

UNIVERSITY OF KANSAS
University Responses to Legislators' Questions for Higher Education Bus Tour

1. PLEASE PROVIDE A GENERAL OVERVIEW OF YOUR BUDGET, BOTH REVENUE AND EXPENDITURES.

**Budget Overview
University of Kansas**

<u>Sources of Financing</u>	<u>FY 2014 Revised Estimate</u>	<u>Percent of Total</u>
State General Fund (Appropriation)	\$ 137,689,931	19.6%
General Fees (Tuition)	264,250,000	37.8%
Restricted Fees Fund	122,605,019	17.5%
Federal Grants	98,300,000	14.1%
Housing System Operation	21,591,681	3.1%
Student Health Fees	8,634,322	1.2%
Parking Fees	5,437,881	0.8%
Other:		0.0%
State Educational Building Fund	13,219,036	1.9%
Gifts - spendable	547,241	0.1%
Student Union	-	0.0%
Other	26,971,912	3.9%
Total Sources of Financing	<u><u>\$ 699,247,023</u></u>	<u><u>100.0%</u></u>

Source: FY 2015 Budget Request - DA 402's

<u>Expenditures by Program</u>	<u>FY 2014 Revised Estimate</u>	<u>Percent of Total</u>
Instruction	\$ 260,372,833	37.2%
Academic Support	51,403,005	7.4%
Student Services	36,224,034	5.2%
Institutional Support	35,809,453	5.1%
Physical Plant/Central Services	52,383,296	7.5%
Research	98,631,120	14.1%
Public Service	9,913,349	1.4%
Scholarships and Fellowships	59,320,808	8.5%
Auxiliary Services	53,683,412	7.7%
Debt Service- Interest	6,562,279	0.9%
Service Clearing	-	0.0%
Capital Improvements	26,107,720	3.7%
Debt Service - Principal	8,835,714	1.3%
Total Expenditures	<u><u>\$ 699,247,023</u></u>	<u><u>100.0%</u></u>

Source: FY 2015 Budget Request - DA 402's

Expenditures by Major Object	FY 2014 Revised Estimate	Percent of Total
Salaries and Wages	\$ 442,261,862	63.3%
Other Operating Expenditures	164,147,280	23.5%
Other Assistance	51,332,168	7.3%
Debt Service - Principal	8,835,714	1.3%
Debt Service - Interest	6,562,279	0.9%
Capital Improvements	26,107,720	3.7%
Total Expenditures	<u>\$ 699,247,023</u>	<u>100.0%</u>

Source: FY 2015 Budget Request - DA 406/410's

Budget Overview - FY 2014
University of Kansas Medical Center

Sources of Financing	FY 2014 Revised Estimate	Percent of Total
State General Fund (Appropriation)	\$ 98,370,768	29.9%
General Fees (Tuition)	38,654,648	11.7%
Restricted Fees Fund	82,500,335	25.1%
Federal Grants	54,979,349	16.7%
Medical Loan Repayment Fund	-	0.0%
Housing System Operation	-	0.0%
Student Health Fees	-	0.0%
Parking Fees	4,126,648	1.3%
KS Breast Cancer Research Fund	258,215	0.1%
Faculty of Distinction Fund	196,762	0.1%
Deferred Maint Support Fund	50,360	0.0%
Research Overhead Fund	11,324,337	3.3%
Direct Medical Education Fund	9,062,227	2.8%
Service to Hospital Authority Fund	7,800,269	2.4%
Jo Co Edu Triangle Rsch Fd	4,100,000	1.2%
Graduate Med Edu Support Fd	9,073,191	2.8%
Cancer Center Research	5,000,365	1.5%
Other Revenue:		
State Educational Building Fund	1,000,000	0.3%
EIBF-Rehab/Rep Prjs	2,481,222	0.8%
Other General Use	-	0.0%
Other Restricted Use Funds	30,352	0.0%
Total Sources	<u>\$ 329,009,048</u>	<u>100.0%</u>

Source: FY 2015 Budget Request - DA 402's

Expenditures by Program	FY 2014 Revised Estimate	Percent of Total
Instruction	\$ 129,918,189	39.5%
Academic Support	19,176,978	5.8%
Student Services	4,475,348	1.4%
Institutional Support	37,940,541	11.5%
Physical Plant/Central Services	25,666,086	7.8%
Research	90,641,179	27.5%
Public Service	6,594,581	2.0%
Scholarships and Fellowships	1,994,696	0.6%
Auxiliary Services	2,869,131	0.9%
Debt Service- Interest	2,431,097	0.8%
Service Clearing	-	0.0%
Capital Improvements	3,981,222	1.2%
Debt Service - Principal	3,320,000	1.0%
Total Expenditures	<u>\$ 329,009,048</u>	<u>100.0%</u>

Source: FY 2015 Budget Request - DA 402's

Expenditures by Major Object	FY 2014 Revised Estimate	Percent of Total
Salaries and Wages	\$ 245,924,322	74.8%
Other Operating Expenditures	69,430,813	21.1%
Other Assistance	3,921,594	1.2%
Debt Service - Principal	3,320,000	1.0%
Debt Service - Interest	2,431,097	0.7%
Capital Improvements	3,981,222	1.2%
Total Expenditures	<u>\$ 329,009,048</u>	<u>100.0%</u>

Source: FY 2015 Budget Request - DA 406/410's

2. DESCRIBE THE FUNDING SOURCES AND ALLOWABLE EXPENDITURES FROM:

- **State General Fund** – Appropriated by the legislature each year and used for general operating expenditures that support the mission of the university.
- **General Fees Fund (Tuition)** – KSA 76-719 provides that the Kansas Board of Regents has the authority to set tuition rates at each state university. Funds collected from tuition paid by students are deposited into this fund. This fund along with the state general fund is classified as general use and is used primarily for general operating expenditures that support the educational mission of the university.
- **Restricted Fees Fund** – KSA 76-719 allows for funds received for any student-activity fee or for any other fees or charges to be deposited into the restricted fees fund. Non-federal grants are additionally accounted for in the restricted fees fund. A listing of the authorized fees is included in the appropriation for each

university. Slight variances occur between universities, based upon the varying missions of each institution. The funds statutorily approved must be used in a manner consistent with conditions attached to the receipt of the funds.

- **Federal Grants** – Funds awarded from federal agencies for sponsored research activity. Funds are restricted to the purposes approved by the awarding agency.
- **Housing System Operation** – KSA 76-762 allows for payments received from students for rents, boarding fees and other charges in connection with the operating of the housing system to be deposited into this fund. The funds are used to pay the expenses of operation of the housing system and for the repairs, maintenance and improvements of the buildings. This auxiliary enterprise must be self-sufficient and general use funds are not used to support housing operations.
- **Student Health Fees** – Student health fees are deposited into this fund along with other revenue collected for services provided. The funds are used to cover the operating and maintenance of the health center.
- **Parking Fees** – KSA 74-3213 provides that the Kansas Board of Regents may provide for the charging and collection of fees for the use of parking facilities and for campus transportation systems at the state university. The parking permit fees and fees for misuse of parking areas are deposited in this fund.
- **Debt Service** – The Kansas Development Finance Authority manages the university's revenue bond investments and establishes the required funds for each bond issuance. Revenue committed from the various funds is transferred to the debt service fund to pay the principal and interest expenses.
- **Other – Sponsored Research Overhead (SRO)** – KSA 76-753 allows revenues to be deposited into these funds based on the Facilities and Administrative Cost (F&A rate) agreement that is negotiated with the federal government. While this rate approaches 50% at most institutions, the actual amount received is typically negotiated by the granting agency and is now 0% on many grants. Negotiated rates are applied to the federal and non-federal sponsored program grants and then deposited in the SRO fund.

3. WHO DETERMINES THE PRIORITIES ON HOW THE MONEY IS DISTRIBUTED AND HOW ARE THESE PRIORITIES ESTABLISHED?

Spending priorities for the Lawrence campus are guided by *Bold Aspirations*, the university's five-year strategic plan.

The plan is the template for a transformation of KU, and both guides and inspires us to keep striving to raise the expectations we have for ourselves, the aspirations we have for our state, and the hopes we have for our world.

Bold Aspirations comprises six goals and 22 individual strategies to target specific areas where KU can improve and where efforts will have the greatest benefit:

- Strengthen recruitment, teaching, and mentoring;
- Prepare doctoral students to be innovators and leaders;
- Enhance research to push the boundaries of knowledge and benefit society;
- Engage local, state, national, and international communities as scholarly partners;
- Recruit and retain excellent faculty and staff; and
- Responsibly steward all resources.

Each spring the Provost's Office engages in a budgetary review and discussion of priorities with the dean of each school as well as the individual vice provosts.

The budgetary review is not limited to general use funds but the availability (current year revenue and accumulated balances) of all funds within the school is reviewed and the deans are asked to show how restricted use, endowment

funds, and sponsored research overhead under their control will be leveraged toward pursuit of *Bold Aspirations* in conjunction with general use funds (State General Fund and Tuition revenue).

In addition to the budgetary review, progress toward unit goals and consistency with *Bold Aspirations* is discussed and carefully considered. After hearing the status reports from the various units, the Provost (and his senior leadership team) will consider the requests for enhanced funding and, when available, allocate new funds consistent with the university's strategic plan.

KU Medical Center's spending priorities are guided by its Strategic Plan 2011-2016. Faculty and staff from the schools of Nursing, Medicine, and Health Professions, as well as the yet-to-launch School of Public Health and a planning group focused on Engaging Scholarship with Public Service, all completed strategic "maps" identifying goals and outlining steps to accomplish those aspirations. Investments will be made in six key areas:

- Continuously advancing educational excellence;
- Strengthening research quality and impact;
- Working as a campus to achieve strategic clinical mission growth;
- Elevating and aligning outreach and community engagement;
- Increasing organizational adaptability and resilience; and
- Securing and optimizing resources aligned with strategic priorities.

4. WHAT IS THE PROCESS USED TO ALLOCATE INDIRECT COSTS TO THE DIFFERENT COST CENTERS?

In general, KU does not allocate the indirect costs of operations to its operating cost centers. We define indirect costs as institutional support areas such as academic affairs, student services, libraries, information technology, finance, facilities operations, and public affairs. These support areas are funded centrally, and the service areas such as the academic schools and units are not "charged" a direct fee for the costs of these support areas.

However, indirect cost reimbursement (also referred to as sponsored research overhead or facilities & administrative costs), which is specifically generated from our sponsored grants and contracts, represent costs that are general institutional expenditures that cannot be specifically assigned to a particular sponsored project, or an instructional activity, or any other institutional activity. These costs include the operation and maintenance of buildings and grounds, the depreciation or use allowance on buildings, capital improvements and equipment, central and departmental administrative expenses, sponsored project administration, and library costs. These costs are allocated to federally sponsored agreements or similar cost objectives in accordance with [U.S.] Office of Management and Budget Circular A-21. Periodically, KU negotiates a new indirect costs reimbursement rate agreement with the federal government based on the real expenses incurred above that make sponsored research possible at the university.

Sponsored research overhead revenue (also referred to as facilities and administrative revenue) is allocated in a manner consistent with Kansas Board of Regents policy. The KU Lawrence Campus Facilities and Administrative Costs Return Policy describes the guidelines followed to distribute sponsored research overhead revenue to academic units, research centers and other non-academic units, and individual researchers. Relevant excerpts include:

- "Providing leadership in the conduct of research on the state, regional, and national levels is a hallmark of the University of Kansas. A pre-eminent goal of the Office of Research and Graduate Studies (RGS) is to maintain and expand this leadership role by enhancing the research enterprise. Building and maintaining the human and capital resources necessary to foster and conduct high quality research is an increasingly expensive and difficult task. To accomplish this task and to catalyze future research endeavors, RGS returns

a portion of the facilities and administrative (F&A) [reimbursed] costs (also referred to as indirect costs or overhead) to faculty members, academic units, research centers, and other non-academic units.”

- “A fixed percentage of collected facilities and administrative (F&A) [reimbursed] costs is returned to academic units, research centers or other non-academic units, and principal investigators. There are two components of this F&A return: 1) a 4% or 6% return to a research center, other non-academic unit, or the principal investigator (12 university research centers are eligible to receive the 6% return while all other centers receive 4%); and 2) a 10% return to the deans and center directors based on the allocation of credit among the principal investigator and co-principal investigators, and on their appointments in academic and non-academic units.”

5. IDENTIFY THE MAJOR CATEGORIES AND EXPENDITURES FOR INSTITUTIONAL COSTS AND ARE THESE FUNCTIONS CENTRALIZED OR DISTRIBUTED TO THE MAJOR SCHOOLS OF STUDY.

Most institutional costs are centralized. We do not charge individual campus units for utilities, space, or other occupancy costs. Nor do we bill back for services that are provided to campus such as Accounts Payable, Budget, HR, Legal Counsel, Payroll, Public Safety, Purchasing (Procurement), etc.

FY 2012 Statement of Current Expenditures – General Use Funds

	Lawrence	KUMC
Executive Management	10,209,258	3,007,634
Academic Administration	59,583,174	8,169,677
Student Services	13,900,386	3,441,287
Support Services	24,743,946	11,815,314
Finance	5,201,426	2,236,773
Utilities	12,642,248	6,889,064
Facilities Management	27,497,030	19,427,946
Public Affairs	<u>3,418,280</u>	<u>1,100,343</u>
Total	157,195,748	56,088,037

Source: FY 2012 KU Annual Financial Report companion document – FY 2012 Annual Financial Information – Statement of Current Expenditures – General Use Funds – B-2

6. WHAT IS THE PROCESS FOR DECIDING THE USE OF FOUNDATION OR ENDOWMENT FUNDS? EXPLAIN HOW THESE FUNDS ARE COORDINATED WITH THE INSTITUTIONS BUDGET?

Many of our schools and departments are the recipients of designated gifts that are held in the KU Endowment Association. In most cases, the terms and conditions of the gift determine if the gift is unrestricted, directly spendable, or if only the expenditure of interest earnings is permitted. As part of our all funds budgeting process on the Lawrence campus, discussions with each dean, vice provost, and vice chancellor include a review of the availability of all funds within the school. Each discussion includes a review of how endowment funds under their control will be leveraged toward pursuit of university strategic goals in conjunction with state / general use funds. Individual expenditures are approved through the prescribed institutional hierarchy and KU Endowment. Expenditures for salaries, scholarships, etc. are made by KU and then reimbursed by KU Endowment.

7. IDENTIFY BOTH REVENUE SOURCES AND EXPENDITURES ASSOCIATED WITH OBTAINING FEDERAL OR OTHER TYPE GRANTS AND THE RETURN ON THIS INVESTMENT TO THE UNIVERSITY.

Research Administration generally consists of Pre-Award Services, Post-Award Services, Contracts Administration, and Research Information Systems. These functions include:

- Identify funding opportunities of all kinds (federal, foundation, industry, state);
- Develop competitive proposals and all supporting documentation;
- Submit the proposals in the appropriate form in a timely manner;
- Negotiate contracts for all awards and ensure that compliance conditions are met;
- Set up the award and monitor finances from project completion through close-out; and
- Provide management reports of research activity based on reliable data.

The return on this investment in the obtaining of awards from all external sources for all purposes can be measured in various ways. The record of KU sponsored project expenditures at all campuses resulting from this investment is dramatic and substantial (see below).

Fiscal Year	Research Administration Expenditures *	KU Sponsored Research Expenditures **	Return on Investment (ROI)
2012	\$11,933,094	\$267,265,000	\$21.40
2011	\$12,267,257	\$248,005,000	\$19.22
2010	\$10,943,056	\$214,107,000	\$18.57
2009	\$11,168,367	\$198,208,000	\$16.75
2008	\$11,495,631	\$189,896,750	\$15.52
2007	\$9,777,928	\$186,325,164	\$18.06
2006	\$9,765,362	\$192,129,000	\$18.67
2005	\$9,968,671	\$180,466,000	\$17.10

Source: * KU Annual Financial Information B-2 Schedule

** Profiles Table 7-400 - excludes Institutional and State/Local expenditures

$$\text{ROI} = \frac{(\text{Gain from investment} - \text{Cost of investment})}{\text{Cost of investment}}$$

8. EXPLAIN THE DECISION MAKING PROCESS IN REGARDS TO THE UNIVERSITY'S MISSION FOR GROWING THE INSTITUTION AND HOW GROWTH IS FACTORED INTO THE BUDGET PROCESS.

Bold Aspirations, the strategic plan for the university, calls for growing the institution in undergraduate enrollment, retention, and graduation; strengthening the graduate programs by growing size and quality of graduate recruitment, mentoring, and placement in the workforce; and strengthening faculty research by supporting faculty growth and research in four strategic initiative themes.

In order to strengthen the pipeline of undergraduates to and through KU, we have strategically reorganized recruiting by focusing on communication with prospective students and by offering competitive four-year scholarships and need-based financial aid. We are adopting policies and procedures to ensure that students persist at KU and make timely, achievable major choices and progress to graduation.

Recognizing recruitment and retention are inexorably linked, the institution has enhanced its retention management infrastructure through the internal appointment of a Vice Provost/Dean of Undergraduate Studies and the creation of the Office of First-Year Experiences. Key Performance Indicators (KPI's) related to quantity, quality, and diversity have been developed to anchor the enrollment management efforts and to serve as benchmarks to compare organizational performance related to the achievement of new student enrollment goals. Finally, the Campus Master Plan is being updated to determine capacity and growth in both on-campus and online programs.

With legislative support and funding for specific and targeted areas of need, we have developed goals, targets, and metrics for the growth of programs in Pharmacy and Engineering. We have also developed goals, targets, and metrics for growth of programs in Business, in direct response to economic development and the needs of the State of Kansas.

Our strategic plan calls for growth of research in four strategic initiative themes of grand problems:

- Sustaining the planet, powering the world;
- Promoting well-being, finding cures;
- Building communities, expanding opportunities; and
- Harnessing information, multiplying knowledge.

Research investments, infrastructure, and faculty hiring are all focused on these strategic initiative themes. Hiring of clusters of faculty researchers around key foundation professors and pursuing research funding in these focal areas are at the heart of our strategy to grow research excellence at KU.

University funds are allocated on an annual basis to the schools and research units after an annual review of all budgets and funding requests. Each unit's budget request is examined for its consistency with, and contribution to, the strategic goals of enrollment, retention, and research growth related to the four strategic initiative themes.

Decisions regarding the growth of the KU Medical Center are driven by the state's healthcare needs. Over the last decade, this growth has occurred in two key areas: 1) expansion of the KU School of Medicine's class size and establishment of the Salina campus; and 2) expansion of the research mission to earn National Cancer Institute designation for the University of Kansas Cancer Center.

In order to increase the size of Medical Education, and to allow students to spend significant amounts of time in underserved and rural areas, KU decided to open a medical school campus in Salina in 2011 and to expand the School of Medicine-Wichita campus to a four-year program.

The pursuit of National Cancer Institute (NCI) designation, and the support for that pursuit, was a significant, decade-long effort involving university resources, public expenditures through state appropriations, the Kansas Bioscience Authority, the Johnson County Education and Research sales tax, and more than \$107 million in private philanthropy. The NCI Cancer Center program is the gold standard for cancer institutes across the country, and KU is now recognized for excellence and awarded grant funding. It is a major source of discovery and development for more effective approaches for cancer diagnosis, treatment, and prevention.

9. EXPLAIN YOUR PURPOSE STRATEGY FOR DEVELOPING THE DIFFERENT SCHOOLS OF STUDY, AND WHY. WHAT SPECIALIZED SCHOOLS/PROGRAMS DOES THIS INSTITUTION PROVIDE?

As the comprehensive research university for the State of Kansas, and the only member of the Association of American Universities (AAU) in the State of Kansas, KU has programs of study that span the liberal arts and sciences and a full slate of professional and medical/health programs, with programs at the undergraduate, first professional, master's, doctoral, and post-doctoral levels as well as continuing professional education programs. KU's programs span campuses in Lawrence, Kansas City, Overland Park, Wichita, Salina, and offer programs in Topeka, Ft. Leavenworth, and in Western Kansas. We have fully-developed schools and programs in most professions to educate and serve the needs of the State and the nation.

The Lawrence campus was established by an act of the legislature in 1864 as the State University of Kansas. KU began offering degrees in Overland Park at the Regents Center in 1975, and established the Edwards Campus with the first new building in 1992.

The first Baccalaureate degree was awarded at KU in 1873. Many schools began as departments. The first schools, the School of Pharmacy and the Law School, were established in 1890. Additional schools were added as follows:

- College of Liberal Arts and Sciences in 1893
- School of Music and Fine Arts in 1891; the school was reorganized in 2009 into the School of Music, with a new the School of the Arts now located within the College of Liberal Arts and Sciences
- School of Engineering in 1891
- Graduate School in 1897
- School of Education in 1909
- School of Business in 1924
- School of Journalism in 1947
- Architecture, Design and Planning in 1968
- School of Social Welfare in 1969
- School of Public Affairs and Administration was established within the College in 2011

As a result of this long history, KU now offers over 345 degree programs. In addition, a number of specialized programs are offered by KU Continuing Education including Aerospace training, Fire & Rescue training, and Law Enforcement training among the hundreds of offerings. Additional programs at KUMC and the Edwards Campus are being added as part of the Johnson County Education and Research Triangle.

The academic programs at KU Medical Center, established in 1905, were developed over the past hundred years to meet the demand of each era for health care providers in our state and region. Many of the current degree programs, such as the Medical Degree, the Ph.D. in Nursing, and the BS, Master, and Ph.D. in Occupational Therapy, are the only such programs in the state. When demand in the health care industry changes and we receive requests for new or different types of academic programs, we work to meet those needs through customary KBOR processes for degree approval. Recent examples include increased class size and rural campus locations, such as Salina, for the School of Medicine; the minor in Molecular Biotechnology in the Clinical Laboratory Sciences program in the School of Health Professions, allowing laboratory experts to be prepared for jobs in research and evolving science and diagnostic businesses in the community; and the Psychiatric Mental Health Nurse Practitioner program that prepares advanced practice nurses to hold roles to support behavioral-health patients in the community.

The University of Kansas Hospital became an independent hospital authority, separate from the Medical Center, on October 1, 1998.

10. IDENTIFY BOTH REVENUE SOURCES AND EXPENDITURES ASSOCIATED WITH UNIVERSITY RESEARCH AND THE RETURN ON THIS INVESTMENT TO THE UNIVERSITY.

The single greatest return to the university on this investment is the advancement of knowledge. In addition, research produces well-trained doctoral students, helps attract and retain outstanding faculty and staff, generates substantial economic benefits (salaries, purchases of equipment and supplies, individual tax revenue of all kinds, creation of permanent infrastructure), and establishes a national and international reputation for KU that reflects favorably on the entire State of Kansas. In addition, KU's research in the area of human health (cancer, drug discovery, biomedicine) creates a profound benefit on the lives and wellbeing of people – both physically and economically – in Kansas and worldwide.

Detailed annual reports covering all KU campuses are available online for 2005-2012 and are archived back to 1998, when the KU Center for Research, Inc. became the research foundation for the Lawrence Campus. These reports are all comparable in format and show the specific sources of awards and expenditures made for a given year. The reports also identify the research centers and academic units that received these awards and made these expenditures.

During the most recent year for which detailed information is available, FY 2012, the breakdown of revenue sources at the Lawrence Campus is shown as follows:

Total Research (Direct & Indirect) Expenditures – FY 2012

Federal	89.5%
State	3.4%
Nonprofit	3.0%
Industry	2.1%
Other	2.0%

The percentage of expenditures generated by federal funding fluctuates very little from year to year at the Lawrence Campus. At the KU Medical Center, the dependence on federal funding is generally in the range of 72% to 82%.

At the Lawrence Campus during FY 2012, federal research expenditures were clustered in three agencies, reflecting the universities research strengths in human health, biodiversity, education, energy, information technology, and engineering.

Research Expenditures by Agency – FY 2012

National Institutes of Health (NIH)	35.0%
Other Federal	23.6%
U.S. Department of Education	23.5%
National Science Foundation (NSF)	17.9%

At the KU Medical Center, whose research strengths primarily involve human health, the National Institutes of Health accounted for approximately 56% of all research expenditures, followed by the Kansas Bioscience Authority at 12%, and the Bureau of Health Professions at 5%.

During FY 2012, general use expenditures of \$20.7 million in support of research at KU leveraged \$267.3 million in externally funded research expenditures from all sources for all projects.

11. WHAT IS THE ECONOMIC IMPACT OF ANY PATENTS CREATED BY THE UNIVERSITIES AND HOW IS THE MONEY REINVESTED?

In 2012, KU researchers made 93 new invention disclosures, a significant increase over even five years ago. There are currently 24 active start-up companies based on KU research, versus 14 in 2007. During the past year, seven new licenses and options were completed and 85 patents were filed.

It is important to note that the benefit of KU patents and inventions extends beyond income to the university. For example, KU faculty members have developed drugs now being successfully used to treat a variety of cancers and save lives.

At KU and at most peer research universities, income received from technology commercialization is usually balanced out – at best – by the operational costs (staff, patent filings, compliance monitoring, legal expenses) associated with the activity. Often, the economic benefit of a given invention may not be realized for years, if ever. While there are examples of universities reaping windfalls from one or two household-name discoveries, most inventions result in modest financial returns to the institution.

Consistent with Kansas Board of Regents policy and provisions of the federal Bayh-Dole Act, the KU Technology Transfer Revenue Distribution Policy “describes the protocol for distributing revenue as a result of technology transfer.” Further, “In accordance with the Regents' Intellectual Property policy, the Distribution Formula will be applied when any revenue is obtained by or on behalf of the University of Kansas from the development or assignment of any patent or from royalties, license fees, or other charges based on any patent or copyrightable software. Revenue sharing shall begin only after costs are recouped.” The revenue distribution formula is as follows:

33-1/3%	Inventor(s)
33-1/3%	KU
33-1/3%	Department / Center: <ul style="list-style-type: none"> • 67% retained as Departmental/Center general funds, and • 33% returned to the inventor to a research account designated for the inventor's research expenses. At the discretion of the chair or director, more than 33% of the Department/Center share may be returned to the inventor for inventor research expenses. Upon resignation or termination of employment of the inventor from the University of Kansas, this share will revert to Departmental/Center general funds.

The one-third distribution to inventor(s) is individual taxable income.

KU reinvests its portion of this revenue distribution primarily to maintain the operations of the all-campus KU Innovation and Collaboration (KUIC) technology commercialization organization. KUIC is focused on partnerships with industry, creating start-up companies and licensing the intellectual property of the university. KUIC supports further research and discovery, innovation and entrepreneurship training, and the costs associated with the potential commercialization of selected KU technologies.

Departments and centers reinvest 67% of their portion of this revenue distribution in their general fund and 33% into the inventor's research account, as specified. General fund revenue is used to support research, professional development, and graduate students.

12. UNDERSTANDING THAT THERE ARE RELATIONSHIPS BETWEEN TECHNICAL COLLEGES AND UNIVERSITIES, WHAT IS THIS INSTITUTION DOING TO FORM RELATIONSHIPS WITH NEIGHBORING COMMUNITY COLLEGES?

Changing for Excellence and *Bold Aspirations* call for initiatives to strengthen partnerships with community colleges, build 2+2 programs, and develop clear transfer and articulation agreements with Kansas community colleges. As a result, additional infrastructure (hiring of a second recruiter specifically for transfer market, purchase of technology designed to enhance service to transfer students) was created in the Office of Admissions. Progress toward this goal includes:

- Establishment of a Transfer Policy Council designed to recalibrate internal KU policies to create smooth transfer experience. Work in the policy area continues in an effort to make the transfer of credits more transparent so students and community college advisors/counselors can begin academic planning earlier in the cycle.
- Policy to accept all Associate of Arts degrees from Kansas 2-year institutions to fulfill the general education requirements of the KU Core curriculum (including eight of the 12 units required for the KU Core).
- 2+2 articulation agreements for students to progress from community college to the four-year institution making seamless progress toward a degree program. We have articulation agreements with Johnson County Community College, Kansas City Kansas Community College, and Metropolitan Community College.
 - Articulation of first two years of general education and prerequisites toward PharmD program
 - Bachelor of Social Work
 - BBA (Bachelor in Business Administration)
 - BS in Information Technology
 - BS in Exercise Science
 - BA or BGS in Psychology
 - BA or BGS in Literature, Language, and Writing
 - BS in Molecular Bioscience
 - BA or BGS in Public Administration
 - BAS in Biotechnology under development
 - Graphic Design bachelor's under development
- Placement of KU advisors on-site on a weekly basis at JCCC.
- Community College advising tour to collaborate and articulate requirements of general education in the KU Core.
- System-wide transfer through the Transfer and Articulation Council of the KBOR; KU has taken a leadership role in developing policy and process with the KBOR council.
- Working to develop reverse transfer agreements with all community colleges, and approaching a system-wide solution to reverse transfer with KBOR.
- Exploring partnership with Lawrence USD497, Johnson County Community College, and Neosho County Community College in development of a career education center in Douglas County.

In September 2012, the KU School of Nursing announced an innovative agreement with 18 regional community colleges that provides nurses with an associate's degree in nursing from a participating college the opportunity to receive their bachelor of science in nursing from KU's online RN-to-BSN program.

Students enrolling in KU's RN-to-BSN program will be required to earn a total of 120 credit hours, including 60 hours in prerequisites and liberal arts curriculum, which can be taken at KU or a community college. The last 30 hours of the program will be completed online through the KU School of Nursing.

The 18 participating colleges are Barton County Community College, Butler County Community College, Cloud County Community College, Colby County Community College, Dodge City Community College, Fort Scott Community College, Garden City Community College, Hesston College, Hutchinson Community College, Johnson County Community College, Kansas City Kansas Community College, Labette Community College, Manhattan Area Technical College, Metropolitan Community College in Kansas City, Mo., Neosho County Community College, North Central Kansas Technical College, Pratt Community College, and Seward County Community College Area Technical School.

13. DOES YOUR UNIVERSITY HAVE A UNIQUE, DISTINCTIVE ROLE IN SERVING THE STATE? IF SO, WHAT IS THAT UNIQUE, DISTINCTIVE ROLE?

Yes.

The mission of the University of Kansas is to lift students and society by educating leaders, building healthy communities, and making discoveries that change the world. KU is one of 34 public members of the Association of American Universities. In the latest rankings of graduate programs in *US News & World Report*, 46 KU programs are ranked. KU has over 345 degree programs. KU is one of 50 schools nationally with an ROTC program in all military branches. Last year, degrees were granted to 4,045 undergraduates and to 2,460 masters, doctoral, and professional graduates.

The university has the only school of medicine and school of pharmacy in the state, making us the primary provider of healthcare practitioners in the state. Half of all doctors in Kansas are trained at KU. KU provides health services to underserved individuals through student-run JayDoc clinics in Wichita and Kansas City and the nurse-managed Silver City Health Clinic in Kansas City, KS.

KU trains more than 7,900 firefighters and first responders each year and more than 8,000 law enforcement officers. During the past five years, KU has engaged with over 10,000 business partners in areas ranging from workforce training and development to research partnerships. The KU Bioscience & Technology Business Center is the largest incubator network in the region. There are currently 24 active companies based on KU research.

KU conducted over \$275 million in funded research last year. KU is home to major NSF research centers on polar ice sheets (CReSIS) and competitive research funding (EPSCoR). KU is home to a designated National Cancer Institute and the Midwest Cancer Alliance. KU is home to the Kansas Geological Survey and the Kansas Biological Survey which are both research and service centers at KU and state agencies.

Thousands of visually impaired persons enjoy newspapers and books read by volunteers at KU's Audio-Reader radio service. KU Libraries have more than 4.2 million print volumes in seven campus locations, which see more than a million visits every year. The nationally renowned Spencer Art Museum has more than 36,000 artifacts and is a draw for students and scholars across the nation.

KU has campuses in Lawrence, Overland Park, Kansas City, Salina, and Wichita; major educational facilities in Topeka, Parsons, and Yoder; and area health education centers, field stations, and assorted outreach programs in dozens of communities across the state.

14. WHAT ARE THE PERFORMANCE INDICATORS FOR THE UNIVERSITY? (PLEASE INCLUDE A 10 YEAR HISTORY FOR REFERENCE)

A. Enrollment (Headcount)

Total 12-month enrollment, unduplicated

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Lawrence Campus	30,617	30,360	30,293	30,055	29,532	29,997	29,493	28,887	28,050	27,121
Medical Center	2,109	3,009	3,153	3,323	3,451	3,629	3,682	3,749	3,826	3,853

Source: 2004, Integrated Post-Secondary Education Data System (IPEDS) Report

Source: 2005-2013, Kansas Higher Education Data System (KHEDS)

The KHEDS system began collecting data in 2005.

A-1. Undergraduate students

Fall 20th Day Enrollments – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	15,118	15,264	15,428	15,355	14,998	15,483	15,279	14,720	14,089	13,579
Non-Resident	4,939	4,986	4,919	4,799	4,615	4,537	4,297	3,951	3,944	3,912
Foreign National	635	637	561	668	685	791	974	1,181	1,189	1,217
Total Enrollment	20,692	20,887	20,908	20,822	20,298	20,811	20,550	19,852	19,222	18,708

Fall 20th Day Enrollments – Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	359	379	395	423	432	425	411	377	362	360
Non-Resident	62	70	86	100	92	86	91	86	79	66
Foreign National	5	7	2	8	6	10	14	15	10	6
Total Enrollment	426	456	483	531	530	521	516	478	451	432

Source: Institution Fall Census

A-2. Graduate students

Fall 20th Day Enrollments – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	3,180	3,358	3,363	3,273	3,293	3,407	3,427	3,427	3,275	3,000
Non-Resident	1,992	1,752	1,724	1,767	1,812	1,832	1,897	2,033	2,006	1,948
Foreign National	950	978	939	911	939	949	952	954	945	921
Total Enrollment	6,122	6,093	6,026	5,951	6,044	6,188	6,276	6,414	6,226	5,869

Fall 20th Day Enrollments – Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	1,336	1,378	1,401	1,457	1,573	1,684	1,648	1,640	1,618	1,585
Non-Resident	583	656	690	732	703	754	872	936	1,066	1,202
Foreign National	113	120	116	120	112	144	142	142	135	143
Total Enrollment	2,032	2,154	2,207	2,309	2,388	2,582	2,662	2,718	2,819	2,930

Source: Institution Fall Census

A-3. FTE & head count enrollment of online classes

Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Student credit hr	<i>Data not available</i>								5,891	5,558
Headcount									1,693	1,759

Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Student credit hr	3,281	2,100	2,176	2,742	2,605	3,126	3,285	3,289	3,525	3,887
Headcount	648	378	445	593	587	706	756	750	819	929

Source: 2003-2007, Institution Fall Census (KUMC)

Source: 2008-2012, KSPSD AY Collection (fall semester only); courses identified as having web instruction mode (including some dissertation/practicum/research hours)

A-4. Number of students living on campus vs. students living off-campus

Percentage of Total Enrollment Living in University Owned Housing

<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
19.0%	19.0%	18.2%	18.4%	18.3%	18.6%	18.0%	17.9%	18.2%	20.0%

*University owned housing is defined as residence halls, student apartments, and co-op housing, and does not include fraternity or sorority housing that may be located on a university campus

Source: KBOR State University Data Book, KU Table A , derived from the annual State University Housing Reports

A-5. For those living off-campus; the number with a zip code further than 30 miles

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Total	<i>Data not available</i>						6,215	5,247	5,495	5,565

Source: KU Student Records System

A-6. How many undergraduate students transfer in from another post-secondary in Kansas?

Number of Transfers from Another Kansas Post-Secondary Institution

Lawrence Campus

<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
960	1,080	1,081	1,028	893	1,073	1,033	1,041	1,035	994

Source: KBOR KHEER Collection, including Fall 2004 correction by KU (also reflected in *Entire University* total)

Medical Center

<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
n/a	78	97	96	115	100	95	87	68	87

Source: KSPSD AY Collection; Fall Transfers Only, excludes non-degree, non-certificate seeking students

Entire University

<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
960	1,158	1,178	1,124	1,008	1,173	1,128	1,128	1,103	1,081

A-7. Of those students, what percent receive a bachelor degree?

Percentage of transfer students who began in Fall 2006 and graduated from University of Kansas:

Lawrence Campus

- Four Years – 51%
- Six Years – 59%

Percentage of transfer students who began in Fall 2006 and graduated from University of Kansas Medical Center:

Medical Center

- Six Years – 91%

Source: "College Portraits" data for transfer students that began in the fall of 2006, available at <https://www.collegeportraits.org/>
"College Portraits" only includes data for the fall 2006 cohort of students

B. Income and Expense (Fiscal Year)

B-1. What is the total state appropriation?

Information in the table below shows the final State General Fund approved appropriation for each fiscal year as reported by the Kansas Legislative Research Department at the end of the legislative session preceding the start of the fiscal year. In the subsequent legislative session, the appropriation may be amended.

SGF Appropriations (Approved) – Lawrence Campus

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
\$134,647,272	\$136,646,183	\$140,196,474	\$145,003,803	\$150,573,488
<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$139,634,802	\$137,417,750	\$137,962,170	\$140,977,386	\$137,689,931

SGF Appropriations (Approved) – Medical Center

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
\$102,588,552	\$104,414,508	\$112,221,166	\$116,090,900	\$122,810,811
<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$112,413,541	\$110,035,841	\$104,135,163	\$105,929,373	\$102,858,939

Source: Kansas Legislative Research Department (Appropriation Reports 2003-2013)

B-2. What is the total revenue?

Information in the table below shows the final State General Fund approved appropriation for each fiscal year as reported by the Kansas Legislative Research Department at the end of the legislative session preceding the start of the fiscal year. In the subsequent legislative session, the appropriation may be amended.

All Funds (Approved) – Lawrence Campus

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
\$471,662,560	\$477,641,132	\$481,479,438	\$537,830,925	\$549,883,449
<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$536,572,656	\$616,304,692	\$638,565,391	\$658,210,482	\$673,233,660

All Funds (Approved) – Medical Center

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
\$245,564,374	\$241,800,964	\$257,114,917	\$238,789,314	\$275,242,151
<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
\$259,967,169	\$281,196,637	\$280,546,636	\$300,827,688	\$326,439,715

Source: Kansas Legislative Research Department (Appropriation Reports 2003-2013)

B-3. What is the tuition per student?

Undergraduate Tuition and Required Fees Per Semester – Lawrence Campus

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Standard Tuition	\$2,368	\$2,707	\$3,076	\$3,300	\$3,521	\$3,707	\$4,013	\$4,234	\$4,444	\$4,639
Compact Tuition**	-	-	-	\$3,573	\$3,862	\$4,103	\$4,367	\$4,611	\$4,839	\$5,054

*Includes fees, for a student taking 15 hours

**The University of Kansas institute compact tuition rate in 2008

Source: KBOR State University Data Books, derived from Table 2.1a

B-4. What are the total expenditures per undergrad student & per graduate student?

The table below describes average General Use expenditures for the Educational Program (Instruction, Academic Support, Student Services, and Institutional Support) per Fall FTE Student. For purposes of this question to estimate expenditures per undergraduate and graduate student, a calculation was made to assign expenditures to undergraduate and graduate students based on the weighted percentage of each type of student. The data in this table is not weighted by academic discipline.

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Undergraduate	\$6,495	\$6,961	\$7,469	\$7,979	\$8,568	\$9,088	\$9,073	\$9,112	\$9,276	\$10,100
Graduate	\$12,990	\$13,921	\$14,939	\$15,958	\$17,136	\$18,176	\$18,145	\$18,225	\$18,552	\$20,201

Source: Derived from the KBOR State University Data Book Table 1.40—Gross General Use (state general fund + tuition) Educational Expenditures per Fall FTE Student

B-5. What is the average total cost for an undergraduate to attend the university for one year?

Annually colleges and universities compute a total cost of attendance. A total cost of attendance computation is used to determine eligibility for financial aid, the total amounts of which a student may qualify, and the expected family contribution of a student or family. The amounts per individual vary widely. The calculated total cost of attendance for a resident undergraduate is outlined in the table below.

Academic Year	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tuition	\$2,921	\$3,527	\$4,163	\$4,824	\$5,513	\$5,844	\$6,195	\$6,567	\$7,167	\$7,611
Campus Activity Fees	\$563	\$574	\$574	\$589	\$640	\$756	\$847	\$847	\$858	\$858
Room and board	\$4,642	\$4,822	\$5,216	\$5,502	\$5,747	\$6,144	\$6,474	\$6,802	\$6,982	\$7,080
Books and supplies	\$750	\$750	\$750	\$750	\$750	\$750	\$800	\$800	\$800	\$850
Transportation	\$1,255	\$1,282	\$1,304	\$1,344	\$1,472	\$1,638	\$1,858	\$2,024	\$1,840	\$1,878
Other Living Expenses	\$1,955	\$1,997	\$2,032	\$2,094	\$2,140	\$2,182	\$2,272	\$2,324	\$2,386	\$2,416
Student Total Cost of Attendance	\$12,086	\$12,952	\$14,039	\$15,103	\$16,262	\$17,314	\$18,446	\$19,364	\$20,033	\$20,693

Source: Common Data Set, section G.

PLUS

State General Fund Per FTE Student	\$5,562	\$5,480	\$5,698	\$5,919	\$6,052	\$6,348	\$5,925	\$5,588	\$5,743	\$5,920
TOTAL STUDENT + STATE COST	\$17,648	\$18,432	\$19,737	\$21,022	\$22,314	\$23,662	\$24,371	\$24,952	\$25,776	\$26,613

Source: SGF dollars, derived from KBOR State University Data

B-6. Considering the above listed total cost, how much is borne by the student (or parents) and how much is borne by the state?

Based on the above listed total cost of attendance, which does not take into account student financial aid, and the State General Fund financing, the table below displays the percentage borne by students/parents and the State.

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Student/Parents	68.5%	70.3%	71.1%	71.8%	72.9%	73.2%	75.7%	77.6%	77.7%	77.8%
State	31.5%	29.7%	28.9%	28.2%	27.1%	26.8%	24.3%	22.4%	22.3%	22.2%

B-7. What are the instruction expenditures, academic support expenditures, & student support expenditures on a per student basis?

Per FTE Student Expenditures for Instruction – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$6,890	\$7,036	\$7,580	\$8,108	\$8,458	\$9,004	\$8,378	\$8,411	\$8,739	\$9,420
General Use**	\$5,002	\$5,192	\$5,695	\$6,235	\$6,683	\$7,024	\$6,855	\$6,846	\$7,015	\$7,522

Per FTE Student Expenditures for Instruction – Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$47,117	\$46,256	\$46,354	\$46,784	\$43,645	\$44,432	\$44,595	\$35,125	\$34,879	\$37,519
General Use**	\$35,467	\$34,385	\$34,519	\$33,317	\$32,022	\$32,252	\$32,090	\$22,055	\$20,580	\$20,984

Per FTE Student Expenditures for Academic Support – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$1,957	\$2,074	\$2,243	\$2,728	\$2,776	\$2,672	\$2,514	\$2,662	\$2,772	\$3,020
General Use**	\$1,646	\$1,681	\$1,866	\$2,126	\$2,247	\$2,200	\$2,243	\$2,346	\$2,395	\$2,564

Per FTE Student Expenditures for Academic Support – Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,563	\$6,122	\$6,606
General Use**	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,370	\$4,821	\$5,366

Per FTE Student Expenditures for Student Support – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$867	\$799	\$826	\$900	\$931	\$1,425	\$1,439	\$1,431	\$1,454	\$1,454
General Use**	\$430	\$425	\$456	\$502	\$530	\$595	\$557	\$576	\$635	\$675

Per FTE Student Expenditures for Student Support – Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,001	\$923	\$989
General Use**	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$860	\$857	\$870

Per FTE Student Expenditures for Institutional Support – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$1,116	\$1,202	\$1,355	\$1,014	\$1,143	\$1,563	\$1,642	\$1,726	\$1,832	\$2,178
General Use**	\$896	\$1,014	\$1,129	\$877	\$976	\$1,313	\$1,458	\$1,444	\$1,494	\$1,792

Per FTE Student Expenditures for Institutional Support – Medical Center

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All Funds*	\$8,678	\$8,368	\$8,359	\$8,807	\$8,291	\$8,657	\$9,045	\$9,386	\$6,590	\$11,096
General Use**	\$6,299	\$5,904	\$5,962	\$5,735	\$5,815	\$5,804	\$5,059	\$5,282	\$5,542	\$5,628

All higher education institutions use common functional expense categories to classify expenditures. The institutional support category consists of activities carried out to provide for both the day-to-day functioning and long-term viability of the institution as an operating organization; such activities include executive management; fiscal operations; administrative information technology; general administrative services such as personnel, space management, purchasing, campus-wide communication and transportation services, and activities concerned with community and alumni relations.

***Source:** Data obtained by dividing the costs for institutional support indicated for each institution on Table C in their Institutional Profile in the State University Data Book by the total FTE enrollment indicated on Table A for each institution in the Data Book.

****Source:** Data obtained by dividing the costs for institutional support indicated for each institution on Table D in their Institutional Profile in the State University Data Books by the total FTE enrollment indicated on Table A for each institution in the Data Book.

B-8. What is the incremental cost of a new student (or hundred students)?

The incremental cost of an additional student varies widely from school to school and from program to program. For example, there may be disciplines where capacity to add additional sections does not exist and the additional student cannot be accommodated readily. The cost of adding one new student to a single class can range from minimal additional cost (if capacity exists) to anywhere from \$4,000-\$10,000 depending on field of study, if a new section must be created.

Critical considerations in the decisions to add students include teaching laboratory space, music practice room space and availability of instruments, instructional and mentoring capacity of faculty, accreditation requirements and limits on number of students in an instructional section, and safety concerns (including fire marshal requirements) in fitting more students into existing classroom space.

B-9. What is the difference in cost of providing online vs. brick & mortar class instruction?

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Online	127	148	169	191	214	225	237	249	269	254
Brick & Mortar	97	118	139	161	184	195	207	219	239	254
Difference	30	30	30	30	30	30	30	30	30	0

Data based on a resident tuition rates per one credit hour for an undergraduate class, does not include fees.

Sources: OIRP Institutional Profile table 9-304 & CFS

Most studies of on-line courses show that the cost is comparable to or higher than equivalent traditional courses. These studies take account of the cost of preparation, cost of support services, and cost of instruction. The actual cost depends on the level of the course, prior investment in distance education infrastructure, and the nature of the course. Generally, because of the number of people involved (e.g., technical staff, web staff, and faculty), the cost of developing an on-line course is substantially higher than the cost of a traditional class.

A cost not generally considered in on-line education involves the substantially higher drop-out rate compared to traditional courses. Incompletions add to the effective cost, though this cost is not normally calculated or considered, and lead to the addition of extra retention services to keep students enrolled and on track for degree completion.

Delivery of on-line courses also tends to be more labor intensive for the faculty member and studies show that many, if not most, institutions grapple with managing teaching loads in order to keep online and face-to-face instruction at a balanced and appropriate level for each program of study. The costs are often not fully considered in studies of distance education.

It also is clear that there are significant differences in the efficacy of distance education courses by type of student. For traditional aged undergraduates, face-to-face education and hybrid courses tend to produce the best completion rates. Older adults who need the course to support their careers or professions tend to have the highest completion rates.

According to a very recent study of distance education in Texas, some programs lend themselves to cost-effective distance education delivery; others do not. Moreover, because the actual delivery models have such different cost components; it is not yet possible to accurately compare the two broad modes of delivery.

B-10. What is the general use operating spending on institutional support per FTE?

Per FTE Student Expenditures for Institutional Support – Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$1,116	\$1,202	\$1,355	\$1,014	\$1,143	\$1,563	\$1,642	\$1,726	\$1,832	\$2,178
General Use**	\$896	\$1,014	\$1,129	\$877	\$976	\$1,313	\$1,458	\$1,444	\$1,494	\$1,792

Per FTE Student Expenditures for Institutional Support – Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$8,678	\$8,368	\$8,359	\$8,807	\$8,291	\$8,657	\$9,045	\$9,386	\$6,590	\$11,096
General Use**	\$6,299	\$5,904	\$5,962	\$5,735	\$5,815	\$5,804	\$5,059	\$5,282	\$5,542	\$5,628

All higher education institutions use common functional expense categories to classify expenditures. The institutional support category consists of activities carried out to provide for both the day-to-day functioning and long-term viability of the institution as an operating organization; such activities include executive management; fiscal operations; administrative information technology; general administrative services such as personnel, space management, purchasing, campus-wide communication and transportation services, and activities concerned with community and alumni relations.

***Source:** Data obtained by dividing the costs for institutional support indicated for each institution on Table C in their Institutional Profile in the State University Data Book by the total FTE enrollment indicated on Table A for each institution in the Data Book.

****Source:** Data obtained by dividing the costs for institutional support indicated for each institution on Table D in their Institutional Profile in the State University Data Books by the total FTE enrollment indicated on Table A for each institution in the Data Book.

B-11. How many bachelor's and advanced degrees are granted each year?

Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bachelor's	3,561	3,675	3,647	3,560	3,679	3,750	3,867	3,928	3,818	4,091
Master's	1,308	1,333	1,303	1,301	1,191	1,268	1,286	1,285	1,402	1,489
Doctoral	232	239	223	271	260	249	242	281	299	273
Professional*	268	318	339	314	301	313	290	294	286	277
Total	5,369	5,565	5,512	5,446	5,431	5,580	5,685	5,788	5,805	6,130

Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Undergraduate Certificates									9	10
Bachelor's	199	214	217	214	248	247	230	228	229	240
Post-baccalaureate Certificates									11	18
Master's	176	173	204	166	171	167	205	205	191	242
Doctoral	11	17	16	30	67	59	21	17	36	29
Professional*	152	160	168	177	161	160	213	227	235	242
Total	538	564	605	587	647	633	669	677	711	781

Entire University

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Undergraduate Certificates									9	10
Bachelor's	3,760	3,889	3,864	3,774	3,927	3,997	4,097	4,156	4,047	4,331
Post-baccalaureate Certificates									11	18
Master's	1,484	1,506	1,507	1,467	1,362	1,435	1,491	1,490	1,593	1,731
Doctoral	243	256	239	301	327	308	263	298	335	302
Professional*	420	478	507	491	462	473	503	521	521	519
Total	5,907	6,129	6,117	6,033	6,078	6,213	6,354	6,465	6,516	6,911

*Law, MD, Pharmacy, Others

Source: KU OIRP Profiles table 1-001, IPEDS

C. Tuition and Fees (Fiscal Year)

C-1. What is the average aid a student receives during four years of matriculation?

Entire University

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Average annual aid package	\$6,445	\$6,610	\$7,025	\$7,594	\$8,117	\$9,358	\$9,630	\$9,092	\$9,449	\$8,844

Note: Annual averages represent financial aid package for degree seeking, full time, undergraduate students who were determined to have financial need; 2010 data as listed reflects updates submitted to IPEDS.

Source: Common Data Set, H2, line j.

C-2. What is the average debt acquired during that same 4 year period?

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
\$18,271	\$16,945	\$17,243	\$19,203	\$20,325	\$20,902	\$22,478	\$20,516	\$22,114	\$23,468

Source: 2003 and 2012, Common Data Set, H5

Source: 2004-2011, The Institute for College Access & Success, College InSight, <http://www.college-insight.org>

Most college-level data are taken directly from U.S. Department of Education sources and the Common Data Set (CDS).

Note: 2010 data as listed reflects updates submitted to IPEDS.

(Note: Applies only to those students with debt. In 2011, approximately 50% of the total enrollment has no debt.)

C-3. What is the default rate?

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
2.6%	2.8%	1.8%	2.3%	2.6%	2.4%	3.2%	3.2%	5.1%	

Note: FY 2006 and forward includes both Lawrence and Medical Center due to the merger of school codes. The above default rates represent the official 2-year cohort default rate as calculated by the U.S. Department

Source: Financial Aid Office

C-4. What percentage of students with student loan debt actually graduate and what is the average debt of non-graduates?

Analysis of students who do not graduate is inexact, since some students who stop out may return to complete at a later time. For this reason, other indicators have been used as a proxy. In July 2012, borrowing patterns of domestic first-time freshmen fall 2005 to fall 2010 were examined. Of those students, 41% of those who returned after one year had borrowed at KU. In comparison, of those who did not return after one year, 51% had borrowed.

Average debt of non-graduates was examined in June 2012. Of the FY 2011 bachelor degree recipients, 53% had borrowed during their time at KU. The average debt of degree recipients who had borrowed was about \$22,000. In comparison, 57% of the degree-seeking fall 2010 undergraduates not enrolled the following fall had borrowed at KU. The average debt of undergrads who had borrowed not returning the following fall who began four or five years earlier was \$20,500 and \$25,700 respectively, and approximately 63% had borrowed. All groups analyzed began at KU as first-time freshmen.

Half of KU students do not have any debt from federal loans upon graduation. We do not have any knowledge of private loans they may have secured.

C-5. What percent of students receive Pell grants? And what is the average amount received?

Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Percent	14%	15%	16%	16%	15%	16%	15%	20%	23%	24%
Average amount	\$2,416	\$2,484	\$2,503	\$2,510	\$2,537	\$2,722	\$3,128	\$3,780	\$3,895	\$3,760

Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Percent	16%	15%	17%	15%	15%	17%	18%	21%	23%	21%
Average amount	\$2,594	\$2,571	\$2,352	\$2,340	\$2,490	\$2,766	\$2,605	\$3,876	\$4,132	\$3,707

Entire University

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Percent	14%	15%	16%	16%	15%	16%	15%	20%	23%	24%
Average amount	\$2,420	\$2,485	\$2,500	\$2,507	\$2,536	\$2,724	\$3,114	\$3,782	\$3,900	\$3,758

Source: KU OIRP Profiles table 9-002

C-6. Is tuition ever discounted, if so, how much and for what criteria?

Yes, the Legislature and the Regents have approved tuition waivers for various policy and strategic initiatives. The amount of the waiver depends on the program and qualifications of the students. For example, individuals who are active in military service and their family members pay resident tuition instead of non-resident tuition. The state is a member of the Midwestern Higher Education Compact, which then allows individuals from other member states to pay 150% of resident tuition instead of non-resident tuition. Additionally, KU has a waiver that allows non-resident students whose parents were KU alumni to pay less than the full non-resident rate.

D. Academic Performance (Academic Year)

D-1. What is the average ACT score of incoming freshmen (resident & non-resident)?

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	24.1	24.4	24.5	24.7	24.8	24.8	24.8	25	25.1	25.1
Non-resident	23.9	24.0	24.3	24.4	24.3	24.6	24.4	24.7	24.6	25.1

Source: ACT/Converted SAT Distributions of first-time Freshmen

D-2. What is the average HS GPA of incoming freshmen (resident & non-resident)?

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Resident	3.44	3.47	3.47	3.48	3.45	3.45	3.43	3.52	3.53	3.54
Non-resident	3.31	3.38	3.34	3.34	3.30	3.31	3.27	3.37	3.36	3.45

Source: New Frosh Profile, GPA Rank, page 4

D-3. What is the 4 yr. graduation percentage (of the cohort entering as freshmen) (resident & non-resident)?

Four Year Graduation Rates of First-time, Full-time Freshmen By Cohort

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
30.5%	31.0%	31.4%	30.5%	31.6%	32.0%	32.3%	36.6%	35.7%	37.2%

Source: Table 3.7 of the KBOR State University Data Books, derived from the KBOR Graduation and Retention Rates Report submitted by each university.

*Four Year Graduation Rates of First-time, Full-time Freshmen By Cohort
(Resident/Nonresident)*

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Resident	30.8%	32.1%	32.0%	30.6%	31.2%	32.6%	32.6%	37.9%	37.3%	38.2%
Non-resident	30.1%	29.2%	30.3%	30.7%	33.3%	31.1%	32.0%	33.4%	32.3%	34.6%

Source: University

D-4. What is the 6 yr. graduation percentage (of the cohort entering as freshmen) (resident & non-resident)?

Six Year Graduation Rates of First-time, Full-time Freshmen By Cohort

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
57.4%	59.2%	58.9%	59.7%	59.6%	60.6%	61.0%	60.7%	64.0%	<i>Not available for these cohorts yet</i>	

Source: Source: Table 3.7 of the KBOR State University Data Books, derived from the KBOR Graduation and Retention Rates Report submitted by each university.

*Six Year Graduation Rates of First-time, Full-time Freshmen By Cohort
(Resident/Nonresident)*

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Resident	59.2%	60.2%	60.3%	59.6%	60.0%	61.3%	60.6%	64.3%	<i>Not available for these cohorts yet</i>	
Non-resident	59.8%	56.7%	58.7%	60.3%	63.0%	60.5%	61.0%	63.3%		

Source: University

D-5. What is average ACT score of those students who receive a bachelor's degree?

Entire University

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
NA	24.9	24.9	24.6	24.6	24.6	24.7	24.7	24.9	24.9

Source: AIMS, Bachelor Degree Recipients

D-6. What are the bachelor degree programs that require more than a 4 year course of study?

Lawrence Campus

Degree	Credit Hours
Visual Art Education	139
Aerospace Engineering	137
Architectural Engineering	165
Chemical Engineering	131
Civil Engineering	132
Petroleum Engineering	131
Pharmacy Practice	133

Medical Center

Degree	Credit Hours
Respiratory Therapy	140

Source: KBOR Program Inventory and university academic catalog

D-7. How is student achievement measured, i.e. College Learning Assessment or something else?

Student achievement at the University of Kansas is measured using locally developed mechanisms and standardized, national tests. All assessment activities for undergraduate student learning provide the institution with performance information about one or more of the KU Core Goals.

General Education Goals	Build core skills of Critical Thinking and Quantitative Literacy
	Strengthen Written and Oral Communication
	Develop a Background of Knowledge
Advanced Education Goals	Respect Human Diversity and Expand Cultural Understanding and Global Awareness
	Practice Social Responsibility and Demonstrate Ethical Behavior
	Gain the Ability to Integrate Knowledge and Think Creatively

The Assessment of General Education is a locally developed assessment activity that has been conducted since 1991. Faculty members conduct interviews with graduating seniors to determine how well the institution is meeting all of the goals of general education. Students also complete a self-assessment in order to reflect on their experience with general education.

Written communication is evaluated across all undergraduate departments. Student work is evaluated by faculty using VALUE Rubrics (Valid Assessment of Learning in Undergraduate Education) developed by the Association of American Colleges and Universities (AAC&U). The rubrics were developed nationally by diverse teams of faculty and other academic and student affairs professionals from a wide range of institutions. The assessment of written communication using the VALUE rubrics has been conducted since 2010. Sixty-four departments have participated in this process, which equates to over 4,000 pieces of student work having been assessed.

Oral communication is evaluated by faculty in the Communications Studies department, where nearly all programs require students to take courses in oral communication. Throughout the semester, student speeches are assessed using a rubric developed by faculty members in the department. The rubrics are used to provide feedback to the individual students to improve their oral communication abilities as well as to collect aggregate data about the effectiveness of oral communication at the institution. To date, two semesters of students who have taken COMS 130 have been evaluated using this assessment process – that equates to over 1200 students and over 2500 student artifacts that have been assessed.

First year seminar courses use the AAC&U VALUE rubrics to assess critical thinking and written communication. Students in those courses submit an assignment for review using the rubrics and receive feedback in order to improve. The data from those evaluations are aggregated and used to improve the first-year seminar curriculum. The assessment of students in first-year seminar programs is starting its second year.

The ETS Proficiency Profile (ETS PP) is a nationally-normed test that assesses student performance in four core skill areas – critical thinking, reading, writing, and mathematics. Over 500 institutions across the country participate in the test and performance can be compared to more than 550,000 students nationwide. The ETS PP has been administered on a limited basis to determine if this is a tool to add to our assessment menu.

The advanced education goals of the KU Core are assessed at the department level. Each department is responsible for gathering data about how students in their programs perform.

The KU Core is a new undergraduate education curriculum designed to expose students to the kinds of skills, knowledge, and integrative learning values that a 21st Century student needs to become a valued contributor to our global society and workforce. All of the previously mentioned assessment activities were used to inform the

development of the KU Core. The KU Core was launched in the fall of 2013. For a course to be accepted to fulfill an outcome of the KU Core, departments must provide an assessment plan that clearly shows how students will be assessed as meeting the KU Core goal. The data will be used to assess institutional performance around each of the KU Core goals, thereby giving a great deal of information about the General Education Goals as well as the Advanced Education Goals. So far, over 1,300 courses have been accepted into the KU Core.

Use of direct assessment rather than indirect standardized tests allows us to connect directly the goals of education in each element of our curriculum to student learning and provide detailed information that allows us to evaluate the success of our curricula and make changes where needed to ensure student learning and achievement.

In addition, all of our professional programs are fully accredited by their professional accreditation bodies. As a critical part of accreditation, each program is required to assess students' learning and to provide evidence to the accreditation agency that students are gaining the knowledge and skills required of graduates in the field. Each accredited program performs direct assessment of student learning and prepares a thorough evaluation of student learning to present to its accreditation agency.

D-8. What is the percentage of graduates employed within six months of graduation?

Lawrence Campus:

See table provided for Question D-10.

Medical Center:

School of Medicine: Approximately 100 percent of graduates are employed in residency positions after graduating.

School of Nursing: 98-100 percent of BSN graduates are employed in the nursing field at graduation or within six months.

School of Health Professions: Greater than 90 percent of all graduates are employed in their field of study within six months of graduation.

D-9. What is percent of graduates who are employed within their field at graduation (or shortly thereafter) (by college within each university)?

See narrative provided for Question D-10.

D-10. What is the average salary of graduate by major?

Placement/Career services are decentralized activities at KU-Lawrence, enabling the professional schools to develop close relationships with the prospective employers who hire their graduates. Graduates in the College of Liberal Arts and Sciences are assisted by the University Career Center, as are graduates of any unit seeking their services. Response rates and formats of surveys regarding employment vary widely among the various placement operations. Information from the Kansas Department of Labor regarding the employment of our graduates employed in Kansas would augment analyses if available in the future. Graduates from the professional schools most often are employed in their field. Graduates of the College of Liberal Arts and Sciences are frequently employed in discipline-related fields, as evidenced by their salary ranges in particular.

*Lawrence Campus
FY 2012 (or most current available)*

	Response rate	Percent employed	Average salary (in thousands)	Percent pursuing graduate education	Notes
Architecture, Design and Planning	24%	59%	\$38.0	29%	1
Business	83%	66%	\$25.0-\$80.0	28%	2
Education	70%	92%	\$35.4	7%	
Engineering	88%	64%	\$32.0-\$109.0	23%	3
Journalism	NA	98%	\$30.0-\$39.0	NA	4
Music	NA	NA	NA	9%	
Pharmacy (PharmD)	NA	100%	115	0%	5
Social Welfare	33%	50%	\$28.5	50%	
Liberal Arts & Sciences - Total	20%	67%	\$33.0	23%	
<u>CLAS disciplines</u>					
Environmental Studies			\$28.3	14%	
Area and Ethnic Studies			\$41.5	17%	6
Communication Studies			\$45.8	7%	
Foreign Languages			\$22.6	26%	7
English			\$25.3-\$43.8	18%	
Biological Sciences			\$27.0-\$60.0	31%	
Mathematics			\$48.0	26%	
Philosophy/Religious Studies			\$38.6	26%	
Physical Sciences			\$31.0-\$58.0	23%	
Psychology			\$26.4	23%	
Public Administration			NA	43%	
Social Sciences			\$29.0-\$44.7	18%	
Visual & Performing Arts			\$19.2-\$26.8	9%	
History			\$30.1	20%	
Multi/Interdisciplinary Studies			\$21.0-\$37.5	23%	

Percent pursuing graduate education obtained via placement survey for Architecture, Design and Planning; Business; Education; Social Welfare; and Liberal Arts & Sciences overall. Graduate education data for other units/disciplines obtained from the National Student Clearinghouse. Survey data from 2012.

Notes:

- 1 - Includes master's degree recipients since most undergrads in Architecture pursue the Professional Masters of Architecture.
- 2 - 66% of graduates who sought employment are employed.
- 3 - An additional 4% are in the military, Peace Corps, or similar occupation.
- 4 - Survey of graduates collects salary ranges, not exact salary amounts.
- 5 - 65% remain in Kansas.
- 6 - Average salary given is for Global and International Studies graduates, as exemplary of this discipline.
- 7 - Average salary given is for Spanish graduates, as exemplary of this discipline.

Medical Center

According to the Kansas State Board of Nursing (which does not have ten-year data):

BSN (Bachelor of Science in Nursing) **average salary** = \$55,400

DNP and Masters (Doctor of Nursing Practice Degree and Masters Degrees: Nurse Practitioners, Nurse Midwives, Clinical Nurse Specialists) **average salary** = \$88,000
(Note: Midwest salaries average 9% lower than national average)

School of Health Professions (Bureau of U.S. Labor Statistics):

Audiologist	\$68,500
Clinical Lab Scientist	\$54,760
Cytotechnologist	\$67,000
Health Information Manager	\$66,229
Nurse Anesthetist	\$163,000
Occupational Therapist	\$77,400
Physical Therapist	\$81,110
Registered Dietician	\$51,860
Respiratory Therapist	\$57,200
Speech Language Pathologist	\$67,360

Physicians:

Primary care doctors	\$220,942
Specialists	\$396,233

Source: 2013 Medical Group Management Physician Compensation and Production Survey Report

D-11. Is there a process for eliminating majors that have very few students?

University Senate Rules and Regulations, Article VIII, Policy and Procedures Regarding Academic Program Discontinuance details the process for elimination of under-subscribed degree programs and majors: <https://documents.ku.edu/policies/governance/USRR.htm#ArticleVIII>. The process also protects students who may be active in those degree programs to ensure that they can continue until they earn the degree or provide an equivalent degree program.

We closely monitor and review programs with low enrollments and correspond with the deans of those programs about how to move forward to deactivate, consolidate, or eliminate programs. In some cases, small programs are retained as feeder programs for graduate programs. In other cases, we have made the decision to consolidate several small programs into one to optimize the use of resources.

At KU Medical Center, demand exceeds available slots for all of our programs.

D-12. Over the last 10 years, what is the history of eliminating degree programs?

We have a number of programs that have stopped admitting students in order to begin the discontinuance process. Those programs are currently in an inactive status as we work through our discontinuance policy. In addition, we have made many decisions to either rework low performing programs to better meet industry need or to consolidate programs.

Inactive programs include: bachelor of general studies (BGS) in Human Biology, bachelor of arts (BA) in Design, doctorate of education (EdD) in Physical Education, master of arts (MA) in Chemistry, and master of science (MS) in Water Resources.

D-13. Is grade inflation an issue... has a study of grade inflation been completed?

Average Fall Undergraduate GPA - Lawrence Campus

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
2.97	2.93	2.89	2.92	2.94	2.94	2.96	2.96	2.99	2.99

Average GPA data collected regularly show no signs of grade inflation. ACT/SAT converted scores have steadily increased over this time frame which is indicative of better prepared students.

Source: KU Profiles, Table 9-401

D-14. How much money is spent on remedial classes; can the cost be split between resident and non-resident students?

No state general funds are expended on remedial courses delivered by the state universities, except as authorized in K.S.A. 76-7,151(a)(2) for students who are in military service, students who are 21 years of age or older, and international students who are enrolled in ESL courses.

The amount of money (all sources) spent on a given remedial class will depend on a number of factors: the number of students in the class; who is teaching it; whether it is a one, two or three-hour course; etc. At KU, the average cost

of delivering a remedial course is less than the average cost of delivering freshman/sophomore level liberal arts courses, which was approximately \$256 per credit hour, as of Fiscal Year 2012.

The tuition rates for a remedial course credit hour are the same as the tuition rates for any other basic liberal arts and sciences course credit hour. Nonresidents would pay the nonresident credit hour rate and residents would pay the resident credit hour rate.

Source: KBOR State University Data Book, Table 1.40

Note: Expenditures per credit hour consist of Instruction, Academic Support, Student Services and Institutional Support. This comparison allows analysis of change in those expenditures on a per student basis. It is noteworthy that change in expenditure per student may result from either budgetary adjustments or enrollment change. This comparison makes no distinction on variance by educational level or academic discipline.

D-15. What percent of students taking a remedial course end up receiving a bachelor degree?

The University of Kansas has one remedial course, Math 002. In Fall 2012, about 15% of first-time freshmen enrolled in remedial math in their first semester. Of the 4,331 FY 2012 bachelor degree recipients, 13% of residents and 18% of nonresidents had taken remedial math.

Entire University

FY2012 Bachelor Degree Recipients

Resident	13%	Took remedial math
Non-resident	18%	Took remedial math

Source: OIRP degree, course, and residency data

D-16. What are the criteria for a class qualifying as a low-enrollment class?

KU–Lawrence and Edwards campuses follow a policy on minimum class size defined by the Provost, and enforced by the academic schools/College. A regularly scheduled undergraduate class is deemed low-enrolled if it has fewer than 12 students enrolled; a graduate class is deemed low-enrolled if it has fewer than six students enrolled.

Under-enrolled classes are discontinued unless there is a compelling reason to offer the class in order to ensure that students can make progress toward their degrees without undue hardship. Or, faculty are offering the course beyond their required course load because of their interest in the topic and students share the interest.

At KU Medical Center, some programs/classes have low enrollment by design, but all courses are fully subscribed.

E. Faculty and Staff

E-1. What is the number of faculty and rank in each college at the university (tenure, tenure-track, adjunct, etc.)?

Architecture

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	32	32	36	37	35	36	33	34	34	35
Earning Tenure	14	14	11	10	11	7	5	6	7	5
Not Tenure Eligible	23	24	28	25	27	32	32	26	31	30

Business

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	43	42	42	38	39	40	41	40	42	42
Earning Tenure	4	5	15	19	18	16	11	14	12	16
Not Tenure Eligible	19	25	27	35	42	32	40	41	50	49

Education

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	68	66	67	62	64	59	59	63	63	64
Earning Tenure	16	16	18	18	21	18	16	12	15	16
Not Tenure Eligible	30	29	45	36	33	32	27	34	44	48

Engineering

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	70	71	74	77	77	77	74	78	82	79
Earning Tenure	19	20	24	27	23	27	24	23	19	19
Not Tenure Eligible	17	23	14	17	20	16	21	22	21	29

Journalism

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	15	15	15	15	14	15	17	18	18	18
Earning Tenure	3	5	3	5	6	6	5	4	6	3
Not Tenure Eligible	18	15	17	17	17	17	17	16	13	13

Law

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	26	26	26	27	27	27	26	25	24	25
Earning Tenure	3	2	3	2	4	4	4	4	2	3
Not Tenure Eligible	12	19	18	20	19	18	15	20	20	20

Liberal Arts

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	442	436	441	448	449	466	464	466	475	487
Earning Tenure	134	143	157	165	166	167	158	147	131	124
Not Tenure Eligible	175	176	192	198	183	193	204	194	188	202

Music

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	31	29	33	33	35	38	38	41	42	43
Earning Tenure	19	21	19	17	16	12	13	12	9	8
Not Tenure Eligible	7	12	6	9	9	13	11	12	17	17

Pharmacy

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	25	28	28	29	31	31	34	36	36	36
Earning Tenure	8	13	14	11	9	8	10	7	10	8
Not Tenure Eligible	7	11	14	15	15	12	12	9	4	3

Social Welfare

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	17	17	15	17	18	19	19	16	16	15
Earning Tenure	9	6	11	11	8	4	6	6	7	9
Not Tenure Eligible	44	46	39	46	47	57	52	61	63	63

Total

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured	768	761	775	781	786	805	802	816	831	842
Earning Tenure	229	243	273	283	282	269	252	235	218	211
Not Tenure Eligible	372	399	411	438	438	452	469	477	497	516

Source: Academic Management Information System, Faculty Counts

Medical Center

Health Professions

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured			22	21	19	19	19	19	17	17
Earning Tenure			7	7	6	9	6	7	10	13
Not Tenure Eligible			50	53	56	58	55	52	52	45

Medicine

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured			203	199	202	197	201	211	218	216
Earning Tenure			79	72	67	80	79	84	86	86
Not Tenure Eligible			346	380	399	437	523	588	670	687

Nursing

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Tenured			22	21	21	20	19	19	18	15
Earning Tenure			6	8	7	7	4	2	2	3
Not Tenure Eligible			51	46	50	52	48	53	50	52

Source: Enterprise Analytics Official Extract of Faculty and Staff

E-2 What is the number of faculty by position in each college at the university (administration, class room, research, etc.)?

Number of Faculty by College- Lawrence Campus

College	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
School of Architecture, Design, and Planning	30	30	29	29	29	25	39	40	42	41
School of Business	46	44	55	59	59	56	55	54	55	56
College of Liberal Arts and Sciences	580	577	596	596	604	624	641	629	612	618
School of Education	78	79	85	83	85	81	75	73	77	78
School of Engineering	89	91	97	104	99	104	97	99	101	98
School of Music	100	99	99	99	99	94	49	51	49	46
School of Journalism	18	19	18	22	22	22	22	19	21	19
School of Law	38	37	36	39	40	39	35	35	32	33
School of Pharmacy	40	53	54	48	50	47	48	45	51	51
School of Social Welfare	26	25	29	30	27	24	25	21	23	24
Graduate School & Intl Programs	8	9	9	9	8	8	7	8	10	10
Research Centers, Labs & State Surveys	95	94	94	92	77	93	89	67	65	65
Museums	29	32	30	29	30	31	35	35	34	33
University Ombudsman	-	1	1	-	1	1	1	1	1	1
Multicultural Scholars Program	-	-	-	-	-	1	1	1	-	-
Academic Services Center	4	-	-	-	-	-	-	-	-	-
Total	1,181	1,190	1,232	1,239	1,230	1,250	1,219	1,178	1,173	1,173

Source: State University DBTF reports, section 9

Number of Faculty by College- Medical Center

College	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
School of Health Professions	60	56	65	64	65	70	63	62	63	67
School of Medicine	416	422	446	458	475	511	535	585	658	690
School of Medicine-Wichita	47	41	53	53	55	53	58	71	73	73
School of Nursing	57	51	61	63	66	67	60	57	53	53
School of Pharmacy	4	-	-	-	-	-	-	-	-	-
Total	584	570	625	638	661	701	716	775	847	883

Source: State University DBTF reports, section 9

KU's workload policies and practices are similar to other research universities with the general expectation and evaluation of faculty based on a 40-40-20 model distribution of faculty workload. 40% of faculty effort is in teaching/course preparation/advising, 40% in research/scholarship/creative activities, and 20% in professional service.

E-3. What is the average salary by rank?

Lawrence Campus

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Professor	\$87,309	\$91,903	\$97,226	\$103,263	\$109,403	\$116,427	\$115,783	\$116,039	\$114,429	\$116,625
Associate	\$60,692	\$64,252	\$67,432	\$71,268	\$75,325	\$78,558	\$78,277	\$78,568	\$78,165	\$80,044
Assistant	\$50,072	\$53,433	\$58,133	\$61,438	\$63,701	\$66,195	\$64,800	\$65,338	\$67,353	\$69,735
Instructor	\$42,833	\$48,014	\$51,931	\$50,559	\$45,151	\$42,844	\$42,844	\$44,071	\$42,017	\$44,516

Source: Table 4.3 of the KBOR State University Data Books

Medical Center

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Professor			\$128,495	\$136,584	\$144,775	\$146,109	\$148,930	\$153,822	\$150,963	\$149,598
Associate			\$85,519	\$91,522	\$91,461	\$99,250	\$100,049	\$102,090	\$101,587	\$103,519
Assistant			\$69,156	\$69,453	\$73,881	\$77,392	\$75,953	\$76,986	\$81,461	\$86,549

Source: Enterprise Analytics Official Extract of Faculty & Staff; Salary data is for 12-month positions only and includes only faculty that would be considered for inclusion in the U.S. News Survey of Best Colleges. Faculty with primary appointment in a clinical department are excluded. Other criteria for inclusion are: faculty must be full-time; of junior or senior rank, and instructional FTE from budget must be at least 50%.

E-4. How does the university measure faculty productivity; is there a minimum requirement for each category?

KU follows the Board of Regents Policy on Faculty Evaluation (Chapter II. F. 12, pp. 73–74) and the University of Kansas Faculty Evaluation Policy. Each faculty member's productivity or performance is evaluated annually following their unit's faculty evaluation plan.

Each department and school or college has a written faculty evaluation plan that specifies the evaluation criteria, performance/productivity expectations, and evaluation process in the three areas of faculty responsibility: teaching, research, and service.

Individual department and school or college plans are required to include standards for acceptable performance in each area of responsibility and to identify multiple indicators that will be used to assess performance. For example, teaching performance must include student course evaluations that are normed to performance within the department or school in addition to other evidence of teaching performance such as course syllabi, student learning outcomes, and/or peer evaluations of teaching. Plans must be adopted by a vote of the faculty, approved by the dean and provost, and reviewed every three years.

Each faculty member is evaluated during the spring semester and receives written feedback on performance from the department chair or dean, depending upon the structure within the school or college. This feedback is then used to determine such personnel actions as allocation of merit and nominations for awards for faculty members who meet or exceed standards or, alternatively, development of performance improvement plans for faculty members who do not meet those standards in an area of responsibility. These plans include performance targets and a timeline for achieving those targets as well as appropriate provisions for faculty development, such as campus opportunities for improving teaching or research. Performance may also be addressed through reassignment of duties (termed differential allocation of effort) among the three areas of responsibility in order to capitalize on a faculty member's strengths in teaching or research. Sustained overall failure to meet academic responsibilities based on articulated performance criteria is a basis for dismissal.

The university is currently developing a policy on post-tenure review in response to a revision to the Board of Regents Policy Manual and as called for in *Bold Aspirations*. This policy will be developed during this academic year for implementation in the 2014–2015 academic year.

According to the KUMC faculty handbook:

- Each faculty member's academic performance shall be evaluated annually by the unit administrator according to criteria and methods established by that unit or school for teaching, scholarship and service.
- The administrator shall invite faculty to submit a portfolio of relevant information for the purposes of evaluation. Multiple sources of information must be used for evaluation. The portfolio may include peer evaluation of various aspects of teaching and shall include students' ratings of instruction using a standardized and validated instrument for evaluation of teaching. Appropriate documentation of scholarly activities and service shall also be included in the portfolio. The evaluation shall be provided to the faculty member in writing prior to its final adoption and placement into the faculty member's personnel file.
- If the evaluation reveals that a faculty member's performance requires improvement in some area(s), the written evaluation shall be specific in identifying the area(s) and describe ways for improving performance in the area(s).
- The faculty member may provide a written response to his or her annual evaluation that will also be placed into his or her personnel file. *KUMC Handbook for Faculty and Other Unclassified Staff* (revised October, 2005), page 67.
- During the annual evaluation, the unit administrator also will review the assignment of differential effort with the faculty member and will decide what changes are appropriate and practical.

The URL for the Guidelines for Promotion and Tenure follows:

<http://www.kumc.edu/Documents/somfacaffairs/KUSOMGuidelinesforPromotionandTenure.pdf>

Page 19 has the criteria for promotion on the Clinical Track.

E-5. What are the criteria and the process for the university (or the state) to receive a royalty or a licensing fee for the results of any completed research?

KUIC does significant market research prior to making a decision to file a patent on a given technology. The market drives the technology commercialization process at KU. There are exceptions, but inventions that have no clear market potential generally do not warrant a substantial investment in the cost of patenting or other intellectual property protection.

All commercialization activity at KU begins with research and other creative work. Some of this work results in an invention disclosure by the researcher to KU. Some invention disclosures are judged – based on internal and external review – to merit further development. Once an innovation is disclosed and, if necessary, patent protection is filed, efforts are made to market the invention to companies in related industries. If the technology is best based in a new company, support for a KU-based start-up is provided. KUIC will typically complete a license that includes upfront payments sufficient to cover patent expenses and other costs, and then royalty and milestone payments appropriate to the value of the technology.

The percentage of patents across the country that generate more than a million dollars in revenue is quite low. KUIC uses outside industry experience, information technology systems, and other resources to ensure its patent budget is committed wisely and strategically.

The Association of University Technology Managers provides a useful description of how technology commercialization works in practice:

“Technology transfer is the process of transferring scientific findings from one organization to another for the purpose of further development and commercialization. The process typically includes:

- Identifying new technologies;
- Protecting technologies through patents and copyrights; and
- Forming development and commercialization strategies such as marketing and licensing to existing private sector companies or creating new startup companies based on the technology.

“Academic and research institutions engage in technology transfer for a variety of reasons, such as:

- Recognition for discoveries made at the institution;
- Compliance with federal regulations;
- Attraction and retention of talented faculty;
- Local economic development;
- Attraction of corporate research support; and
- Licensing revenue to support further research and education.

“The priority that is given to each of these factors varies from institution to institution. The ultimate benefits of technology transfer, however, are the public benefits derived from the products that reach the market and the jobs that result from the development and sale of products. Investments in intellectual property are returned to the public through products that benefit the public, increased employment, and state and federal taxes. These activities can be pursued without disrupting the core values of publication and sharing of information, research results, materials, and know-how.”

E-6. How much money does the university (from state funds) spend on research?

Lawrence Campus

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
All Funds*	\$46,540,605	\$48,775,764	\$51,601,664	\$59,390,892	\$60,412,550
General Use**	\$13,791,136	\$15,168,276	\$15,943,377	\$16,310,928	\$17,603,929

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$62,935,035	\$86,817,951	\$84,699,543	\$88,628,252	\$89,946,506
General Use**	\$18,819,569	\$21,052,143	\$19,334,918	\$19,740,573	\$20,129,695

Medical Center

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
All Funds*	\$50,311,500	\$58,864,877	\$72,901,610	\$56,581,264	\$56,852,118
General Use**	\$4,316,157	\$3,415,313	\$4,504,136	\$4,793,747	\$9,526,466

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Funds*	\$59,800,350	\$67,339,180	\$69,585,297	\$73,777,094	\$88,394,412
General Use**	\$9,581,606	\$9,314,782	\$8,850,205	\$8,589,509	\$5,079,682

Note: These funds do not include spending by any private research corporation belonging to the university.

***Source:** Data obtained for each institution on Table C in their Institutional Profile in the KBOR State University Data Books.

****Source:** Data obtained for each institution on Table D in their Institutional Profile in the KBOR State University Data Books.

E-7. How much money per annum does the university (or the state) receive as royalty or licensing fees?

The amount of revenue realized by the university as a result of its technology commercialization activity is unpredictable and can vary widely from year to year. The revenue totals for the past five years, since the formation of KUIC in 2008, are shown below. It is important to note that these figures often reflect grant funding, research activity, subsequent commitments of support, intellectual property protection, and management decisions made 10 or more years previously. The results of these and other past actions are only now being realized as revenue. It also is important to note that revenues are not guaranteed to continue at these levels.

Source	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Gross Licensed Technology Revenue (Fund 1091)	\$603,462	\$950,856	\$864,615	\$1,460,333	\$3,378,237

33-1/3%	Inventor(s)
33-1/3%	KU
33-1/3%	<p>Department / Center:</p> <ul style="list-style-type: none"> 67% retained as Departmental/Center general funds, and 33% returned to the inventor to a research account designated for the inventor's research expenses. At the discretion of the chair or director, more than 33% of the Department/Center share may be returned to the inventor for inventor research expenses. Upon resignation or termination of employment of the Inventor from the University of Kansas, this share will revert to Departmental/Center general funds.

E-8. Do faculty receive a royalty or licensing fee for the results of completed research?

Researchers do not receive a royalty or licensing fee at the completion of a funded research project. As noted in 14.E.5, the opportunity for an inventor to receive such revenue is rare and comes only at the end of a long and uncertain process. For most researchers, the principal outcome of completed research is an opportunity to share the results with peers and the public through published articles, books, classroom teaching, and the presentation of papers at academic conferences. These dissemination activities rarely result in any financial benefit to the researcher.

E-9. What percent of class time is taught by graduate students?

As a doctoral-granting research university, GTA positions serve an important role in training the next generation of higher education faculty. All GTA teaching is closely supervised and mentored by faculty.

Percent of Course Sections Taught by GTAs

	Fall 2012
Number of Sections Taught by GTA (IOR)	437
Total Course Sections Taught	2,177
Percentage Taught by GTA's	20.07%

Percent of Total Credit Hours Taught by GTAs

	Fall 2012
Number of Credit Hours Taught by GTA (IOR)	27,074
Total Credit Hours Taught	113,604
Percentage Taught by GTA's	23.83%

Source: Obtained from the Enrollments in Courses with Course Level 000-199, End of Fall 2012 Term.

Note: Freshmen level courses 000 thru 199 may have any student class from freshmen to graduate standing enrolled. Instructor Type: Faculty = tenure and tenure-track; GTA = graduate teaching assistantship; Other = lecturer, instructor, unclassified professional. n/a letter grade is not assigned.

GTA: Graduate Teaching Assistant, Graduate Teaching Associate

IOR: Instructor of Record

F. Community College Partnerships

F-1. What degrees/certificates/courses of study are the most popular in your strategic partnership(s) with community colleges (by enrollment and by graduation rates)?

The RN-to-BSN online completion program offered at the KU Medical Center is the most popular program in partnership with community colleges. In this course of study, people who have been awarded associate degrees in nursing can finish their baccalaureate nursing degrees with the university, within 12 months. The graduation rate is approximately 80%.

The RN-to-BSN program continued a four-year growth trend with 15 additional students (23.4%) in 2013. We have seen an increased enrollment in the number of KS community college nursing graduates in the last year. As a result of the KU School of Nursing's 2012 collaboration with Kansas community colleges to promote a more seamless transition for associate degree Registered Nurse (RN) graduates to attain the BSN, this cost-efficient, high quality degree completion program is expected to gradually increase in enrollments over the next several years.

F-2. What percent of your graduates are community college transfers?

Lawrence Campus

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
<i>Data not available*</i>							15.15%	16.04%	16.51%

Medical Center

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
<i>Data not available*</i>							32.89%	38.26%	30.83%

*KBOR started collecting transfer student data in 2005. Therefore, to give these students time to graduate, the percentages are based on 2010, 2011, and 2012 graduates.

Source: KBOR KHEDS AY Completions and Transfers Files

F-3. From which community colleges do the majority of the transfers originate?

Johnson County Community College
Kansas City Kansas Community College
Butler Community College
Hutchinson Community College
Allen County Community College

F-4. How do the graduation rates of the community college transfer students compare to the graduation rates of the institution's graduate rates at large and to non-community college transfer students?

Comparing graduation rates of transfer students to those who begin their college work at an institution is challenging. Unlike first-time freshmen, transfer students enter the university at varying points in their academic career, and in some cases, may move back and forth among institutions. Analysis of Kansas community college transfers to the University of Kansas main campus fall 2003 to fall 2010 was completed in January 2012 in parallel with a dissertation project done by former Johnson County Community College trustee Don Weiss. The study indicated that transfer students who began at KU as continuing freshmen or sophomores had lower retention and graduation rates than their first-time freshmen counterparts. However, students who began at KU at junior status or above were quite successful, with a 4-year graduation rate comparable to or even higher than the 6-year rate for first-time freshmen. The study suggests that community college partnerships like the 2+2 programs offered at KU are an excellent option for students, since they send exactly this sort of student to the university: students at junior level status with clear academic goals.

F-5. What strategies has the institution utilized in order to expand community college partnerships to achieve cost savings, efficiencies, and expanded customer service to students and communities?

Changing for Excellence and *Bold Aspirations* call for initiatives to strengthen partnerships with community colleges, build 2+2 programs, and develop clear transfer and articulation agreements with Kansas community colleges. As a result, additional infrastructure (hiring of a second recruiter specifically for transfer market, purchase of technology designed to enhance service to transfer students) was created in the Office of Admissions. Progress toward this goal includes:

- Establish a Transfer Policy Council designed to recalibrate internal KU policies to create smooth transfer experience. Work in the policy area continues in an effort to make the transfer of credits more transparent so students and community college advisors/counselors can begin academic planning earlier in the cycle.
- Establish policy to accept all Associate of Arts degrees from Kansas 2-year institutions to fulfill the general education requirements of the KU Core curriculum (including eight of the 12 units required for the KU Core).
- Expand 2+2 articulation agreements for students to progress from community college to the four-year institution making seamless progress toward a degree program. (For a full list of 2+2 programs please see question 12 from the first section.)
- Place KU advisors on-site on a weekly basis at JCCC.
- Conduct a community college advising tour to collaborate and articulate requirements of general education in the KU Core.
- Establish leadership role in developing policy and process with the KBOR Transfer and Articulation Council.
- Develop reverse transfer agreements with community colleges, and propose a system-wide solution to reverse transfer with KBOR.

- Explore partnerships with USD497, JCCC, and Neosho CC in development of career education center in Douglas County.

In September 2012, the KU School of Nursing announced an innovative agreement with 18 regional community colleges that provides nurses with an associate's degree in nursing from a participating college the opportunity to receive their bachelor of science in nursing from KU's online RN-to-BSN program.

15. AN LPA STUDY WAS DONE IN 2007. HAVE THE RECOMMENDATIONS OF THE 2007 STUDY BEEN IMPLEMENTED? IF SO, HOW SUCCESSFUL HAVE THEY BEEN AT REDUCING COSTS? IF RECOMMENDATIONS HAVE NOT BEEN IMPLEMENTED, WERE THE RECOMMENDATIONS EXAMINED & WHAT WAS THE REASON FOR NOT IMPLEMENTING THE RECOMMENDATIONS?

KU Responses to Legislative Post Audit Suggestions

a. Eliminating or combining low-enrollment course sections

As indicated in the 2009 Legislative Post Audit Report, KU's policies and practices are effective.

- Class size monitoring is done by enrollment managers who have access to a dynamic system that provides alerts about undersubscribed organized courses.
- Of Kansas' six universities referenced in the 2009 Legislative Post Audit Report, KU had the lowest percentage of low-enrollment sections (7.7% compared to the research universities' average of 11.1% and the overall average of 13.2%).

b. Eliminating or combining academic departments or degree programs

KU routinely assesses academic programs and degrees during program review to determine if programs and degree offerings warrant continuation, modification, or elimination. Illustrative examples include:

- *School of Business* – Reallocation of two occupied faculty lines from Information Services to Accounting due to low enrollment.
- *School of Education* – Reconfiguration of curriculum to reduce 5-year undergraduate degree program to a 4-year degree program.
- *School of Fine Arts* – Eliminated this school, with degree programs realigned to the School of Music, School of the Arts, and the School of Architecture, Design, and Planning in order to reflect student training needs.
- *College of Liberal Arts & Sciences* – Currently in the planning stage is the centralized oversight of languages instruction to allow more efficient delivery of instruction, more thorough advertising of language programs availability, and more effective administration.
- *Center for Public Management* – Reassigned from Continuing Education to the Public Administration Department to more closely link the academic expertise needed.

c. Collaborating with other universities to share course content, teachers, and instructional programs

KU has experience in academic collaboration and will continue to look for appropriate opportunities to share academic resources with other universities. Examples of KU resource sharing include:

- *Project ALIVE (All-State Low Incidence Virtual Endorsement; formerly Project LIFE)* – KU's School of Education and Wichita State University collaborated on a US Department of Education grant from 2009-2013 to provide the required training to address the significant

statewide personnel shortage for qualified teachers serving students with the most significant disabilities in Kansas.

- *Degree Partnership Programs* – One example is KU’s highly successful UKanTeach program as part of a degree partnering program, with Johnson County Community College and KU’s College of Liberal Arts & Sciences and School of Education, to prepare and support secondary mathematics and science teachers.
- *Two plus Two Programs* – KU’s School of Social Welfare, the KU Edwards Campus, and Kansas City Kansas Community College (KCKCC) are collaborating to serve working adults in the Kansas City metropolitan area by offering KU undergraduate social work classes during the afternoon and evening on the KCKCC campus. Additionally, as part of the JCERTA initiative, KU has the bachelor of business science (BBS) 2+2 program, the bachelor of science in information technology (BSIT) 2+2 program, the bachelor of science in exercise science 2+2 program, and the university is working toward a bachelor of applied science (BAS) 2+2 in biotechnology, also as part of JCERTA.
- *Great Plains Consortium* – Some of KU’s programs, most notably Nursing, participate in the Great Plains Consortium to share courses and instructional programs across the Plains institutions.
- *Transfer and Articulation Council of the Board of Regents* – The Council is a system-wide effort to provide transparent and seamless transfer of courses across the community and technical colleges and the Regents institutions.

KU is collaborating with three national and international consortia to share data, teaching pedagogies, and best practices in course redesign. These consortia are the Bay View Alliance, in which we are one of seven institutions in North America working together to build shared data and resources; the Public Flagships Network, in which KU is one of 19 institutions working together to transform education; and Provost Vitter is on the board of the APLU Consortium for Personalized Learning.

d. Increasing the number of courses and programs offered online or through distance learning

KU constantly looks for ways to better serve Kansas constituents in areas where KU has a particular expertise and to attract new audiences to KU. Examples of new KU online/distance learning efforts include:

- *School of Education* – The school has numerous online initiatives to include a project funded by the US Department of Education that will provide a highly interactive, distance-learning format for English for Speakers of Other Languages (ESOL) endorsement curriculum. The school launched a blended master’s degree: the MSE in Education Administration as of June 2013. In spring 2014, the school will launch a fully-online master’s degree: the MSE in Special Education, which is the nation’s number-one-ranked public program in special education. Fourteen additional masters, graduate certificate, and graduate endorsement programs will follow in the next two years.
- *College of Liberal Arts & Sciences* – The revised BGS degree is now targeted to be an avenue for students to complete the degree requirements online. The College of Liberal Arts & Sciences offered 53 online courses during the summer 2013 term; enrollment was robust and discussions are underway to increase online offerings in summer and to develop intersession opportunities.
- *School of Social Welfare* – To make the master of social work (MSW) program more accessible to a larger variety of students, “blended classes” are now offered which provide about 50% of class time on campus and 50% of class time online. In addition, this program has expanded to offer the blended MSW program in Western Kansas. KU was able to provide this blended MSW

in Western Kansas through a partnership with Fort Hays State University and Garden City Community College.

- *School of Pharmacy* – An online MS program in Pharmaceutical Chemistry not only serves students in Kansas, but across the United States and abroad. An online PhD program has just launched to serve the online MS graduates who are interested in continuing for the research degree.
- *School of Business* – Additional targets for development of online degree programs include the master of business administration (MBA) and the master of accounting (MAcc). The School of Business is currently developing its plans for implementation of such online degree programs.

e. Increasing faculty productivity

KU's workload policies and practices are similar to other research universities with the general expectation and evaluation of faculty based on a 40-40-20 model distribution of faculty workload. 40% of faculty effort is in teaching/course preparation/advising, 40% in research/scholarship/ creative activities, and 20% in professional service.

- *Teaching* – Currently, most faculty provide individual student instruction, a hallmark of a research university education, in addition to their regular organized class teaching responsibilities. A four-year average comparison of KU with sister AAU public institutions finds that tenured and tenure-track faculty at KU teach 9% more student credit hours per FTE than the average of their AAU counterparts, and that these KU faculty teach the same number of organized sections.
- *Research* – Research is a critically important element of faculty workload. It provides benefits to stakeholders within the state, enhances and strengthens classroom instruction, expands the frontier of knowledge, and often has a significant economic benefit for the state. It is important to note per the 2009 Legislative Post Audit Report, that for each state dollar of support, the KU-Lawrence Life Span Institute leveraged an additional \$7.23 in external dollars.
- *Professional Service* – KU faculty provide expertise to state and local government agencies via formal contracts and/or as part of their service role.

f. Modifying the delivery of remedial courses

KU offers only one remedial course and at a low cost. KU has renovated the classroom space to encourage active learning in this developmental mathematics course. The space will now support teaching pedagogies that involve active engagement and “flipping” of the classroom (a blend of on-line and in-class activities where regular class discussions build on class preparation assignments that students complete prior to class meetings).

g. Maximizing the use of existing classroom and laboratory space

The University of Kansas provides classroom and class lab utilization data to the Kansas Board of Regents (KBOR) through a biennial report titled the *Inventory of Physical Facilities and Space Utilization*. Fall 2012 shows average hours used per week as 30.51 for KU-Lawrence classrooms and 18.97 for class labs. For KUMC the report shows average classroom utilization per week is 28.04 hours and average teaching lab utilization per week is 5.38 hours of scheduled time.

Because teaching lab facilities are utilized by students outside of the officially scheduled sessions, that number doesn't reflect actual utilization but rather scheduled hours.

The KBOR goal for classroom use is 30 hours per week and class labs is 20 hours per week. Consequently, KU exceeds the goal for classrooms and is quite close to the goal for class labs. And we do expect these numbers to rise with increased enrollment in Fall 2013. In addition, the KU campus master plan currently in development is addressing classroom utilization. This process kicked off in January 2013 and should wrap up in early 2014. Changes to policy and practice will follow in order to ensure we are maximizing space usage to best serve our students.

h. Consolidating or changing administrative functions or processes

Internal and external process improvement and efficiency have been areas of consistent focus for all university faculty and staff. Individuals are encouraged to suggest changes in KU business and administrative practices, with these suggestions leading directly to substantial monetary and time savings and increased operational efficiency. Examples of consolidation and streamlining on administrative functions include:

- *Changing for Excellence* – Meeting the goals of KU’s *Bold Aspirations*, the university’s strategic plan, requires substantial resources. In order to invest in those strategic priorities and to improve KU’s administrative functions, the university began a comprehensive review in 2011 of its administrative practices and procedures—the *Changing for Excellence* initiative. Examples of these significant resource reallocations include the consolidation of KU’s Facilities Operations unit with Student Housing Maintenance to form the Facilities Services organization, combined with a better leveraging of technology to increase productivity and service levels. KU has also begun the several-year implementation of eight Shared Service Centers across its Lawrence campus to improve customer service in its business processes and to generate savings over time as staff are organized and specialty-trained around job functions. Additionally, KU’s Information Technology department has centralized departmental IT staff to provide broader coverage, standardized service, and higher levels of support. By addressing areas of opportunity to transform its administrative and operational processes, the university is identifying new revenues, cost savings, resource reallocation, and cost avoidance practices. These resources are now being invested in the strategic priorities of the university.
- *Joint KU-Lawrence/KUMC Activities* – With both KU campuses working together on common functions, processes, and needs, significant dollar savings and operating efficiencies are being realized. In addition to the *Changing for Excellence* initiative, major efficiencies and cost savings have been realized through the negotiation of a KU-Lawrence and KUMC Oracle Campus Agreement for enterprise database products and a Microsoft Campus Agreement for office productivity, server, and desktop operating system software. Other joint activities completed in calendar year 2012 include major contracts with STAPLES (office related products) and Fisher Scientific (scientific lab supplies). In calendar year 2013, KU-Lawrence and KUMC entered into a SciQuest Consortia Module agreement and will now be sharing many eProcurement tools including eCatalogs and contracts. In addition to improved pricing through their collaborative efforts, each campus will also realize efficiencies in software version standardization, deployment, training, and product support.
- *Regents Universities: System-Wide Collaboration Opportunities* – In addition to KU-specific opportunities to enhance administrative operations, there are significant opportunities to enhance and streamline administrative activities across the Regents university system. An example of successful, multi-Regent university collaborative action is the purchasing of property insurance, which has maximized the purchasing power and value of increasingly scarce dollars, and has allowed each university to acquire insurance at a lower cost than could otherwise be obtained by each institution individually. Since early 2012, many KU contracts include terms allowing for other Regent institutions to benefit from KU terms, negotiated prices, and volume discounts.

Another example of system collaboration is with our Information Technology unit. KU IT is adding language to major contracts with big-spend vendors to extend our heavily-discounted pricing to all KBOR schools as contracts expire. Neosho County Community College recently expressed their appreciation for this change because of their historical inability to negotiate such pricing due to their relatively small amount of technology purchases conducted each year.

i. Outsourcing non-academic functions

The University of Kansas will continue to pursue opportunities for outsourcing non-academic functions, and will outsource non-academic functions in those areas in which outsourcing is both prudent and cost-effective. Examples of KU's outsourcing of operations include the following:

- *Hosted e-Procurement System* – Through its agreement with SciQuest, the university has automated the previously manual processes and content delivery administered by KU Purchasing Services. The net effect is the university does not have to, 1) purchase and maintain the servers required to run the application; 2) have developer personnel on staff to perform system upgrades and maintenance; or 3) have staff to provide customer support for campus users.
- *Server Centralization and Virtualization* – The university has implemented a server virtualization infrastructure to increase computing efficiency and savings. By utilizing physical machines to virtually host servers, KU-Lawrence has realized significant annualized savings in materials and replacement costs and reduced energy consumption. To date, KU has migrated over 150 campus servers.
- *Admissions Application Systems* – KU-Lawrence utilizes a hosted admissions application vendor, CollegeNet, for graduate and undergraduate applications. As a result, the university has increased the level of service provided to KU applicants, improved the transparency and effectiveness of internal processes, and decreased the risks associated with processing graduate and undergraduate student application materials.
- *Capital Improvement Projects* – KU outsourced over \$20 million for architectural/ engineering services and construction of capital improvement projects completed in fiscal year 2013. Total spending on capital improvement projects completed in fiscal year 2013 was over \$46 million, the difference being mostly materials and equipment costs. A 2007 report by The Docking Institute of Public Affairs, prepared for KBOR, entitled *Economic Impact of Deferred Maintenance Spending at Kansas Board of Regents Universities* indicates that for every \$1 million spent on deferred maintenance projects, the associated economic impacts would be: \$2.2 million (in 2007 dollars) increase in the economic output of goods and services (gross state product); \$644,500 (in 2007 dollars) increase in earnings in the state; and 19 new jobs created in Kansas.
- *HR Recruitment Process* – KU-Lawrence is currently implementing a hosted software solution, through Kenexa, that supports the university's recruitment process for all employee types. With Kenexa's expertise in cloud-based tools to support many aspects of human resources operations, the university will improve the level of service provided to new applicants; streamline the business processes across campus for engaging recruitment procedures; and acquire ongoing process metrics to gauge the effectiveness of KU's recruitment practices.
- *Other Outsourcing Opportunities* – As of October 2011, KU now contracts with Stampede Mailing Services at an estimated annual savings of \$11,000. Stampede offers the university bulk mailing; elimination of numerous departmental postage machines and prepaid postage; and a joint collaboration effort with other area not-for-profit organizations including Lawrence Memorial Hospital, Douglas County, and the City of Lawrence. Additionally, KU has eliminated the cost burden of maintaining a campus vehicle rental fleet by outsourcing with Enterprise Leasing Company of Kansas, LLC. Through cost avoidance, the Enterprise contract allows the

university to save approximately \$96,000 annually, along with the need to replace six autos per year at \$15,000-17,000 per vehicle. KU also manages a coordinated transit system with the City of Lawrence, with the outsourced service operations provided by MV Transportation.

j. Reducing energy costs, improving recycling efforts and the like

The University of Kansas will continue to aggressively reduce energy costs and to stimulate and enhance campus recycling efforts. Given its history of outstanding success in recycling, KU will continue to focus on developing and expanding its current recycling stewardship role and will undertake new opportunities as appropriate. Examples of KU's energy reduction and recycling efforts include:

- *Energy Efficient New Construction* – KU has adopted a building energy efficiency standard which requires that all new facilities on campus must exceed the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) minimum standards by at least 30%. By constructing energy efficient facilities, KU can effectively reduce energy needs on a long-term basis.
- *Reducing Electricity Consumption* – The Facilities Services staff on the Lawrence campus have implemented an electrical load-shedding program, insulated steam and condensate piping across campus, and added night temperature setback schedules, along with other measures that have significantly reduced energy consumption. In just one year, the total dollar savings of these measures was estimated at \$338,000. In addition, this effort has resulted in a 4.2% decline in energy use per square foot of space, reversing a trend of escalating energy use of approximately 5% annually.
- *Waste Reduction Activities* – KU Recycling collected over a million pounds of recyclable paper, cardboard, plastic, and metal materials in just one year. During student move-in alone, the program captures more than seven tons of cardboard in cooperation with Student Housing and Facilities Services. KU Surplus collects and redistributes over 7,000 pieces of surplus furniture and equipment, saving departments that use the program up to 85% compared to buying new furniture and diverting over 350,000 pounds from landfill. During Student Housing move-out each spring, KU Surplus has collected upwards of 4,500 pounds of reusable clothing and household items which are then donated to Planet Aid and area non-profits, and 1,500 pounds of non-perishable food items donated to the local food bank, Just Food. KU Dining Services has started collecting food waste at residential dining facilities, diverting more than 380 tons of compostable material in the last year. Although they are currently paying for composting services, Dining Services has cut sanitation costs by over 60% since 2011.
- *Construction Waste Reduction* – KU is increasingly reusing and recycling construction materials. For example, the planned project to replace McCollum Hall, a 10-story residence hall with two low-rise buildings, calls for recycling as much of the demolition waste as possible, at a minimum to include copper wiring, glass, concrete, and masonry materials. Several road and parking lot projects completed in the summer of 2013 used recycled asphalt millings for base material. A number of KU office remodels involved installing DIRT modular wall system, which contain recycled blue jeans for insulation. KU's in-house construction crew routinely reuses salvaged building materials such as doors, windows, and light fixtures.
- *Auditing Energy Costs* – KU is currently working with Energy Service Professionals (ESP) to save energy costs, with \$1.37 million in energy savings noted last year. ESP conducted an energy audit that identified energy savings achievable if certain equipment was installed and/or consumption behaviors changed. The costs incurred for the upgrades were paid with bonds that are being repaid with the achieved savings.
- *Studio 804* – KU's School of Architecture graduate program, Studio 804, is known for their innovative design utilizing LEED Platinum design goals. In the last three years Studio 804 built

the Center for Design Research (CDR) and the Hill Engineering Research and Development Center, known as EcoHawks. CDR is expected to be certified as LEED Platinum and the first Commercial Certified Passive building in North America. CDR incorporates an energy recovery system, electrochromic glass (high tech shades), rain water harvesting for irrigation and toilets, LED lighting, thermal mass wall (trombe wall), wind turbine, green roof, and photovoltaic panels. Some of the building facade was built with scrap stone from the quarry. EcoHawks is also designed to LEED standards and incorporates many of the same features as the CDR facility. The building used reclaimed materials in the construction, incorporating a net metering and energy management system and a Daikin VRV mechanical system. EcoHawks is projected to produce 12% more energy than it uses. Both building sites include electrical vehicle charging stations.

k. Other steps taken to reduce costs

KU Procure to Pay System (KUPPS) – KUPPS allows most competitive bids conducted by KU Purchasing Services to be managed electronically thereby decreasing transaction processing time while improving processing efficiency. The KUPPS functionality includes not only the on-line bidding module, but also requisitioning, on-line catalogs, and electronic invoicing with 15 key university business partners, as well as an electronic contract administration database. The KUPPS system allows KU staff to electronically route transactions for review and/or approval, and provides Procurement staff the opportunity to review compliance and vendor selection prior to order finalization. Through KUPPS, specific data is captured that provides Procurement staff the granular detail they need to negotiate better contracts. KUPPS also provides an easy mechanism for delivering contract content to campus and for enforcing compliance with purchasing policy. The net KUPPS result will be material cost savings for KU.

Student Health Services Electronic Medical Records – Replacing the paper-based medical process with an Electronic Medical Records system provides all the tools needed to operate a health center practice, including patient scheduling and registration, electronic medical records, secure communication between staff and patients, electronic capture of all charges for the services rendered to the patient, and then the ability to generate claims and invoices. KU's implementation has resulted in efficiencies allowing for the elimination of seven positions and reduced office supplies expense in Student Health Services.

Library Acquisitions – The KU-Lawrence and KUMC campus libraries have entered into several shared licensing agreements for electronic journal and database subscriptions. These arrangements allow access to over 4,000 journals while saving more than \$4 million each year over the cost of acquiring the content separately.

Dining Services – Dining Services has implemented a number of cost control initiatives that have resulted in savings of approximately \$120,000 annually, to include:

- Transitioning to lower cost disposable ware that are also biodegradable;
- Transitioning to a clamshell disposable container for retail units;
- Transitioning to “trayless” in operations to help reduce post-consumer waste;
- “Lose the Lid” campaign that encourages customers to resist a lid on beverages to reduce cost and waste; and
- Consolidation of administrative support.

Efficient Use of State-Provided Capital – Each year the university leverages its state general fund appropriation by bringing in research funds, private gifts, tuition dollars, and other revenues. The state’s investment is returned threefold through:

- Maximizing federal reimbursements;
- Investment in research facilities at both campuses which yield returns in the form of federal and other grants;
- Investment in technology infrastructure; and
- Technology transfer offices combined to form the KU Innovation Center.

Bond Rating – Moody’s Investor Service (Moody’s) has assigned an “Aa2 issuer rating” to the University of Kansas (the same rating as the state of Kansas receives from Moody’s). Rating on specific revenue streams range from A2 to Aa3 based on the strength of the issuer rating. KU’s excellent credit rating translates into improved capital market opportunities (access to commercial banks, taxable or tax exempt debt, less restrictive bond covenants) and a lower cost of capital—both in interest rates and lower insurance costs.

16. PLEASE EXPLAIN THE BREAKDOWN OF YOUR INSTITUTION’S FUNDING STREAMS (STATE FUNDS, FEDERAL FUNDS/GRANTS, STUDENT TUITION & FEES, FOUNDATIONS, GIFTS, ETC) IN PERCENTAGES AND DOLLAR AMOUNTS AS WELL AS THE PRIMARY EXPENDITURES EARMARKED FOR EACH FUNDING SOURCE.

University of Kansas

Sources of Financing	FY 2014 Estimate	Percent of Total	Primary Expenditures
State General Fund	\$ 137,689,931	19.7%	For general operating expenditures (includes \$4,125,900 for debt service on Pharmacy building)
General Fees (Tuition)	264,250,000	37.4%	For general operating expenditures
Restricted Fee Funds	122,605,019	17.5%	For restricted expenditures consistent with conditions attached to the receipt of the restricted use funds
Federal Grants	98,300,000	14.1%	For restricted expenditures consistent with the purposes approved by the awarding federal agency
Housing System Operation	21,591,681	3.1%	For restricted expenditures related to the operation of the housing system and for the repairs, maintenance and improvements of the housing system buildings.
Student Health Fees	8,634,322	1.2%	For restricted expenditures related to the operation and maintenance of the health center.
Parking Fees	5,437,881	0.8%	For restricted expenditures related to operation and maintenance of parking facilities and for campus transportation systems.
All Other Revenue	40,738,189	6.2%	
Total Sources	\$ 699,247,023	100.0%	

University of Kansas Medical Center

Sources of Financing	FY 2014 Estimate	Percent of Total	Primary Expenditures
State General Fund	\$ 98,370,768	29.9%	For general operating expenditures
General Fees (Tuition)	38,654,648	11.7%	For general operating expenditures
Restricted Fee Funds	82,500,335	25.1%	For restricted expenditures consistent with conditions attached to the receipt of the restricted use funds
Federal Grants	54,979,349	16.7%	For restricted expenditures consistent with the purposes approved by the awarding federal agency
Housing System Operation		0.0%	For restricted expenditures related to the operation of the housing system and for the repairs, maintenance and improvements of the housing system buildings.
Student Health Fees		0.0%	For restricted expenditures related to the operation and maintenance of the health center.
Parking Fees	4,126,648	1.3%	For restricted expenditures related to operation and maintenance of parking facilities and for campus transportation systems.
All Other Sources	50,377,300	15.3%	
Total Sources	\$ 329,009,048	100.0%	

17. WHAT ARE THE INSTITUTIONS PLANS TO REDUCE TUITION COSTS TO MAKE KANSAS VERY COMPETITIVE (ATTRACT THE BRIGHTEST WITH DISCOUNT TUITION, GRANTS)?

- The university continues to offer a Tuition Compact for first-year students and their families designed to provide financial predictability to students and their families by locking in tuition for a four-year period. Beginning in the fall of 2014 we may allow first-year students to opt-out of the Tuition Compact thereby giving families the choice of initially paying the lower standard tuition.
- We have recalibrated the KU scholarship program in an effort to align our institutional aid strategy with the achievement of new student enrollment goals through the strategic leveraging of financial aid.
- We now engage in econometric modeling designed to determine price elasticity of both in-state and out-of-state students for our mid to high ability students.
- We have expanded the KU Honors Program from 250 to 400 students in an effort to attract top academic talent to the University of Kansas.
- We have created a 3+3 program between the College of Liberal Arts and Sciences and the Law School. This program is designed to streamline time to degree so students can earn a BA/JD degree in six years.
- We have also expanded and repositioned our Multicultural Scholars Program (MSP) to provide financial aid incentives and support services to qualifying first-year freshmen.
- From an initiative of the students on the Tuition Advisory Committee, a tuition grant program was created to help offset tuition increases of low income students. This support has evolved into the Pell Advantage program.
- The quality of KU's freshman class has improved steadily over the last 10 years.

18. WHAT ARE THE INSTITUTIONS PLANS TO REDUCE FIXED COSTS AND STAFF COSTS IN LIGHT OF DECLINING ENROLLMENT?

KU is moving to strengthen the pipeline of graduates to and through the university by implementing goal 1 of *Bold Aspirations*. On the Lawrence campus, the fall 2013 freshmen class of 4,000 students represents the third straight year of growth. In addition, the fall 2013 class has the highest average ACT score, 25.3, in KU's history. KU has set goals of 90% for first-year retention and 70% for six-year graduation rate. Both of these goals will align KU more closely with its AAU peers and address concerns about undergraduate enrollment.

In addition, goal 2 of *Bold Aspirations* addresses doctoral education. KU is reimagining recruitment of doctoral students to increase both the quantity and quality of students. Finally, there is an increased focus on international recruitment. Taken together, these three initiatives place KU in a strong position to grow enrollments of both undergraduate and graduate students.

KU is also moving aggressively to not simply reduce costs but to more effectively utilize resources. The university is undertaking a thorough overhaul in this area that has already garnered recognition from its peers as a possible model for effective administration and operations. KU refers to this undertaking as *Changing for Excellence*.

Changing for Excellence is a review of KU's administrative practices and procedures that began in April, 2011. For six months, the entire university worked to identify areas of opportunity and then to develop business cases and implementation plans. In November 2011, the chancellor announced specific business cases now being pursued on the Lawrence campus and at KUMC:

- Budgeting Process
- Campus Construction
- Shared Service Centers
- Enrollment Management—both Domestic and International
- Facilities maintenance, upkeep, and organization
- Human Resources
- Information Technology
- Strategic Sourcing and Procurement
- Libraries
- Research Administration

Progress on each of these business cases is being tracked at <http://cfe.ku.edu>, including bi-weekly updates for each business case. To date, major progress has been made in Facilities, Enrollment, Human Resources, Strategic Sourcing and Procurement, Shared Service Centers, and Information Technology.

Changing for Excellence is a comprehensive transformation of the university both administratively and operationally. The end result will be more efficiency not only in spending, but more importantly in how staff time is utilized across all campuses.

19. WHAT IS THE STATUS OF KIDS COMING TO COLLEGE WHO ARE NOT EMOTIONALLY AND ACADEMICALLY READY? DOES THE INSTITUTION CURRENTLY HAVE ANY ASSESSMENT PROGRAMS IN PLACE?

The assessment of incoming undergraduates begins at New Student Orientation (NSO), a program that is part of the Office of First-Year Experience. An assessment of needs from application materials, including high school GPA, ACT score, and transcript, occurs. Based upon needs, students are advised at NSO to take one of KU's first-year seminars during their first semester. These seminars include:

- PRE 101, an introduction to the academic experience at KU that has a record enrollment for the fall 2013 semester. All PRE 101 students take a strengths-finder evaluation and receive advising based upon the results;
- First-year Seminars, individual 3-hour courses which fulfill a KU Core requirement for building critical learning skills;
- First-year seminar in the School of Business for freshman admits;
- First-year seminar in the School of Music; and
- Freshman Honors Seminars, one hour courses serving as an introduction to the Honors Program by examining a specific topic.

KU has instituted a process for individual plans for success for all students admitted within the admission exception window or admitted conditionally. Students admitted conditionally must sign an agreement at orientation that they will take a section of PRE 101 and will meet with an academic advisory at least three times in the initial term. The extra advising will allow us to track student performance and to connect students with appropriate academic services early in their academic careers.

KU has initiated an early warning system, MySuccess, that connects students, faculty in freshman gateway courses, and academic advisors to provide early warning alerts to students, as well as kudos for improvement and excellence, to the student, the faculty and the advisor so that interventions can be put into place right away, including tutoring, help with study habits, etc.

KU has joined the nationwide Education Advisory Board's (EAB) Student Success Collaborative, which will provide dashboard data on predictive analytics to provide advisors KU historical success data to help students select majors that match their unique abilities.

KU has submitted to the Board of Regents a comprehensive proposal for Transforming Student Success and Retention through Course Redesign and Online Technologies. This proposal would fast-forward these programs and several additional efforts, including:

- Curriculum and co-curriculum maps;
- Increased usage of analytic tools supported by membership in the EAB Student Success Collaborative;
- Increased usage of Supplemental Instruction services, including peer mentoring and study sessions;
- Creation of college readiness and summer bridge programming, building upon a new partnership with Lawrence USD 497 to develop college readiness courses at the new USD 497 career education center;
- Expansion of learning communities and first-year/orientation seminars to all incoming students;
- Expansion of individual plans for success through programs like Hawk Link, the Multicultural Scholars Program, and the Honors Program; and
- Redesigning large enrollment gateway courses to increase student success, including redesigning courses and hybrid, flipped, or online courses and redesigning the physical space used for large gateway courses.

The application process to be admitted to any KUMC campus academic program is quite rigorous. The selection process is thorough, data-driven, and based upon the academic program's experience concerning the academic preparedness of previously admitted and successful students.

After they are admitted to KU Medical Center, students are supported by a robust Student Services office. The KU Medical Center Division of Student Services provides quality student-centered programming and services that support the emotional, intellectual, personal, and professional growth of individual students.