CHAPTER VII

CRITERION FOUR

"The institution can continue to accomplish its purposes and strengthen its educational effectiveness."

Overview; In the introduction to the Self Study Report, we cited some of the issues that will challenge KU in the coming years: operation under the open admissions policy, probable enrollment increases, the shrinking proportion of the budget covered by state funds, and the need to attract and nurture new faculty leaders.

Focusing on the decade since the last NCA review and on the 1992 Program Review, we have documented the mission, planning efforts, and the current status of programs at KU. This chapter provides an assessment of our capabilities for continued achievement of the mission and for the strengthening of the institution through the achievement of identified goals and aspirations.

In this chapter, we first provide a more thorough discussion of the environment for higher education in Kansas. We will identify the institutional strengths that we believe will enable KU to meet the challenges and opportunities of the future.

The Environment for Higher Education in Kansas;

Economic Environment. The Kansas economy was characterized earlier in
this document as stable. It is also an economy in transition. The document Mission Development in the Regents System, 1993-2000, June 1993 (Exhibit 8) contains an analysis of the Kansas economy and the state’s fiscal climate. Key points are noted here. Kansas reflects national trends. The Kansas economic environment is no longer based on mass production and economies of scale, but upon national and international competitiveness and technological change. These changes affect the way people work, relying on their skills, knowledge and creativity rather than upon the performance of routine processes. The emerging workforce must utilize its analytic and problem-solving skills as the national economy shifts from a labor-based to a knowledge-based labor pool. Successful learners will be more effective workers in the emerging economy, and an educational system that develops learning skills is essential.

Kansas also is shifting from a rural to an urban economy. The increase in urbanization has brought to the fore new problems of funding for prison construction, social service programs, and K-12 education. The result is that higher education is losing ground to other state concerns.

Demographics. The demographic challenges that face Kansas institutions of higher education are outlined in Mission Development in the Regents System, 1993-2000, June 1993, pp. 4-6 (Exhibit 8). Kansas population growth is slower than the national average. Kansas had a 4.8 percent population increase compared to a 9.8 percent overall national increase between 1980 and 1990.
Additionally, the older population is expected to increase substantially. The group of Kansans who are 65 years and older will increase from 13 percent in 1990 to 20.3 percent in 2030.

KU is situated in the primary growth corridor of the state. Two-thirds of the state’s population is concentrated within the Kansas City–Topeka–Wichita corridor. This population is becoming more racially and ethnically diverse, with minority populations growing at a faster rate than the white population.

From spring 1994 to spring 2003, the number of Kansas high school graduates is projected to increase by 22 percent. Making projections a decade out is more art than science since statistical projection models use past behavior to project the future. In the 1970s, projections of undergraduate enrollments for the 1980s were woefully under target since higher proportions of high school graduates sought college degrees than historical trends would have indicated. Nonetheless, we expect KU undergraduate enrollment, which has declined slightly since 1991 after rapid growth from 1985 to 1991, to increase by 10 percent by fall 2004.

The university is planning for a larger, more heterogeneous population. To this point, change in average age of the student body has not been the major factor. In fall 1986, the average age for undergraduates was 21.4; in fall 1993, it was 21.6 (Profiles 4-178, Exhibit 15). While the average age of students has remained relatively unchanged over the past eight years, there are other indicators that KU’s student body is changing.
In fall 1983, 26 percent of the students lived in university housing; in fall 1993, only 20 percent lived in university housing. The number of commuting students increased slightly, from 8.8 percent in fall 1983 to 9.9 percent in fall 1993 (Profiles 9-201).

The number of single students with children almost doubled during the last decade, from 342 to 614 (Profiles 4-190), indicating a growing need for child care services.

A more diverse student body has been developing over the past 10 years. Minority undergraduate enrollment has increased from 6.6 percent of total in fall 1983 to 8.8 percent in fall 1993; graduate minority enrollment increased from 3.5 percent to 5.0 percent over same time period (Profiles 4-115). The proportion of women was 47.2 percent in fall 1983; women now compose 50.2 percent of the student body as of fall 1993 (Profiles 4-110). More attention is given to attracting and retaining women and minorities in fields that they have not pursued traditionally. Issues of physical security on campus also are under consideration in planning initiatives.

_The Changing Research Environment._ There has been a shift in the paradigm for research funding; national trends in research funding indicate a switch in funding priorities from basic to applied research. Initially the shift was driven by the need for universities to engage in technology transfer. More recently, the emphasis on defense industry conversion has necessitated increased cooperation
and the formation of strategic partnerships involving universities, government, and the private sector. New federal programs to stimulate the economy have urged research partnerships with industry and technology. KU is developing new structures for responding to research initiatives which are discussed later in this chapter.

Public Trust. For more than a decade, public K-12 education has been under intense scrutiny nationally. Virtually every aspect of the educational process has been examined: curricular design, educational philosophy, teacher preparation and evaluation, and assessment of skills. Higher education had been sheltered largely from such intense review, but this is no longer the case. Issues of concern to the public are the quality and appropriateness of undergraduate education, the rising costs of higher education, and the ability of higher education to prepare students for entry into a rapidly changing work force.

At the national level, there is a growing concern as to whether institutions are fiscally sound and ethical in the management of academic, research and operations functions. Institutions of higher education are being asked to be more accountable at many levels. In some instances, the national concern for responsibility and accountability is reflected in new federal policies that have increased regulatory and reporting requirements. The introduction of the state postsecondary review entity (SPRE) is a case in point. Such requirements have an effect on how institutions do business and on how they organize their resources.
The Regents, the Legislature, and the public all expect us to provide ongoing evidence that we have earned their trust. This requires greater attention to the concerns of our constituencies and more effective communication with the people of the state. Among the areas in which we are held accountable are viability of the curriculum and effective use of fiscal and human resources. Assessment, whether of the curriculum, student achievement, or faculty and staff performance, will play an increasingly important role in the coming decade.

*Issues of Governance of Higher Education in the State.* Public postsecondary education in Kansas is available through the six Regents universities, Washburn University in Topeka (a municipal university), 16 area vocational-technical schools, and 19 community colleges. The Regents institutions are governed by the Kansas Board of Regents, Washburn has its own board, and the vocational-technical schools and community colleges are under the control of the Kansas State Board of Education. Governance and funding for these institutions are expected to be topics of considerable importance during the coming decade.

Although Washburn receives some state funding, its administration is convinced that admission into the Regents system as the seventh university is an important means to ensure viability in the future. The Legislature has considered bills that would have incorporated Washburn into the Regents system in several recent legislative sessions, and it is probable that Washburn's admission will continue to be debated.
The community colleges are currently under the jurisdiction of the Kansas State Board of Education, which also has responsibility for all public elementary and secondary schools and the vocational-technical schools. Some legislators feel that postsecondary education would be better served and the related costs diminished if the community colleges were brought under the jurisdiction of the Regents. Improved cooperation and articulation among the community colleges and the Regents institutions will be a subject of continuing discussion, as will the possibility of developing a single postsecondary governing board.

Over the past decade, the Regents and the institutions have devoted considerable attention to issues of program duplication and have sought to eliminate unnecessary duplication in order to use state resources more effectively. The expense of unnecessary program duplication is one factor that may argue for oversight of postsecondary institutions by a single board. Among the factors that may impede such a consolidation is the continued strength of the populist tradition in Kansas, which tends towards decentralization and local control.

In the effort to avoid duplication and ensure that resources are used wisely while the off-campus educational needs of the State are met, the Regents some years ago divided the State into three geographic areas. Two institutions are assigned service responsibilities for each of the regions. With the further development of educational technology, particularly instructional television, it is probable that the concept of specific geographic jurisdictions eventually will be
abandoned. Currently included in KU's area are Topeka and Kansas City, two of the largest cities in the state. In order to ensure a continued demand for its offerings if the policy of geographical jurisdiction is relinquished, KU must work to provide high quality, accessible academic programs that meet the emerging needs of those areas and must continue efforts to develop appropriate and effective technology for the delivery of instruction.

Positioning KU for the Future

As the university contemplates the ongoing efforts to strengthen its programs, to anticipate and deal with the challenges that lie ahead, and to position itself to capitalize on emerging opportunities, certain resources need to be identified as the foundation for future development.

Institutional Strengths

Commitment to Liberal Arts Education. In an era of specialization and focus on career development and professionalism, KU continues to prepare well-rounded graduates. Liberal education at the undergraduate level is typically broad rather than specialized. Its aim is to develop a citizenry that is informed and capable of critical appraisal and to provide fundamental knowledge in a variety of fields.

The university continues to build on its long tradition of strength in the liberal
arts. The general education offerings provide the basis for all baccalaureate degrees. Only the schools of Architecture and Urban Design, Engineering, and Fine Arts, along with the Department of Health, Physical Education and Recreation in the School of Education admit freshmen without liberal arts course work. The other professional programs admit only upper-level students, relying on the college for their lower-division work. In all fields, a significant portion of study (at a minimum of one-third, and usually one-half or more) must be completed in the liberal arts and sciences. KU will take full advantage of its role as a major teaching and research institution to ensure that the knowledge imparted to students is current and that students learn the skills of inquiry and critical evaluation.

Leadership. Stable and collegial leadership is a KU strength. Gene Budig had served as chancellor for 13 years when he resigned his position in July 1994. During the search for his successor, the role of chancellor will be filled by Delbert M. Shankel, who has been a member of the faculty for 30 years and has served previously as executive vice chancellor, acting vice chancellor for academic affairs, acting chancellor, and special counselor to the chancellor. His experience and knowledge of the university, together with his long-term working relationships with other administrators, helps ensure continued progress on initiatives that are already under way.

Similar experience and stability are evident also in the other principal administrative positions. The executive vice chancellor and two of the vice
chancellors have come to their positions through the faculty ranks and together have 67 years of KU service. The third vice chancellor and the university director of administration have been at the institution for over 15 years each. Because members of the central administration have long KU experience, they are cognizant of the ways in which the institutional culture affects institutional planning efforts.

Until recently, prior KU experience was a characteristic of administrators at the dean level, as well. Of the 12 deans in academic affairs who served in 1984, only three had been recruited from other institutions; the remainder had been promoted from within. This pattern appears to be changing somewhat. There are now 14 deans in academic affairs (the College, nine schools, international programs, the Regents Center, the libraries, and continuing education); nine are from outside the University. In addition, four deans (architecture, education, pharmacy, and law) are new to KU as of July 1994.

We expect that the eventual appointment of a new chancellor, together with the appointment of several new deans, will have an effect on our planning processes. Their perspectives are likely to challenge our thinking and bring us new insights. However, we expect that relationships among the deans and members of central administration will continue to be characterized by collegiality and mutual support.

Faculty. A critical element in KU's reputation for excellence in the generation and dissemination of knowledge is the quality of its faculty members. Their
commitment to teaching and scholarly achievement supports KU's mission and strengthens its academic and research programs. Faculty productivity, by any measure, is equal to or better than peers. Nearly all faculty (96.4 percent) hold the terminal degree in their fields. Faculty have distinguished themselves as teachers and scholars, evidenced by recognition within the university and by their professional peers. Within the strong shared governance and collegial environments characterizing KU, faculty play critical roles in shaping institutional policies, communicating institutional needs and values to external constituencies, and preserving institutional quality through participation in a range of peer review processes.

Students. Some of the best students in Kansas choose KU. The 1993 Market Analysis Report issued by the American College Testing Service shows that KU attracts a higher percentage of those students in the top two ACT ranges (22–26 and 27–36 composite scores) than any other institution of higher education in the state.

Shared Governance. KU has a vibrant faculty-student governance system and a strong history of collegial consulting on issues that affect the university community. The highly consultative mode used in developing program review approaches, regular meetings with faculty governance, and the representative structures that have been established for planning and evaluation reflect the strength of the shared governance tradition at KU.
**Planning and Program Review Processes.** Planning and program review are ongoing and comprehensive at KU, including instructional and noninstructional programs, facilities needs, and human concerns (e.g., the Blueprint for Diversity). Concern for university mission, faculty/student input, current data, assessment, and national trends informs planning and program review. Outcomes of planning and review processes are implemented by appropriate budgetary action.

To better serve students and other clientele within and external to the university, many administrative units are beginning to practice the principles of total quality management. KU began its continuous quality improvement journey in 1989. There are now 13 teams working on problems; eight teams have completed their work and are implementing their solutions. Teamwork has streamlined work order processing in the Office of Telecommunications, improved processes for ordering materials in Facilities Operations thereby shortening turnaround time, and has reduced the time spent on paperwork in the Comptroller’s office. (See Exhibits 20 and 23 for more information about KU quality improvement efforts.) Chapter IV contains a full description of planning and program review processes that are designed to sustain and enhance the academic and research programs of the university.

**External Support.** The strength and constancy of the support that alumni, friends, and others offer can hardly be overemphasized or overvalued. The organization and role of the KU Endowment Association and the KU Alumni
Association were described in Chapter V. The success of the Campaign Kansas fund drive, which ended in 1992 with gifts and pledges of over $265 million, and the total book value of the Endowment Association, which ranks ninth among those at public comprehensive universities, are indications of the affection and regard that alumni and friends have for the university. Their continued faith and support will be primary contributors to future success. It is private funds that provide for distinguished professorships, scholarships, fellowships, special facilities such as the Lied Center, and many other needs. Given the many demands on state resources, it would be almost impossible to nurture excellence in some areas if private resources were not available. A set of post-Campaign Kansas priorities has been developed based on needs that were not fully met during the initial campaign and on priorities that have been identified through the program review process and other planning efforts. (See Exhibit 24.)

For many former students, the Alumni Association provides the most direct tie with current KU activities. The chapter meetings held at sites across the country and around the world, and the bi-monthly Kansas Alumni magazine help inform alumni about academic programs, research, and social life on campus today. These programs help nurture the sense of community that KU alumni prize and help ensure alumni support, whether through their involvement in university activities, their contributions to the Endowment Association, or their communications with legislators about university budget needs.
Student Commitment to KU. Students frequently have set aside narrowly construed interests to support universitywide initiatives. They have been willing to support funding mechanisms, i.e., special fees or tuition increases, that ultimately raise the cost of their educations in order to improve faculty salaries and program quality. For example, student leadership supported both faculty salary initiatives of the decade, the Margin of Excellence and the Partnership for Excellence. Engineering students supported an additional fee that provides essential lab and other instructional equipment for the school. At the June 1994 Board of Regents meeting, students indicated their willingness to pay a 2 percent surcharge on their tuition, the revenue from which will remain on campus to provide better instructional and research equipment.

Directions for the Future;

KU’s future directions are clearly charted in the aspiration statements developed as part of the 1992 Mission Study. Aspirations for the Lawrence campus are reproduced in full below; Medical Center aspiration statements appear in summary form. Specific strategies for improvement have been identified for the major components of the institution—the overall quality of the institution; the instructional, research, and public service missions; and the faculty. Although KU’s continuing commitment to fostering a multicultural environment has been incorporated in its aspiration statements, a separate initiative, the Blueprint for
Diversity, will further guide the institution toward achieving a campus environment supporting diversity. Criterion V provides additional detail regarding the Blueprint for Diversity initiative.

**Statements of Aspirations, Lawrence Campus.** The University of Kansas, by the Year 2000, aspires:

To protect and enhance the overall quality of the institution at every level by

(a) balancing enrollments with academic resources through the implementation of enrollment-management practices and cooperation with the Board of Regents in designing admissions policies responsive to the needs of Kansans;

(b) enhancing scholarship support for highly talented students and students who demonstrate financial need;

(c) increasing the proportion of faculty, staff and students from under-represented groups;

(d) strengthening technology and support systems that allow access to instruction and materials and that enhance collaboration in research and teaching among faculty and units both on and off campus;

(e) bringing campus buildings, furnishings, equipment and facilities to a state more nearly consistent with the instructional, research, and public service mission of the University and developing a master plan for campus facilities;

(f) building on the results of program review by continuing a planning process focusing on academic programs and the budgeting process;

To strengthen further the instructional mission by

(a) improving communication with Kansas schools so as to attract well-prepared undergraduate students;

(b) managing enrollment to make possible a greater involvement of the senior faculty in teaching lower division courses;
(c) managing enrollment to assure course offerings with a frequency consistent with timely graduation and class size consistent with the highest quality of undergraduate instruction;

(d) managing enrollment to assure special opportunities, such as advanced courses and research experiences, for the most able undergraduate students;

(e) strengthening the quality of the graduate student teaching and research experience through increased stipends, research allowances, travel grants and other forms of support;

(f) strengthening the quality of the graduate student teaching and research experience through increased scholarship and fellowship aid, with enhancements in both the numbers of available grants and the amounts of individual grants, as well as effective assistance in securing financial support from external sources;

(g) enhancing the graduate teaching experience through continued and improved provision of training in techniques and acquaintance with responsibilities and opportunities in teaching;

(h) enhancing the familiarity of students at all levels with the nature of ethical conflicts that will be encountered in their university experiences and in later life, both as private citizens and in the course of the careers for which they are preparing, and with the body of knowledge and practical experience that exists for addressing these conflicts;

To strengthen further the research mission by

(a) increasing the amount of research support from Federal and other public sources, including the development of research centers;

(b) increasing the amount of research support from private sources, including the development of research support and research relationships with industrial and other private-sector enterprises;

(c) building an environment that facilitates, encourages and rewards faculty involvement in the process of acquiring external research support;

(d) continuing to enhance the quality of the research infrastructure;

To strengthen further the services that the University provides to its external
constituencies in Kansas and elsewhere by

(a) continuing to enhance contributions to economic development in Kansas through the transfer to external enterprises of technology created in the University;

(b) developing the Regents Center as an academic, professional development and service unit and increasing graduate enrollments at both the Regents Center and the Capitol Center in Topeka;

(c) continuing to enhance the opportunities for public access to University resources such as libraries, museums, and research-support facilities;

To strengthen further our faculty resources by

(a) reaching parity with our peer institutions in faculty and staff salaries;

(b) increasing opportunities for faculty development; and

(c) increasing the opportunities for the faculty to engage in international research and internationalizing the curricula of appropriate programs.

**Medical Center Campus.** The principal aspirations are these:

(1) to enhance institutional quality by refining the center's organization and operations such that they more rapidly and effectively meet the educational, research, and patient care needs of the state.

(2) to strengthen the instructional mission by developing education, in concert with other Regents schools and health care institutions, for primary care physicians and nurse practitioners; by developing both interdisciplinary doctoral training programs and graduate training programs; by improving continuing education through reorganization of the existing continuing education program; to expand educational programs through the use of existing and new technology; to provide
more opportunities for nontraditional students; to increase student/faculty/staff
cultural diversity; to increase scholarships and stipends for students in the doctoral
graduate program; and, by continual assessment, to adjust educational programs
based on workforce needs, the size and quality of student applicant pools, and the
availability of related educational programs in Kansas.

(3) to enhance the research mission through increased research productivity
brought about by faculty development and new hires; through increased
participation by faculty in collaborative work, including technology transfer, with the
private sector; through provision of research development funds that can be
invested to expand existing research and develop new research strategies and pilot
studies; and through increased emphasis on clinical outcomes assessment and
health policy research.

(4) to enhance health care by evaluating the adequacy and suitability of
clinical cases and educational experiences used in training students; by providing a
patient care mix that supplies the optimal number of inpatients and outpatients; by
providing information and education to patients and their families in a
patient-centered care environment; by continuing to improve the organization of
clinical services to provide coordinated patient care; by providing a work
environment that promotes professional development for all; and by promoting
health education and community leadership for the state and region.

Current Status of Progress Toward Mission. The first review of KU's
activities in each of the areas listed, the Report on Progress Toward Mission, submitted to the Board of Regents in June 1994, documents the university's progress toward achieving these goals (Exhibit 6).

Challenges of the Next Decade

Enrollment Management. Given past experience and demographic projections, KU anticipates enrollment increases over the next decade. The challenge will be to balance enrollments with resources and to define the balance between undergraduate and graduate instruction that will best accomplish KU's mission.

An unexpected enrollment increase in fall 1987 renewed activities to better understand and manage enrollment. We have identified several strategies that we will pursue throughout the next several years. We will continue our support of a qualified admissions policy; we have revised enrollment projection models; we are seeking to better understand what drives graduate enrollments; and we are trying to identify what might constitute a healthy balance between undergraduates and graduates.

KU enjoys an excellent reputation regionally and nationally; almost 40 percent of new freshmen are nonresidents. One of the enrollment factors that cannot be assessed at this time is the issue of affordability as nonresident tuition increases. Part of our enrollment management strategy will be to monitor the ratio of resident to
nonresident students and the potential impact on state revenues.

**Funding.** The proportion of KU's budget funded by the State General Fund will continue to decline. In FY 1984, 18.9 percent of the State General Fund was directed to Regents institutions; the figure for FY 1994 was 13.72 percent (Profiles 7-310, Exhibit 15).

KU's funding has not kept up with that of our peers. In FY 1984, faculty salaries were almost 95 percent of the peer average. In FY 1994, the figure is less than 88 percent, a significant loss in competitive edge. However, we expect to see some improvement in FY 1995, based upon legislative appropriations for salaries and preliminary information from peers. Overall, the university was funded at 82.7 percent of the level of peers in FY 1983; in FY 1991 the figure was 80.8 percent; and for FY 1993 it is expected to be less than 80 percent.

The challenge will be to ensure adequate funding so that we can meet our goals and reach the level of quality to which we aspire. Strategies will include continuing to use the concept of peer funding, which provides external benchmarks for funding, as a basis for evaluating our needs.

We continue to work with the Regents to help develop statewide understanding of funding needs for higher education.

The impact of federal mandates is placing greater burdens on universities. The number of major statutes containing significant new unfunded regulatory burdens has nearly doubled in the past two decades. That means as states have to
pick up the cost of these mandates, state supported educational institutions have
additional competition for state funding (source: NASULGC Newsline, July 1994).

Finally, we are working to identify other sources of revenue to support KU’s
needs. During the past four years, KU has been successful in obtaining Regents’
and legislative support for supplemental fees or tuition in engineering, law, and
pharmacy. After two years of fee funding, the School of Engineering reports that the
fiscal impact of the fee income has been immediate and helpful. In June, a 2
percent surcharge on KU’s tuition was adopted by the Board of Regents and will be
considered by the 1995 Legislature.

Technology. Technology is changing the way we do business. The
challenge is to manage the high costs of keeping abreast of technological change.
We have made technology a priority in our annual budget requests. For example, in
our FY 1996 budget document we have proposed creating two sources of
equipment support: funds from the proposed 2 percent tuition surcharge
($515,000) and an equipment fund totaling $1.59 million. Other strategies include
leveraging our equipment funds by matching KU technology funds with external
funds, consolidating resources through administrative restructuring, and sharing
expenses through cooperative initiatives between the Medical Center and
Lawrence campuses.

A subcommittee of deans has studied issues of technology on the Lawrence
campus. The executive vice chancellor has initiated a second phase of inquiry by
commissioning representatives of central administration, the deans, and the faculty to visit other campuses to gather the best ideas and funding strategies that can be implemented at KU. A report is expected in fall 1994.

The need to consider technology in campus planning has been identified and will become part of the physical development master plan.

*Instrumentation for Instruction and Research.* In many cases there is little distinction between teaching and research equipment, especially with those sophisticated pieces of scientific equipment used both for research and graduate teaching. Equipment funds are needed for instruction and research and for new faculty hires. To be competitive in today's job market, students must be experienced in using the newest methods and technologies. Equipment development in high tech fields is ongoing; university training and experience must offer our students exposure to today's technology. This is true not only in the sciences but in the humanities and arts as well. Attracting and retaining new faculty members presents special challenges in the area of equipment funds. Hiring a faculty member in the basic sciences who must establish his/her first research lab often requires $150,000 to $300,000 or more.

KU continues to make the case for new income sources and increased state funds to address instrumentation needs. The 2 percent tuition surcharge has good likelihood of passage in 1995 and will create a stable base of funds for instruction and research. The university will continue to consider supplemental tuition or fees to
underwrite equipment needs.

Opportunities for the Next Decade

Educational Needs in Kansas City and Topeka. Greater Kansas City is one of the fastest growing metropolitan areas in the country. It is served by a number of high quality postsecondary institutions on both the Kansas and Missouri sides, but it does not have a comprehensive graduate research university. KU views the development of educational programs that will meet the needs of the rapidly expanding professional community in the Kansas City metropolitan area as both a challenge and a significant opportunity.

KU’s Edwards campus in Overland Park, home of the KU Regents Center, increasingly is the focus of offerings designed specifically to serve the demands of the growing Kansas City metropolitan area. Academic deans on the Lawrence campus have been working with executives of leading Kansas City businesses to ascertain those offerings of most interest to them, and a large portion of the $200,000 in new state funding earmarked for the Regents Center will be spent in support of programs designed in response to those needs identified by the Kansas City community.
The instructional leadership doctoral program, which develops high level leadership skills for public educators, has been moved to the Edwards campus, where a larger potential student population exists.

The Lawrence and Medical Center campuses are working cooperatively on a health education program to be located at the Regents Center. The program will expand educational and research resources in biostatistics/methodology, in health information, and in managed care. The program also will augment KU's ability to respond to local and state needs for policy analysis, applied health research, and technical assistance. (Further discussion of this plan is included in the following section of this chapter.)

We envision the creation of a Center for Advanced Studies in Technology and Engineering, which will offer a flexible umbrella for offerings of particular interest to professionals. Programs in health services administration, in engineering, and in advanced business studies are among the most logical areas for initial focus. The Edwards campus location and the new legislative support should help us expand our constituent services in the Kansas City area.

The KU Capitol Center in Topeka anticipates the expansion of its programs during the next decade. The successful implementation of the proposed State Comprehensive Management Training and Education Program is the center's primary objective. The program would train several thousand state employees on a regular basis in order to improve the overall effectiveness of state government. The
center will continue with existing programs while maintaining a long-term focus on
the new strategy.

**Expanded Cooperation between Lawrence and Medical Center Campuses.**

In looking to the future, the Medical Center and Lawrence campuses are well
positioned to build on their long history of cooperative administrative and
programmatic relationships. Cooperative initiatives between the two campuses are
built on the premise of shared expertise. This was true decades ago when the
special education and speech-language-hearing graduate programs were
established, as well as this past year, when computing resources were combined.
Currently, the health services administration program mentioned above is the focus
of a major cooperative development for the future. This graduate program was
initially developed on the Lawrence campus in the School of Pharmacy. As the
Medical Center has revised its curriculum for the preparation of primary care
physicians and implemented a video system statewide with an emphasis on
assisting health care providers in western Kansas, it has become clear that a
collaborative effort in the preparation of health service personnel is essential. To
bring this about, both campuses made the cooperative proposal their top budget
priority for FY 1996.

The Regents Center on the Edwards campus will be the primary site of this
effort. The goal will be to develop an academic infrastructure at the Regents Center
that will enhance KU efforts in addressing the personnel and research needs of the
health industry statewide. Topics to be addressed will include health care information systems, biostatistics, managed care/integrated care systems, community-based and long-term care, and community health care systems. Television will be used to achieve outreach objectives. A planning group comprising of faculty on both campuses and representatives from the health industry has been appointed by the Lawrence and Medical Center executive vice chancellors to advise the university in this area.

Examples of new administrative cooperative initiatives include the acquisition of a common human resources system, the consolidation of international activities under the leadership of the Dean of International Studies, and the coordination of continuing education for both campuses which has been assigned to the associate vice chancellor for continuing education. Planning is also under way to determine feasibility of sharing expertise and resources in the area of health and safety.

Cooperative initiatives come about largely through retreats involving vice chancellors from the two campuses. The executive vice chancellors develop the agendas and share the chairing responsibilities for the retreats. As KU searches for its next chancellor, the acting chancellor and the two executive vice chancellors will meet weekly.

Technological Transfer. The shift in funding priorities from basic to applied research mentioned at the top of this chapter has engendered a creative tension
between basic and applied research on campus. KU's central research obligation as a major teaching and research university remains that of conducting basic research, but the responsibility to develop strong applied research programs is evident. As a result, KU is developing new structures and programs that respond to the national research environment and strengthening the research infrastructure on campus.

Universities play a unique role in technology transfer because their research is often at the cutting edge of innovation. Recently, the state has increased funding opportunities in research areas of potential economic development (e.g., biosciences, computers, aviation, etc.).

KU has initiated two programs to respond to new research opportunities. Funds have been reallocated to establish an Office of Technology Transfer. The former vice chancellor for research, graduate studies and public service will direct this strategic operation. The new office will have policy, coordination, and oversight responsibilities of technology transfer across the university and will be a key point of interface between the university and the business communities.

Another technology transfer project under way is the Kansas Innovation Corporation (KIC). In an effort to stimulate technology transfer, the KIC will offer developing technology, incubator facilities, and technical assistance in law, engineering, and business to assist developing companies. In response, commercialization will foster new research opportunities. A network of three
innovation/commercialization centers that will focus on the commercialization of investment-grade technologies is planned for Douglas, Johnson, and Wyandotte Counties. The KIC was initiated with the help of a $500,000 grant from the federal Small Business Administration and is a partnership involving the university, the Small Business Administration, the Kansas Technology Enterprise Corporation (KTEC), the local communities affected, and the private sector.

Specific new technology-related projects are well under way. For example, KU is participating in a higher education/industry partnership with Sprint, the U.S. Army, DEC Corporation and others to develop high speed data networks. Under the name MAGIC (Multidimension Applications and Gigabit Internet Consortium), the consortium representatives have attracted national attention and external support for their work in high speed data acquisition and switching.

The challenge for the KU will be to ensure that the educational and research components of technology transfer enterprises that evolve in the university remain integral to the mission and operations of our programs. This is most assured when activities occur within the structure of the university. The next decade will see an increase in the number and breadth of partnerships and projects involving KU's human, fiscal, and facility resources.