	649.30	650.55	653.60	659.65	3.4%
Subtotal Salaries- Exp.	\$40,184,571	\$43,452,370	\$43,394,659	\$43,403,682	\$44,831,754	\$45,163,425	12.4%
Other Operating Expenditures	\$8,010,646	\$11,376,937	\$8,461,830	\$6,352,444	\$7,207,041	\$7,278,220	-9.1%
Utilities	\$1,511,035	\$1,588,276	\$1,648,056	\$1,637,804	\$1,676,443	\$1,598,646	5.8%
Total General Use Exp.	\$49,706,252	\$56,417,583	\$53,504,545	\$51,393,930	\$53,715,238	\$54,040,291	8.7%

Source: Operating summaries of Legislative Budget submittals.

Fort Hays State University
Fiscal Year 2014 Est. Operating Budget
Total Budget by Funding Source

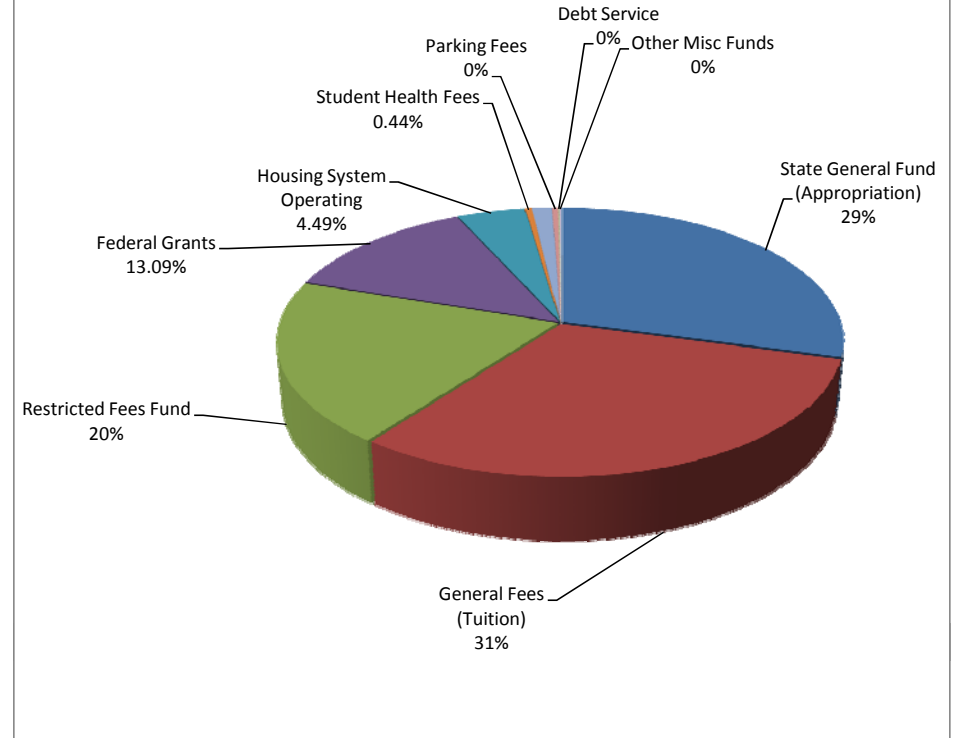
General Use Funds



General Use Funds

Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 31,454,822	46.74%
State General Fund (Nursing Master's Level)	132,773	0.20%
State General Fund (Kansas Wetlands)	261,883	0.39%
State General Fund (Kansas Academy of Math & Science)	727,340	1.08%
General Fees (Tuition)	34,727,000	51.60%
Total Budget	<u>\$ 67,303,818</u>	<u>100.00%</u>

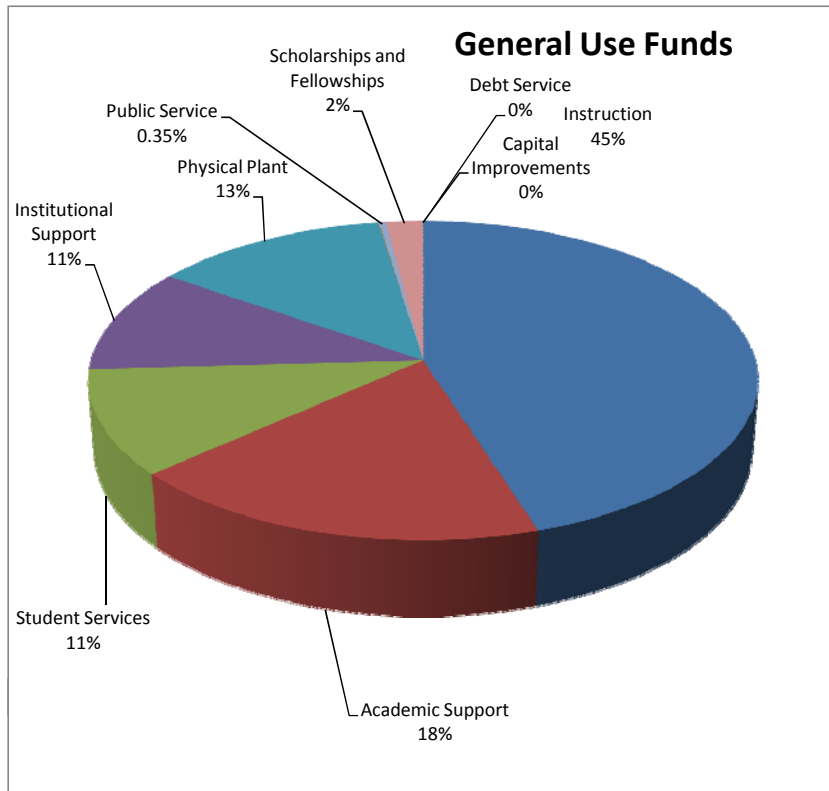
All Funds



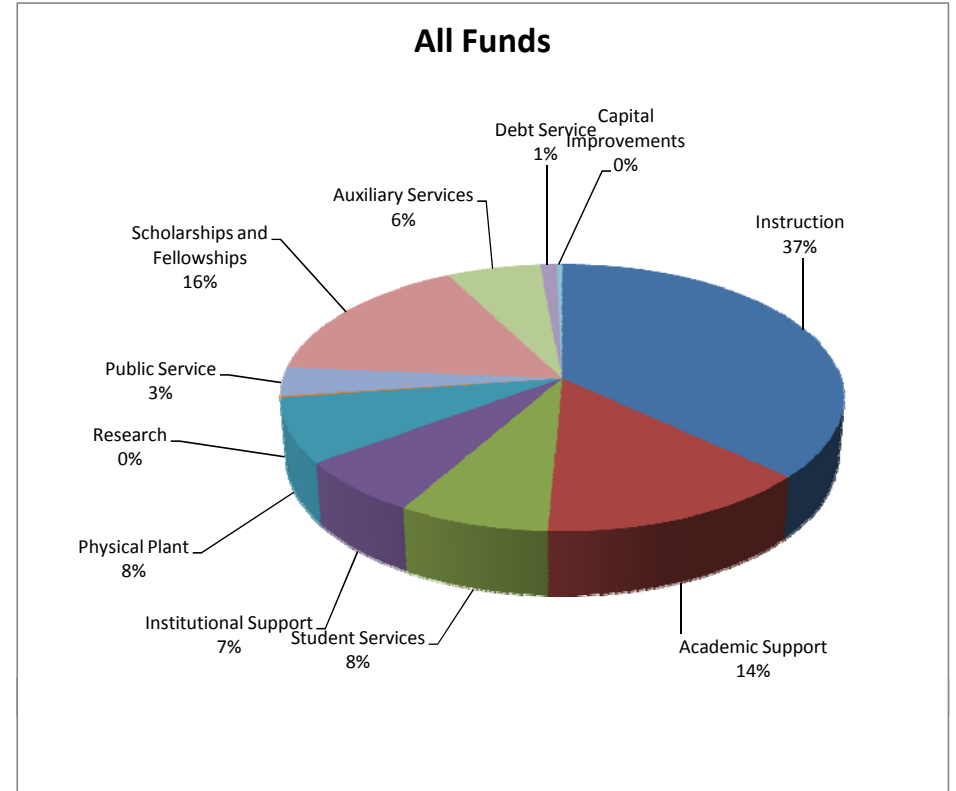
All Funds

Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 32,576,818	29.20%
General Fees (Tuition)	34,727,000	31.12%
Restricted Fees Fund	22,065,628	19.78%
Federal Grants	14,607,178	13.09%
Housing System Operating	5,009,884	4.49%
Student Health Fees	491,074	0.44%
Student Union Operating	1,492,906	1.34%
Parking Fees	414,220	0.37%
Debt Service	95,611	0.09%
Other Misc Funds	95,261	0.09%
Total Budget	<u>\$ 111,575,580</u>	<u>100.00%</u>

Fort Hays State University
Fiscal Year 2014 Est Operating Budget
Total Budget by Budget Program



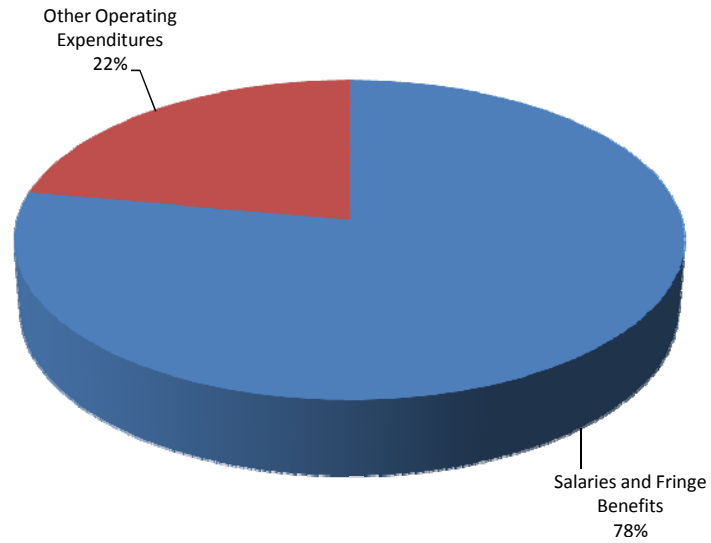
General Use Funds		
Budget Program	Amount	Percent
Instruction	\$ 30,336,595	45.07%
Academic Support	12,356,748	18.36%
Student Services	7,162,238	10.64%
Institutional Support	7,143,819	10.61%
Physical Plant	8,666,129	12.88%
Research	28,441	0.04%
Public Service	237,197	0.35%
Scholarships and Fellowships	1,372,651	2.04%
Auxiliary Services	-	0.00%
Debt Service	-	0.00%
Capital Improvements	-	0.00%
Total Budget	<u>\$ 67,303,818</u>	<u>100.00%</u>



All Funds		
Funding Source	Amount	Percent
Instruction	\$ 41,181,994	36.91%
Academic Support	15,357,153	13.76%
Student Services	8,485,411	7.61%
Institutional Support	7,405,533	6.64%
Physical Plant	8,635,734	7.74%
Research	247,158	0.22%
Public Service	3,833,071	3.44%
Scholarships and Fellowships	17,929,074	16.07%
Auxiliary Services	6,896,102	6.18%
Debt Service	1,174,918	1.05%
Capital Improvements	429,432	0.38%
Total Budget	<u>\$ 111,575,580</u>	<u>100.00%</u>

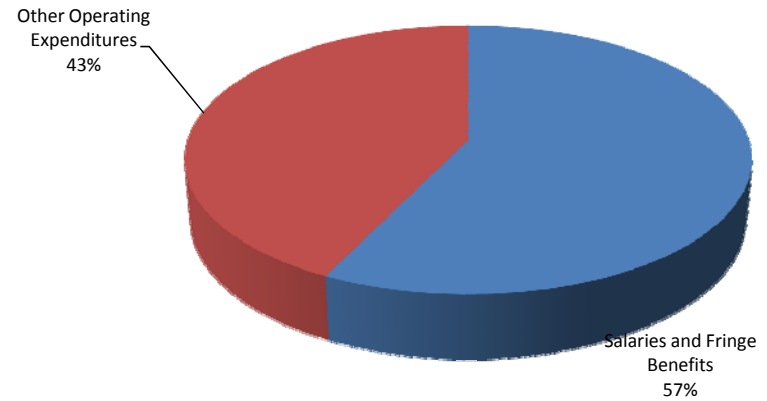
Fort Hays State University
Fiscal Year 2014 Est Operating Budget
Total Budget by Expenditure Classification

General Use Funds



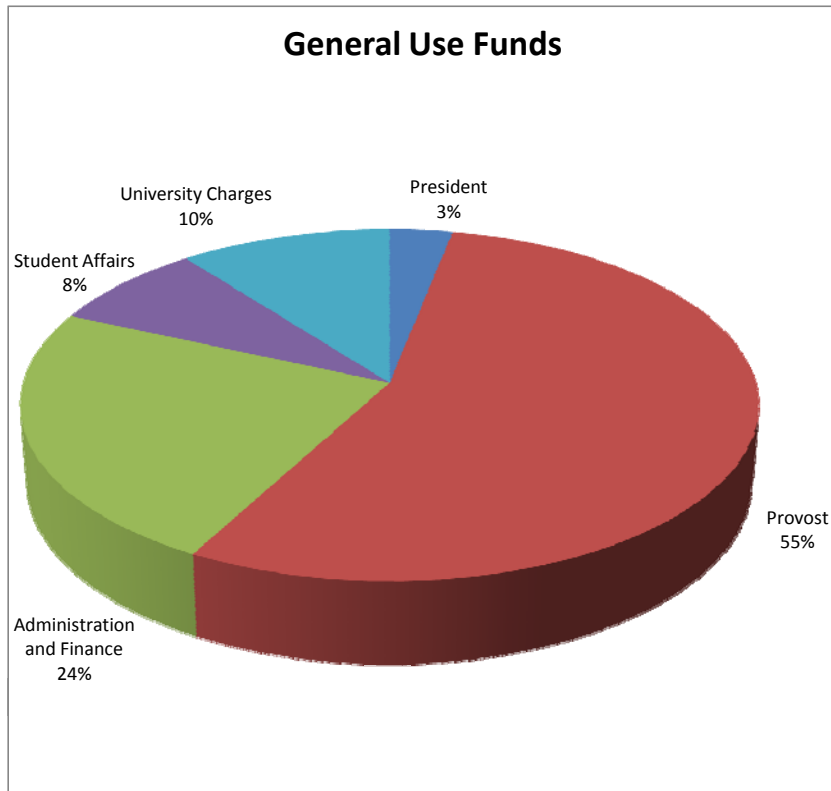
General Use Funds		
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 52,382,521	77.83%
Other Operating Expenditures	14,921,297	22.17%
Total Budget	<u>\$ 67,303,818</u>	<u>100.00%</u>

All Funds

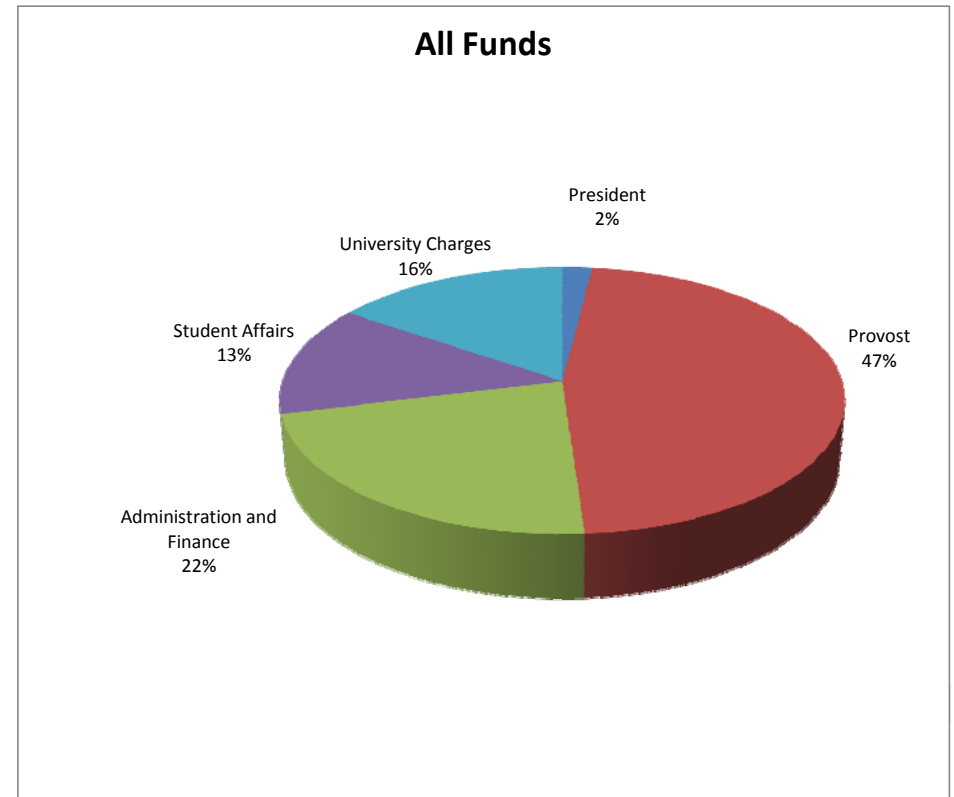


All Funds		
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 63,908,585	57.28%
Other Operating Expenditures	47,666,995	42.72%
Total Budget	<u>\$ 111,575,580</u>	<u>100.00%</u>

Fort Hays State University
Fiscal Year 2014 Est Operating Budget
Total Budget by Division

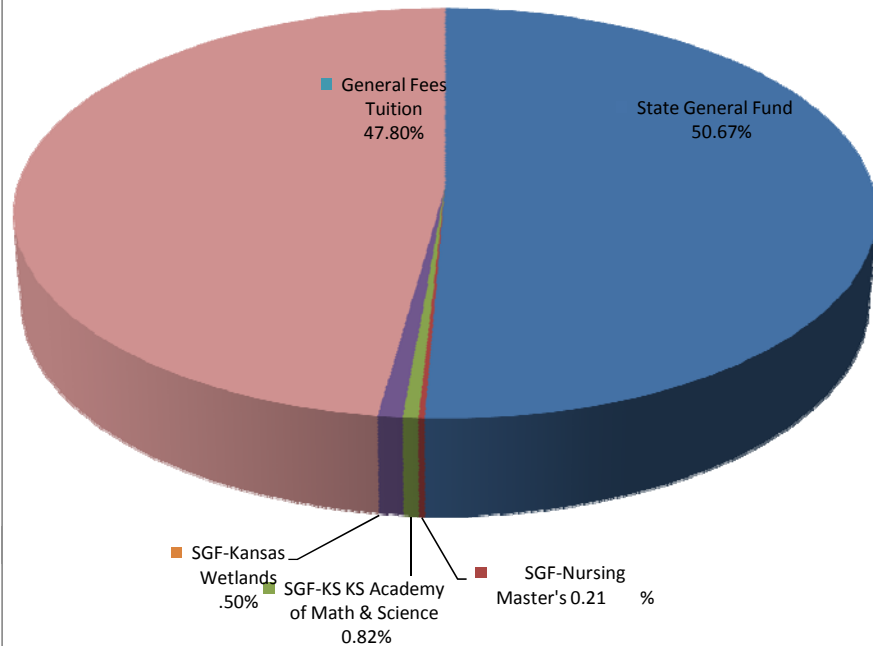


General Use Funds		
Divisions	Amount	Percent
President	\$ 2,093,019	3.11%
Provost	36,879,052	54.79%
Administration and Finance	15,975,434	23.74%
Student Affairs	5,303,461	7.88%
University Charges	7,052,852	10.48%
Total Budget	<u>\$ 67,303,818</u>	<u>100.00%</u>



All Funds		
Funding Source	Amount	Percent
President	\$ 2,177,802	1.95%
Provost	52,409,599	46.97%
Administration and Finance	24,759,596	22.19%
Student Affairs	14,953,976	13.40%
University Charges	17,274,607	15.48%
Total Budget	<u>\$ 111,575,580</u>	<u>100.00%</u>

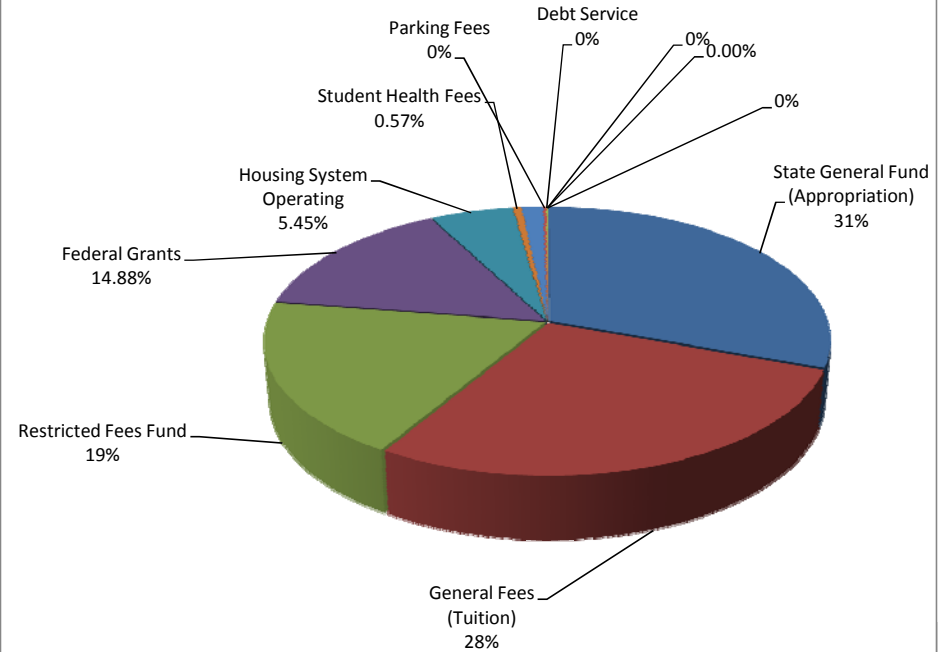
General Use Funds



General Use Funds

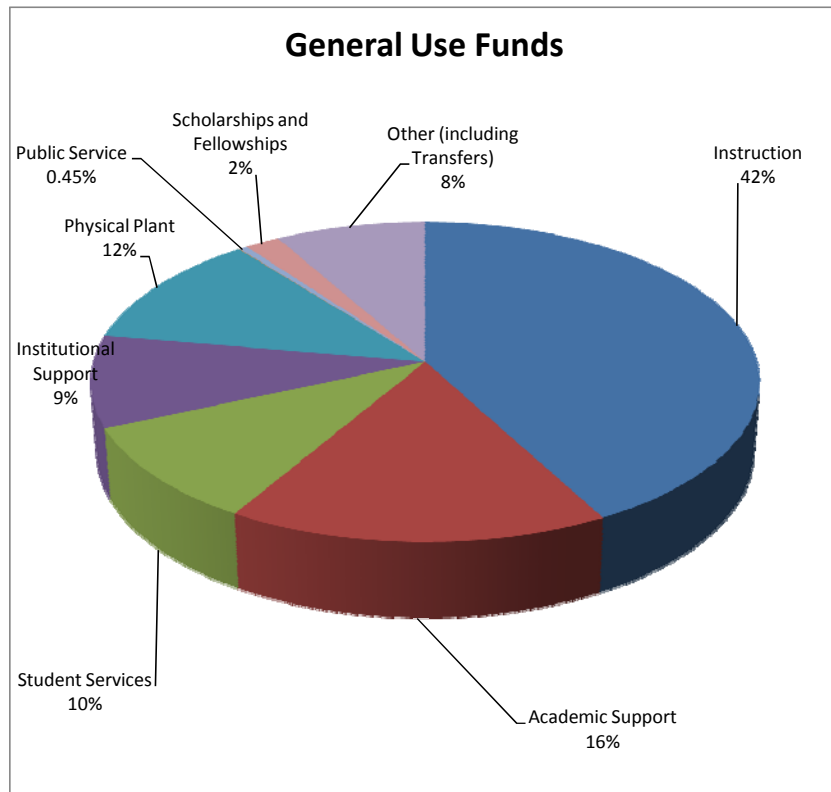
Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 32,351,044	50.67%
State General Fund (Nursing Master's Level)	133,280	0.21%
State General Fund (Kansas Wetlands)	320,100	0.50%
State General Fund (Kansas Academy of Math & Science)	525,140	0.82%
General Fees (Tuition)	30,515,841	47.80%
Total Budget	<u>\$ 63,845,405</u>	<u>100.00%</u>

All Funds



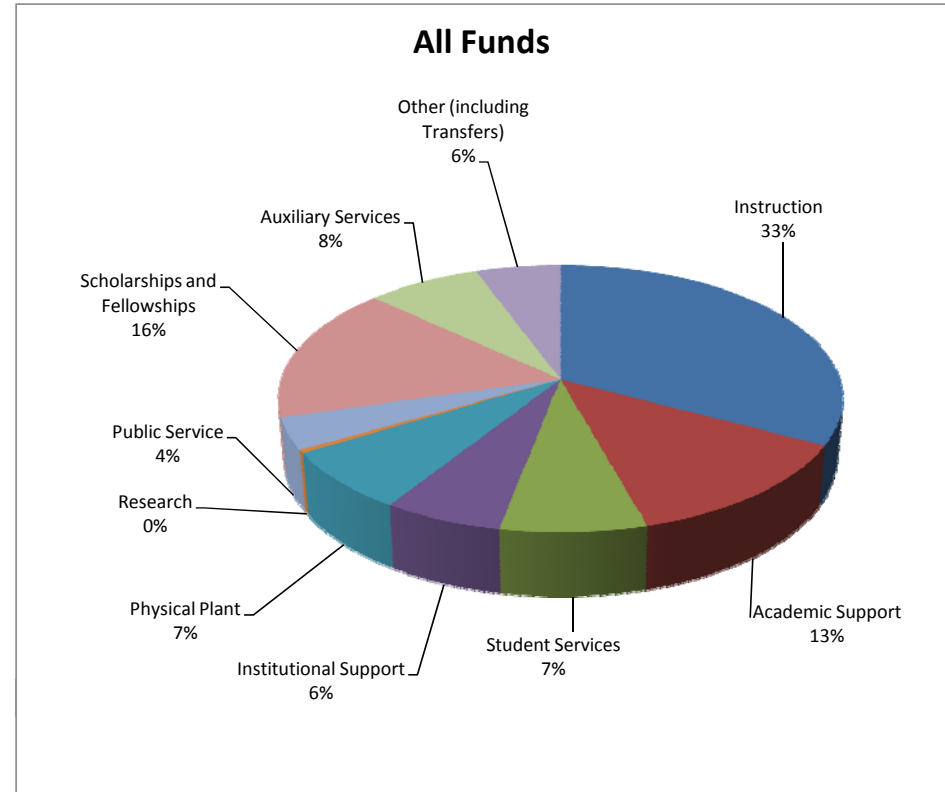
All Funds

Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 33,329,564	30.59%
General Fees (Tuition)	30,515,841	28.01%
Restricted Fees Fund	20,476,269	18.79%
Federal Grants	16,209,692	14.88%
Housing System Operating	5,942,022	5.45%
Student Health Fees	618,818	0.57%
Student Union Operating	1,541,940	1.42%
Parking Fees	220,437	0.20%
Debt Service	94,053	0.09%
Total Budget	<u>\$ 108,948,636</u>	<u>100.00%</u>



General Use Funds

Budget Program	Amount	Percent
Instruction	\$ 26,891,630	42.12%
Academic Support	10,477,542	16.41%
Student Services	6,300,975	9.87%
Institutional Support	5,923,816	9.28%
Physical Plant	7,481,389	11.72%
Research	25,286	0.04%
Public Service	285,987	0.45%
Scholarships and Fellowships	1,219,770	1.91%
Auxiliary Services	-	0.00%
Other (including Transfers)	5,239,010	8.21%
		0.00%
Total Budget	\$ 63,845,405	100.00%

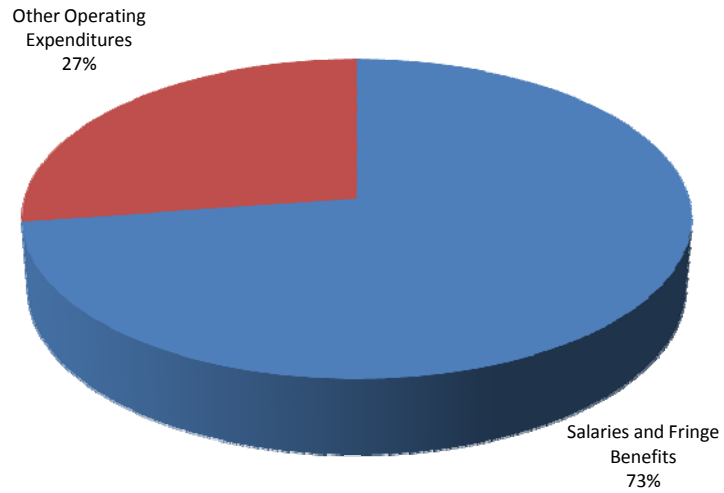


All Funds

Funding Source	Amount	Percent
Instruction	\$ 35,760,351	32.82%
Academic Support	14,009,510	12.86%
Student Services	7,993,263	7.34%
Institutional Support	6,533,082	6.00%
Physical Plant	7,885,054	7.24%
Research	434,371	0.40%
Public Service	4,198,804	3.85%
Scholarships and Fellowships	17,891,010	16.42%
Auxiliary Services	8,145,647	7.48%
Other (including Transfers)	6,097,544	5.60%
		0.00%
		0.00%
Total Budget	\$ 108,948,636	100.00%

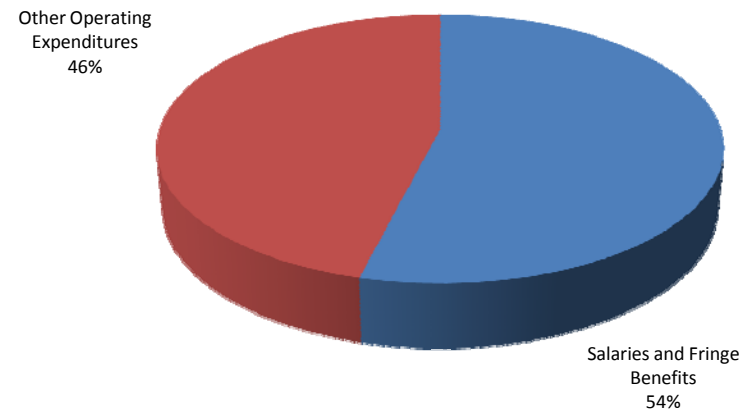
Fort Hays State University
Fiscal Year 2012 Actual
Total by Expenditure Classification

General Use Funds



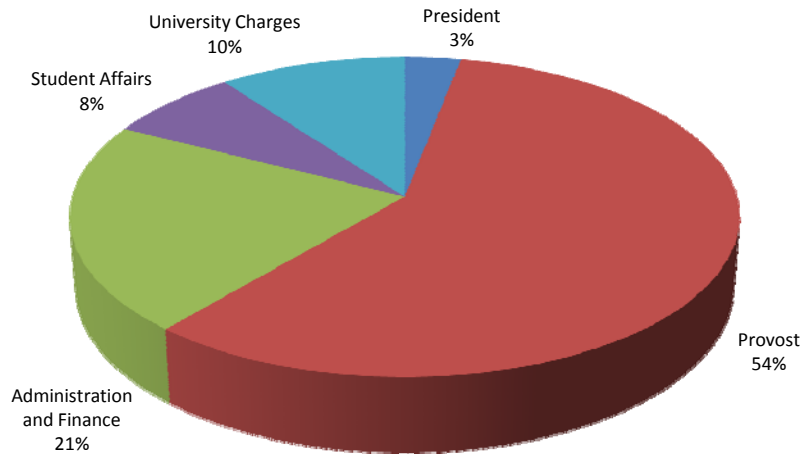
General Use Funds		
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 46,423,591	72.71%
Other Operating Expenditures	17,421,814	27.29%
Total Budget	<u>\$ 63,845,405</u>	<u>100.00%</u>

All Funds



All Funds		
Expenditure Classification	Amount	Percent
Salaries and Fringe Benefits	\$ 58,815,232	53.98%
Other Operating Expenditures	50,133,404	46.02%
Total Budget	<u>\$ 108,948,636</u>	<u>100.00%</u>

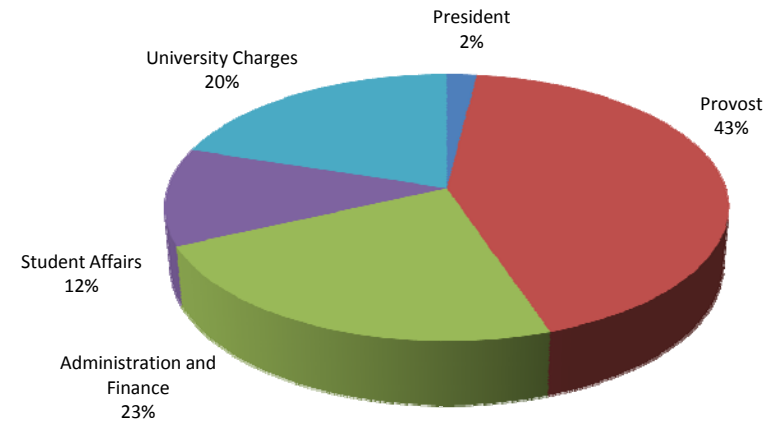
General Use Funds



General Use Funds

Divisions	Amount	Percent
President	\$ 1,942,584	3.04%
Provost	37,161,457	58.21%
Administration and Finance	13,570,321	21.25%
Student Affairs	4,651,663	7.29%
University Charges	6,519,380	10.21%
Total Budget	<u>\$ 63,845,405</u>	<u>100.00%</u>

All Funds



All Funds

Funding Source	Amount	Percent
President	\$ 2,159,815	1.98%
Provost	46,662,686	42.83%
Administration and Finance	25,410,860	23.32%
Student Affairs	12,835,785	11.78%
University Charges	21,879,490	20.08%
Total Budget	<u>\$ 108,948,636</u>	<u>100.00%</u>

**Kansas Board of Regents
State University FY 2015 Planning Operating Budget**

Fort Hays State University

	General Use	Restricted Use
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation ¹⁾	\$32,576,818	
FY 2014 General Fees Estimate (Tuition) ²⁾	\$34,727,000	
FY 2014 Restricted Use ³⁾		\$44,271,762
Total Estimated Revenue	\$67,303,818	\$44,271,762
<u>Estimated Expenditures</u>		
FY 2014 Required General Use Expenditure Increases		
KPERs Rate Increase	\$54,077	
Faculty Promoton/ <i>Tenure/Degree Completion</i>	\$74,267	
Classified Longevity (Increase over FY 2013 Base)	\$10,000	
Other Fringe Benefit Adjustments	\$39,427	
All Other Expenditures	\$67,303,818	\$44,271,762
Total Expenditures	\$67,481,589	\$44,271,762
<u>Proposed Institution-Specific FY 2015 State General Fund Enhancements</u>		
1. Information Systems Engineering and		
Kansas Academy of Math and Science - Expand Summer Academy	\$1,008,111	
Total Proposed SGF Enhancements	\$1,008,111	
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$325,768	
1% Tuition Increase ⁴⁾	\$335,667	
1% Unclassified Salary Incrcese	\$303,000	

Notes:

- 1) State General Fund appropriations
- 2) FY 2014 Tuition Proposal, Appendix F-2
- 3) FY 2014 Budget Request Document (DA402 form), less capital improvements
- 4) FY 2014 Tuition Proposal, Appendix F-1, estimated revenue generated from a 1% tuition rate increase

Question 3: How would we use a 1% increase in SGF:

The University has a number of priorities that would be evaluated for application of new funds received from the State. Not in any particular order and dependent upon the highest need at the time new funds would be applied to improve the operating expense budgets of all departments (those with the highest need first), support the continued growth on campus and virtually by hiring new faculty and staff, and possibly improve faculty salaries in all departments.

Question 4: How will the University manage the reductions in FY 2014 and FY 2015 and if restored how the funds would be used:

The University will delay well –deserved employee pay increases and delay the implementation of the new engineering program. All these decisions are complicated by the growing student enrollment and increased demand by Kansas citizens.

In fact, the salary cap reduction of \$276,176 represents the amount of money we spent this year hiring additional faculty to serve our enrollment increase. FHSU believes that new students should receive the same quality education as existing students. Therefore, our decision to add additional faculty and staff was driven by our desire to maintain quality.

At FHSU, we will, in part, manage the above cuts through savings produced by the new wind generation project as well as savings from attrition and retirements. A second strategy that we will be using will be implementing one-time bonuses for faculty and staff instead of base salary increases.

Should the funds be restored the University would determine disposition of the funds based on an evaluation of highest need. Some potential high need priorities include increases in operating expense budgets of departments, hiring additional faculty and staff to support growth both on campus and virtually, and faculty and staff salary increases.

INFORMATION SYSTEMS ENGINEERING

Proposal

Fort Hays State University seeks state funding support for its recently approved Information Systems Engineering program. "Information Systems Engineering" is a systematic and interdisciplinary means of approaching and exploiting information in and across physical, mathematical, business, social science, legal and information science disciplines. It is the incorporation of complex information systems involving software, digital storage and retrieval, networks, Human Computer Interaction, Information Security/Information Assurance, digital design, and electronic media. The undergraduate Bachelor of Science degree is designed to prepare entry level engineers who are prepared to work with complex information systems and who have the skills and knowledge to advance steadily in their careers.

Industry has a strong need for graduates from this program. *The Bureau of Labor Statistics, Occupational Handbook, 2010-2011 Edition*, Bureau of Labor Statistics (2010) projects that the second fastest growing category of occupations is "Network Systems and Data Communications Analysts." Job growth in this category is projected to increase 53% between 2008 and 2018. This is projected to be the 2nd fastest growing occupational category in the United States over the time period. The median 2010 wages for this category were \$69,160. 155,800 new jobs are projected to be created in this occupation category. Information Systems Engineers are a high value, high skill subset of the category. A closely related occupational category - "Software Engineers, Applications" is projected to have a 34% increase in jobs resulting in an increase of 175,100 new positions with an average salary of \$85,430. This category is projected by the Bureau of Labor Statistics to be the 15th fastest growing occupational category. Both categories require a bachelor degree.

Fort Hays State University seeks funding for this on-campus face-to-face program that closely aligns with Kansas and America's job needs. The Information Systems Engineering program is designed to support 100 students with a financial base laid for future self-funded enrollment growth.

Requested Resources

Salaries & Benefits:			
Director			\$ 128,428
Faculty			\$ 221,183
Administrative Assistant			\$ 40,000
Total Salaries and Benefits			\$ 389,611
OOE			\$ 50,000
Equipment			\$ 75,500
Software			\$ 25,000
Student Research Experience			
Support			\$ 120,000
Scholarships and Fellowships			\$ 100,000
Total Other			\$ 370,500
Total Information Systems Engineering			\$ 760,111

KANSAS ACADEMY OF MATH AND SCIENCE (KAMS) SUMMER ACADEMY

Proposal

The program is designed specifically for top high school students who would be interested in participating in the Kansas Academy of Mathematics and Science (KAMS) and specifically engineering, but do not wish to leave their current high school environment during the school year. The KAMS Summer Academy will fill a key niche in Kansas as no other extended summer program exists for advancing high school level students interests and knowledge in science and engineering.

The Academy will provide various Science, Technology, Engineering, and Mathematics (STEM) coursework opportunities to qualified students. Different tracks will be offered each summer and would allow students to return multiple years in order to earn advanced science, technology, engineering, and mathematics coursework. Tracks will be built around intriguing themes such as: Energy, Information Security, Bio Sciences and Robotics. Fort Hays State University intends this to be a strategy for enhancing interest in engineering at all Kansas Regents institutions and that it will be a compatible program with the university's new Information Systems Engineering program.

FHSU is seeking \$240,000 in SGF support for the Summer Academy that is expected to enroll 90 students annually.

Requested Resources

Faculty Summer Salaries			\$72,000
Tuition	90students	\$900	\$81,000
Housing & Cafeteria	90 students	\$1,000	\$90,000
Other Operating Expenses			\$5,000
Total Summer Academy			\$248,000

Conclusion

The Information Systems Engineering Program and the Kansas Academy of Math and Science Summer Academy are closely related and will complement each other. The total state funded budget for these two STEM aligned programs is \$1,008,111.

Enrollment by Student Characteristics Fall 2007 - Fall 2012

Fort Hays State University Table A

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	8,114	8,650	9,730	10,317	11,158	11,457	41.2%
Master's*	1,474	1,457	1,578	1,566	1,644	1,853	25.7%
Doctoral*	0	0	0	0	0	0	0.0%
Total	9,588	10,107	11,308	11,883	12,802	13,310	38.8%
Enrollment: FTE							
Undergraduate	5,403	5,629	6,239	6,488	7,061	7,222	33.7%
Master's*	843	914	1,017	1,038	1,136	1,276	51.4%
Doctoral*	0	0	0	0	0	0	0.0%
Total	6,246	6,543	7,256	7,526	8,198	8,498	36.1%
Student Status							
Full-time	4,486	4,582	4,978	5,190	5,694	5,887	31.2%
Part-time	5,102	5,525	6,330	6,693	7,108	7,423	45.5%
Total	9,588	10,107	11,308	11,883	12,802	13,310	38.8%
Student Residency							
Resident	5,550	5,504	5,963	6,123	6,441	6,745	21.5%
Non-resident	4,038	4,603	5,345	5,760	6,361	6,565	62.6%
Total	9,588	10,107	11,308	11,883	12,802	13,310	38.8%
Student Status							
On-Campus	4,433	4,303	4,343	4,415	4,683	4,746	7.1%
Off-Campus	5,155	5,804	6,965	7,468	8,119	8,564	66.1%
Total	9,588	10,107	11,308	11,883	12,802	13,310	38.8%
Student Age: Undergraduates							
19 and under	1,803	1,869	2,108	2,077	2,200	2,391	32.6%
20 - 24	4,356	4,711	5,162	5,565	5,992	5,813	33.4%
25 and Over	1,943	2,069	2,458	2,675	2,966	3,252	67.4%
Unknown	12	1	2	0	0	1	-91.7%
Total	8,114	8,650	9,730	10,317	11,158	11,457	41.2%
Student Age: Graduates							
24 and Under	266	279	254	298	360	360	35.3%
25 and Over	1,207	1,178	1,324	1,268	1,284	1,493	23.7%
Unknown	1	0	0	0	0	0	-100.0%
Total	1,474	1,457	1,578	1,566	1,644	1,853	25.7%
Student Race/Ethnicity**							
White	6,154	6,231	6,751	6,781	7,288	7,615	23.7%
Non-resident Alien	2,506	2,965	3,488	3,764	4,045	4,021	60.5%
Black or African-American	200	236	290	349	422	493	146.5%
American Indian/Alaska Native	49	51	45	40	33	46	-6.1%
Asian	54	51	85	65	99	94	74.1%
Hispanic	260	260	342	472	557	634	143.8%
Native Hawaiian/ Pacific Islander	NA	NA	NA	11	10	5	NA
Two or more Races	NA	NA	NA	165	167	199	NA
Unknown	365	313	307	236	181	203	-44.4%
Total	9,588	10,107	11,308	11,883	12,802	13,310	38.8%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics
Fall 2007 - Fall 2012**
**Fort Hays State University
Table A**

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Occupancy in Univ. owned housing & Pct. to Total Enroll	982 10.2%	986 9.8%	1,077 9.5%	1,177 9.9%	1,364 10.7%	1,344 10.1%	36.9% -0.1%
Enroll: ACT Scores (First-time freshmen)							
12 and under	0.5%	0.1%	0.5%	0.2%	0.3%	0.2%	-0.3%
13 - 16	6.2%	6.6%	7.5%	10.1%	8.1%	9.2%	3.0%
17 - 22	55.4%	51.7%	51.6%	50.6%	49.4%	53.6%	-1.8%
23 - 26	27.8%	30.5%	29.5%	27.4%	30.2%	26.7%	-1.1%
27 - 31	9.3%	10.2%	10.1%	10.9%	11.3%	10.0%	0.7%
32 - 36	0.8%	0.9%	0.8%	0.8%	0.8%	0.3%	-0.5%
Degrees Awarded							
Associate	70	59	44	61	66	77	10.0%
Baccalaureate	1,770	1,646	1,913	1,909	2,035	2,483	40.3%
Master's	244	263	333	381	505	500	104.9%
Doctoral	0	0	0	0	0	0	0.0%
Total	2,084	1,968	2,290	2,351	2,606	3,060	46.8%
Facility Characteristics							
Total Gross Area	1,967,734		1,924,766		2,000,121		
Total Net Assignable	1,201,428		1,174,502		1,233,751		
Net Assignable - Residential	224,755		201,415		231,086		
% Gross Area Built	60.8%		67.0%		75.0%		
Since 1960	822,947		923,959		1,389,001		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	24.7		24.89		25.64		
Teaching Lab	8.77		9.87		9.63		

Source: State University Housing report; U.S. Dept, IPEDS Completions Survey; State University Inventory of Facilities and the ACT Class Profile Report

**Total Operating Expenditures by Fund
FY 2007 - FY 2012**
**Fort Hays State University
Table B**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$34,231,167 2.26%	\$36,458,610 6.51%	\$34,978,073 -4.06%	\$33,079,741 -5.43%	\$33,865,094 2.37%	\$33,329,564 -1.58%	30.1%
General Fees Funds (Tuition) Percent Increase Tuition	\$14,991,572 3.40%	\$15,570,651 3.86%	\$17,336,467 11.34%	\$17,154,103 -1.05%	\$22,813,127 32.99%	\$30,518,924 33.78%	27.5%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
General Use Exp. Percent Increase GU	\$49,222,739 2.61%	\$52,029,261 5.70%	\$52,314,540 0.55%	\$50,233,844 -3.98%	\$56,678,221 12.83%	\$63,848,488 12.65%	57.6%
Restricted Use Exp. Percent Increase RU	\$29,139,934 7.71%	\$34,029,292 16.78%	\$33,293,640 -2.16%	\$40,298,482 21.04%	\$43,200,465 7.20%	\$47,005,585 8.81%	42.4%
Total Operating Exp. Pct. Increase Total Operating	\$78,362,673 4.45%	\$86,058,553 9.82%	\$85,608,180 -0.52%	\$90,532,326 5.75%	\$99,878,686 10.32%	\$110,854,073 10.99%	100.0%

Source: Operating summaries of Legislative Budget submittals.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

Fort Hays State University Table C

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$29,244,636	\$30,940,286	\$31,297,267	\$31,705,228	\$33,536,063	\$35,781,317	22.4%
Academic Support	\$10,861,697	\$11,109,082	\$11,125,915	\$11,485,157	\$12,157,865	\$14,010,535	29.0%
Student Services	\$6,318,234	\$7,667,347	\$6,994,748	\$6,769,036	\$8,419,677	\$9,030,259	42.9%
Institutional Support	\$5,379,790	\$5,594,183	\$5,470,792	\$5,885,506	\$5,881,368	\$10,534,852	95.8%
Educational Program	\$51,804,357	\$55,310,898	\$54,888,722	\$55,844,927	\$59,994,973	\$69,356,963	33.9%
Physical Plant	\$7,061,852	\$7,512,049	\$7,637,843	\$7,175,903	\$7,430,395	\$7,885,054	11.7%
Research	\$420,602	\$423,770	\$326,977	\$215,913	\$275,972	\$454,669	8.1%
Public Service	\$4,175,081	\$4,352,323	\$4,553,891	\$4,625,861	\$4,636,788	\$5,412,586	29.6%
Scholarship sand Fellowships	\$8,255,023	\$9,493,033	\$10,200,737	\$14,181,441	\$18,015,162	\$18,641,116	125.8%
Other (including Transfers)	\$529,283	\$0	\$1,572,268	\$216,069	\$2,932,615	\$1,525,304	188.2%
Total Educ. and General	\$72,246,198	\$77,092,073	\$79,180,438	\$82,260,114	\$93,285,905	\$103,275,692	42.9%
Auxiliary Enterprises	\$6,116,475	\$8,966,480	\$6,427,742	\$8,272,212	\$6,592,781	\$7,578,381	23.9%
Total Operating Exp.	\$78,362,673	\$86,058,553	\$85,608,180	\$90,532,326	\$99,878,686	\$110,854,073	41.5%

Source: Operating summaries of Legislative Budget submittals

General Use Operating Expenditures by Program FY 2007 - FY 2012

Fort Hays State University Table D

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$23,695,049	\$24,658,554	\$24,019,421	\$23,108,315	\$25,025,776	\$26,891,630	13.5%
Academic Support	\$8,580,592	\$8,601,373	\$8,462,218	\$9,029,522	\$9,498,639	\$10,477,542	22.1%
Student Services	\$4,554,163	\$5,708,289	\$5,097,049	\$4,775,750	\$5,630,444	\$6,300,975	38.4%
Institutional Support	\$4,643,549	\$5,031,804	\$5,002,975	\$5,293,972	\$5,302,423	\$9,925,586	113.8%
Educational Program	\$41,473,353	\$44,000,020	\$42,581,663	\$42,207,559	\$45,457,282	\$53,595,733	29.2%
Physical Plant	\$6,713,503	\$7,189,842	\$7,213,003	\$6,863,855	\$7,127,924	\$7,481,389	11.4%
Research	\$20,894	\$21,159	\$22,755	\$20,471	\$18,710	\$25,284	21.0%
Public Service	\$754,673	\$461,402	\$237,587	\$246,530	\$257,457	\$285,987	-62.1%
Scholarships and Fellowships	\$260,316	\$356,838	\$714,919	\$773,061	\$925,872	\$1,219,770	368.6%
Other (including Transfers)	\$0	\$0	\$1,544,613	\$122,368	\$2,893,193	\$1,240,325	NA
Total Educ. and General	\$49,222,739	\$52,029,261	\$52,314,540	\$50,233,844	\$56,680,438	\$63,848,488	29.7%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	-\$2,217	\$0	0.0%
Total General Use Exp.	\$49,222,739	\$52,029,261	\$52,314,540	\$50,233,844	\$56,678,221	\$63,848,488	29.7%

Source: Operating summaries of Legislative Budget submittals.

General Use Operating Expenditures by Object FY 2007 - FY 2012

Fort Hays State University Table E

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	244.00	246.00	238.75	246.25	246.25	235.50	-3.5%
Classified - Expenditures	\$7,033,852	\$7,323,835	\$7,525,900	\$7,630,621	\$7,847,721	\$8,019,776	14.0%
Unclassified - FTE	422.23	409.55	416.65	422.40	422.40	440.80	4.4%
Unclassified - Expenditures	\$21,016,920	\$22,110,014	\$24,575,303	\$23,340,875	\$24,129,748	\$24,898,708	18.5%
Student Wages Expenditures	\$1,429,877	\$1,350,358	\$1,596,746	\$1,276,151	\$1,556,744	\$1,518,962	6.2%
Health Insurance	\$5,247,429	\$5,368,747	\$2,385,844	\$3,562,164	\$3,975,308	\$4,910,467	-6.4%
All Other Fringe	\$4,601,184	\$5,400,030	\$5,524,266	\$5,772,487	\$6,597,896	\$7,075,678	53.8%
Subtotal Salaries- FTE	666.23	655.55	655.40	668.65	668.65	676.30	1.5%
Subtotal Salaries- Exp.	\$39,329,262	\$41,552,984	\$41,608,059	\$41,582,298	\$44,107,417	\$46,423,591	18.0%
Other Operating Expenditures	\$8,100,716	\$8,472,523	\$9,072,389	\$7,347,547	\$10,793,107	\$15,513,861	91.5%
Utilities	\$1,792,761	\$2,003,754	\$1,634,092	\$1,303,999	\$1,777,697	\$1,911,036	6.6%
Total General Use Exp.	\$49,222,739	\$52,029,261	\$52,314,540	\$50,233,844	\$56,678,221	\$63,848,488	29.7%

Source: Operating summaries of Legislative Budget submittals.

Pittsburg State University
KBOR Budget Work Session
July 24, 2013

1. FY2014 Operating Budget Charts

- Funding Source: Attachment A-1
- Program Budget: Attachment A-2
- Expenditure Classifications: Attachment A-3

2. FY2015 Planning Budget-Attachment B

3. 1% SGF Base Increase

A 1% SGF base increase would provide approximately \$348,000 in new funding. A 1% increase in SGF represents a 1% increase in tuition. A 1% increase in SGF also would fund a 1% increase in faculty and unclassified staff salaries.

4. Description of FY14 and Fy15 SGF Reduction

The FY14 Budget Reductions equaled \$900,177. This amount was included in the tuition proposal approved by the Board in June. The tuition proposal included a re-allocation (cut) of \$500,000. The budget cut was allocated across the campus and all divisions were impacted. A total of ten employee positions were eliminated as part of the re-allocation. The remaining budget reduction (\$400,177) has been factored into the approved tuition increase.

The FY15 allocation reflects a \$246,627 increase in state general fund appropriations over FY14. The FY15 budget worksheet reflects significant expenses are expected to be incurred as FY14 salary increases are annualized, new buildings are brought into service, decisions are made to update campus financial systems, and changes in fringe benefit rates are computed. The \$246,627 is projected to help fund these new expenses.

If the full \$900,177 is restored in FY14, the University would invest these one time monies in major acquisitions. Because of the timing associated with the construction of the Center for the Arts, some of the money would be targeted to helping furnish the facility. Also, because of the timing of the implementation of new financial management systems, some of the money would be targeted for one time software acquisition costs.

If the \$653,550 was restored for FY15, the full amount would be dedicated to funding those potential expenses set out in the FY15 planning budget. This would have the overall impact of keeping the tuition increase smaller for the next fiscal year.

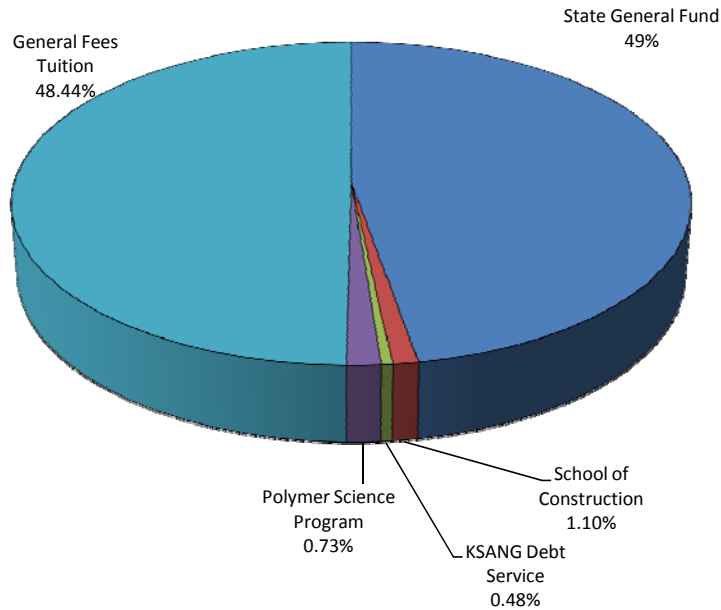
5. Proposed Enhancements

- Center for CTE Teacher Development & Innovation-Attachment C
- Expansion of Kansas Technology Center-Attachment D

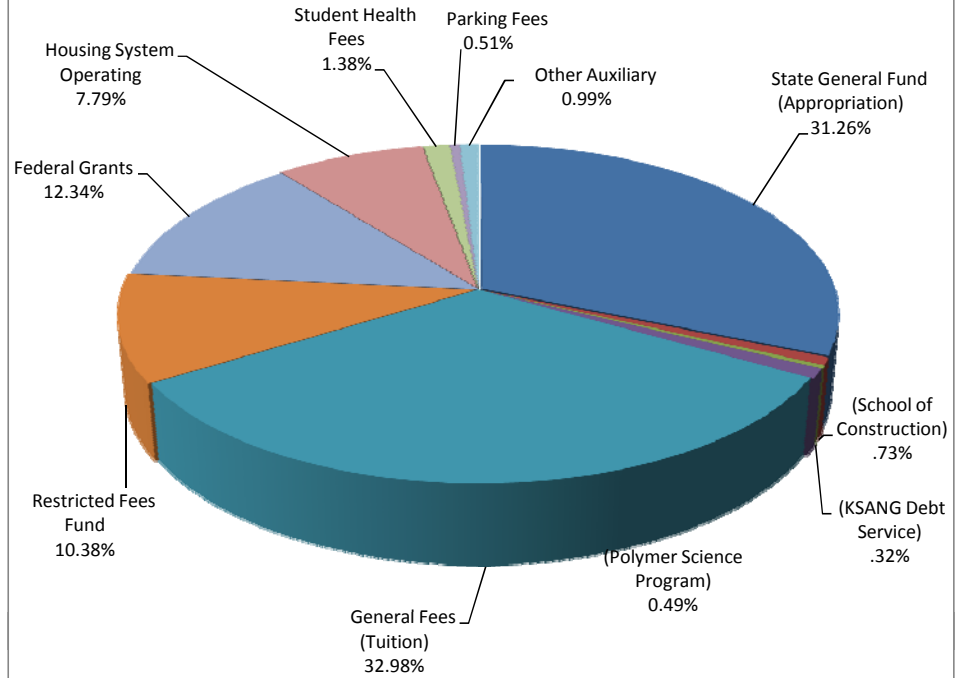
Pittsburg State University
Fiscal Year 2014 Operating Budget
Total Projected Budget by Funding Source

A-1

General Use Funds



All Funds



General Use Funds

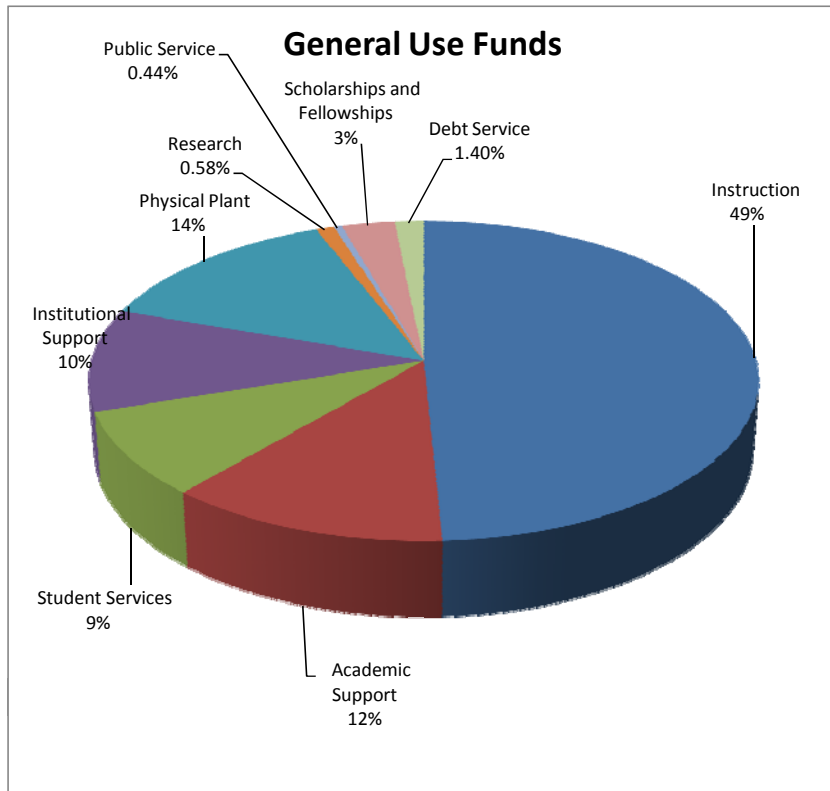
Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 32,678,073	47.21%
State General Fund (School of Construction)	749,569	1.08%
State General Fund (KSANG Debt Service)	322,799	0.47%
State General Fund (Polymer Science Program)	999,821	1.44%
General Fees (Tuition)	34,473,602	49.80%
Total Budget	\$ 69,223,864	100.00%

All Funds

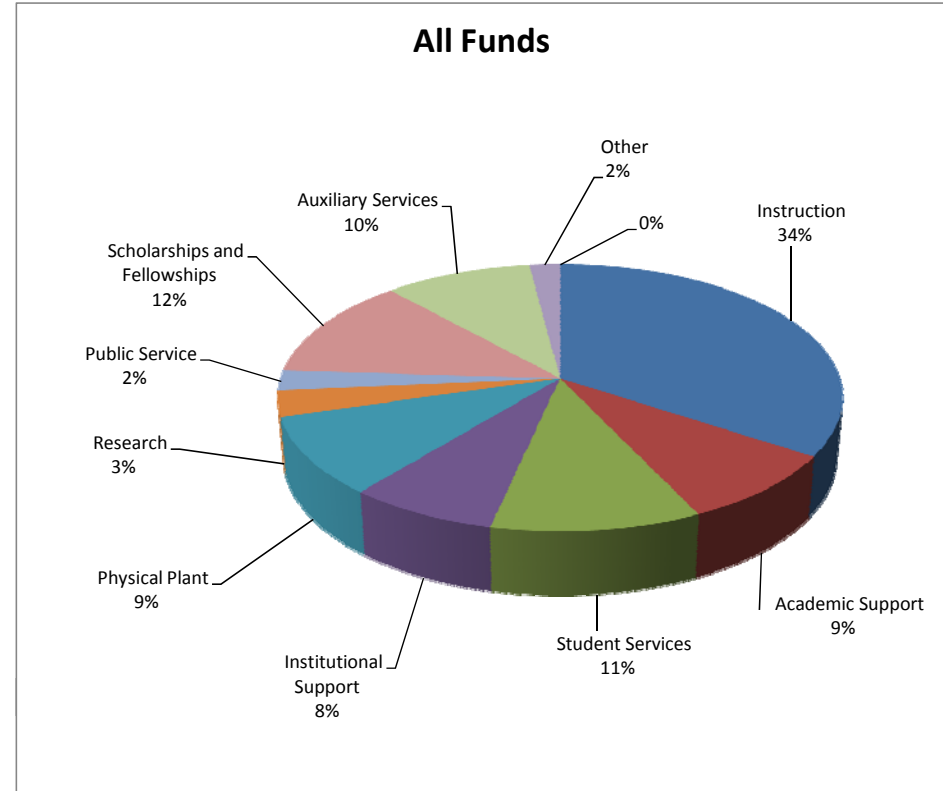
Funding Source	Amount	Percent
State General Fund (Appropriation)	\$ 32,678,073	31.26%
State General Fund (School of Construction)	749,569	0.72%
State General Fund (KSANG Debt Service)	322,799	0.31%
State General Fund (Polymer Science Program)	999,821	0.96%
General Fees (Tuition)	34,473,602	32.98%
Restricted Fees Fund	10,845,594	10.38%
Federal Grants	13,309,303	12.73%
Housing System Operating	8,139,747	7.79%
Student Health Fees	1,447,112	1.38%
Parking Fees	528,288	0.51%
Other Auxiliary	1,031,872	0.99%
Total Budget	\$ 104,525,780	100.00%

Pittsburg State University
Fiscal Year 2014 Operating Budget
Total Projected Budget by Budget Program

A-2



General Use Funds		
Budget Program	Amount	Percent
Instruction	\$ 34,058,880	49.20%
Academic Support	8,397,845	12.13%
Student Services	5,950,285	8.60%
Institutional Support	7,179,857	10.37%
Physical Plant	9,558,589	13.81%
Research	681,084	0.98%
Public Service	307,948	0.44%
Scholarships and Fellowships	1,997,433	2.89%
Other	1,091,943	1.58%
Total Budget	<u>\$ 69,223,864</u>	<u>100.00%</u>

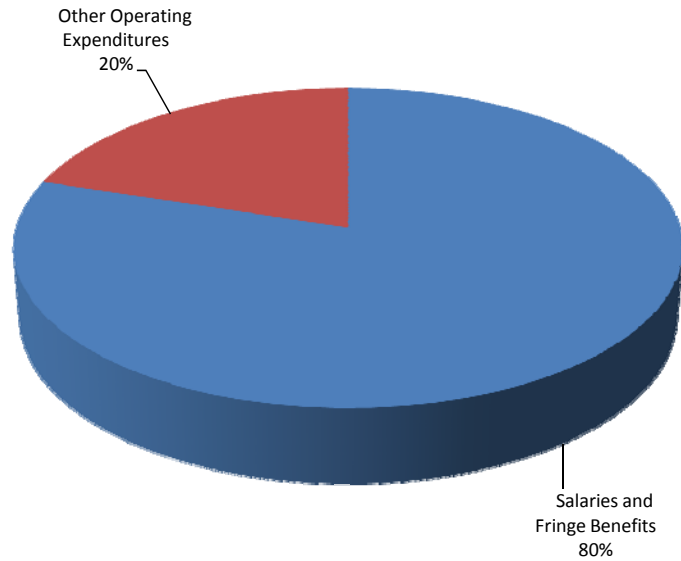


All Funds		
Budget Program	Amount	Percent
Instruction	\$ 35,838,483	34.29%
Academic Support	9,037,188	8.65%
Student Services	10,992,543	10.52%
Institutional Support	7,835,075	7.50%
Physical Plant	9,887,404	9.46%
Research	3,284,962	3.14%
Public Service	2,504,469	2.40%
Scholarships and Fellowships	12,906,694	12.35%
Auxiliary Services	10,115,147	9.68%
Other	2,123,815	2.03%
Total Budget	<u>\$ 104,525,780</u>	<u>100.00%</u>

Pittsburg State University
Fiscal Year 2014 Operating Budget
Total Projected Budget by Expenditure Classification

A-3

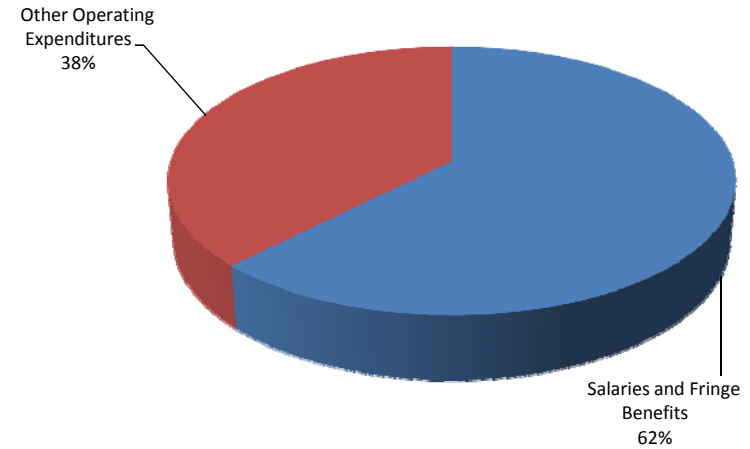
General Use Funds



General Use Funds

<u>Expenditure Classification</u>	<u>Amount</u>	<u>Percent</u>
Salaries and Fringe Benefits	\$ 55,299,646	79.89%
Other Operating Expenditures	13,924,218	20.11%
Total Budget	\$ 69,223,864	100.00%

All Funds



All Funds

<u>Expenditure Classification</u>	<u>Amount</u>	<u>Percent</u>
Salaries and Fringe Benefits	\$ 65,208,595	62.39%
Other Operating Expenditures	39,317,185	37.61%
Total Budget	\$ 104,525,780	100.00%

**Kansas Board of Regents
State University FY 2015 Planning Budget**

Pittsburg State University

	General Use	Restricted Use ⁴⁾
<u>Estimated Revenue</u>		
FY 2014 State General Fund Appropriation 1)	\$34,750,262	
FY 2014 General Fees Estimate (Tuition) 2)	\$34,473,602	
FY 2014 Restricted Use 3)		\$35,301,916
Total Estimated Revenue	\$69,223,864	\$35,301,916
<u>Estimated Expenditures</u>		
FY 2015 Required General Use Expenditure Increases		
Servicing of New Buildings	\$540,275	
Annualization of FY 14 Mid Year Salary Increase	\$300,000	
Group Health Insurance Decrease	(\$110,000)	
KPERs and Other Fringe Benefit Rate Increases	\$300,000	
Faculty Promotion/Tenure	\$70,000	
New ERP Software Maintenance	\$300,000	
Subtotal Required Expenditure Increases	\$1,400,275	
	\$69,223,864	\$35,301,916
Total Expenditures	\$70,624,139	\$35,301,916
<u>Proposed Institution-Specific FY 2015 State General Fund Operating Enhancements</u>		
1. Create the Kansas Center for CTE Instructor Development and Innovation	\$1,000,000	
Total Proposed SGF Operating Enhancements	\$1,000,000	
<u>Proposed Institution-Specific FY 2015 State General Fund Capital Improvement Enhancements</u>		
2. Expansion of Kansas Technology Center	\$15,000,000	
<u>"What If" One Percent Calculations</u>		
1% SGF Budget Increase or Decrease	\$347,503	
1% Tuition Increase	\$344,000	
1% Salary Increase - All Funds	\$652,086	

Notes:

1) State General Fund appropriations - Senate Bill 171

2) FY 2014 Tuition Proposal, Appendix B-2

3) FY 2014 Budget Request Document (DA402 form), less capital improvements

4) Restricted Use funds include all revenue from gifts, grants and contracts from federal, state, local, and private sources; student fees other than tuition; all income from the operations of auxiliary enterprises, and all other revenues not designated as general use funds. For planning purposes, it is assumed that any increases/decreases in expenditures will be matched with increases/decreases in revenue.



PITTSBURG STATE UNIVERSITY'S

Center for CTE Teacher Development & Innovation

Abstract

Title:	Center for CTE Teacher Development and Innovation
Requesting Institution:	Pittsburg State University
Needs Assessment:	<p>Recent unemployment in the Kansas workforce is well documented. In many cases unemployment is not due to a lack of jobs but due to lack of qualified personnel to fill technical-based positions. This problem can be attributed in part to a lack of qualified career and technical education (CTE) teachers available to prepare them. Increased need for technical education and an ever growing shortage of individuals prepared to backfill vacant positions and new positions contribute to this critical problem. It comes at a time when the Department of Labor predicts that occupational field covered by CTE instructors will continue to grow for the foreseeable future. Identification, recruitment, preparation, and support of beginning of new CTE are paramount for developing and maintaining the Kansas workforce, which is critical to future economic growth.</p>
Objectives:	<ol style="list-style-type: none"> 1. Develop a center to expand the number of high quality CTE teachers to meet educational needs throughout Kansas (i.e., CTE Center for Teacher Development and Innovation [CTE-TDI]) 2. Provide state-of-the art CTE instructional practices throughout the entire state in the most cost effective manner possible, including use of mobile training system, face-to-face, and online instruction. 3. Create and maintain a web-based CTE idea sharing and innovation site for promoting best practices accessible to all. 4. Develop a replicable model for a national-technically specific teacher training center (i.e., NCATT—<i>National Center for Automotive Teacher Training</i>). 5. Develop a Kansas workforce for greater future economic development.
Funding Requested:	\$1,000,000



Introduction

Today in Kansas, there is a shortage of qualified Career and Technical Education (CTE) teachers who are equipped with the latest knowledge of instructional strategies, laboratory management, use of new instructional technologies and simulators. This need coupled with the logistics of providing cost effective technical teacher preparation and development throughout the State is the basis for this proposal. This proposal addresses today's workforce needs in Kansas, providing the necessary education to prepare teachers to train workers for today as well as those of the future. Components of the proposal for \$1 million of new funding are:

- needs assessment regarding need for qualified technical teachers for preparing today's Kansas workforce for greater economic development.
- development of the *Center for CTE Teacher Development and Innovation* (CTE-TDI).
- expansion of current Technical Teacher Education program in Kansas by implementing *Instructor Development Program*.
- professional components of *Instructor Development Program*.
- instructional delivery model.
- CTE-MDIT (Mobile Development and Innovation Training) for providing interactive manipulative instruction and uses of the latest instructional media and technology, including use of state-of-the-art simulators.
- web-based idea sharing and innovative practices available online for all CTE instructors throughout Kansas---the CTE-ISI (*Idea Sharing and Innovation*) program.
- development of a replicable model for a national technically-specific teacher training center (i.e., NCATT—*National Center for Automotive Teacher Training* future opportunities associated with the Center for CTE-TDI.
- budget for implementing the Center for CTE-TDI and its components.

The Need

Recent unemployment with the Kansas workforce is well-documented. In some cases, unemployment is not due to a lack of jobs but due to a lack of qualified personnel to fill technical-based jobs. To prepare individuals for these strategic job opportunities, qualified educators with sufficient training resources are needed. The identification, recruitment and the preparation of beginning career and technical education (CTE) teachers is paramount. Within the US, we are continuing to see the effect of these challenges. In the past, there would be a turnover of instructors and a sufficient supply of qualified instructors to replace instructors leaving the education profession. Now, we are seeing a shortage of qualified instructors in all areas of career and technical education (at both secondary and post-secondary levels) with a shortage of individuals prepared to backfill vacant positions. Interestingly, this comes at a time when the US Department of Labor predicts in the *2012-2013 Occupational Outlook Handbook* (<http://www.bls.gov/ooh/home.htm>), that occupational fields covered by CTE instructors will continue to see growth into the foreseeable future.

Kansas, like many other Midwestern states, is actually facing a threefold challenge, which includes, 1) initially identifying and recruiting potential CTE faculty, 2) preparation of beginning CTE instructors, and 3) supporting those currently in CTE teaching position with best practices /other support needs so as to retain them in the CTE teaching workforce.

Since one of the main expectations of CTE teachers is trade/skill knowledge, the identification and recruitment of potential faculty can be fairly well defined and operationalized. While CTE instructors are hired based upon their occupational knowledge and skills, most if not all have limited knowledge about how to plan, teach and assess their students. Further, many are lacking the skills to transfer their proficient knowledge to their students. Finally, they may be the only instructor teaching in their CTE area at their institution, resulting in a lack of available individuals who can properly mentor them in their new role as an instructor.

If we are to retain newly hired instructors in their positions, we must look at how these instructors are initially prepared, in-serviced in their new teaching roles, and in what manner they get the long term information they need to carry out their job as a teacher.

CTE instructors (somewhat unlike their academic counterparts who were initially prepared as instructors) have two main areas of focus in professional development. One area is

how to better develop themselves as instructors and the other area is how to stay current within the field they are teaching. Technology is changing at such a rapid pace many instructors find that just remaining current in their occupational area is quite a challenge. While PSU is not proposing to be the active recruiting agent for CTE professionals in the State, PSU's proposed Center for Career and Technical Education Instructor Development and Innovation has been designed to meet both the initial preparation needs for Kansas CTE instructor professional development as well as the long term needs of existing CTE professionals.

Increasing Capacity—Instructor Development Program

In order to support the needs of CTE instructors, as well as address the future needs for CTE professionals at the secondary and post-secondary level, Pittsburg State University proposes to modify as well as expand their capacity of their existing Technical Teacher Education program to meet future CTE instructional and support needs in Kansas. Such an expansion/modification would provide instructional improvement opportunities as well as encourage progressive innovation and implementation within their occupational area.

Within Kansas, new CTE instructors are often hired from business and industry. The strongest asset they possess is the work experience in their occupational area. Once these instructors are hired, they are required to attend a one week new teacher workshop (in the summer), demonstrate competence on a test that assesses both their skill and knowledge level in their content area and complete 18 hours of certification course work. Traditionally, new teachers (at the high school level) had four years to complete the certification requirements. While this process has met the technical teacher needs for many years, at times required courses were not offered to the new instructors in a manner which best suited them (in a timely fashion) in their change from careers in the technical field to teaching others about that technical field. Implementing the proposed *Instructor Development Program* of the *Center for CTE Teacher Development and Innovation* would be designed to reduce the potential (of lack of timely course availability) to an absolute minimum.

Professional Components

The proposed *Center for CTE Teacher Development and Innovation* would implement a modified method of preparing instructors within career and technical education. Although based upon the strong history and traditions of PSU's technical teacher program, the proposed method has several different components designed to better meet (in a timely manner) the initial needs of new faculty as well as to encourage continual improvement of existing faculty.

Through a review of the latest literature in Career and Technical Education, the areas that a new instructor education program would consist of fall into twelve main categories. Those included: (1) Curriculum Development and Usage; (2) Classroom and Lab Management Techniques in CTE; (3) Foundations of Career and Technical Education; (4) Instructional Methods and Techniques; (5) Identification and Instruction of Students with Special Needs; (6) Comprehensive Student Assessment; (7) Characteristics of Adolescent and Adult Learners; (8) Utilization of Current Technology as an Instructional Tool (including the use of the latest instructional technologies); (9) Lab and Tool Safety; (10) School Improvement Processes/Evaluation of CTE programs; (11) Work-based Learning; and (12) Guided Teaching Practicum. Further description of each of these professional areas is listed below in Table 1. Each of these professional areas is then divided into components within each area. Within each component, a description is given to make it easier to see the overlap that may occur.

Table 1. Professional Components for Teachers in Career and Technical Education

Professional Components	Descriptor of the Professional Components
1. Curriculum Development and Usage	Modification of current curriculum; development of curriculum; conducting occupational and task analysis; sequencing of objectives; target audience description and usage; identification of industry standards; lesson plan development; student activity development; student assessment development
2. Classroom and Lab Management Techniques in CTE	Layout of the physical classroom environment; techniques used by instructors to manage students within a classroom or laboratory environment; law; motivational theory; developmental stages of students; working with unique differences; working with special students;
3. Foundations of CTE	History of CTE; principles of CTE; development theory of students; laws and legislation affecting CTE; Work-based learning; funding of CTE; development and use of advisory committees; and business and industry relationships

Professional Components (cont-)	Descriptor of the Professional Components
4. Instructional Methods and Techniques	Utilizing different methods of instruction; learning principles of students; learning styles; presentation techniques; reflective teaching; application of curriculum
5. Identification and Instruction of Students with Special Needs	Laws associated with students with special needs; techniques of working with students with special needs; types of students with special needs; identification of students with special needs; teaching for success; resources available; and behavioral shaping
6. Comprehensive Student Assessment	Development of student assessments; types of student assessment; validity of assessment; level of assessment; reliability of the assessments; psychomotor, affective and cognitive domain assessments
7. Characteristics of Adolescent and Adult Learners	Learning theory; abilities; developmental theory; characteristics of adolescent and adult learners
8. Utilization of Current Technology as an Instructional Tool	Computer software; computer usage; programmed instruction; access of new and emerging information; classroom technology
9. Classroom and Lab Safety	A study of safety performance and shop safety, including inspections, planning and maintenance of equipment in the laboratory area, legal requirements that the instructor needs to meet.
10. School Improvement Processes	How to assist the schools in developing and meeting their plan for school improvement and evaluation
11. Work-based Learning	Techniques for developing, implementing, operating, and evaluating work-based learning sites for students in Career and Technical Education programs.
12. Guided Teaching Practicum	Directed teaching internship to enhance the abilities of CTE instructors in being the most effective and efficient in their classrooms and labs.

After review of the abovementioned twelve areas of professional/teacher preparation, one may notice certain amount of overlap. In the past, courses were taught that did not deal with this overlap (each course is a stand-alone course). The students (current CTE instructors) received the content of the course work that was being offered at the time, whether or not it was relevant to the instructor at the time they took the course. This new delivery model, by design, proposes to offer new CTE instructors access to the professional knowledge in a more linear format (with a cohort approach) as well as over a shorter time frame. Since these courses will be taught in sequence, it will allow the connection of materials presented to build to the next course. By

having a set of courses that follow a prescribed sequence, instructors will be presented with materials that they will need first in their new careers as instructors. The series of courses are laid out in a three year format that is presented below in Table 2. These courses will meet in multiple formats, both face-to-face (weekend format) and a hybrid format with additional material placed on the Pittsburg State University's learning management system.

The information listed in Table 2 would be covered in a basic manner in a one week compressed-format workshop which would provide these new instructors with the necessary survival skills to help them be successful in their first year of teaching. During their first three years of teaching, these new instructors would then attend the remaining courses to gain a more in-depth information and comprehensive understanding of the requirements placed on a CTE instructor. Additionally, these courses would also apply towards a bachelors' or masters' degree in CTE. Each year a new cohort group would be started.

Table 2		
All Cohort Groups would follow this schedule:		
Summer	Fall	Spring
TTED 193 New Instructor Workshop (one week)	TTED 445/845 Curriculum Development	TTED 391/893 Student Assessment Development
TTED 479/779 Techniques for Teaching Technical Education TTED 780 Classroom and Laboratory Management in CTE	TTED 694/894 History and Philosophy of CTE	TTED 695 Using Technology as an Instructional Tool
TTED 731 Adult Learners TTED 697/897 Teaching Special Needs Students	TTED 608/808 Work-based Learning TTED 308/708 Tool and Lab Safety	TTED 698 School Improvement Processes TTED 483/873 Teaching Internship

Instructional Delivery Model

The instructional delivery model for the *Instructor Development Program* would be based on the successful model that Technical Teacher Education has used the last several years which has been modified to employ fully mediated, hybrid and a concentrated face-to-face delivery. The particular delivery method used for each course depends on the course content, the

activities associated with the course, and what research has shown to be best practice for that particular course content/course objectives.

Fully mediated classes would be based on a weekly schedule over a 16-week semester for Fall and Spring semesters, and 16 sessions during the 4-week summer session. The **fully face-to-face three credit hour class** would consist of three (3) highly concentrated weekend sessions (5 hours on Friday evening and 10 hours on Saturday) offered in Salina (for central and western Kansas participants) and on the PSU campus for eastern Kansas participants). The **hybrid three credit hour course** typically consists of two (2) highly concentrated weekend sessions [2/3 of the instruction] and the remaining one third of the course delivered by mediated instruction. Table 3 shows the courses and the delivery method associated with each of them.

Table 3. Academic Year Instructional Delivery Plan							
Course	Semester			Credit Hours	Delivery Method		
	Summer	Fall	Spring		Face-to Face	Hybrid	Mediated
TTED 193 New Instructor Workshop (one week)	X			3	3/3		
TTED 479/779 Teaching Techniques	X			3	3/3		
TTED 780 Classroom and Laboratory Management	X			2	2/3	X	1/3
TTED 697/897 Teaching Special Needs Students	X			3	2/3	X	1/3
TTED 445/845 Curriculum Development		X		3	2/3	X	1/3
TTED 694/894 History and Philosophy of CTE		X		3			3/3
TTED 608/808 Work- based Learning		X		3			3/3
TTED 308/708 Tool and Lab Safety		X		3	2/3	X	1/3
TTED 391/893 Student Assessment Development			X	3	2/3	X	1/3
TTED 695 Using Technology to Teach With			X	2	1/2	X	1/2
TTED 731 Adult Learners	X			3	2/3	X	1/3
TTED 698 School Improvement Processes			X	3			2/2
(Table 3 cont.)							
TTED 483/873 Teaching Internship			X	5	1/5	APT	4/5
Totals	5	4	4	39	20 parts		19 parts

Providing Access to All Corners of the State

By nature, CTE students learn best through the use of interactive, manipulative (hands-on) instruction. Therefore, current and future CTE teachers need to develop a high degree of proficiency in the development and use of instruction media and the tools of technology for teaching their students.

The *Center for CTE Teacher Development and Innovation* proposes to use the *CTE-Mobile Development & Innovation Training* [CTE-MDIT] and a “learn by doing” strategy, as a means of developing C&TE instructors throughout the state. The CTE-MDIT consists of (1) a cargo/passenger van equipped with a lift, specialty media carts with laptops, i-Pads, etc., and trailer package; and (2) a 6’x12’ cargo trailer with drop-down ramp for carrying technical trainers representative of various C&TE program areas.

The Center would use the CTE-MIDIT to provide instruction on-site throughout the state in the use of instructional media for teaching technical subject matter. This would include the development of instruction, delivery of instruction, use of learning management systems, assessing students using web-based student performance tracking systems; and utilizing representative state-of-the art simulators and training systems in different C&TE program areas. (e.g., ATech Evaporative Emissions System for automotive instruction; etc.). When not in use by the Center, arrangements would be made to schedule simulators for use by participating schools. This would optimize instructional use of simulators and the investment in these training systems.

Idea Sharing and Innovation

The second aspect of CTE instructor development is a proposed on-going assistance to instructors to stay current with their CTE specialty area. The mission for this part of the *Center for CTE Teacher Development and Innovation* would be to *encourage and provide a mechanism for collaboration across the state among CTE instructors at the secondary and post-secondary level which in turn would foster progressive skill, knowledge development and innovation in producing career-ready individuals for the Kansas workforce*. The main concept behind this function of the CTE-TDI is to break down the silos and open Kansas up to the knowledge, skills and innovations CTE instructors possess and employ. The CTE-TDI would provide an avenue where such knowledge, skills and innovations can be shared with other instructors across the state.

As PSU Technical Teacher Educators travel the state visiting different schools and colleges that offer CTE programs, we for years have been amazed at what is going on within the State. While at the same time disappointed that there is little or no sharing going on within the state between different CTE programs. As an example, an instructor at Hutchinson Community College may go to a national conference in welding, but when he comes back to Kansas and specifically to HCC, the knowledge and skills he acquired at the national conference are typically not shared. Within the *Center for CTE Teacher Development and Innovation*, we propose that a network be developed within the state that would allow and encourage the sharing of the knowledge, skills and innovation found within CTE instructors. This “sharing” would be enhanced through workshops that would be set up in the different CTE content areas (utilizing the different schools and college facilities across the state). Additionally conferences that currently exist would be utilized (e.g., KCWE, KSDE, revision of PSU’s Four States Regional Technology Conference), as a platform for further sharing of best practices information.

The *Center for CTE Teacher Development and Innovation* would be responsible in establishing a method and communicating with CTE instructors in the state on how and when this information would be disseminated. It would consist of the basic elements of: 1) The source; 2) The recipient; 3) The relationship between them; 4) The knowledge to be transferred; 5) The method of transfer; and 6) The organizational context within which transfer occurs. First the Center would identify different types of information needing to be shared in the different CTE

content areas, then they would identify and recruit individuals who would be qualified and willing to deliver this instruction (in a workshop format). An additional responsibility of the Center would be to advertise the locations and content of the workshops with those CTE instructors in the specific CTE areas. The center would also schedule facility and equipment needs for the workshop. Finally once the workshop is delivered, the Center would be responsible for awarding the attendees with some type of completion recognition/certification.

Based on the remarks of Mike Rowe at the 2013 National Leadership and Skills Conference—SkillsUSA, the challenge today is for educators and the workforce “to work both smarter and harder” to realize their full potential in Kansas. The *Center for CTE Teacher Development and Innovation* is one major component in meeting this challenge as we work smarter and harder to develop quality instructors that will prepare today’s workforce.

Kansas As A Model

Funding of this *Center for CTE Teacher Development and Innovation* provides opportunities to leverage Pittsburg State University program strengths and reputation to develop a final component—a replicable model for a national training center. More specifically, this proposal includes the development of the *National Center for Automotive Teacher Training* (NCATT). State as well as nationwide, a shortage exists of qualified instructors (both automotive and construction) to address the burgeoning need for preparing individuals for these career fields. Developing the NCATT would provide the opportunity to develop a model center that could be applied to other technical fields (e.g., Construction) by:

- documenting the proposal development for such a center;
- planning and developing a model training facility;
- identifying instructional content---technical and pedagogical;
- identifying appropriate instructional strategies and methods; developing appropriate instructional materials and formats;
- relating educational technologies and their use;
- planning and implementing appropriate assessments;
- establishing a realistic budget for developing a technical-specific training center, and

- establishing timelines for developing and implementing a technical center.

Based upon the nationally-recognized Department of Automotive Technology combined with the components of the proposed *Center for CTE Teacher Development and Innovation*, PSU is uniquely positioned to develop the NCATT.

In addition to the components of national training center development outlined above, the objectives of the proposed *National Center for Automotive Teacher Training* (NCATT) would include the following:

1. **Solicit industry partners** to assist in the further development and operation of a *National Center for Automotive Teacher Training* (NCATT).
2. **Establish professional automotive teacher pipeline** that promotes the career, recruits teaching candidates, prepares them for success as an automotive trainer, and assists them in entering the field.
3. **Promote automotive teaching and training as a career** to the general public, students interested in the automotive field, and automotive industry.
4. **Recruit** individuals from high school, technical and community colleges, automotive industry, and college graduates interested in becoming automotive teachers and trainers in schools, colleges, and industry.
5. **Serve as a resource center** for automotive teacher training, including an instructional library and media resource center.
6. **Provide programs, workshops and mediated** courses to serve both automotive teachers/trainer candidates and current teachers.
7. **Develop automotive teachers and trainers** that are able to **perform the following professional duties**:
 - a. **Develop relationships with business and industry**--advisory committees, coops, etc..
 - b. **Develop programs and curriculum**—adhere to accreditation (e.g., **NATEF**) requirements; develop competency profiles, syllabi, course outlines, performance objectives, assessments, etc.
 - c. **Promote the automotive education/training program**—tours, recruitment, PR activities, etc.
 - d. **Prepare for instruction**—lesson plans, set up demos, prepare audiovisuals and visual aids, etc.
 - e. **Facilitate learning**—use various teaching methods, individualize instruction, field trips, guest speakers, etc.

- f. **Manage the classroom and laboratory**—classroom procedures, behavior expectations, develop and maintain environment (labs and classrooms), promote safety and safe practices, etc.
- g. **Assess student performance**—establish assessment strategies, develop and administer skill and knowledge tests, use authentic assessment tools, maintain performance records, etc.
- h. **Advise students**—assess student needs, advise students on career paths, assist with decisions, etc.
- i. **Support student organizations and activities**—establish SkillsUSA chapter, encourage participation, supervise fund raising, prepare and compete in competitions, advise chapters, etc.
- j. **Maintain course effectiveness**—evaluate course; revise course to reflect new developments in automotive technology and better meet needs of students and industry; etc.
- k. **Manage tools, equipment, supplies, and materials**—manage distribution and collection, maintenance; adherence to safety regulations.
- l. **Perform teaching related activities**—document student performance and safety competence; process forms; prepare accreditation and funding documentation, scheduling, etc.
- m. **Continue professional development**—maintain ASE certifications; participate in automotive-related professional organizations, conferences, trade shows, and industry experiences; read professional literature and auto trade magazines; continue formal education; etc.
- n. **Develop extracurricular team-building or competition opportunities**—participate in SkillsUSA, Ford-AAA competitions; encourage college students to participate in SAE, SAE collegiate design competitions (e.g., BajaSAE, FormulaSAE, etc.).
- o. **Develop corporate-affiliated programs and partnerships (if allowed by school)**—develop partnership proposals and/or necessary application documentation; learn expectations, operational procedures, and requirements for programs (e.g., Caterpillar ThinkBIG).
- p. **Obtain and maintain automotive program accreditation and recognition**—obtain standards and implement; complete application, reporting, documentation, and visitation process; etc.

Benefits to the State

Clearly this proposal represents a large investment of base budget dollars, but these dollars will impact (leverage) the future development of Kansas's workforce, which in turn will further impact the economic growth in Kansas. The more effective and efficient instructors are in their CTE programs, the more the students will receive from these programs; hence providing career-ready individuals for the workforce. In summary, this proposal will:

- allow the university to expand its response to CTE instructors needs and

challenges on a more timely basis.

- further develop CTE instructors within the educational area
- provide better communication for CTE instructors across the state
- provide better communication between CTE instructors at all education levels
- allow the rich knowledge, skills and innovations within the different CTE programs to be shared throughout the State of Kansas
- provide students with improved instruction and preparation for their future career in the state
- provide a replicable model for developing a national center for a technical specific area (i.e. NCATT)
- equip CTE with the knowledge and skills for further innovation in instructional material development and delivery, and class/laboratory management solutions within their specialized program area. This includes critiquing available systems and developing localized ones, and sharing their development with other instructors in Kansas.

Providing for Future Opportunities

The development of the *Center for CTE Teacher Development and Innovation* would provide additional opportunities to leverage Pittsburg State University program strengths and reputation to develop additional national centers. As an example, a possible “*Center for Construction Teacher Training (CCTT)*” would address the previously noted shortage of qualified instructors in the construction field which are required to address the need for preparing individuals for trades as well a general construction technology. With the expertise provided within the existing *Kansas Center for Construction Advancement* coupled with the proposed *Center for CTE Teacher Development and Innovation*, PSU is uniquely positioned in the state to develop the CCTT.

The objectives of the *Center for Construction Teacher Training* would parallel those of the previously discussed *National Center for Automotive Teacher Training*, but would be construction technology specific. PSU’s Construction programs and center would partner with professional

organizations, such as Associate General Contractors (AGC) and National Association of Home Builders (NAHB), to prepare teachers for teaching in technical schools, technical colleges, and industry. These teacher candidates would also be prepared to teach NCCER curriculum and other industry-specific curriculum (e.g., LEED Certification Training, etc.)

Proposed Budget for the *Center for CTE Teacher Development and Innovation*

Budget for CTE Preparation	
Travel for off-site teaching	\$10,000
Material development for instructors' coursework	\$20,000
Website and LMS usage	\$6,000
Faculty member (salary and fringes)	\$90,000
Travel for guided teaching practicum	\$30,000
Three graduate assistants	\$30,000
OOE	\$25,000
Budget for Idea Sharing and Innovation	
Web page development and maintenance (listserv maintenance as well)	\$50,000
"Center" Director (Salary and Fringe)	\$115,000
Record keeping (administrative assistant)	\$55,000
Workshop cost for 30 /per year (will increase as program develops)	\$75,000
Travel	\$20,000
OOE	\$15,000
CTE-Mobile Development & Innovation Training [CTE-MDIT]	
Van- with seating for 4; cargo space for media cars; lift/ramp; hitch	35,000
6 x 10 cargo trailer (for hauling simulators, etc.) w/ ramp	\$3,500
Maintenance for van & trailer per year	\$1,000
Specialized media carts & storage	\$3,750
25- Laptops @ \$1200 each	\$31,250
25- iPads or equivalent with apps @ \$500 each	\$12,500
Software and applications – including specialized technical	\$10,000
Trainers/Simulators/Supplies for technical areas (representative of different tech areas)	\$112,000
National Center for Automotive Teacher Training [NCATT]	
Coordinator/Instructor (Salary and Fringe)	\$100,000
Record keeping (office assistant)	\$40,000
Facility retrofitting	\$30,000
Graduate assistant	\$10,000
Trainers/Simulators	\$50,000
OOE	\$20,000
Total Request	\$1,000,000

DA-418B

Date: April 1, 2013

PROJECT REQUEST EXPLANATION

1. Project Title: Kansas Technology Center (KTC) Expansion			2. Project Priority: A1-S			
3. Project Description and Justification: <p>The College of Technology (COT) has grown and evolved since moving into the building in 1997. The advancements in technology have left the COT in need of additional space to teach new and expanded technological systems. Growth within the College has put a strain on classroom and lab space, which in turn has hindered outreach opportunities. Finally, building constraints have minimized the opportunities for teaching of some of the newest technologies, particularly in the areas of Construction and Automotive.</p> <p>This past year, the Department of Construction Management and Construction Engineering Technologies was approved to become the School of Construction. This expanded academic mission was funded by the Kansas State Legislature and matching funds from Pittsburg State. Additional laboratories, offices and storage space are needed to facilitate this growth. Also within the School of Construction, the Kansas Center for Construction Advancement (KCCA) requires additional space for training, outreach, research, lectures and activities to be provided to K12, community colleges and regional construction organizations. It is anticipated that a new initiative of the College of Technology, "An Innovation Engineering" program, will co-locate within space used by the KCCA.</p> <p>The Automotive Technology Department needs additional laboratory space to keep up with new industry technologies, such as electric vehicles, bio-based as well as CNG or LNG fuels, and hybrid transportation systems. New laboratory and shop space is required for the expansion of the curriculum within the Diesel and Heavy Equipment specialization. Initial planning has also begun on a new administrative structure for the AT Department, similar to what took place in the construction area. The proposed structure will be a "School of Transportation", which would include a new program offered in Automotive Engineering, an applied engineering program specifically designed to support the automotive industry. To support this future initiative, additional office and storage space will be required.</p>						
4. Estimated Project Costs:			5. Project Phasing (each category includes related miscellaneous costs):			
A. Construction Costs (including fixed equipment and site work)	\$ 13,000,000	A. Preliminary Plans	\$ 455,000			
B. Design Fees	1,300,000	B. Final Plans	845,000			
C. Moveable Equipment		C. Construction Costs	13,700,000			
D. Project Contingency	400,000					
E. Miscellaneous Costs	300,000					
TOTAL	\$ 15,000,000	TOTAL	\$ 15,000,000			
6. Amount by Source of Funding:						
Fiscal Years	State General Fund	University Interest Earnings	Educational Building Fund	Private Gifts/Federal Grants	User Fees (specify, i.e. Housing, Parking, etc.)	Totals by Year
Prior Years						\$ -
Current Year						-
FY 2015	15,000,000					15,000,000
FY 2016						-
FY 2017						-
FY 2018						-
FY 2019						-
Subsequent Years						-
Totals by Funding Source	\$ 15,000,000	\$ -	\$ -	\$ -	\$ -	\$ 15,000,000

Enrollment by Student Characteristics Fall 2007 - Fall 2012

Pittsburg State University Table A

Enrollment: Headcount	2007	2008	2009	2010	2011	2012	% Change 07 - 12
Undergraduate	5,872	5,863	5,934	5,891	6,076	6,166	5.0%
Master's*	1,215	1,264	1,343	1,239	1,199	1,123	-7.6%
Doctoral*	0	0	0	0	0	0	0.0%
Total	7,087	7,127	7,277	7,130	7,275	7,289	2.9%
Enrollment: FTE							
Undergraduate	5,694	5,691	5,811	5,845	5,986	5,998	5.3%
Master's*	932	982	1,040	1,013	998	878	-5.7%
Doctoral*	0	0	0	0	0	0	0.0%
Total	6,626	6,673	6,851	6,858	6,984	6,876	3.8%
Student Status							
Full-time	5,792	5,873	6,143	6,116	6,254	6,150	6.2%
Part-time	1,295	1,254	1,134	1,014	1,021	1,139	-12.0%
Total	7,087	7,127	7,277	7,130	7,275	7,289	2.9%
Student Residency							
Resident	5,116	5,126	5,234	5,077	5,145	5,162	0.9%
Non-resident	1,971	2,001	2,043	2,053	2,130	2,127	7.9%
Total	7,087	7,127	7,277	7,130	7,275	7,289	2.9%
Student Status							
On-Campus	6,512	6,535	6,629	6,550	6,638	6,538	0.4%
Off-Campus	575	592	648	580	637	751	30.6%
Total	7,087	7,127	7,277	7,130	7,275	7,289	2.9%
Student Age: Undergraduates							
19 and under	1,658	1,708	1,677	1,616	1,774	1,862	12.3%
20 - 24	3,269	3,273	3,322	3,320	3,263	3,299	0.9%
25 and Over	944	881	934	955	1,039	1,004	6.4%
Unknown	1	1	1	0	0	1	0.0%
Total	5,872	5,863	5,934	5,891	6,076	6,166	5.0%
Student Age: Graduates							
24 and Under	239	263	266	284	266	241	0.8%
25 and Over	974	1,001	1,077	955	933	882	-9.4%
Unknown	2	0	0	0	0	0	-100.0%
Total	1,215	1,264	1,343	1,239	1,199	1,123	-7.6%
Student Race/Ethnicity**							
White	5,973	5,878	5,849	5,800	5,865	5,854	-2.0%
Non-resident Alien	466	534	497	472	498	437	-6.2%
Black or African-American	171	174	192	209	244	264	54.4%
American Indian/Alaska Native	137	151	143	129	128	118	-13.9%
Asian	54	62	64	37	42	44	-18.5%
Hispanic	161	169	163	223	258	288	78.9%
Native Hawaiian/ Pacific Islander	NA	NA	NA	7	7	10	NA
Two or more Races	NA	NA	NA	177	211	255	NA
Unknown	125	159	369	76	22	19	-84.8%
Total	7,087	7,127	7,277	7,130	7,275	7,289	2.9%

*The new Masters and Doctoral student levels were the previously reported Grad 1 and Grad 2 student levels, respectively, prior to 2011

** Due to federal reporting revisions, the race/ethnicity categories were modified as of Fall 2010. Please see the Glossary for details.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics
Fall 2007 - Fall 2012**
**Pittsburg State University
Table A**

	2007	2008	2009	2010	2011	2012	Change 07 - 12
Occupancy in Univ. owned housing & Pct. to Total Enroll	1,141 16.1%	1,112 15.6%	1,085 14.9%	1,247 17.5%	1,320 18.1%	1,294 17.8%	13.4% 1.7%
Enroll: ACT Scores (First-time freshmen)							
12 and under	0.3%	0.6%	0.1%	0.0%	0.3%	0.4%	0.1%
13 - 16	8.8%	7.7%	8.4%	5.3%	9.8%	7.6%	-1.2%
17 - 22	56.0%	54.6%	52.5%	53.6%	53.4%	51.9%	-4.1%
23 - 26	24.4%	27.2%	26.9%	29.0%	24.4%	27.7%	3.2%
27 - 31	9.2%	9.4%	11.4%	11.3%	10.7%	10.7%	1.5%
32 - 36	1.3%	0.6%	0.7%	8.0%	1.4%	1.7%	0.4%
Degrees Awarded							
Associate	28	18	17	28	34	23	-17.9%
Baccalaureate	1,107	1,058	1,130	1,084	1,131	1,150	3.9%
Master's	421	411	446	475	456	488	15.9%
Doctoral	0	0	0	0	0	0	0.0%
Total	1,556	1,487	1,593	1,587	1,621	1,661	6.7%
Facility Characteristics							
Total Gross Area	1,948,914		1,999,124		2,003,159		
Total Net Assignable	1,256,741		1,288,849		1,289,122		
Net Assignable - Residential	153,190		219,985		220,961		
% Gross Area Built	62.0%		65.8%		66.0%		
Since 1960	1,394,751		939,073		936,580		
Avg. Hours of Utilization / week							
Classroom (7:30 - 5:30)	27.27		27.44		26.92		
Teaching Lab	22.45		13.81		14.14		

Source: State University Housing report; U.S. Dept, IPEDS Completions Survey; State University Inventory of Facilities and the ACT Class Profile Report

**Total Operating Expenditures by Fund
FY 2007 - FY 2012**
**Pittsburg State University
Table B**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent of Total FY 2012
State General Fund Exp. Percent Increase Exp.	\$35,968,688 1.41%	\$37,953,658 5.52%	\$36,372,289 -4.17%	\$34,189,010 -6.00%	\$34,572,891 1.12%	\$34,737,682 0.48%	33.4%
General Fees Funds (Tuition) Percent Increase Tuition	\$20,272,397 7.01%	\$22,145,958 9.24%	\$24,837,666 12.15%	\$27,353,036 10.13%	\$28,230,462 3.21%	\$31,417,433 11.29%	30.2%
Hospital Revenue Funds Percent Increase Funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Other General Use Percent Increase	\$0	\$0	\$0	\$793,728	\$792,648	\$0	0.0%
General Use Exp. Percent Increase GU	\$56,241,085 3.36%	\$60,099,616 6.86%	\$61,209,955 1.85%	\$62,335,774 1.84%	\$63,596,001 2.02%	\$66,155,115 4.02%	63.5%
Restricted Use Exp. Percent Increase RU	\$21,144,782 6.7%	\$23,888,858 13.0%	\$23,219,515 -2.8%	\$32,470,370 39.8%	\$30,165,673 -7.1%	\$37,962,849 25.8%	36.5%
Total Operating Exp. Pct. Increase Total Operating	\$77,385,867 4.25%	\$83,988,474 8.53%	\$84,429,470 0.53%	\$94,806,144 12.29%	\$93,761,674 -1.10%	\$104,117,964 11.05%	100.0%

Source: Operating summaries of Legislative Budget submittals.

Note: Starting with FY 2012, non-reportable/non-expense items are included; previous years do not include these items.

All Funds Operating Expenditures by Program FY 2007 - FY 2012

Pittsburg State University Table C

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$30,707,923	\$31,653,097	\$32,354,200	\$32,482,851	\$32,533,369	\$34,824,251	13.4%
Academic Support	\$8,751,423	\$9,329,130	\$9,210,582	\$9,190,961	\$9,296,241	\$10,173,831	16.3%
Student Services	\$5,110,384	\$6,548,457	\$6,814,773	\$10,088,644	\$8,622,899	\$12,047,203	135.7%
Institutional Support	\$5,354,681	\$5,918,117	\$6,154,542	\$6,644,057	\$6,805,062	\$6,787,733	26.8%
Educational Program	\$49,924,411	\$53,448,801	\$54,534,097	\$58,406,513	\$57,257,571	\$63,833,018	27.9%
Physical Plant	\$8,932,531	\$9,617,176	\$9,462,365	\$9,453,141	\$9,754,699	\$10,094,893	13.0%
Research	\$2,536,109	\$2,479,349	\$2,287,511	\$2,542,895	\$2,010,575	\$1,815,188	-28.4%
Public Service	\$2,041,421	\$1,840,883	\$1,989,091	\$2,009,231	\$1,840,677	\$1,865,719	-8.6%
Scholarships and Fellowships	\$8,120,331	\$8,848,931	\$9,822,488	\$13,329,030	\$14,451,276	\$14,047,020	73.0%
Other (including Transfers)	\$743,740	\$1,875,878	\$1,101,784	\$2,048,870	\$748,369	\$2,793,662	275.6%
Total Educ. and General	\$72,298,543	\$78,111,018	\$79,197,336	\$87,789,680	\$86,063,167	\$94,449,500	30.6%
Auxiliary Enterprises	\$5,087,324	\$5,877,456	\$5,232,134	\$7,016,464	\$7,698,507	\$9,668,464	90.1%
Total Operating Exp.	\$77,385,867	\$83,988,474	\$84,429,470	\$94,806,144	\$93,761,674	\$104,117,964	34.5%

Source: Operating summaries of Legislative Budget submittals.

Note: Starting with FY 2012, non-reportable/non-expense items are included; previous years do not include these items.

**General Use Operating Expenditures by Program
FY 2007 - FY 2012**

**Pittsburg State University
Table D**

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Instruction	\$28,202,713	\$29,288,939	\$29,925,764	\$30,103,551	\$30,473,863	\$32,359,053	14.7%
Academic Support	\$8,135,978	\$8,424,331	\$8,485,817	\$8,454,570	\$8,248,251	\$8,790,302	8.0%
Student Services	\$3,911,660	\$4,355,726	\$4,827,429	\$5,091,494	\$5,488,861	\$5,566,162	42.3%
Institutional Support	\$4,874,931	\$5,285,959	\$5,691,290	\$5,953,280	\$6,213,671	\$6,090,176	24.9%
Educational Program	\$45,125,282	\$47,354,955	\$48,930,300	\$49,602,895	\$50,424,646	\$52,805,693	17.0%
Physical Plant	\$8,756,460	\$9,282,810	\$9,259,094	\$9,233,757	\$9,471,172	\$9,623,343	9.9%
Research	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Public Service	\$305,402	\$337,192	\$352,959	\$294,176	\$349,135	\$356,859	16.8%
Scholarships and Fellowships	\$1,785,242	\$1,863,495	\$1,952,711	\$2,564,615	\$2,709,414	\$2,322,880	30.1%
Other (including Transfers)	\$268,699	\$1,261,164	\$714,891	\$640,331	\$641,634	\$1,046,340	289.4%
Total Educ. and General	\$56,241,085	\$60,099,616	\$61,209,955	\$62,335,774	\$63,596,001	\$66,155,115	17.6%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total General Use Exp.	\$56,241,085	\$60,099,616	\$61,209,955	\$62,335,774	\$63,596,001	\$66,155,115	17.6%

Source: Operating summaries of Legislative Budget submittals

Note: Starting with FY 2012, non-reportable/non-expense items are included; previous years do not include these items.

General Use Operating Expenditures by Object FY 2007 - FY 2012

Pittsburg State University Table E

Category	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Change FY 07 - 12
Classified - FTE	254.13	257.96	249.01	250.91	251.61	245.36	-3.5%
Classified - Expenditures	\$7,695,612	\$8,154,640	\$8,636,736	\$8,497,201	\$8,647,308	\$8,374,609	8.8%
Unclassified - FTE	469.02	478.90	478.43	484.65	492.99	511.20	9.0%
Unclassified - Expenditures	\$27,411,800	\$28,758,319	\$30,489,305	\$30,162,784	\$30,454,811	\$31,246,561	14.0%
Student Wages Expenditures	\$917,954	\$995,425	\$1,167,876	\$1,416,607	\$1,332,576	\$1,322,061	44.0%
Health Insurance	\$3,583,490	\$3,788,061	\$3,163,312	\$4,016,661	\$4,507,568	\$5,429,691	51.5%
All Other Fringe	\$6,212,423	\$6,413,646	\$6,771,725	\$6,713,965	\$6,884,645	\$7,067,442	13.8%
Subtotal Salaries- FTE	723.15	736.86	727.44	735.56	744.60	756.56	4.6%
Subtotal Salaries- Exp.	\$45,821,279	\$48,110,091	\$50,228,954	\$50,807,218	\$51,826,908	\$53,440,364	16.6%
Other Operating Expenditures	\$8,710,949	\$10,208,341	\$9,239,474	\$9,802,151	\$9,911,136	\$10,936,709	25.6%
Utilities	\$1,708,857	\$1,781,184	\$1,741,527	\$1,726,405	\$1,857,957	\$1,778,042	4.0%
Total General Use Exp.	\$56,241,085	\$60,099,616	\$61,209,955	\$62,335,774	\$63,596,001	\$66,155,115	17.6%

Source: *Operating summaries of Legislative Budget submittals.*

Note: Starting with FY 2012, non-reportable/non-expense items are included; previous years do not include these items.



Education^{that} goes to **work.**

Kansas Community Colleges • kacct.org

June 17, 2013

Diane Duffy
Vice President for Finance & Administration
Kansas Board of Regents
Curtis State Office Building
1000 SW Jackson, Street, Suite 520
Topeka, KS 66612-1368

Dear Diane,

KACCT Legislative Requests for KBOR:

On behalf of the KACCT and its 19 member colleges, thank you for the opportunity to present you with legislative requests for FY 2015.

Although we are thankful our state budget is being held flat in FY 2014, rather than being cut, we believe the following requests are important for FY 2015:

- First, restore any proposed cuts in tiered and non-tiered funding;
- Second, fully fund SB 155, the Governor's CTE initiative (secondary students);
- Third, request \$8M for post-secondary CTE, tiered and non-tiered courses (post-secondary students);
- Fourth, provide for seamless transfer at every level through incenting concurrent universities and incenting rigor of post-secondary instruction at high schools (concurrent enrollment at high school).

Point four is patterned after the DirectConnect 2006 initiative in Florida between UCF and community colleges. Open to all students, the initiative places emphasis on the student experience, smooth transition from college to the university, shared-use of facilities, and strong academic programs and services.

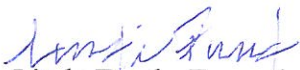
Shrinking state resources, and an identified need to increase completion, require innovative approaches like this which in Florida have led to increased academic opportunities and achievement for the partner colleges' students at both the associate and baccalaureate levels.

This direct connect would provide students with access to expanded program offerings, increased flexibility, and lower travel costs.

We believe the changes proposed capture a need for value added partnerships, produce efficiencies, and are the future of higher education.

We look forward to discussion with you regarding these proposals.

Sincerely,



Linda Fund - Executive Director
Kansas Association of Community College Trustees



July 17, 2013

Diane Duffy, Vice President for Finance & Administration
Kansas Board of Regents
Curtis State Office Building
1000 SW Jackson, Street, Suite 520
Topeka, KS 66612-1368

Re: KATC Budget recommendations for FY 2015

Dear Diane:

The Kansas Association of Technical Colleges recommends that the Kansas Board of Regents adopt and make the following requests of the 2014 Kansas Legislature regarding funding for fiscal year 2015 as follows:

1. Restore the proposed cuts in tiered and non-tiered funding;
2. Fully fund the Governor's CTE efforts established by 2012 Senate Bill 155; and
3. Add \$8 million to close the calculated gap in funding for tiered technical education.

The significance and contribution of technical education to the economic development of the state of Kansas has never been greater or more relevant. The success of the Governor's SB 155 initiative has sharpened the focus and participation of Kansans in technical education and careers.

With the calculated gap in funding for tiered technical education now in excess of 64 million dollars, maintaining the continued glide path to fully funding the gap by adding an additional 8 million dollars in FY 15 is essential.

Please accept the thanks of the KATC membership for all the support from KBOR and the effort KBOR staff expends in supporting this critical area of post-secondary education. We stand ready to aid and assist in any way possible in achieving these objectives.

Sincerely,

Steve Kearney
KATC Executive Director

Washburn University

Targeted Enhancement Request (FY 2014)

Washburn University/Kansas Bureau of Investigation Crime Lab Partnership

Exciting planning activities are currently occurring between Washburn University and the Kansas Bureau of Investigation (KBI) regarding a joint venture which would create a state of the art forensic laboratory and a state of the art forensic program working together to benefit citizens of Kansas. Graduates of such a program would be available to quickly serve crime labs throughout the Midwest with greatly reduced orientation/training periods thus speeding the processing of evidence and allowing local, state, and federal justice systems to operate more effectively. Washburn faculty and KBI professionals also would team together on research projects and symposia to (a) further the field of forensics, (b) inform KBI lab practices, (c) raise the visibility of both institutions, and (d) increase retention levels of forensic employees both at KBI and Washburn University.

Instruction in the forensics program would be provided by professionals in the field hired by Washburn University as well as professionals from KBI serving as Washburn University adjunct faculty. Students in the program would benefit from the expertise of these professionals through internship and capstone experiences working closely with practicing experts. Use of equipment owned by KBI and Washburn University's Science Departments could provide powerful traditional and non-traditional instrumentation to address forensic questions.

In order to transform our emerging Washburn University forensic chemical science program into a nationally recognized experience, one accredited by the American Academy of Forensic Science, two important elements—personnel and equipment, will be required. These elements would allow us the possibility of offering Certificates, Associates and/or Bachelor programs with majors/minors in areas such as (a) Forensic Chemical Science featuring a multidisciplinary emphasis on Chemistry and Biology, (b) Forensic Computer Science, (c) Forensics/Crime Scene Investigation (i.e., Forensic CSI) and (d) Forensic Anthropology. A third element, a state-of-the-art forensic lab, is also an important element of this concept and is being addressed separately as part of a joint KBI/Washburn building initiative.

An investment in the Washburn University forensic program ultimately would allow us to produce sufficient graduates per year to help address the crime lab and crime scene needs in Kansas and the Midwest. Students trained in Kansas would be more likely to stay in the area. Also, the use of KBI crime lab personnel as adjunct Washburn University faculty would help in KBI's employee retention efforts by creating a deeper and more prestigious level of involvement for these individuals and providing an additional revenue stream to counter offers frequently made by other crime labs in the Midwest and throughout the United States. It also would allow a mechanism so that these experienced and capable individuals can directly pass their skills to the next generation involved in criminal investigations thus increasing the effectiveness and timeliness of criminal investigations in Kansas in the future. A Washburn University/KBI partnership provides an efficient model for training while addressing the forensic workforce needs for the State of Kansas in a time of limited financial resources.

Professional Staffing Required:

1. Associate/Professor of Forensic Molecular Biology	\$70,000 (plus benefits at \$17,500)
2. Adjunct Professor of Forensic Molecular Biology	\$10,000 (plus benefits at \$2,500)
3. Associate/Professor of Forensic Chemistry	\$70,000 (plus benefits at \$17,500)
4. Adjunct Professor of Forensic Chemistry	\$10,000 (plus benefits at \$2,500)
5. Associate/Professor of Forensic Computer Science	\$70,000 (plus benefits at \$17,500)
6. Adjunct Professor of Forensic Computer Science	\$10,000 (plus benefits at \$2,500)
7. Associate/Professor of Forensic CSI	\$70,000 (plus benefits at \$17,500)
8. Adjunct Professor of Forensic CSI	\$10,000 (plus benefits at \$2,500)
9. Internship Supervisors	\$30,000 (plus benefits at \$7,500)
10. Equipment Technician/Laboratory Supervisor	\$70,000 (plus benefits at \$17,500)

Sub-Total: \$525,000

Student Support:

1. Two student internships in Forensic Biology	2 @ \$5,000
2. Two student internships in Forensic Chemistry	2 @ \$5,000
3. Two student internships in Forensic Computer Science	2 @ \$5,000
4. Two student internships in Forensic-CSI	2 @ \$5,000
5. Two student internships (General Lab Support)	2 @ \$5,000

Sub-Total: \$50,000

Total (Personnel): \$575,000

Required Equipment:

Forensic Chemical Science (Chemistry/Biology, Computer Science, Forensic Science and Anthropology)

1. DNA Analyzer for Fingerprinting and Sequencing
2. DNA Extraction Machine
3. Thermocycle
4. Scanning Electron Microscope
5. Low Speed Centrifuge
6. High Speed Centrifuge
7. Microcentrifuges (N=6)
8. Growth Chamber
9. Incubators (N=4)
10. Flow Cytometer
11. Elisa Plate Reader
12. Polygraph with Retinal Scanner
13. Gel Electrophoresis and Power Supplies (N=8)
14. Micropipettors (N=14 sets of 3)
15. Gas Micropipettors (N=14 sets of 3)
16. Gas Chromatography with Flame Ionization Detector
17. Gas Chromatography with Mass Spectrometer
18. Headspace Sampler
19. Liquid Chromatography with Electrospray Mass Spectrometer
20. UV-VIS Spectrometer
21. Firemark & Toolmark Comparison Microscope
22. Hard Disc Cloning Device (N=5)
23. Work Station PC (N=5)
24. EnCase Software (N=5)
25. Crime Scene Reconstruction Materials
26. 3D Computer Modeling Hardware and Software

Total: \$ 1,475,000

Total equipment costs for the program equal \$1,475,000. It is anticipated that recurring annual maintenance costs on the high end equipment (DNA, Toxicology, Trace) would be in the neighborhood of \$50,000. Thus the costs of new equipment and maintenance amortized over a five-year period (i.e., \$1,475,000 plus \$250,000 [\$50,000 x 5] divided by 5 years) would produce an annual, average equipment cost of approximately \$345,000.

Total Annual Cost of the Project:	Personnel	\$575,000
	Equipment	<u>\$345,000</u>
	Total	\$920,000

RESTORE FEDERAL/STATE FUNDING CUTS TO SUSTAIN CURRENT SERVICES AND ADD NEW FUNDING TO INCREASE ENROLLMENT FOR ADULT EDUCATION PROGRAMS

The Board asked Adult Education to work on a budget request for FY2015 in order to increase enrollment for Adult Education programs in Kansas which is a critical strategy to achieving the Foresight 2020 goal of achieving 60% educational attainment of Kansans. This document provides details for that budget request.

According to the 2010 Census, 80,590 adults in Kansas, 25 years of age and over have completed less than 9th grade. An additional 156,320 started high school, but did not finish. 60,499 more adults reported that they did not speak English very well. 297,409 Kansans need Adult Education to support their families and their communities.

In FY 2013, 5,374 learners served in Kansas Adult Education programs were 25 years of age or over, about 60% of the 9,345 total participants. These learners did well, earning about one or two outcomes each. The outcomes included substantial gain in reading, writing, listening or math, obtaining or retaining employment, earning a high school credential, or entering higher education. But 5,374 is less than 2% of the 297,409 Kansans who need Adult Education.

The benefits to individuals, families, and the Kansas economy are significant. Increased enrollment in Adult Education would further elements of the Governor's Roadmap for Kansas and support the Kansas economy.

Increase in net personal income:

- While the average unemployment rate in April of 2010 was 9.9 percent, the unemployment rate was 10.6 percent for high school graduates with no college, and 14.7 percent for those with less than a high school diploma.
- Only 15% of job vacancies between now and 2018 are likely to be for those with less than a high school education.

Increase in the percentage of 4th graders reading at grade level:

- A mother's reading skill is the greatest determinant of her children's success in school, outweighing other factors, like neighborhood and family income.

Decrease in the percentage of Kansas' children who live in poverty.

- High school dropouts are more than twice as likely to be living in poverty as high school graduates.

By 2018, 64 percent of jobs in Kansas are likely to require at least some college. For adults who did not finish high school, Adult Education might be the only available access to postsecondary education and training. Currently about 24% of upper level Adult Education students enroll in higher education within three years. We believe we can increase that percentage if we can provide additional instruction and support to our students.

In order to serve more learners and prepare more of them to transition to higher education, ABE/ASE/ESL program capacity would have to grow in terms of schedule, locations, instructors, administration, and instructional materials and equipment. To serve even 3% of adult Kansans without high school credentials or sufficient English would cost about \$1.9 million more per year. We could

begin to increase the numbers by serving 1,000 additional Kansans at the current per student cost of \$542.

An even more urgent request is to restore state and federal funding so that we are not forced to reduce students below FY 2013 levels. Due to sequestration, federal funding to Kansas was reduced by about \$157,000. A cut in the state budget further decreased funding for programs by \$29,000. Together, these funding cuts add up to about \$186,000 which will result in 343 fewer students.

Summary: Restore state funding cuts and new state funds to fill federal funding cuts	\$186,000
Request state funding to serve 1,000 new students	546,000
TOTAL	\$732,000

Experimental Program to Stimulate Competitive Research Request

Background: The Experimental Program to Stimulate Competitive Research (EPSCoR) is designed to encourage university partnerships with industry, and stimulate sustainable science and technology infrastructure improvements in states that historically have received a disproportionately low per capita average of federal research dollars. The intent is to improve the ability of the state's universities to compete for federal and private sector research and development funding. The EPSCoR program requires a state match for any federal funds received. EPSCoR-like programs either require a state match or if a state match is not required, the competitiveness of a proposal is greatly enhanced with a state match.

The EPSCoR program was moved in 2011 from KTEC to the Kansas Board of Regents. In October 2011, the Board approved individuals to serve on the EPSCoR Program Review Committee to make recommendations to the Board of Regents regarding the suitability of the projects for matching funds. The Program Review Committee, in collaboration with the Chief Council of Research Officers (COCRO), proposed to the Board \$2.1 million in enhancement funding, which is less than program funding in FY 2000 (\$3.2 Million).

The long-term goal is to “graduate” from the EPSCoR program and increase the Kansas share of federal research dollars. For example, in FY 2009-2011, total NSF research dollars equaled \$18,606,119,000 (\$18 B). Of these funds, Kansas received \$99,815,000 (ca. \$0.10 B; 0.54% of the total distributed). In order to graduate from the EPSCoR program, Kansas needs to increase NSF funding over a three year period by about \$40 million. This amount is similar to what the state of Iowa received (\$139,163,000, ca. 0.14 B; 0.75% of the total distributed) in FY 2009-2011.

Impact: During the past 20 years EPSCoR programs have contributed substantially to the scientific infrastructure in Kansas, built significant inter-institutional collaborations between Kansas Universities, and attracted over \$154 million of federal funding into the state.

The following list of recent Statewide Federal Grants and Matching Funds provides examples of the return on investment of these dollars:

<u>Name</u>	<u>Total Federal Funding</u>	<u>Match</u>	<u>ROI</u>
EPSCoR (1999-2003)	32,180,313	3,000,000	11:1
EPSCoR (2003-2006)	39,557,122	3,375,000	12:1
EPSCoR (2006-2009)	45,138,327	2,500,000	18:1
EPSCoR (2009-2012)	35,385,545	1,016,234	35:1
COBRE (Cancer Therapeutics)	10,104,548	234,250	43:1
COBRE (Structural Biology)	10,125,321	255,000	40:1
K-INBRE (2004-2008)	17,585,272	245,000	72:1
K-INBRE (2009-2013)	19,667,631	350,000	56:1

Request: Although it was proposed the Board request \$2.1 million increase in funding for the Experimental Program to Stimulate Competitive Research (EPSCoR) and EPSCoR-like programs, the Board is forwarding a request for \$1 million bringing total funding to \$2.0 million.



RE: Budget Request for Transfer and Articulation Web Portal and Process

The Board submitted a budget request for FY 2014 related to funding for a transfer and articulation web portal and its development process. It was not included in the Governor's recommendations or the final budget. The proposal is brought forward to the Board for consideration as part of the FY 2015 request.

The research and discussion around higher education reform continue to emphasize the importance of improving mechanisms and incentives for credit transfer, especially in relation to promoting successful degree/certificate completion. New funds would enable Kansas to establish a fully developed statewide transfer and articulation system that would support our efforts at increasing the number of Kansans who earn useful degrees and certificates."

A 2011 Lumina Foundation report on the importance of web portals for increasing student success advised that web portals for transfer and articulation are "one of the academy's best and most important tools for engaging and recruiting students." Lumina reported on two national studies by the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE) focused on student transfer/articulation portals. Both studies found newer portals are typically supported by state appropriation and/or federal/state grants. No transfer sites in the studies require students to pay for services or rely only upon private funding models.

Portal development and management must develop a sustainable business model that relies on secure, ongoing funding. Board staff surveyed several states with well-developed transfer systems and web portals and discussed specific funding issues with colleagues involved in Arizona's articulation and transfer services about the costs they experienced in start-up, as well as their funding model for on-going website development and anticipated improvements.

As part of the board's approval of recommendations of the Regents' Transfer and Articulation Task Force in spring 2011, a budget was developed that would provide staff, equipment, and other operating expenses necessary to market and support a web-based, searchable transfer portal. The start up year calls for \$741,496 with one time-costs of \$108,500 and ongoing estimated costs of \$632,996. The Task Force recommendation is to create a web-based, searchable 'portal' housed by KBOR that will

allow faculty, staff and students to easily determine how coursework completed at a Kansas Community College or state university will transfer to other colleges and universities within the system. Currently twenty-four states have transfer portals (twelve of those launched in the past five years). The majority of the funding sources for portal development have been state-allocated funds.

The transfer website will help four user groups recommended by staff and the TAAC as the key groups requiring specialized navigation in the transfer process: college students, high school students, faculty/advisors, and military veterans. The four portals will have coordinated, managed data resources with the ability to locate course data with direct equivalency of courses to transfer to a baccalaureate degree. The portals will also contain the system-wide shared unique course number matrix which will also assist students in identifying and transferring Board-approved General Education core courses using one unifying vehicle.

The Transfer and Articulation Council (TAAC) and staff consider it vital to the future of the Kansas transfer and articulation system to implement and fund the specialized web transfer portal system. KBOR has many data systems and plans to gather additional data into its central system with the capability of providing students with a robust portal system that is seamless, easy to use, and optimal for student success.

Oral Health Task Force

- a. Background: The Oral Health Task Force met numerous times during 2011 -2012 with input from a variety of stakeholders. In an effort to address the need for more dental care in Kansas, one of the options considered is the purchasing of dental seats at various dental schools. It is estimated there are approximately 20-32 seats available for purchase. These seats range in cost from \$24,000-\$30,000 per seat.
- b. Request: \$480,000-960,000 depending on the number of seats and the price of the seats purchased.
- c. The Oral Health Task Force also recommended that the Board “simultaneously prepare a future, long-term, logistical plan for establishing a Kansas dental school that includes clinical sites in underserved areas. Once the school is operational, there should be a decision made regarding whether to continue purchasing seats from dental schools in neighboring states.”
- d. Request: The Task Force estimated the cost of a 40 student per year dental school to be \$54m in start-up costs and \$14.5m annual operating budget. Estimated cost for a 60 student per year dental school would be \$58m in start up costs and \$19.5 annual operating budget.