CHAPTER II

RESPONSE TO CONCERNS OF THE 1984 REVIEW

Overview: Many of the concerns raised in the 1984 review are resource-driven: The ready solution to the problems identified would have required an increase in the amount of financial resources in several areas. KU, like many institutions throughout the United States, has been managing with fiscal constraints and nearly a decade of enrollment growth. In the allocation of new resources and in the reallocation of funds from noninstructional units to instructional units that followed the 1992 Program Review, the institution has acted to protect the core academic and research sectors. So, while KU has not had all of the funds needed to manage easily during the past decade, there is evidence that the institution has fared well.

Our response to the concerns raised in 1984 follows. The 1984 team expressed no concerns related to matters grouped under Criterion One.

Criterion Two. The University has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

In 1984, KU was recognized for emphasizing quality throughout the institution, for supporting the humanities and the centrality of liberal arts studies in an era of careerism and professionalism, for its commitment to improved library resources, and for its outstanding museum facilities. One concern expressed in the accreditors’ report was a “formula for funding . . . with the resulting budgetary
shortages under which the university operates." A second was inadequate state support for computing equipment, information technology, and scientific instrumentation.

.2. Institutional Funding:. In the early 1980s, the budget strategies of KU’s governing body, the Kansas Board of Regents, were formula driven. Today, KU relies on a strategy of incremental budgeting that has four components: program maintenance (increases for salaries and operating expenses), the servicing of new buildings, enrollment adjustment, and special program enhancements.

In an effort to develop an approach to funding that depended not only on enrollment changes but also on broad-based analyses of comparable institutions, the Kansas Board of Regents, in the late 1970s, initiated peer-based cost analysis studies. The purpose was to determine whether the Regents system was adequately financed and whether resources were equitably distributed among the schools. These studies, which utilized a number of formulae, help KU and the Board of Regents understand system financing compared to financing at peer schools. Peer institutions are those with programs, enrollments, and traditions comparable to KU’s. KU’s cost study peers are the University of Colorado, Boulder; the University of Iowa, Iowa City; the University of North Carolina, Chapel Hill; the University of Oklahoma, Norman; and the University of Oregon, Eugene.

The cost analysis studies compare peer average expenditures with KU expenditures on a unit-cost basis. Examples include expenditures per
freshman-sophomore credit hour in social sciences, student support expenditures per head-count student, and library expenditures based on weighted student credit hours. The Regents and the institutions continue their efforts to provide the Legislature with information about the principles underlying the use of peer-based comparative data.

The information gleaned from these cost analyses during the past 17 years has been used extensively in financial management, program and salary improvement requests, and institutional program review activities.

Ensuring an appropriate level of state support continues to be a challenge for the Regents and the institution. Using the cost study data, KU will continue to press for additional institutional funding. The Regents and the institutions will continue the dialogue with the Legislature to secure better state support for higher education programs.

**Needs for Equipment/Technology.** Given technological advances and the aging of its scientific equipment, KU has growing needs in these areas. We continue to request added state support in this area but also have used other strategies.

Two private fund-drive initiatives taken by the KU Endowment Association since the last accreditation visit show the university's awareness of the problem and its commitment to amending it. The first succeeded in raising $2.5 million for
equipment by 1985. The second initiative was part of Campaign Kansas, a major capital drive launched in 1988. One of the campaign's nine general goals was that of raising $14 million for equipment; $10.9 million was raised. A post-campaign goal of $5 million for classroom and laboratory equipment has been set.

KU has used four additional tactics in the past decade to address the needs: the leveraging of funds through equipment matching reserves; the development of special fees within selected disciplines; the use of year-end funds to meet critical needs; and reorganization and consolidation for the purpose of doing more with less.

*Equipment Matching Fund and Research Development Fund.* KU encourages faculty to discover outside resources by maintaining an equipment matching fund. Units may apply for resources from this fund provided that not less than 50 percent of an equipment purchase derives from non-state resources, such as federal grants or private foundation monies, and that not more than 25 percent (up to a maximum of $20,000) of the total purchase price is allocated from the matching fund.

To help researchers become more competitive for outside resources, KU has established a Research Development Fund. It provides seed funding for projects that may lead to externally funded grants and contracts. To date, KU has invested $600,000 in selected projects, resulting in new external awards totaling $3.12 million in direct costs and $768,759 in indirect costs. These grants provide
some support for equipment purchases; indirect costs also can be used for such purchases.

Supplemental Fees and Tuition. The imposition of fees is another approach to the equipment problem. Three years ago, School of Engineering students began to pay an additional $15 per engineering credit hour, with the money earmarked for equipment. The income generated by this fee has already been translated into improved equipment and computer resources. The school has created three central computing laboratories that are open 24 hours a day and provide students with state-of-the-art equipment for instructional and research needs. A portion of the engineering fee revenues is returned to the engineering departments for specific equipment needs.

Beginning in fall 1995, pharmacy students will pay supplemental tuition of $85 per credit hour for pharmacy courses to support the conversion of a five-year bachelor’s program to a six-year professional doctorate, the Pharm.D. Included in this proposal is $150,000 per year for laboratory facilities and supplies.

Year-end Funds. Yet another resource for meeting critical technological needs is that of year-end funds. These are unused monies gathered centrally near the end of each fiscal year. The academic and research sectors identify their highest priorities for year-end funding, and several pieces of equipment are purchased. Year-end funds are not used for major capital expenditures.

Reorganization for Efficiency. There are ongoing attempts to reorganize
and consolidate to achieve efficiency and economy in equipment acquisition, maintenance, and use. We have worked to mold disparate instrumentation facilities into a whole that achieves efficiencies of size. We intend that user fees charged by such facilities will provide some flexibility for equipment upgrade and expansion.

Among academic units, an exemplary case of the sharing of resources for mutual benefit involves the School of Architecture and Urban Design and the School of Fine Arts. These schools have invested in three joint computer laboratories that neither school could have supported independently.

Despite all of these measures, the lack or obsolescence of equipment at KU is a continuing challenge. (See Chapter VII.)

Criterion Three. The institution is accomplishing its educational and other purposes.

The 1984 evaluation team pointed to KU's sound undergraduate and graduate programs, high student satisfaction, open and participatory governance structure, and well-managed and financially strong auxiliary enterprises in student support. Concerns were the recruitment and retention of minority faculty and students, tardiness in the development of contemporary computing and information management systems, and the presence of dual reporting channels for the administration of sponsored research.

In a decade, KU (Lawrence) has
increased the number of minority faculty by 40 percent.

**Minority Faculty Ethnicity, 1984 and 1993**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>21</td>
<td>51</td>
<td>9</td>
<td>2</td>
<td>83</td>
</tr>
<tr>
<td>1993</td>
<td>26</td>
<td>67</td>
<td>19</td>
<td>4</td>
<td>116</td>
</tr>
</tbody>
</table>

We are not satisfied with these numbers and continue to press for resources and to explore strategies that will aid recruiting. In the FY 1996 budget submitted to the Kansas Board of Regents, $600,000 has been requested for this purpose. In addition, the Office of Academic Affairs has an endowment fund of $40,000 per year for minority faculty recruitment. Deans can apply to the fund for assistance in providing new minority faculty members computer equipment, graduate research assistants, or other forms of support. The fund is also a potential financial tool for hiring minority faculty members in anticipation of a permanent line opening in the future. Finally, the Langston Hughes visiting professorship permits minority faculty members from other universities to teach at KU for a semester. As a result, KU's visibility in the minority academic community is increased. In addition, the professorship can be used as a recruitment tool, enabling the department and the faculty member to explore whether mutual interests would make permanent appointment desirable. Other visiting professorships also have been used for such exploration.

Despite the net gains noted in the table **Minority Faculty Ethnicity, 1984 and**
1993, 85 minority faculty resigned from the university between FY 1985 and FY 1993.

The Office of Academic Affairs annually monitors tenured and tenure-track faculty resignations to identify emerging patterns of attrition that affect selected groups (e.g., tenure-track faculty, minority faculty) and to evaluate faculty development strategies designed to increase retention of productive faculty. Attrition rates and patterns for minority faculty paralleled those of non-minority faculty during the last decade. Career advancement and increased salary and research support were the factors contributing to attrition at the associate and full professor ranks. More diverse factors influenced attrition for assistant professors. Tenure concerns, failure to meet citizenship requirements, spouse relocation, and geographical preferences were major attrition factors at this rank. As at the senior ranks, more competitive salaries and support packages from other universities influenced a number of decisions to leave KU. Where resources have allowed, counter-offers have been effective in retaining faculty.

KU has refined and expanded its faculty development programs for probationary faculty and implemented additional retention strategies based on the attrition studies data. A series of new faculty seminars, held during the initial year of appointment, communicates institutional expectations for promotion and tenure, offers strategies for developing effective programs of research, and provides a forum for discussion of issues affecting tenure-track faculty. Noncompetitive new
faculty research grants support initial development of research programs. The College and two-thirds of the professional schools have instituted formal pretenure reviews during the third year of the probationary period to evaluate progress toward tenure and provide constructive feedback. To augment these efforts, specific strategies have been implemented to enhance the retention of minority faculty. These include provision of initial support for research through minority recruitment funds, noted above; the Office of Affirmative Action's request for department development of support plans indicating the strategies they intend to implement to encourage the retention of minority faculty; and informal mentoring initiated by the Black Faculty and Staff Council's professional development committee.

The 1984 accrediting team found that there was incomplete cooperation between the student affairs staff and the Office of Minority Affairs, which then reported to the executive vice chancellor. The team noted that such reporting lines, while often viewed as strengthening the role of an office, tend to isolate minority students from the mainstream of the campus and its support services. In FY 1988, Minority Affairs was transferred to the Department of Student Life in the Division of Student Affairs. The office also has been relocated, from the third floor to the first floor of Strong Hall (the administration building), where it is more accessible and more visible.

There has been progress in recruitment of minority students. Appendix 1 analyzes student head count by ethnicity. Between fall 1983 and fall 1993, the
percent of self-reported minority students increased on the Lawrence campus from 5.7 percent to 7.8 percent of the student body. Minority recruitment efforts are continuing.

KU has worked to identify prospective high-ability minority students. In 1989, it received $1 million from the Howard Hughes Medical Institute to increase the numbers of female and minority students engaged in biomedical studies at KU. Half the money was used for scholarships, the other half to encourage high school students to pursue careers in biomedicine. In 1993, the School of Education and the University Affiliated Program cooperated on another bridge program. They received a five-year, $4 million grant to recruit minority students beginning as early as 10th grade to careers in child development, elementary education, or early childhood education.

The School of Education operates federally funded Talent Search and Upward Bound programs. Although they cannot be used directly as recruiting tools, these programs increase the number of disadvantaged and minority students in the region who enter postsecondary programs. The Kansas Governor's Academy, a state-sponsored summer program for at-risk high school juniors, is another means of introducing prospective students to campus life.

Recognizing that minority students often have special financial needs, KU has worked to increase the number of scholarships available to them. During Campaign Kansas, KU received gifts or pledges of more than $2 million earmarked
for minority scholarships. Those and other monies committed to the KU Endowment Association for undergraduate minority students enabled KU to award more than $500,000 in 1993-94; an additional $250,000 was available for graduate and Medical Center minority students.

The Board of Regents created a Kansas Ethnic Minority Scholarships program. In 1993-94, 69 KU undergraduates received need-based scholarships totaling $95,000. The board also oversees the Kansas Ethnic Minority Fellowship program; KU expects to have two fellows in fall 1994.

In the past decade, additional people have been charged with responsibility for minority recruitment. An associate vice chancellor in the Office of Research, Graduate Studies, and Public Service (RGSPS) is now responsible for minority graduate student recruitment. Exhibit 1 contains a summary of recent efforts to recruit minority students to KU graduate and professional programs. For FY 1995, the Office of Admissions has received additional personnel and other resources for minority recruitment. In the coming year, RGSPS and the Office of Student Affairs will explore ways of improving both undergraduate and graduate recruitment.

KU continues to improve its retention of minority students. The average graduation rate of minority students who entered in the fall semesters of 1980, 1981, and 1982 was 23.3 percent after five years of attendance. The graduation rate of minority students entering in fall 1988 was, five years later, 30.9 percent.

KU has developed retention programs to serve both at-risk and high-ability
students. Significant federal funding has supported retention programs available through Supportive Educational Services. The Office of Minority Affairs and the Student Assistance Center also provide services. A year-long course, the Minority Scholars' Leadership Seminar, involves students in KU functions and helps them learn how to express their ideas. The federally funded McNair Scholars Program encourages undergraduates from disadvantaged backgrounds to prepare for advanced degrees through special programs, research projects, and mentoring opportunities provided over a three-year period.

Some schools have developed special retention programs. The Dean's Scholars Program in the College of Liberal Arts and Sciences is designed to encourage minority students to prepare for graduate degrees. The College's Minority Tutoring Program in English helps at-risk minority students develop composition skills. The School of Engineering Minority Engineering Program encourages minority students to choose engineering as a career and provides academic and financial support. The Intercollegiate Athletic Department's Student Support Services, in conjunction with the Center for Research on Learning, provides counseling, guidance, and tutorial services. This list is not inclusive.

KU is working to create an academic environment supportive of all community members. In fall 1993, the director of affirmative action was also appointed assistant executive vice chancellor and charged with developing a Blueprint for Diversity to bring minority students, faculty, and staff to campus and to
ensure a supportive environment for a diverse student body and workforce. The first activity, now under way, includes developing an inventory of recruitment and retention programs such as those cited in the preceding paragraph and determining which strategies are most effective. (See the Equal Opportunity and Nondiscrimination Policies subsection of Chapter VIII for more information about the Blueprint for Diversity.)

.c2. Information Management Systems:. Since the last review, KU has consolidated administration and resources to achieve economies in this expensive but necessary area of the institutional infrastructure. The following represent developments in this area.

Library Systems. Since the early 1970s, automated library systems have been developed. The systems include circulation, cataloging and authority record maintenance, and serials control/check in. This effort culminated in 1987 with implementation of an online catalog system. It provides author, title, and subject searches on approximately 1.4 million bibliographic records. In 1993, INQUIRE/Text, a search and retrieval system, was purchased and installed to do keyword searching on the Expanded Academic Index, which comprises 1.4 million records.

Networked CD-ROM Library Resources. Beginning in May 1990, many of the information resources on CD-ROM that had been acquired by the KU Libraries
were made available to network users with microcomputers. Ninety-one drives containing abstracts and bibliographic data are accessible from the network.

_Campus Communications Network._ In 1986 the Lawrence campus was rewired for voice and data communications. An AT&T System 85 supports voice and voice-mail services. All major buildings connect to three wiring hubs with fiber optic and copper cable. A 10Mbps Ethernet backbone using fiber carries most network data. About 2,700 microcomputing systems are now network-connected.

*Internet Connectivity via MIDnet.* KU was a charter member of MIDnet, a consortium of universities in Nebraska, Iowa, South Dakota, Kansas, Missouri, Oklahoma, and Arkansas. Consortium members participated in a National Science Foundation grant for connection to the national data network, NSFNET. KU has been a part of the Internet community since 1987 and part of the international electronic mail community, BITNET, since the early 1980s.

*Consolidation with the Medical Center.* In 1989-90 the Computing Services unit on the Medical Center campus began merging functions and sharing system resources with the administrative computing sector of the Lawrence campus. This permitted acquisition of a shared system that exceeded combined system resource needs, thus allowing for expansion of service. Since its inception, the merger has saved the institution several hundred thousand dollars. The resource sharing has also stimulated development of common procedures and improved efficiency.

*Human Resources/Payroll System.* Since 1984, a locally developed
personnel/payroll system has served the Lawrence campus. Staff shortages in academic computing prevented us from completing all functions desired in the system. In 1992, we decided to define the needs for a system that would serve both the Lawrence and Medical Center campuses. We were devising a needs analysis at the same time as Kansas State University. Coincidentally, the state at this time also decided to install a new system. Through a cooperative effort, the two universities and the state acquired a single system. The system utilizes a client/server architecture that will provide common software for the three sites and facilitate data exchange to meet payroll, personnel, and reporting needs.

*Growth of Microcomputing.* The Lawrence campus began acquiring microcomputer systems in 1982, and there are currently more than 5,600 systems on campus; about half are connected to the Ethernet backbone. Many faculty, staff, and students also have personal systems that access the campus network via modems. In 1993-94, dial access ports were increased from 32 to 64; plans are to add 32 ports in 1994-95.

*KUFACTS Information System.* The Lawrence campus has been quite active in the World-Wide Web information resource sharing effort for more than two years. Computing Services staff developed a UNIX Web client, LYNX, which is used in more than 1,200 installations around the world. The local campus information system, KUFACTS, is a World-Wide Web server with information supplied by numerous department/divisions. It is heavily used by faculty and
students.

_Distributed Computing_. Academic and administrative computing departments are committed to moving to distributed computing. Academic Computing Services replaced its last mainframe in 1994 with multiple workstations. A new human resources/payroll system will use the client/server model for distributed computing. The university’s libraries have begun the selection process for new library computing systems, which will also follow the distributed-computing model. In 1995-96 a new distributed financial system will be selected; the student records system, implemented in 1978, is the only major system that remains to be updated.

_Software site licenses_. In the past few years agreements have been created with several companies to purchase software products under special site license and educational programs. The Lawrence campus administers these agreements. Under these agreements, about 800 users have purchased 2,000 software products, saving the university several thousand dollars.

KU has made major changes in information systems. Consolidation of administrative computing, acquisition of a client/server human resources/payroll system, plans for a new client/server financial system, and the growth of networking capability will help the university meet future needs in its administrative systems. Advances in the library system have brought the information age to students and faculty. A new distributed enrollment system will allow students, beginning in 1995,
to enroll from any networked computer on campus or from off campus by phone; this is being developed with fourth-generation programming tools acquired in 1993 to enhance programming-staff productivity.

.c. **Sponsored Research Administration**: Concerns were raised in 1984 about KU's dual structure for research support, in particular the relationship between the state-funded Office of Research Support and Grants Administration (RSGA) and the private Center for Research, Inc. (CRINC), then focused mostly on engineering. These two units work in tandem to support the research mission. We feel that the dual structure positions us for significant growth, particularly in developing cooperative efforts with the private sector. CRINC (described in Chapter VI), has developed significantly and now serves a broader range of research endeavors. It has become a focal point for the NSF Experimental Program to Stimulate Competitive Research (EPSCoR) program—a statewide effort and a key player in the emerging KU Technology Transfer Office. Having a private foundation working within the structure of KU permits greater flexibility in planning, in the use and control of funds related to technology transfer, and in research cooperation between KU and the private sector.

**Criterion Four.** *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*
Strengths cited by the 1984 evaluation team included the support of higher education by Kansas citizens, KU’s ability to effectively identify problems and address them in a timely manner, a range of institutional programs that enhance and maintain faculty vitality and scholarly productivity, and the financial support of the KU Endowment Association. Concerns were faculty salaries and fringe benefits and the financial support of graduate students.

Faculty Salaries and Fringe Benefits: In 1984, the Regents retirement plan for faculty and other unclassified staff called for a 10 percent plan contribution based on gross earnings, with the employee and the institution each providing 5 percent. Since then, there have been several increases in the institution’s level of contribution (1 percent in each of the fiscal years 1986, 1987, and 1988 and .5 percent in FY 1994, to the current level of 8.5). The employee contribution also increased by .5 percent, to 5.5, in FY 1994, so that the total plan contribution now is 14 percent. In FY 1985, the retirement plan also was modified so that participants could select from among several approved companies. Formerly, only one provider was available. KU views the 3.5 percentage point increase (a 70 percent increase) in institutional contributions toward retirement and the added flexibility in investment opportunities as significant improvements in the benefit package.

Faculty salary levels remain a concern at KU. We have lost ground compared
to our peers. Two budget plans have been presented to the Kansas Legislature. The first, the three-year Margin of Excellence, was adopted for FY 1989. Gains were made relative to peer levels for two fiscal years, but when the program wasn't funded for the third year, average faculty salary levels declined relative to peers. In 1993, the Regents advanced the Partnership for Excellence. Although not funded by the Legislature, its effect has been positive; the Legislature appropriated $1.93 million to enhance faculty salaries. An average faculty salary increase of 6.23 percent was awarded. Faculty salary data for FY 1995 should demonstrate an improvement in KU faculty salary levels relative to peers. The table below provides data about faculty salaries relative to those at peer institutions. More detailed information about salaries and compensation appears in University of Kansas Profiles, February 1994, Tables 6-201 to 6-370.

### Comparison of Weighted Average Salary Using Cost Study Peers: Universities of Colorado, Iowa, North Carolina, Oregon, and Oklahoma

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KU as a percent of peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>88.6</td>
</tr>
<tr>
<td>1989</td>
<td>90.9</td>
</tr>
<tr>
<td>1990</td>
<td>92.1</td>
</tr>
<tr>
<td>1991</td>
<td>88.8</td>
</tr>
<tr>
<td>1992</td>
<td>88.0</td>
</tr>
<tr>
<td>1993</td>
<td>87.9</td>
</tr>
<tr>
<td>1994</td>
<td>87.6</td>
</tr>
</tbody>
</table>

Sources: University of Kansas Profiles, February 1994, Table 6-300, and the AAUP magazine Academe, March-April 1994.

The 1984 review found graduate student
support well below that of competing institutions. KU has made efforts to increase the levels of both state and private support for graduate students and the situation has improved.

*Graduate Teaching Assistants.* Stipends have increased and a 100 percent tuition waiver for graduate teaching assistants (GTAs) was effective for FY 1993. KU GTAs are compensated at a slightly better rate than their peers.

**GTA Net Cash Stipends**  
**University of Kansas - Lawrence and Cost Study Peers**  
**FY 1994**

<table>
<thead>
<tr>
<th>Cost Study Peer</th>
<th>GTA Net Cash Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$9,692</td>
</tr>
<tr>
<td>B</td>
<td>8,559</td>
</tr>
<tr>
<td>C</td>
<td>5,810</td>
</tr>
<tr>
<td>D</td>
<td>6,356</td>
</tr>
<tr>
<td>E</td>
<td>8,836</td>
</tr>
<tr>
<td>Peer Average</td>
<td>7,851</td>
</tr>
<tr>
<td>KU-Lawrence</td>
<td>7,938</td>
</tr>
<tr>
<td><strong>KU-Lawrence as a Percent of Peer Average</strong></td>
<td><strong>101.1%</strong></td>
</tr>
</tbody>
</table>

Sources: AAU Data Exchange; Annual Survey of Graduate Assistant Stipends; *University of Virginia Tuition and Fee Survey*

NOTE: The "GTA Net Cash Stipend" is the GTA cash stipend less any required tuition payment. For example, if Institution X had a GTA cash stipend of $8,000, but *did not* waive the $1,500 graduate resident tuition, the institution's "GTA Net Cash Stipend" would be $6,500 ($8,000 less $1,500).

If Institution Y had a GTA stipend of $8,000 and *did* waive the $1,500 graduate resident tuition, this institution's "GTA Net Cash Stipend" would be $8,000 ($8,000 less $0).

The average compensation level for graduate teaching assistants, relative to their peers, exceeds that for faculty relative to their peers.
Comparison of GTA Net Cash Stipends and Faculty Salaries as a Percent of Cost Study Peers
University of Kansas - Lawrence
FY 1990 - FY 1994

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KU GTA Net Cash Stipends as a Percent of Peer Average</th>
<th>KU Faculty Salaries as a Percent of Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>97.0</td>
<td>92.1</td>
</tr>
<tr>
<td>1991</td>
<td>95.4</td>
<td>88.8</td>
</tr>
<tr>
<td>1992</td>
<td>96.1</td>
<td>88.0</td>
</tr>
<tr>
<td>1993</td>
<td>100.3</td>
<td>87.9</td>
</tr>
<tr>
<td>1994</td>
<td>101.1</td>
<td>87.6</td>
</tr>
</tbody>
</table>

Note: At KU, a 100 percent tuition waiver was effective for FY 1993; in previous years, the waiver was 75 percent.

Sources: University of Kansas Profiles, Table 6-300; Academe, March-April 1994; AAU Data Exchange C Annual Survey of Graduate Assistant Stipends: University of Virginia Tuition and Fee Survey

GTA representatives are seeking certification of a unit under the Kansas Public Employee/Employers Relations Act in order to engage in bargaining for enhanced salaries and benefits. A hearing on the unit-certification petition occurred in fall 1993. Briefs were submitted to the Public Employees Relations Board hearing officer in April 1994, and the matter is pending.

Graduate Scholarships and Fellowships. In fall of 1984, the Graduate School administered $137,700 in fellowship or scholarship funds provided by the Endowment Association: $65,000 for graduate honors, dissertation, and summer fellowships; $65,000 for postbaccalaureate fellowships to assist women and minority graduate students; and $7,000 for students enrolled in terminal professional...
master's degree programs such as the master of public administration. The maximum award was $5,000. Some of the funds were allocated to professional schools such as business and law and were augmented by private funds those schools had identified. Over the past decade, KU has been successful in increasing both the number and amounts of fellowship awards.

One goal of Campaign Kansas, the major fund drive conducted by the KU Endowment Association, was to establish a $9 million endowment for named graduate fellowships. That effort was successful. Most notable was the creation of the Madison A. and Lila Self Fellowship Program that is managed by the Graduate School, currently endowed at $7.2 million. For 1994-95, 8 Self fellows received tuition costs plus annual stipends of $17,000.

In addition to the Self program, several schools and departments realized funds for graduate student support through the Campaign Kansas effort. Despite these successes, KU continues to seek new private support for graduate students. Graduate fellowships are included in the post-Campaign Kansas goal of $27.5 million for scholarships and fellowships.

In fall of 1994, the Graduate School will award about $730,000 in scholarships, fellowships, assistantships, and tuition waivers for graduate students. Not reflected in this total are funds that are managed within the schools, the College, or departments. Additional information about graduate fellowships is available in Exhibit 2.