Role of Accreditation: remarks by Dave Shulenburger

Accreditation in the United States is voluntary and conducted by peers. The set of institutions accredited by the NCA is large and diverse in size. Standards we hold for ourselves are much higher than those set by the NCA.

Initiative 2001 helped us focus on our priorities. Before that, we spent time working on processes focused on teaching, research, and policies such as intellectual property.

The NCA process will look back over the body of work for the last ten years and see if we are heading in the right direction. Work will be conducted with a minimum of the committee’s time.

A terrible mistake others have made in assembling their reports is to use it as leverage for additional resources. We are reporting on how we are meeting our goals – not to try to get resources.

Ask for data when you need it – OIRP can provide it.

Overview of KU’s Self-Study Process: Barbara Romzek

When we meet, it will mean that the committee will have already read and done their homework. Meetings will move right along. Barbara does not want to waste anyone’s time.

Homework: Familiarize yourself with the criteria. Barbara walked us through the notebook and wanted the committee members to be familiar with the items in the notebook.

Discussion of the November 19th Homework Assignment (see attachment A for summary of responses to homework assignment)

- Patterns?
- Surprises?
- Challenges?
- Implications for Accreditation Process?
Patterns:
- Similar responses
- Some strengths are also weaknesses
  - affordability/income
  - decentralization
- Funding issues are pervasive
- Competing goals
  - UG focus competes with graduate/research goals
- Overachievement

Surprises:
- Strong endowment – several expressed that it does not ‘feel’ like a strength; one suggested endowment seems disconnected from KU
- Few comments about ethnic diversity
- Very few comments about “One University” and “Serve Kansans”
  - KU is a federation of interests so the One University idea is a very complex concept
  - One University mantra is unfamiliar to students
- How different KUMC is from the rest of the university
- Little expressed about enrollment goals

Challenge/Implications:
- Challenge: What do we mean by “One University,” Top 25
  - Implication: Not a shared understanding; don’t clearly articulate our message
- Challenge: More saw decentralization as a weakness rather than a strength
  - Implication: How do we preserve ‘grass roots’ efforts yet streamline processes? Need to find a balance between ‘top down’ and participation at lower levels.
- Challenge: Willingness to do the right thing but unwilling to suffer the consequences/cost of doing the ‘right’ thing, e.g., diversity.
  - Implication: Commitment and patience required.
- Challenge: Need development capital to seize opportunities in the current climate (e.g., private picking off key faculty)
  - Implication: Finding needed capital
### Attachment A
North Central Association Accreditation Steering Committee
Responses to Question 1: What are KU’s top 10 strengths or opportunities?
Alpha Sort By Key Word

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Comment on Strengths/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Administration is receptive to student opinions</td>
</tr>
<tr>
<td>Administration</td>
<td>Many opportunities for students to participate in University decisions</td>
</tr>
<tr>
<td>Administration</td>
<td>Support for obtaining data to make decisions</td>
</tr>
<tr>
<td>Administration</td>
<td>Strong leadership from Chancellor, Provost and Deans</td>
</tr>
<tr>
<td>Administration</td>
<td>In general we have strong, visionary leadership evident in many of our academic deans, center directors, and administrative leaders.</td>
</tr>
<tr>
<td>Administration</td>
<td>Excellent Leadership</td>
</tr>
<tr>
<td>Administration</td>
<td>decentralization</td>
</tr>
<tr>
<td>Administration</td>
<td>quality of administrators</td>
</tr>
<tr>
<td>Administration</td>
<td>Inclusive leadership</td>
</tr>
<tr>
<td>Administration</td>
<td>Generally friendly and open organizational structure</td>
</tr>
<tr>
<td>Administration</td>
<td>The Provost’s administrative structure allows and encourages the administrative team work in concert and toward the same goals</td>
</tr>
<tr>
<td>Administration</td>
<td>a good central administration</td>
</tr>
<tr>
<td>Affordability</td>
<td>We are still VERY affordable by national standards. This means our tuition can increase more than the schools we compete with.</td>
</tr>
<tr>
<td>Affordability</td>
<td>Reasonably priced</td>
</tr>
<tr>
<td>Alumni</td>
<td>Strong alumni and endowment base</td>
</tr>
<tr>
<td>Alumni</td>
<td>Strong Alumni support</td>
</tr>
<tr>
<td>Alumni</td>
<td>Great Alumni Base</td>
</tr>
<tr>
<td>Centers</td>
<td>Some unique and wonderful institutions e.g. Hall Center, Spencer, Lied.</td>
</tr>
<tr>
<td>Centers</td>
<td>Centers--Hall Center, Dole Center, Lied Center</td>
</tr>
<tr>
<td>Commitment</td>
<td>Commitment to research and teaching</td>
</tr>
<tr>
<td>Commitment</td>
<td>Emphasis on teaching</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Some moves toward integration, identifying synergies and cooperating across units</td>
</tr>
<tr>
<td>Cooperation</td>
<td>The opportunities afforded by area cooperation of the life sciences.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Interdisciplinary collaborations that cross departments within schools and the College and that cross schools</td>
</tr>
<tr>
<td>Cooperation</td>
<td>We are a “collaborative” setting. Due to limited resources, we must “play well together” to move forward.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Opportunity for life science research cooperation</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Opportunity for research collaboration across disciplines</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Potential to build partnerships</td>
</tr>
<tr>
<td>Cooperation</td>
<td>spirit of collaboration</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Greater collaboration with other institutions/private sector</td>
</tr>
<tr>
<td>Diversity</td>
<td>Minority student recruitment and retention</td>
</tr>
<tr>
<td>Diversity</td>
<td>Diversity of students, staff and faculty</td>
</tr>
<tr>
<td>Diversity</td>
<td>Emphasis of Chancellor on international resources and diversity.</td>
</tr>
<tr>
<td>Economy</td>
<td>Stable economy (relatively--avoids lows and highs) in state</td>
</tr>
<tr>
<td>Endowment</td>
<td>Large endowment purse</td>
</tr>
<tr>
<td>Endowment</td>
<td>Strong endowment</td>
</tr>
<tr>
<td>Endowment</td>
<td>Recent/finishing up fundraising campaign?</td>
</tr>
<tr>
<td>Endowment</td>
<td>Strong Endowment</td>
</tr>
<tr>
<td>Endowment</td>
<td>We have a relatively large endowment.</td>
</tr>
<tr>
<td>Endowment</td>
<td>Community/State/Endowment support of institution</td>
</tr>
<tr>
<td>Endowment</td>
<td>Good/successful Endowment Association</td>
</tr>
<tr>
<td>Endowment</td>
<td>lots of endowment money</td>
</tr>
<tr>
<td>Environments</td>
<td>Far better than average campus and facilities</td>
</tr>
</tbody>
</table>
Environs

- Manageable and appropriate size college (c. 25,000)
- Attractive Campus and "Jayhawk Effect"
- College Town infrastructure and Lawrence quality of life
- Attractive physical and community setting
- Beauty of Lawrence campus
- Proximity to Kansas City community to support work force development
- In general, size of the institution
- Some recent renovation and building e.g. Murphy and School of Education
- Physical appearance of campus.
- Beautiful campus
- A campus and town cultural environment that provides a variety of rich opportunities for all, and promotes an environment of tolerance.
- Beautiful campus and great college town. These count in intangible ways. Lawrence is probably our best retention tool.
- Beautiful infrastructure (Lawrence)
- Good location in the Midwest
- Connected to the community
- quality of life of community
- Midwest work ethic
- Small-medium size among public research universities, provides institutional mobility
- KU positive relationship with the Lawrence community
- Beautiful and compelling physical space
- collegial atmosphere among deans

Faculty

- High quality faculty from top research universities
- A generally high-quality faculty in both teaching and research
- Excellent Faculty
- Loyal faculty
- Faculty. I am frequently impressed by my colleagues.
- Funds from tuition increase to be directed at building faculty/undergraduate programs
- Accessibility of faculty to undergraduates.
- Quality of faculty and staff
- Excellent quality, depth and breadth of faculty
- Outstanding faculty
- supportive faculty culture
- quality of faculty
- Good faculty(impression based on #4 above)
- very high quality faculty in most units

Governance

- Shared governance. Student-staff-faculty representation; and in the role administrators accord governance.
- Strong system of shared governance in which students participate
- faculty governance

International

- Strong KU international programs and I 70/I-35 NAFTA transportation intersection proxemics
- Great Study Abroad Opportunities
- International students - past and present - and associated links
- International programs, area studies programs, study abroad
- International programming rooted in content

Library

- Our Libraries are very good, but not great. In order to achieve the level of excellence we aspire to our libraries will need to be great.

Misc

- Many extra curricular activities to be involved in
- Student Health Center
- We are well positioned in several major areas to move into the top 25 US public universities.
- Committed to "strategic" growth/development - we can't be all things to all people - can be very good in many areas of importance.
- Opportunity for Improvement - Good to Great
- Willingness to look at all challenges and opportunities strategically
- Strongest university in metropolitan area of 1.5-2.0 million people
- "Flagship" university in the state
- Generally sound reputation
- Position as "flagship"

Programs

- Several highly-ranked (but quite specialized) graduate programs
Programs
Strength and diversity of academic programs
Programs
Nationally recognized/top 24 academic departments and programs
Programs
Strong undergraduate/teaching focus
Programs
Honors program
Programs
We have a number of departments with long traditions of excellence in their disciplines. These departments can serve as models.
Programs
A full-service learning environment
Programs
Commitment to UG instruction
Programs
Strong research and graduate programs
Programs
Reasonable balance between teaching and research missions
Programs
The Edwards Campus is well positioned for growth and penetration into the KC market
Programs
Identify schools/departments delivering high quality, relevant and well managed courses of instruction – strategically build those strengths
Programs
Many highly ranked academic programs (ranked by various groups)
Programs
many nationally ranked programs

Public Service
It appears our public service mission is becoming more focused

Reputation
Nationally recognized programs and faculty
Reputation
Established and nationally recognized KU undergrad Programs *
Reputation
Excellent national reputation
Reputation
Reputation of the University
Reputation
Seen as regional leader in research
Reputation
Strong Reputation for Academics
Reputation
National reputation and name
Reputation
Long hx of good educational reputation nationally
Reputation
strong reputation for a quality UG education

Research
Strong Graduate, Research and Institutional units eg., life sciences
Research
Only Research University in Kansas City area and general research/development KC metropolitan proxemics
Research
Developing funded research momentum
Research
Status as research institution; benefits of research as a mission of the university and benfit to other missions
Research
Improved research funding and research structure
Research
Our research administration is visionary and well-suited to moving us forward as a major research university.
Research
Opportunity to shape life science research with a focus on human behavior (most interesting questions of the 21st Century)
Research
We are positioning ourselves well to further increase our research base
Research
Among top 100 Public(?) Research Universities nationally
Research
growing research enterprise

Staff
Service oriented staff

Students
Student centered environment
Students
Student body that is national and international
Students
Goodly number of academically-strong undergraduates
Students
Students
Students
Student workers
Students
Some very strong students
Students
Focus on undergraduate education. This includes Admissions, NSO, and the Freshman-Sophomore Advising Center.
Students
Quality of students
Students
Excellent quality of some students (merit scholars)
Students
Ability to attract good students.
Students
Student Involvement
Students
Many National Merit Finalists attend KU
Students
high levels of student engagement

Teaching
Belief in the Importance of the Classroom over Research (students first attitude)
Teaching
Focus on teaching. Mandate that all administrators teach, the Kemper Awards, emphasis on faculty-taught survey courses.
Teaching
Quality of teaching/recognition for teaching/awareness of importance through CTE, Honors Program, etc.
Teaching

The teaching mission of the university is taken very seriously. I can't imagine another university our size with more "teaching awards".

Technology

Easy Access to Technology

New technologies e.g. in library - do they represent a way to overcome funding limits?

Traditions

Kansan student mid-western work ethic

Strong liberal arts tradition

Great School/Community Pride (thank you, Roy Williams)

Rock Chalk Jayhawk (One hell of a Chant)

Strong "school spirit"

Commitment of faculty, students, alumni, friends to the institution - The Rock Chalk Jayhawk phenomena

Midwest ethic of civility

Collegial tradition

Tradition of doing more with less

Intimate KU experience

Loyalty to KU - Students/Faculty/Staff/Alums

Great job with minimal resources

History of good support by citizens and legislature

Good basketball team with good national name recognition for the school

Strong loyalty to KU by students, staff, faculty and alums

KU's "Can-Do" attitude

Tuition

5-year Enhanced Tuition Plan

Budget enhancement opportunities from tuition plan

Inexpensive tuition

Tuition Enhancement funds

opportunities created by the tuition enhancement funds
### North Central Association Accreditation Steering Committee

**Responses to Question 2: What are KU's top 10 weaknesses or vulnerabilities?**

**Alpha Sort By Key Word**

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Comment on Weaknesses/Vulnerabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>- Too much bureaucracy that forces us to be inefficient and perceived as unfriendly</td>
</tr>
<tr>
<td></td>
<td>- Painfully prolonged processes for establishing new programs etc.</td>
</tr>
<tr>
<td></td>
<td>- More support to departments for continually over-subscribed courses.</td>
</tr>
<tr>
<td></td>
<td>- Bureaucracy</td>
</tr>
<tr>
<td></td>
<td>- Parking and the Parking Department ($20 ticket if you illegally park in the garage by the Union; only $5 if you park in an expired meter slot)</td>
</tr>
<tr>
<td></td>
<td>- Administration often seen as distant</td>
</tr>
<tr>
<td></td>
<td>- Bureaucratic requirements that slow work and progress</td>
</tr>
<tr>
<td></td>
<td>- Quality of student advising</td>
</tr>
<tr>
<td></td>
<td>- Parking access, quality</td>
</tr>
<tr>
<td></td>
<td>- Less than adequate ADA compliance (has been improving)</td>
</tr>
<tr>
<td></td>
<td>- Decentralization</td>
</tr>
<tr>
<td></td>
<td>- Extraordinary reluctance to address difficult individuals</td>
</tr>
<tr>
<td></td>
<td>- Lack of leadership that can energize all stakeholders</td>
</tr>
<tr>
<td></td>
<td>- No shared vision</td>
</tr>
<tr>
<td></td>
<td>- Tradition of over-decentralization - allows administration to avoid responsibilities</td>
</tr>
<tr>
<td></td>
<td>- Unwillingness to root-out redundant operations</td>
</tr>
<tr>
<td></td>
<td>- Unwillingness to hold persons accountable for their responsibilities</td>
</tr>
<tr>
<td></td>
<td>- Lack of administrative support (esp. for department chairs)</td>
</tr>
<tr>
<td></td>
<td>- Too decentralized</td>
</tr>
<tr>
<td></td>
<td>- Cumbersome administration</td>
</tr>
<tr>
<td></td>
<td>- Poor administrative support for small units (OOE)</td>
</tr>
<tr>
<td></td>
<td>- The administrative burden placed on us by the State needs to be reduced in order for us to achieve greater efficiency and cost savings</td>
</tr>
<tr>
<td></td>
<td>- Decentralization</td>
</tr>
<tr>
<td></td>
<td>- Lack of connection between student affairs and faculty</td>
</tr>
<tr>
<td>Attitude</td>
<td>- At best skeptical/at worst hostile view of some constituencies</td>
</tr>
<tr>
<td></td>
<td>- Occasional sense of internal suspicion and/or competitiveness</td>
</tr>
<tr>
<td></td>
<td>- Risk-averse culture</td>
</tr>
<tr>
<td></td>
<td>- Institutional inferiority complex</td>
</tr>
<tr>
<td></td>
<td>- Silo mentality (esp. among the several schools and the College)</td>
</tr>
<tr>
<td></td>
<td>- Acceptance of mediocrity</td>
</tr>
<tr>
<td></td>
<td>- Reluctance to celebrate true excellence (at the risk of insulting others)</td>
</tr>
<tr>
<td></td>
<td>- Complacency</td>
</tr>
<tr>
<td></td>
<td>- Don't toot our horn enough. A well kept secret to some.</td>
</tr>
<tr>
<td>Class Size</td>
<td>- Undergraduate classes that are too large and close too soon for many students</td>
</tr>
<tr>
<td>Communication</td>
<td>- Better communication/collaboration across departments and schools. Our decentralization hurts us.</td>
</tr>
<tr>
<td></td>
<td>- Poor faculty-level and institutional connection to 'people of Kansas'</td>
</tr>
<tr>
<td></td>
<td>- Clarity of message in graduate school recruitment</td>
</tr>
<tr>
<td></td>
<td>- Getting our message out and heard within the state and nationally.</td>
</tr>
<tr>
<td></td>
<td>- Communication with Kansans about KU, and why Kansans should support this resource</td>
</tr>
<tr>
<td>Cooperation/</td>
<td>- Collaboration across academic and service units</td>
</tr>
<tr>
<td>Collaboration</td>
<td>- One university: Are we really acting as one university in our messages to students that need access to more than one campus?</td>
</tr>
<tr>
<td></td>
<td>- Relationships with community colleges</td>
</tr>
<tr>
<td></td>
<td>- Lack of coordination between schools in both academic programs and faculty recruitment and retention.</td>
</tr>
<tr>
<td></td>
<td>- We need closer cooperation and integration at all levels with KUMC.</td>
</tr>
<tr>
<td></td>
<td>- Weak co-operation among School-level units</td>
</tr>
</tbody>
</table>

G:\IR\NCA\Minutes\from nov 19 mtg_121002.doc

December 10, 2002
Cooperation/Collaboration

Less than ideal collaboration with life science initiative
lack of coordination across schools/College on the curriculum

Diversity

Larger Minority presences
Insufficiently diverse
Not enough diversity
There is not enough diversity in our student body

Environments

Economic environment and reluctance to support higher education
Physical plant, science labs, classroom space needs significant improvement.
Campus physical space and other capital limitations
Relatively low grade hi-tech teaching environments (esp. in engineering/science)
No mountains or beaches!
Need for smaller classroom (large lecture can be intimidating)
Update of Library Facilities (perhaps some food service in the library, or twenty-four access to more areas)
Update to Wescoe Terrace (longer hours, more food variety)
Update facilities (Technology is nice; a chair younger than most students would be better)
Distance from major urban center
Deficiency of quality and quantity in physical facilities for both teaching and research
Physical plant. Many offices and classrooms are ill equipped and depressing places to teach
Aging infrastructure

Faculty

Endowed professorships - we need more.
We need to avoid the "slot mentality" in faculty recruitment and hire to build interdisciplinary teams of scholars.
Need for more faculty members, expand the areas of expertise present at the University
Excessive reliance on “part-time” faculty and staff
Inability to retain top faculty (lack of compensation, needs for space)
Recruitment and retention of outstanding faculty from outside the Midwest Region. Competition is great and resources are limited
Faculty leaving (Med Center at least) KU
Good but not great faculty
Potential losses of faculty because of declining budget
Unwillingness to admit that more focus could create greater opportunities
Unwillingness to make the kind of decisions that could create more focus
Emphasis on sports over academics
The emphasis on becoming a top-25 research institution could negatively impact the humanities.
Seeming inflexibility of curricula to adapt to societal expectations of graduating students

Funding

A state with a budget too small to deliver all of the higher ed it is committed to deliver.
Trying to do too much with limited resources.
Inadequate funding and associated consequences
Insufficient state support (facilities and equipment, salaries of classified staff, below-average scholarships, graduate stipends).
Lack of appropriate State funding (and lack of understanding by Kansas citizens of the importance of higher education)
State problems such as population base, on-going funding problems and one-size-fits-all Board of Regents
Adequate funding
Need for funding more classes (Not enough money to pay lectures to teach all Western Civ. Classes listed on the online catalog)
Declining state support for budget
Part of an overextended, underfunded system of higher education in the state
Funding
Funding
Eroding budget, state financial support – no recent salary increases
With budget problems higher education may not be fully supported (do not want a fight with K-12, we depend on each other)
chronic underfunding
Underfunding
Not enough funding to support our efforts and dreams.
Funding
Insufficient resources to take advantage of the many opportunities.
State budget problems
Good but not great extramural funding (need more productivity in research)
under-funded

Misc
Conflicting goals/aspirations -- Serving Kansas/undergraduates via good teaching and wanting to be in the top 25 research universities.
adversarial perceptions between faculty and administration
excessive norm of participation
Lack of a fully informed decision-making system (many participants lack sufficient data as well as information about consequences)
Try to do too much with too little
Too concerned with external evaluations
Less than relevant curriculum
Too many initiatives/plans - need to consolidate
Competition from Kansas State University for good in-state students is significant. They have an aggressive/successful marketing plan.

Misc
over-regulated by the State

Morale
A certain issue of morale that is a combination of the above issues. We're a long way from being "One University."
Low staff and faculty morale, a product of neglect and low salaries.
Very mixed faculty morale

Programs
A graduate program that has not been cultivated as well as those of our peers and regional competition
Academic programming for adult students
Decentralization of graduate programs
Weak support for graduate programs
Decentralized curricula - little University oversight
Too diversified in terms of programs. Try to be all things for all people
Lack of agreement about areas of educational program emphasis
Mixed actual academic strength of the programs
Other than basketball, sports programs are not highly competitive - which has some relationship to national visibility, I guess

Research
Research infrastructure - we must invest more to compete.
Varying quality of research facilities
There needs to be better coordination and integration with KUCR

Salaries
Inability to be competitive in faculty/staff salaries
Salary compression. Tuition enhancements will bid up the cost of new faculty, with little/no attention to mid-career/senior faculty
Faculty and staff salaries low as compared to peers -- a very significant problem.
Low faculty pay
Faculty salaries. We are well below where we need to be in general to compete as a major research university.
Low salaries for most employees
Low salaries, compression
Our faculty salaries are still too low in order to attract and retain the best at the levels we need to be a great university

Students
Graduate student compensation - we are NOT competitive nationally.
Support and recognition of our classified staff
understaffed/underdeveloped administrative infrastructure
Our administrative and business support staffing levels are well below those levels in other comparable institutions

Students
Quality of students needs to be further improved.
Need to improve retention efforts for both undergraduate and graduate students.
Better funding for Graduate students.
GTA reliance
Poorly integrated general high-school education of incoming students
Weak political base due to low regional retention of best graduates
Support for post-doctoral students in the sciences. Must have more to be competitive.
Need much better quantitative training for graduate students in all areas of social and biological sciences.
Lack of support for graduate students
Many students ill prepared for college work
Students  Not focusing on student outcomes - how they do after they leave KU
Students  Wide variety of students due to relatively open admissions
Students  Inadequate support for graduate students and GTAs
Students  Low admission standards for in-state undergraduate students (I think?)
Students  Poor use of scholarships to attract the best students to the Medical Center (Scholarships offered AFTER admission rather than before)
Students  still not as selective as we should be on admission criteria

Technology  Some “things” just seem to take a very long time e.g. "on-line registration"
Technology  Continued improvement with computer technology and support/on-line enrollment, etc.
Technology  Technology (relying on overhead to support computing)
Technology  Not keeping up with technology (expense as well as faculty knowledge)
Technology  Uncertainty about the use of technology in KU’s face-to-face education
Technology  behind the average on student administration technology

Traditions  Bring back the Maypole Scrap, Freshman Beanie Caps, and a winning football team (God Bless KU Traditions)
Traditions  Collegial tradition - impedes many decisions
North Central Association Accreditation Steering Committee
Responses to Question 3: What benefits can KU derive from the self-study process?

Comment on Benefits

Better resource allocation
Further strengthen quality programs and improve those that are average
Take a serious look at our strengths, weaknesses
"Check-in/check-up" - Taking stock is helpful to efforts to maintain quality and/or change
Increased understanding among committee participants of the university - which could be diffused.

Conduct assessments/identify priorities that may be helpful in making difficult decisions about resource allocation
Validation/credibility of process conveys worth to "evaluators" of the institution
Documentation/data gathering useful for a number of purposes
Exploration of our own perceptions of our strengths and weaknesses, with the benefit of outside perspectives.
A thorough examination of our strengths and weaknesses with a broad view looking at KU as a whole.

Survival in the 21st century anticipating continued under funding from the state.
Provide a basis for real action coming from this assessment to promote change.
Improve communication and morale.
Refresh the mission
Address weaknesses, build on strengths

Guide expenditures (tuition enhancement)
Articulation of KU institution to Campus community
Assess KU against national expectations
Provide assessment for University Relations purposes within State
Review and amend any strategic planning initiatives

Align and connect regionally to other institutions
Develop the narrative of KU (and articulate the "Jayhawk Effect")
Efficient use of resources
Best practices of academic or service units to share across university
Effective management of a strong and committed staff and faculty

Cleaner understanding across the board of the strengths we have and the challenges we face.
Identification of ways we can move forward as an institution.
KU will be able to identify its current strengths, and identify areas where goals can be set to move KU to
the next level of excellence.
Clearly identify where funding gaps are and set targets for addressing these gaps
Opportunity to set ourselves in national or at least regional context

Receive “second opinions” from outsiders on direction of the University
Development of contemporary baseline data to help measure future developments
Develop arguments for support to appeal to state and alumni
Opportunity to discuss and perhaps reassess our strengths, weaknesses and goals
The cynical answer is "continued accreditation."

Improved interdisciplinary communication
Attaining goal of one university
Identification of a leadership team
Identification of existing weaknesses
Identification of perceived weaknesses
Identification of real strengths
Identification of perceived strengths
Creation of a consensus of our perception of the U among the faculty
Reassess the status of the Chancellor’s 2001 goals
Re-engineer the relationship of faculty and academic staff in providing leadership for the University

Calibrate relative other universities
Calibrate relative to ourselves ten year’s ago
Allows us to assess our strengths and limitations and turn challenges to opportunities
Forces us to look at the data and make data driven decisions.
Communicates our strengths and limitations to our communities of interest

Involves a variety of people in a common interest.
Gives us an opportunity to examine the quality improvement process within the institutions.
Opportunity to discover and know ourselves as thoroughly as possible
Use the knowledge gained to enhance our strengths and position ourselves to take full advantage of opportunities
This will allow us to fine tune the focus and strategic directions we are working toward.

We will be able to verify that our future tuition enhancement funds are being used to our greatest advantage
The process allows us to clarify and quantify our strengths and weaknesses - address weaknesses and promote our strengths
Allows us to identify data we want to track on an ongoing basis
See what we are doing well, and what we aren't doing so well on.
Forces us to look at the whole university at one time, instead of unit by unit