

# CONTINUING OUR ASCENT AT THE UNIVERSITY OF KENTUCKY

## EXECUTIVE SUMMARY REPORT OF THE UNIVERSITY REVIEW COMMITTEE

The University of Kentucky is the Commonwealth’s flagship higher-education institution, with a mission of “improving people’s lives through excellence in education, research and creative work, service, and health care.” Since 1997, UK has recommitted itself to becoming an “institution defined by academic excellence, world-class research, and vigorous engagement in communities across Kentucky.”

Mindful of this mission and legacy, President Capilouto convened a University Review Committee to lead a discussion about how UK can build on its strengths and recent achievements to best serve all its constituents in the next decade. The Committee is comprised of both academic and administrative representatives and has a collective institutional knowledge spanning several strategic planning efforts.

The President charged the Committee with providing a current situation assessment, suggested improvement directions, and an outline of next steps. This executive summary provides an overview of the Committee’s observations and recommendations; it is structured into the following five sections:

- I. Process**
- II. UK’s Current Position**
- III. Strengths and Challenges**
- IV. Improvement Directions**
- V. Advancing UK**

This overview is supplemented by several companion documents – including supporting appendices and a compendium of analyses and assessments.

### I. PROCESS

**Meeting and Committee Structure** – The Committee held four meetings during a six-week period in August and September, with each organized around one of the following themes:

- Where Is UK Today?
- Where Are Our Gaps?
- Where Are the University’s Greatest Opportunities?
- How Do We Get There?

These meetings were collaborative in nature and viewed as an ongoing conversation focused on identifying UK’s strengths, challenges, and opportunities for distinctiveness. The Committee members represent the wide breadth of campus life, consisting of faculty, staff, and administrators from UK’s academic, administrative, research, health care, and engagement units (See *Appendix A: University Review Committee Members*).

**Analysis Approach** –The Committee strived to identify key strategic questions faced by UK and to develop an inventory of the University’s strengths and challenges, as steps toward determining potential improvement directions. The Committee reviewed a data-driven profile of UK’s current situation based on an internal and comparative view. To inform the comparative view, the Committee selected a peer group based on the following attributes:

- High-quality undergraduate education
- Medical center on campus
- Land-grant mission
- Comparable research portfolio

Out of more than 60 candidate peers reviewed, the Committee selected 11 institutions to form a core comparative group of aspirational and current peers that demonstrate many of these attributes (*Appendix B: Peer Institutions*). The Committee then used this peer group as benchmarks to assess UK’s strengths, progress, and strategic opportunities.

## II. UK’S CURRENT POSITION

To profile and evaluate UK’s current position, the Review Committee assessed UK along the following dimensions:

- 1) **Context**
- 2) **Mission and Mandate**
- 3) **People**
- 4) **Infrastructure**
- 5) **Resources**

During the comprehensive overview of the University’s progress across these five dimensions, a focus on the undergraduate experience began to emerge, in part due to its centrality to UK’s mission. This section provides a summary of findings with selected supporting analysis provided in *Appendix C: Supporting Analyses*.

### 1) Context

**Higher Education Landscape** – In the Commonwealth of Kentucky, UK is one of 24 public degree-granting institutions. Among the Kentucky 4-year public universities, UK enrolls the most students at both the undergraduate and graduate levels.

Compared to its core comparative group of 11 public universities, UK is lowest in total enrollment and is at the mid-point in undergraduate and graduate enrollment percentages.

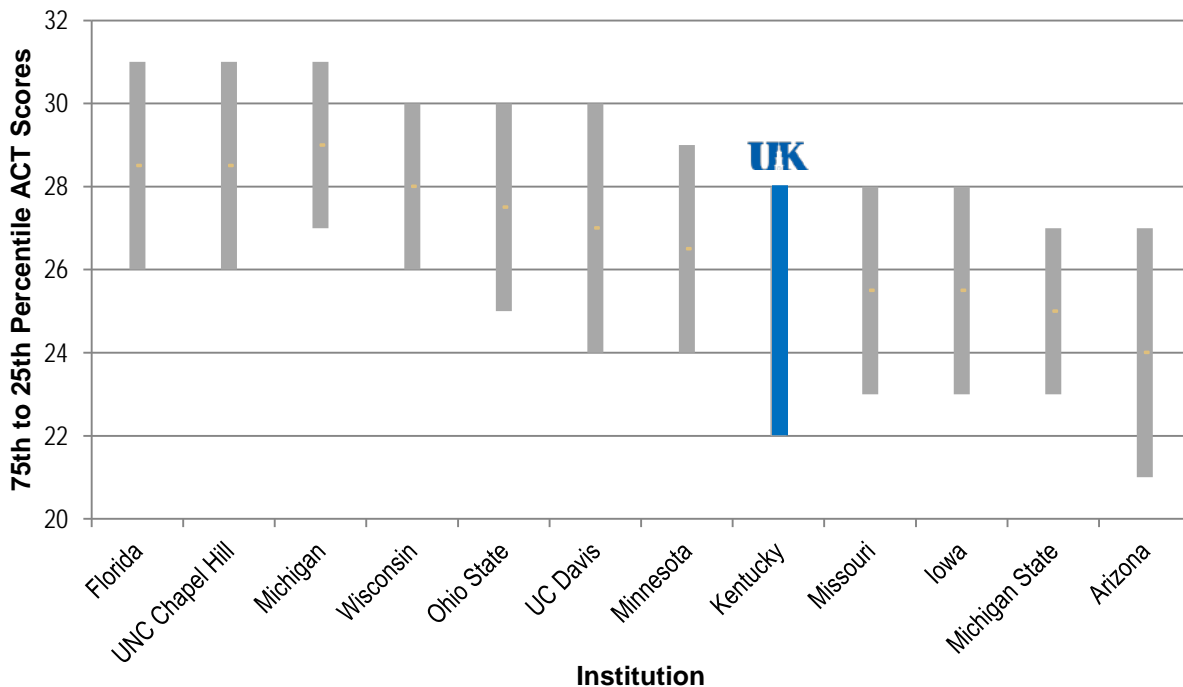
In comparing the states where UK’s peer institutions are located, the Commonwealth of Kentucky has fewer students enrolled in the 12th grade, with the exception of the State of Iowa. As a further indicator of the in-state freshmen market, the Commonwealth’s average ACT scores trail the national average by a significant margin. It is important to note that Kentucky is one of only eight states with over 90 percent participation in the ACT as the Commonwealth mandates all of Kentucky’s public school juniors to participate. The administration of the exam to a sector of the high school population that has generally not considered college in its future plans explains, in part, why Kentucky’s ACT scores lag well behind the nation.

The Review Committee gave weight to UK’s unique context as the flagship, land-grant University for the Commonwealth of Kentucky in developing its observations and recommendations.

**2) Mission and Mandate**

**Undergraduate Education** – The primary purpose of an undergraduate education is to develop the qualities and capabilities that are of value to the greater society. Research universities maintain a unique commitment to creating new knowledge and are thus poised to produce an individual who is equipped with a spirit of inquiry, a zest for problem solving and well-informed communication skills. Over the past decade, UK has increased its undergraduate enrollment by about 16 percent, from 16,716 in 2001-02 to 19,526 in 2010-11. This growth has been accompanied by an increase in the average ACT scores of entering UK freshmen from 24.3 in 2001 to 25.2 in 2010. During this time, the growth in freshman enrollment has been predominantly in the ACT 26-36 range, however, enrollment in the below 22 ACT range has remained constant. While UK is near the middle in high-end ACT scores compared to peers, in considering the scores within the 25<sup>th</sup> to 75<sup>th</sup> percentile, UK has a much broader range of scores.

*Exhibit 1: ACT Range – ACT 75<sup>th</sup> and 25<sup>th</sup> Percentile of Incoming Freshmen; Fall 2009<sup>1</sup>*



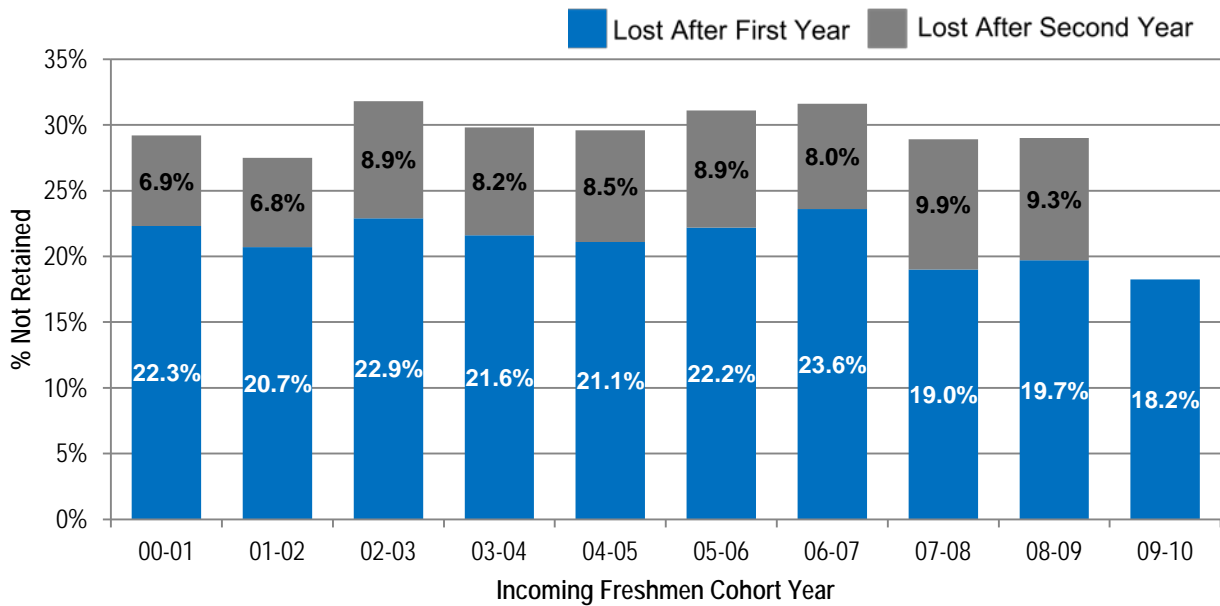
A potential contributing factor to its student **quality** is that, while UK has an admissions rate near the mid-point of peers, it receives the lowest number of applications among peers in the comparative set. The low number of applications received can be traced, in part, to the fact that

<sup>1</sup> Data Source: *US News and World Report – “Top Public Schools 2011”*

Kentucky has the second fewest number of students enrolled in the 12th grade of the 11 comparison institutions.

Compared to Commonwealth 4-year public institutions, UK has the highest retention and graduation rates. Among comparative peers, UK currently trails in both retention and graduation rates. While UK has made notable strides to decrease the percentage of students lost after the first year, in the past two years the percentage of students lost after the second year has increased, with UK continuing to lose nearly 3 out of 10 students by the third year. In the peer group, UK ranks second to last in retention rates and at the bottom in 6-year graduation rates.

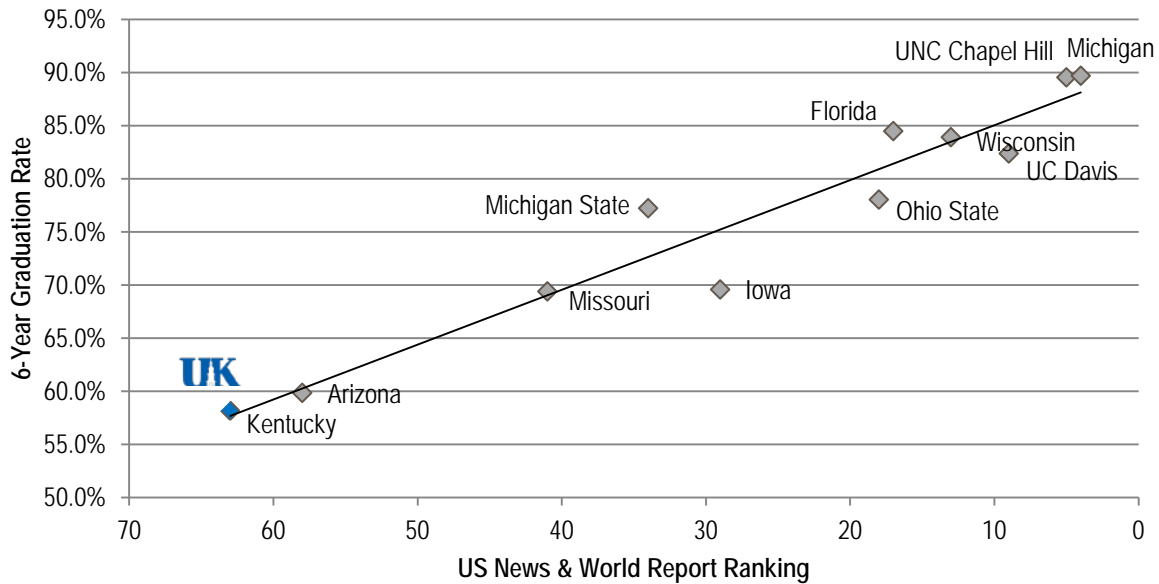
*Exhibit 2: 1<sup>st</sup> to 3<sup>rd</sup> Retention- Incoming Freshmen Cohorts; 2000 to 2009<sup>2</sup>*



*Exhibit 3: 6-Year Graduation Rate – 6-Year Graduation vs. US News Ranking; 2004 Freshmen Cohort<sup>3</sup>*

<sup>2</sup> Data Source: UK Institutional Data

<sup>3</sup> Data Source: UK Institutional Data; Common Data Set 2010 – 2-11 for Peer Comparison



UK awards fewer bachelor’s degrees than peers, and its number of bachelor’s degrees awarded has fluctuated, with a recent increase in the past year.

In summary of UK’s undergraduate education, while the University has increased the number of students enrolled, UK has not significantly expanded the **quantity** of its **output** – the students it graduates. As a result, the Committee recommends in *Section IV: Improvement Directions* that **the University should reinforce and accelerate its efforts to strengthen the undergraduate education UK provides in order to better retain and graduate more students.**

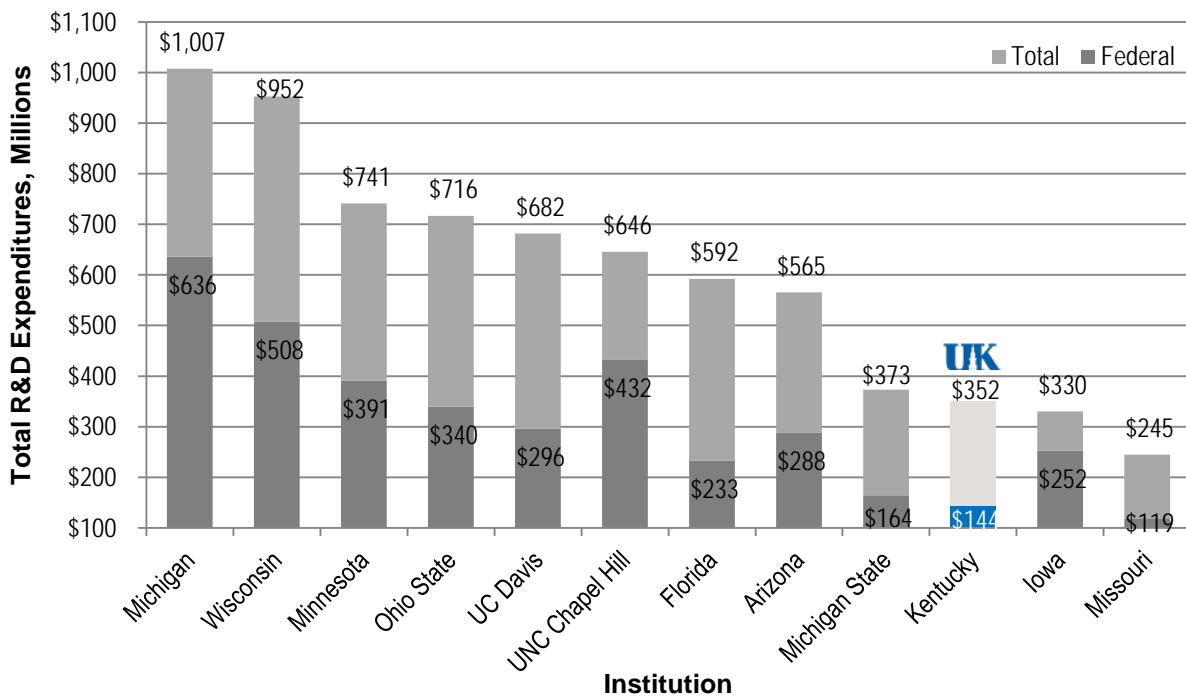
**Graduate Education** – Graduate education is important to the University as it enhances the intellectual endeavor of the institution both directly and indirectly. Graduate education is directly connected to the research mission of the institution. It serves as a mechanism to attract outstanding research faculty and to facilitate research. Furthermore, graduate programs serve as a means of developing intellectual depth and program specializations within departments. As such, they contribute to the development of national reputations within fields of study at the University. Finally, graduate education falls into the flagship mission of the institution and serves to add to the human capital of the Commonwealth.

UK leads all Commonwealth public universities in the number of master’s degrees granted. UK is also the main producer of Ph.D. degrees in the Commonwealth awarding over two thirds of the total Kentucky public universities’ Ph.D. degrees. In the past decade, UK has **increased** its number of master’s and Ph.D. degrees awarded. However, compared to peers, it ranks near the bottom of degrees awarded for both Ph.D.s and master’s, in part reflecting the larger scale of graduate programs at some peer institutions.

**Professional Education** – Most of UK’s existing doctoral professional practice degree programs have **grown** since 2002, and new programs have been introduced. The success of UK’s professional education offerings is also reflected in UK’s position as first among all Commonwealth public universities and near the midpoint of the comparative group in regards to the number of doctoral professional practice degrees conferred.

**Research** – Since 2000, UK has moved up the ranks of research institutions as it has **increased** its total research and federal expenditures by 74 percent and 95 percent, respectively. While UK is in the bottom third of the comparative peer set in total sponsored research expenditures, it remains competitive with Michigan State, Iowa and Missouri. From this comparative view, federal sponsorship represents a relatively low percentage of UK’s total research expenditures.

*Exhibit 4: Research – Total Sponsored Research Expenditures; 2009<sup>4</sup>*



**UK HealthCare** – Over the past decade, UK HealthCare **has grown** its services and expanded its physical infrastructure. In the past five years, UK’s hospital operating revenues have nearly doubled, in part due to the acquisition of Good Samaritan Hospital in 2007. As another indicator of success, UK’s total number of discharges has increased by 70 percent since 2003.

**Engagement and Outreach** – Over a five-year period, UK’s extension funding has **increased** by 26 percent. Over 70 percent of this funding comes from state and county units with an increasing dependence on county revenue streams. As a measure of engagement, the Commonwealth has the greatest number of contacts in comparison to states where peer institutions are located.

With review of these mission-critical areas, it has become clear to the Committee that **undergraduate education** demonstrates the largest gaps and **requires UK’s focused**

<sup>4</sup> Data Source: UK Institutional Data; National Science Foundation

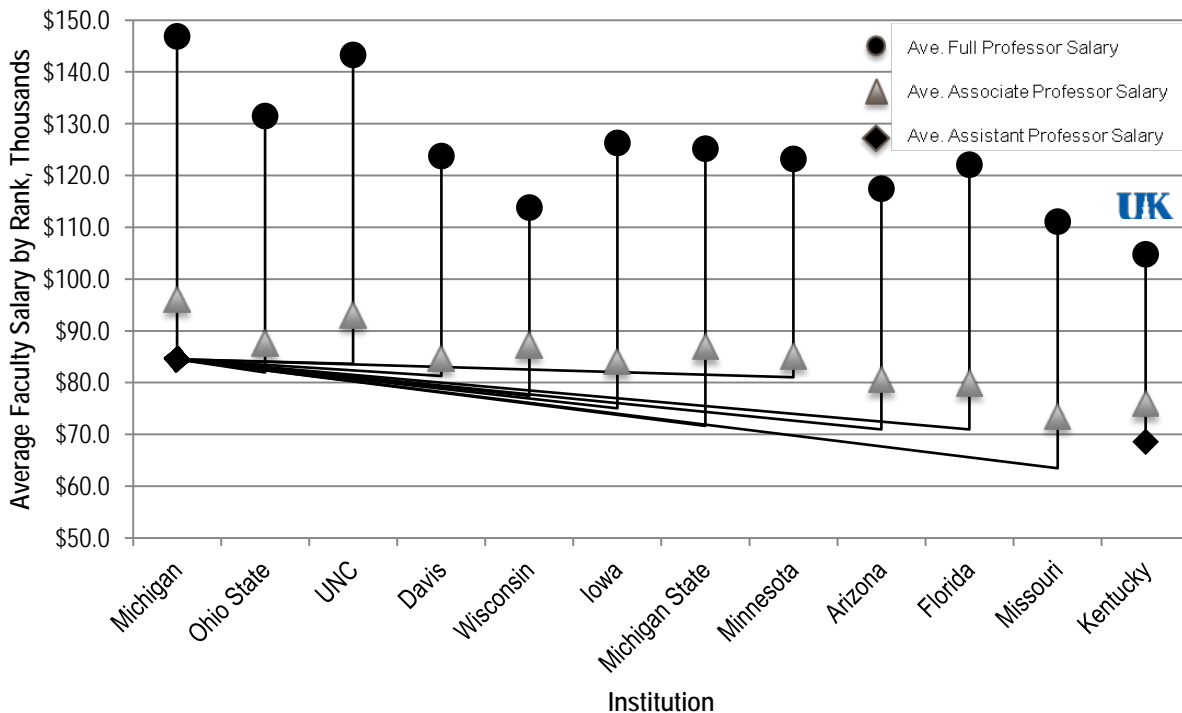
**attention** in the near-term. However, the Committee recognizes an opportunity for cross-collaboration to strengthen mission areas in graduate education, professional education, research, health care, and engagement.

### 3) **People**

**Faculty and Staff** – In recent years, UK has strategically recruited faculty members who are committed to its vision of growth and innovation. To measure UK’s faculty **quality**, the Committee observes that faculty citations **have grown** by 39 percent over a five-year period. As an indicator of faculty recruitment, the number of assistant professors has grown by nearly 13 percent since 2002. Over a ten-year period, UK’s tenure-line faculty has remained flat, while its non-tenure track faculty has grown significantly as a result of an increase in clinical, research and, at a relatively slower pace, instructional faculty. From a comparative view, UK is in the lower quartile of its peer group in the number of full-time faculty, but it is at the mid-point in regards to the number of tenured and tenure track faculty.

In terms of **salary**, the University is at the **bottom** of the comparative group in average faculty salary for all ranks, and the range of average salaries is much more compressed than that of most schools in the peer set.

*Exhibit 5: Faculty Salary – All Faculty Ranks Presented in Order of Average Salary; 2010 - 2011<sup>5</sup>*



<sup>5</sup> Data Source: UK Institutional Data; Association of American University Professors

As an indicator of this relative salary compression, faculty members listed salary as their primary reason for considering leaving UK, according to UK's 2010 Faculty and Staff Work-Life Survey. The UK Work-Life Committee and the UK Office of Institutional Research, Planning and Effectiveness administer this survey to routinely assess UK's regular full-time employees' perceptions, to support efforts to continually improve the University's work environment.

In this survey, faculty members cited colleagues as the most important factor in their decision to come to UK. Results also show that faculty indicated opportunities for career development as both a contributing factor in their decision to come to UK and a primary reason why they would now consider leaving UK.

Similar to faculty, UK staff members appear to be most satisfied with working relationships with co-workers and least satisfied with salary. Due to the wide variety of staff positions and complexities involved in a review of staff salaries, a comprehensive comparative analysis of staff salaries was not possible during the short time-frame of the Committee's review.

The Committee believes ***the University should attend to the findings of the UK Work-Life Committee. As recommended in Section IV: Improvement Directions, the development of plans to ensure progress on faculty and staff compensation concerns must be a matter of the highest priority.***

#### **4) Infrastructure**

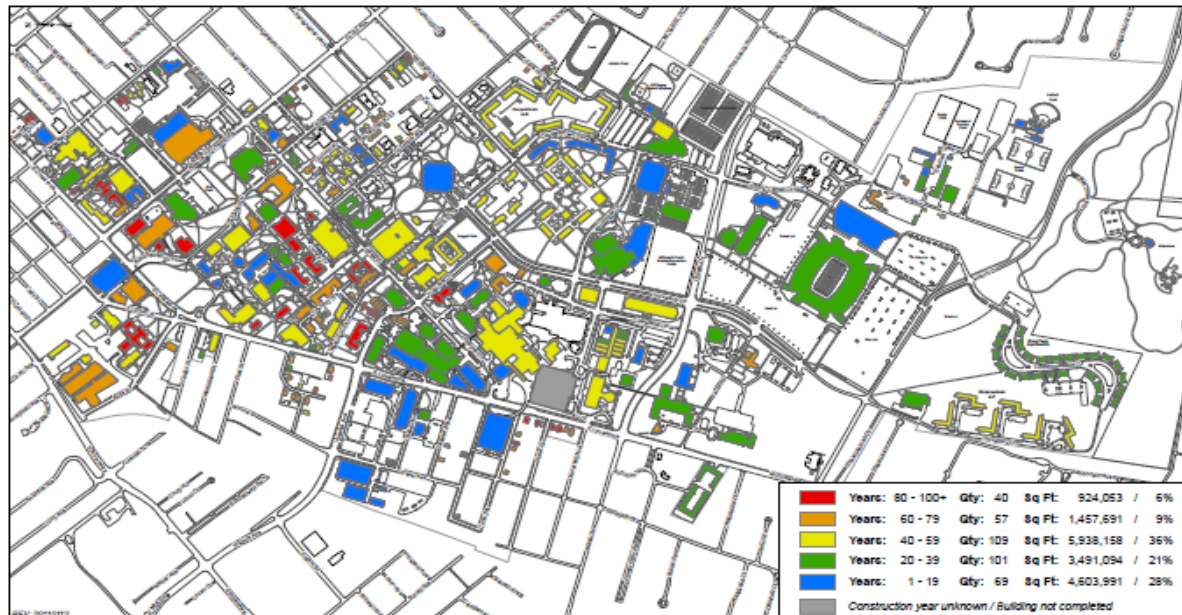
**Physical Infrastructure** – By higher-education space standards set by the Commonwealth, UK has gaps in the amount of space needed across all categories. UK lacks adequate research laboratories and classroom space, which may affect faculty and student recruitment as well as productivity.

Space deficits also affect the undergraduate experience. As enrollment increases, the total percentage of undergraduates living on campus has decreased due to capacity issues. This decline indicates that some students who want to live on campus are being denied the opportunity.

In addition to space deficits, the physical infrastructure currently available is ***old, increasingly costly*** and ***difficult to maintain***.



Exhibit 6: Space – Age of Buildings; 2011<sup>6</sup>



The core of campus largely consists of buildings aged 40 years or older with limited significant renovation. An examination of the current state of residence halls and classroom buildings indicates that the typical freshman at UK spends the majority of his or her time in old buildings with minimal significant renovation.

As the buildings continue to age, they are becoming more fragile and increasingly costly to renovate.

Based on this current position profile, the Committee recommends in *Section IV: Improvement Directions* that **the University should prioritize the improvement of the quality and quantity of available space.**

## 5) Resources

**Financial Resources** – As state appropriations have decreased, UK has become considerably more reliant on other sources of funding. While the endowment has fluctuated, overall it has grown over the past decade, placing UK near the mid-point of the comparative group in endowment per student FTE.

Gross tuition and fee revenue per student FTE has steadily increased since 2003. From a comparative view, UK is at the mid-point in total in-state tuition and fees but charges the lowest out-of-state tuition and fees in the peer group.

As state funding continues to decline, UK should prioritize scarce resources and align incentives with these priorities. The Committee **observes opportunities to improve the current state of financial resources in Section IV: Improvement Directions.**

<sup>6</sup> Data Source: UK Institutional Data

### III. STRENGTHS AND CHALLENGES

The Committee identified a list of UK's strengths and challenges based on common themes. This list aims to capture the assets and potential obstacles to fulfillment of UK's mission as the Commonwealth's flagship higher-education institution.

#### Strengths

- **Reputable Service to Commonwealth of Kentucky** – UK has received state recognition for its outreach programs and the alignment of its service offerings with the needs of the Commonwealth.
- **Pockets of Academic Excellence and National Prominence** – The University has demonstrated pockets of strength and excellence with highly-ranked programs and schools.
- **Comprehensive Campus, including UK HealthCare, Professional Schools and Extension** – A campus shared by the medical school and professional, graduate and undergraduate programs is unique and provides the opportunity for cross-campus collaboration. Also, extension into each of Kentucky's counties provides UK with critical access to engage and serve the Commonwealth.
- **Breadth and Depth of Professional Degrees** – UK offers a wide range of successful professional programs and awards a competitive number of professional degrees.
- **Growth in Research Prestige and Portfolio** – The University's research portfolio has grown significantly in the past decade.
- **Strategic New Faculty Hires** – UK has hired many impressive new faculty members who are dedicated to the improvement of the University and the Commonwealth.
- **A Broadly Shared Commitment to Advancing the University** – The faculty, staff, and administration generally share a commitment to furthering UK's progress.
- **New General Education Curriculum** – The UK core curriculum implemented in Fall 2011 holds great promise for enhancing innovative and creative teaching and learning at UK.

#### Challenges

- **Undergraduate Retention and Graduation** – UK's retention and graduation rates are significantly lower than those of peers.
- **Quality of Undergraduate Experience** – The responses from the Student Attrition Survey raise a concern that the undergraduate experience may not be adequately challenging in some areas.
- **Aging Physical Infrastructure in Core Campus** – The core of campus largely consists of building aged 40 years or older with limited significant renovation.
- **Delivery of Consistent Quality** – The delivery of consistently strong, successful programs varies considerably across the campus in both graduate and undergraduate programs.
- **Maintenance of High Number of Programs** – The breadth of program offerings makes it difficult to support each program and ensure its relevance in a changing market.
- **Sustaining Research Growth in Current Federal Environment** – The expected continued decline of federal funding presents a challenge to UK's ambitions to maintain its current rate of research growth.

- **Maximizing the Potential of Faculty and Staff** – Professional development opportunities and varied work experiences for faculty and staff are often limited.
- **Culture of Inclusiveness** – While UK has made strides towards improving diversity and inclusiveness, University leadership needs to reaffirm its commitment in this area.
- **Financial Resource Base** – Declining state appropriations have created an increasing dependence on tuition and other revenue sources.

#### IV. IMPROVEMENT DIRECTIONS

The Committee was charged to make observations to the President on initial high-level improvement opportunities and future strategies for UK. The observations described in this section include broad improvement directions as well as associated strategies and near-term actions. Taken together, these observations reflect the Committee's view that UK's path forward should be comprehensive and serve to align the five key dimensions: Mission and Mandate, People, Infrastructure and Resources.

To inform the suggested path forward, the Committee identified areas of distinctiveness for the University of Kentucky that represent unique attributes for development.

##### Areas of Distinctiveness

- **Unique Kentucky History and Culture** – UK's location in Lexington offers unique historical and cultural experiences that can be better incorporated into academic programs and marketing efforts.
- **National Prominence in Selected Academic and Research Areas** – UK is recognized for scholarly excellence in certain areas and disciplines.
- **Comprehensive Campus, Including UK HealthCare, Professional Schools, and Extension** – The breadth and depth of UK's campus provides unique opportunities for cross-campus collaboration and engagement with the Commonwealth.
- **Positioned to Advance Research in Kentucky's Health Care, Economic, and Education Priorities** – The strength of UK's research portfolio and its extension into each of Kentucky's counties positions the University to advance research in Commonwealth priorities.
- **Flagship, Land-grant University for the Commonwealth** – This unique status positions UK as the premier University in Kentucky with a mandate to provide a top-tier education and to serve the needs of the Commonwealth.

**Suggested Improvement Directions and Potential Opportunities** – The Committee believes UK should build on its unique strengths to improve the quality of the institution and its brand. Based on these areas of distinction and the review of UK's current position, the Committee developed two sets of recommendations:

- 1) **Recommendations for Action**
  - a. **Undergraduate Education**
  - b. **Physical Infrastructure**
  - c. **Faculty Salaries**

## **2) Recommendations for Planning**

- a. Innovative Opportunities**
- b. Prioritization**
- c. Staff Salaries and Human Resources**

These recommendations aim to direct UK further down the path to distinction. The Committee advises the President to continue his predecessors' strategic intent to position UK as a leader in academic excellence, research, health care, and engagement.

## **1) Recommendations for Action**

The Committee identified undergraduate education, physical infrastructure, and faculty salaries as the three principal areas where the University should focus its near-term actions.

**A. Undergraduate Education** – The Committee recognizes the centrality of undergraduate education to UK's mission. In response to its review of UK's undergraduate profile, the Committee feels a growing sense of urgency to address and overcome the obstacles to the delivery of the highest-quality undergraduate education. The Committee's principal recommendation for action is the following:

- **Action Recommendation** – *The Committee recommends that the President establish as a priority for his Presidency sustaining and accelerating improvement in the undergraduate education that the University of Kentucky provides to its students.*

Certainly, UK has made notable progress in this area during the past decade. Even so, compared to peers, the University's student-retention and graduation rates remain low. This means that the University is not fulfilling its potential in executing its primary mission. Further, UK needs to continue its improvement trajectory in attracting, retaining, and challenging Kentucky's best students. Serving the Commonwealth as Kentucky's flagship university demands a strong and sustained commitment to achieving excellence in UK's academic mission of educating undergraduate students.

As case studies, the Committee reviewed peers University of Minnesota and University of Florida, who have made significant improvements in 6-year graduation rates over a ten-year period, to identify common characteristics and offerings among these institutions. Based on these case studies and the current position analysis, the Committee finds that the following initiatives could contribute greatly to improving the undergraduate experience:

### *Candidate Actions*

- **Expand Honors Program** – This expansion would provide challenge and a positive social environment to higher-ability students, as well as further supporting retention efforts.
- **Increase scholarships** – An increase in both merit and need-based aid would facilitate UK's efforts in recruiting and retaining high-quality students.
- **Improve residential housing experience** – A more engaged, personal and scholarly living situation would ease students' transition to living away from home and support their ability to study effectively.

- **Continue to innovate in the delivery of classes** – An innovative approach to large classes, use of technology, courses, and use of faculty and instructors will help UK develop a 21<sup>st</sup>-century approach to learning.

The Committee recommends that the President, with the advice of the Provost, further review and prioritize these and related candidate actions to select the highest-potential improvement initiatives.

**B. Infrastructure** – The Committee observes that UK’s current physical infrastructure is an impediment to the delivery of highest-quality education and research. The availability and quality of space affects the University across all dimensions. With recognition that the core of campus has an average age of over 40 years, the Committee makes the following recommendation:

- ***Action Recommendation*** – ***In parallel with, and reinforcing, the recommendation to improve undergraduate education, the Committee recommends that the President initiate continuing actions to renew the University’s physical infrastructure, with a focus on the campus core.***

Today, the majority of undergraduates spend most of their time in structures that are very old and worn. UK’s classrooms need to be brought to 21<sup>st</sup>-century status, and dormitories are in urgent need of renovation. UK needs to provide new spaces for students to learn and interact. A multi-year improvement program should be initiated as soon as possible.

The Committee believes it is imperative to improve the physical infrastructure at UK as it impacts the performance of UK’s employees and students. The University should refer to successful initiatives such as the University of Georgia’s Zell Miller Student Learning Center for examples of modern, student-centered learning facilities that integrate classroom space and technology. Based on a review of UK and peer facilities, the Committee advises that the University consider the following actions to improve infrastructure:

*Candidate Actions*

- **Review priority list for renovations and new construction** – Several buildings on campus need repair; UK must prioritize and allocate resources with special regard to areas critical to the delivery of its mission.
- **Expand and improve housing** – UK housing is in poor condition, with a few exceptions, and cannot accommodate room requests. There is a need to improve and expand dormitories to facilitate a positive, productive on-campus living experience.
- **Expand and innovate classroom space** – UK needs new, innovative classrooms to accommodate the size of the student body and integrate new technologies.
- **Expand research infrastructure** – UK needs more laboratory space to accommodate its growing research portfolio and support recruitment efforts. Use of space should be maximized to better facilitate interdisciplinary research endeavors.

The Committee stresses that the University should not only renovate and expand its space, but seize this opportunity to innovate and integrate space and technology.

**C. Faculty Salaries** – In order to improve the undergraduate education that UK provides, the University must attract and retain high-quality faculty. The Committee acknowledges the University’s limited progress in achieving salaries that are 90 percent of those at benchmark institutions. However, there are Colleges where substantial shortfalls remain. Efforts must

be made to ensure that all productive faculty have an opportunity to receive a salary that is at least 90 percent of the benchmark for their discipline.

- **Action Recommendation** – *The Committee recommends the President identify Colleges where faculty salary shortcomings exist and target resources to those units.*

In support of this recommendation, the Committee believes the University should establish an ongoing strategy to monitor and make available data concerning University compensation relative to benchmarks. UK should develop an administrative strategy to ensure that productive units and individuals are recognized for their professional efforts.

## 2) **Recommendations for Planning**

To supplement the recommendations for action, it is important that UK continue to build on previous planning efforts. The University has made great progress over the past decade in specific areas, and the Committee believes the University should continue these activities. In order to reinforce the important initiatives already under way, the Committee recommends that the President consider the following improvement directions.

**A. Innovative Opportunities** – The University should encourage innovation to improve and revolutionize its approach to education, research, health care and engagement. The Committee makes the following recommendation:

- **Planning Recommendation** – *The Committee recommends that the President develop a course of action to promote innovative strategies to strengthen research, graduate education, clinical activities, and engagement.*

The Committee observes that UK's comprehensive campus provides the opportunity for creative cross-campus collaboration, and its extension provides unique access to engage and serve the Commonwealth of Kentucky. The following list highlights potential opportunities for the President's consideration:

### *Candidate Actions*

- **Expand and support multidisciplinary research** – UK could maximize the potential of its comprehensive campus by further facilitating multidisciplinary research.
- **Innovate through integration** – UK would benefit from the provision of incentives that encourage innovation through integration of research, graduate education, clinical and engagement strengths.
- **Continue to encourage research and programs that serve the Commonwealth** – The continued focus of UK's research and programmatic offerings on areas of interest to the Commonwealth would reinforce UK's engagement efforts.

Given the progress UK has made recently in select areas, the Committee believes the next step for the University is to innovate and sustain growth. The Committee recommends that the University build on its recent achievements and continue to develop creative solutions to re-conceptualize what it means to be a higher-education institution in the 21<sup>st</sup> century. The President should encourage and reward innovative thinking and entrepreneurship.

**B. Prioritization** – In an environment of scarce resources, it is critical for the University to focus and prioritize. To support areas of strategic importance to the University, the Committee makes the following recommendation:

- **Planning Recommendation – *With consideration to the action recommendations, the Committee recommends the President put in place a process to clarify strategic priorities and align resources accordingly.***

UK has specific areas of strength and pockets of excellence. UK should invest in these areas and ensure that these departments and programs remain strong. It is important for the University to have the necessary infrastructure and methodology in place to properly identify and assess areas of strength and strategic importance. The Committee believes the University should ensure that strategic priorities receive the level of funding and support necessary to achieve success. As the University builds on prior planning efforts, it should consider the following activities:

*Candidate Actions*

- **Define the focus of the institution and target resources accordingly** – A defined focus matched with targeted resource allocation would strengthen areas critical to mission delivery.
- **Identify alternative revenue sources** – In recognition of declining state revenues, UK would benefit from implementing entrepreneurial approaches to developing new revenue streams.
- **Evaluate current uses of resources** – An evaluation of current uses of resources may identify opportunities to allocate more resources to strategic priorities.
- **Develop a culture of assessment and accountability** – Routine assessments and established performance metrics in areas such as program review would ensure that offerings remain relevant over time and that individuals are held responsible for their performance.
- **Align incentives for performance** – Performance-oriented incentives would encourage activities that align with UK’s mission and goals.

The Committee believes it will be important to engage the UK community in discussion about areas of strategic importance. With the selection of strategic priorities, the President should communicate to the campus the reasoning behind and approach to its adopted strategy to better organize campus efforts around these initiatives.

**C. Staff Salaries and Human Resources** – The Committee acknowledges that the University’s ability to attract and retain high-caliber staff is critical to support its future ascent. To support this direction, the Committee makes the following recommendation:

- **Planning Recommendation – *The Committee recommends a review of staff salaries and UK’s current approaches to human resource management.***

The Committee suggests a review of staff compensation similar in nature to that performed for faculty salaries.

Similarly, the Committee identified a need to review UK’s approaches to human resource management. The Committee believes the University would benefit from an effort to

improve baseline processes and policies. The Committee identified market-based compensation and the hiring process as current challenges.

## V. ADVANCING UK

**Questions for Broader Engagement** – With its recommendations, the Committee aims to maintain and accelerate UK’s progress. However, the Committee recognizes that there remains significant work to be done to enable UK to realize its full potential. Through its meetings and discussions, the Committee has identified a set of questions which it believes would be best addressed by the greater UK community.

The Committee recommends that the President engage the campus to address the following questions concerning how UK should define and improve its culture and approach.

### **Defining Questions**

- What are the 21<sup>st</sup>-century implications for UK’s status as a flagship and land-grant university?
- What does the Top 20 quest signify for the University today?
- How can the University enhance its culture of academic excellence?
- How should UK continue to elevate the quality of incoming students?
- Should the University increase the number of non-resident students? How will this affect resident students?

The Committee believes the University would benefit greatly from drawing on the experiences and insights of the UK community to inform how the University positions itself going forward.

In a similar vein, the Committee believes there remain outstanding questions which require the insights of the University’s executive team. The Committee recommends that the University Executive Committee address the following questions:

### **Management Questions**

- How can UK build on strengths and leverage areas of distinctiveness to enhance our reputation?
- How can UK better measure and review its current programs, at both the graduate and undergraduate levels, to ensure the highest quality and greatest relevance?
- What strategies can be employed to better promote cultural inclusiveness?
- How can the University better develop and retain faculty and staff talent?
- How can cross-campus collaboration be further encouraged and rewarded?
- What opportunities exist for broader institutional effectiveness and efficiency?

The Committee believes these questions should guide management decisions as the executive team works to determine the best approach to support UK’s advancement.



**Paths Forward** – As the administration considers the next steps for the University, the Committee encourages the President to continue to engage the University community in conversation. These campus conversations should also build on the feedback received from the Board of Trustees at the October 2011 Board Retreat.

The Committee recommends that the University engage the following stakeholders in a broader conversation on the paths forward for UK:

- University Leaders
- Campus Stakeholders (Faculty, Staff, and Students)
- Endowed Professors and Endowed Chairs
- Commonwealth Leaders
- Alumni and Friends
- Community

The Committee is committed to supporting UK as it aims to maintain progress and continue its ascent.

## APPENDIX A: UNIVERSITY REVIEW COMMITTEE MEMBERS

### University Review Committee Membership

President Eli Capilouto appointed the 12 University Review Committee members; they represent the wide breadth of campus life, consisting of faculty, staff, and administrators from UK's academic, research, health care, and engagement units

Name	University Role
Hollie Swanson, Chair	Chair, <i>Senate Council</i> Professor, <i>Department of Molecular and Biomedical Pharmacology</i>
Michael Adams	Chair, <i>Staff Senate</i> Staff, <i>Department of Biology</i>
Kimberly Anderson	Professor, <i>Department of Chemical and Materials Engineering</i>
Charles Carlson	Professor, <i>Department of Psychology</i>
Nancy Cox	Associate Dean for Research, <i>College of Agriculture</i>
Angie Martin	Vice President, <i>Financial Operations and Treasurer</i>
Mike Mullen	Associate Provost, <i>Undergraduate Education</i>
Marcus Randall	Professor, <i>Department of Radiation Medicine</i>
Roger Sugarman	Director, <i>Office of Institutional Research</i>
Eugenia Toma	Professor, <i>Martin School of Public Policy and Administration</i>
Frank X. Walker	Professor, <i>Department of English</i>
Bob Wiseman	Vice President, <i>Facilities</i>

## APPENDIX B: PEER INSTITUTIONS

### Comparative Peers

The following 11 institutions were selected from a list of 60+ candidates based on four main institutional characteristics: high-quality undergraduate education, medical center on campus, land grant mission, and comparable research portfolio.

US News Top Public Universities	Land Grant	Medical School on Campus	Carnegie Very High Research
4. University of Michigan – Ann Arbor*		●	●
5. University of North Carolina – Chapel Hill*		●	●
9. University of California – Davis	●	●	●
13. University of Wisconsin – Madison	●	●	●
17. University of Florida	●	●	●
18. The Ohio State University	●	●	●
23. University of Minnesota	●	●	●
29. University of Iowa		●	●
34. Michigan State University	●	●	●
41. University of Missouri	●	●	●
58. University of Arizona	●	●	●

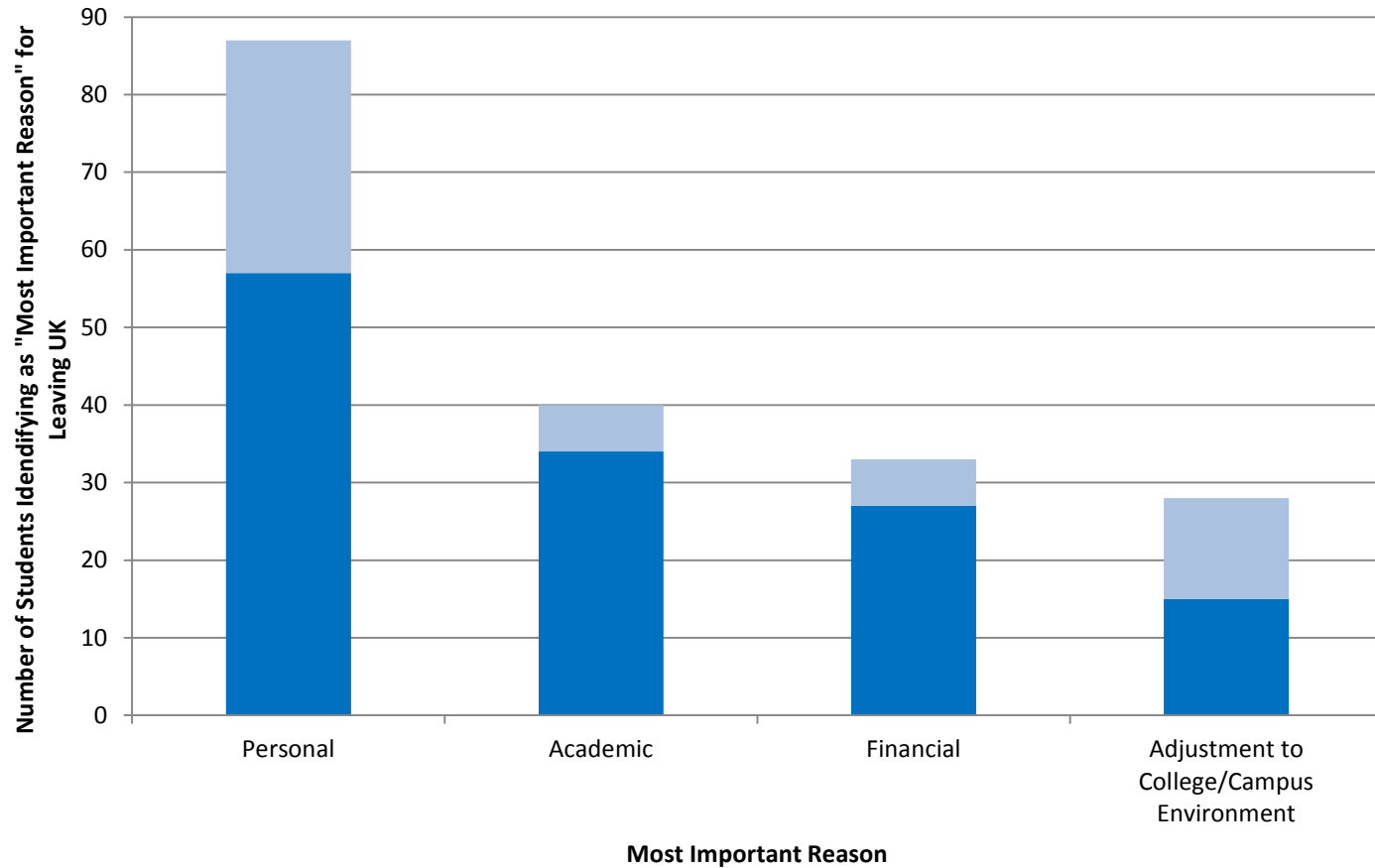
\* Denotes non-land grant aspirational peer; included primarily for comparative purposes in undergraduate education, graduate education and research areas

Data Source: *US News and World Report - "Top Public Schools 2011"*

## APPENDIX C: SUPPORTING ANALYSES

### Reasons for First-Year Student Attrition *UK New Student Attrition Survey; 2009 Cohort Sample*

Of the 180+ non-returning students from the 2009 cohort who participated in the New Student Attrition Survey, the vast majority identified “personal” as the most important reason for leaving UK.



Data Source: *UK Institutional Data*

## APPENDIX C: SUPPORTING ANALYSES

### **Personal and Academic Reasons for First-Year Student Attrition** *UK New Student Attrition Survey; 2009 Cohort Sample*

Both the higher GPA group and the lower GPA group cited personal reasons as the most important reason for leaving UK. Academics were the second most frequently selected as both groups identified large class size and quality of teaching as important.

<b>Key Personal Reasons for Leaving UK</b>	<b>3.0+ UK GPA</b>	<b>Below 3.0 UK GPA</b>
Wanted to be Closer to Home	56%	39%
Stress of College Life	13%	39%
Lack of Motivation	10%	41%

<b>Key Academic Reasons for Leaving UK</b>	<b>3.0+ UK GPA</b>	<b>Below 3.0 UK GPA</b>
Large Class Sizes	41%	40%
Quality of Teaching	37%	31%
I Am More Serious About My Education	39%	25%
Quality of Courses	35%	29%
Course Availability	22%	31%
Academic Performance	11%	63%
Time Management Difficulties	9%	37%
I spent less time studying than needed	9%	38%

*Ranked in order of high to low for 3.0+ UK GPA Group with reasons receiving 30%+ response highlighted.  
Survey allowed for selection of multiple reasons.*

Data Source: *UK Institutional Data*