

Criterion Five



Resources, Planning, and Institutional Effectiveness

KCUMB has sufficient resources, structures, and processes to fulfill its mission as shown in the University's most recent financial statements, Campus Master Plan, Strategic Plan, and budget planning document, as well as through the 2013 tablet initiative and a strategic focus on third- and fourth-year student training.

The quality of its educational offerings is verified by the strength of graduates from the three academic programs (Criterion Four). The University's physical resources are beautiful and well maintained, and the University is responding to challenges to expand both program offerings and locations.

5.A THE INSTITUTION'S RESOURCE BASE SUPPORTS ITS CURRENT EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

KCUMB has the resources to support and deliver the highest-quality education to each student. Independent financial audits, faculty-to-student ratios, staff-to-student ratios, along with a recent strategic decision that will move the University to a tablet-based environment all show that adequate resources currently exist. This evidence, along with the 2013-2014 budget plan [K259], the Campus Master Plan [K118] and the BKD, LLP, Information Technology Assessment [K260] also demonstrate that the University has resources and appropriate planning processes in place to continue to strengthen the educational experience for students.

FISCAL RESOURCES

KCUMB has strong fiscal resources, which are more than sufficient to support its operations.

KCUMB has the financial resources needed to support and to deliver the highest-quality education to students. Each year, for the last 10 years, the University has earned a positive operating income.

The independent accounting firm of BKD, LLP, has audited the University for the past 24 years, always issuing an unqualified opinion indicating that KCUMB's financial records and statements are fairly and appropriately presented. As of April 30, 2013, the University had total assets of \$164 million, of which \$15.4 million represents the University's endowed funds and \$112 million are cash and investments. This is an increase in assets since the University's last audited financial statements [K261] for the period ending June 30, 2012. Table 5.1 shows a summary income statement for the last 10 years.

As evidenced by Table 5.1, the University's fiscal resources are able to fully support its operational expenses. The University is primarily supported by tuition and fees, clinic revenues, gifts from alumni, and investment income earned from general operating investments and endowments. The University's operating revenue budget is \$47,426,014 for the 2013-2014 fiscal year, of which 92 percent comes from student tuition and fees. The current student applicant to admission ratio is 12 to 1.

The Department of Education financial ratios for the University shown in Table 5.2 and further demonstrate the financial strength of the University.

Table 5.1 | Net Income Trend for 10 Years

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total Assets	87,480,514	97,423,774	105,215,101	112,735,206	126,789,783	133,174,739	128,404,480	135,395,835	160,048,923	161,027,042
Total Liabilities	17,530,313	18,329,696	17,872,678	17,024,763	17,482,393	19,594,937	18,458,597	17,330,042	25,872,476	24,092,318
Total Net Assets	69,950,201	79,094,078	87,342,423	95,710,443	109,307,390	113,579,802	109,945,883	118,065,793	134,176,447	136,934,724
Revenue										
Revenue, less investments	31,927,835	33,691,101	35,849,133	39,804,560	43,459,215	43,749,512	45,396,592	47,921,373	45,707,083	45,576,876
Investment Income	1,252,976	5,465,481	4,517,301	4,644,277	8,113,711	(284,488)	(9,200,498)	4,357,973	9,899,967	(4,269,807)
Total Revenue	33,180,811	39,156,582	40,366,434	44,448,837	51,572,926	43,465,024	36,196,094	52,279,346	55,607,050	41,307,069
Expenses										
Instructional	10,432,478	10,690,724	11,701,183	12,141,067	12,683,344	13,373,128	13,821,965	14,567,576	14,554,490	15,908,682
Administrative and General	7,172,225	8,216,584	9,388,342	11,294,880	12,274,917	13,240,636	13,298,470	16,506,793	9,990,254	6,963,810
Academic Support	3,649,945	4,139,907	3,460,175	3,755,346	3,805,535	4,109,431	4,196,706	3,502,672	3,491,338	6,057,648
Operation and Maintenance	3,340,419	3,083,957	3,327,570	3,681,223	3,787,281	4,056,113	4,137,597	4,305,837	5,797,278	6,780,742
Other	2,950,352	3,881,533	4,240,819	5,208,301	5,425,202	4,413,004	4,375,275	5,276,558	5,663,036	3,082,995
Total Expenses	27,545,419	30,012,705	32,118,089	36,080,817	37,976,279	39,192,312	39,830,013	44,159,436	39,496,396	38,793,877
Income (Loss)	5,635,392	9,143,877	8,248,345	8,368,020	13,596,647	4,272,712	(3,633,919)	8,119,910	16,110,654	2,513,192

Additionally, the fiscal stability of the University was recently affirmed on June 5, 2013, when it received an A1 rating from Moody’s Investors Service. Specifically, Moody’s rating summary stated, in part:

“The A1 rating reflects the University’s stable market position with strong student demand, balance sheet growth providing strong coverage of debt and operations, ample monthly liquidity, and excellent cash flow and debt service coverage.”

During the last fiscal year, the University made substantial investments in its Office of Research and Sponsored Programs to support additional sources of future revenue. This investment includes hiring a new vice president of research and a new director of the Center for Community and Clinical Research, actively pursuing highly qualified research faculty, and increasing research funding. It is anticipated that with this commitment, additional net revenues will be realized through federal and foundation grants, as well as an increase in clinical trials related to pharmaceutical prescription drugs. The University has the financial and personnel resources to support the current operations and future growth in this department.

Table 5.2 | Key Financial Ratios

	FY 2010	FY 2011	FY 2012
PRIMARY RESERVE RATIO	1.73	2.11	2.32
EQUITY RATIO	0.87	0.83	0.85
NET INCOME RATIO	0.18	0.28	0.53
TOTAL COMPOSITE FINANCIAL INDICATOR SCORE	3.00	3.00	3.00

The Composite Financial Indicator Score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible.

HUMAN RESOURCES

The University recognizes that human resources are critical to its success and has sufficient personnel to realize its mission, objectives, and goals.

As discussed in further detail in Section 3.C, the University currently has 69 faculty members [K139], with an on-campus student population of approximately 540.

This ratio of 8 to 1 has remained constant

over the last few years. The University also has 3,100 medical professionals that serve as teaching faculty for third- and fourth-year students and recently hired five regional assistant deans [K32], with plans to expand to nine by fall 2013, to oversee the training for these students.

Table 5.3 | Full-time Positions

	6/30/11	6/30/12	6/30/13
University Administration	109	111	112
College of Medicine	105	106	107
College of Biosciences	8	9	9
Advancement	7	7	6
Research	8	12	12
Physician Associates	10	9	9
TOTAL	247	254	255

Since June 2011, the total number of employees of the University has grown by eight full-time employees (FTEs). In addition, the University has made an effort to reallocate staff openings and to identify and dedicate positions and resources where they are needed most. For example, over the last three years, staffing has increased in the Office of Research and Sponsored Programs and in Information Technology, while decreasing in administration.

During the annual budget cycle, staffing needs are evaluated and new positions are added as necessary to support the mission and current University goals and initiatives. On an ongoing basis, personnel needs are reviewed to ensure adequate support in all departments. Table 5.3 shows full-time positions since June 30, 2011.

ON-CAMPUS FACULTY

As discussed in Criterion Three, KCUMB faculty members are highly trained educators, who are dedicated to teaching and preparing medical students to become competent, professional osteopathic physicians.

The University has 39 full-time faculty, 12 full-time instructors and six part-time faculty. An additional 12 administrators have faculty appointments and participate in delivery of the curriculum. The faculty are diversified in discipline, training, and academic rank. Faculty members lead through exemplary integrity and teaching, as well as through the practice of holistic care to meet the mission and values of the University.

FACULTY AT AFFILIATED SITES

All faculty at KCUMB's affiliated educational partners that supervise student education are credentialed by the University through the Rank and Promotion Committee, as outlined in Criterion Three. These affiliated partners are not involved with delivery of any curricula within the COB. Faculty are approved by and aligned within one of the University's clinical departments, and their credentialing is reviewed and approved by the department chair.

PHYSICAL RESOURCES

KCUMB is thoughtful and diligent about ensuring the best University environment; its physical resources meet student needs and its mission.

Within the last 10 years, the University has added 98,582 square feet of instructional space. These additions include facilities dedicated as classrooms, study space, laboratories, research facilities, an auditorium, a free-standing library, a student activities center, and faculty/staff offices. In that same time period, the educational capabilities of existing spaces were expanded through renovation.

ADDITIONAL PHYSICAL RESOURCES

- The D'Angelo Library (Building 4 on the Figure 5.1) opened in February 2011. This 21,000-square-foot building allows for growth of the library's collections, as well as technological advancements, such as the addition of flat-screen televisions with the capability to show a live feed from the adjacent Weaver Auditorium, wireless access points, student print stations, and a training lab outfitted with new computers. It includes a learning resources center; collection and reference rooms; training, study, and conference rooms; an audio visual/multimedia room; and offices for library support personnel.
- The Student Activities Center (Building 6 on the Figure 5.1) opened in February 2011. This 24,000-square-foot building provides a central gathering space for students, including a large multipurpose room for student events; a fitness center with cardiovascular and weight-training equipment, an

Figure 5.1 | Campus Map



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aerobics facility, and locker rooms; a student lounge with meeting and conference rooms; student government offices; a gaming area; the campus bookstore; and a coffee and refreshment shop.

- The 6,000-square-foot Kesselheim Center for Clinical Competence (Building 9 on the Figure 5.1) opened in 2006 as the first comprehensive human patient simulation center in the Greater Kansas City region. The COM's Standardized Patient Program, located in the Kesselheim Center, enhances the clinical education of osteopathic medical students through high-tech human patient simulators and patient interactions. The Kesselheim Center for Clinical Competence is also a community asset as a catalyst for training first responders in the National Disaster Life Support curriculum, continuing medical education, and research in medical education.
- In September 2004, KCUMB dedicated its Dybedal Center for Research (Building 7 on the Figure 5.1), a \$14 million, 45,000-square-foot facility, and the first new research center to be completed by a private academic institution in Kansas City following formation of the Kansas City Area Life Sciences Institute (KCALSII). The Dybedal Center for Research houses biological safety levels I and II laboratories devoted to cutting-edge research, and a state-of-the-art clinical research center dedicated to Phase I-IV studies, expanding the University's research capacity. Faculty who devote a significant amount of time to research have offices and laboratories in this building, where, in addition to conducting research to support scholarly publications and extramural grant applications, they also mentor and train medical students seeking a research experience while in medical school. The Dybedal Center for Research also houses classrooms for the biomedical sciences and bioethics programs, as well as offices for some of the bioethics faculty. Audio visual systems in the two COB classrooms are the same as those in the COM classrooms.

RENOVATIONS AND UPGRADES TO PHYSICAL RESOURCES

The majority of the didactic curriculum for the first two years of the COM is delivered in the Strickland Education Pavilion and the Classroom Annex. The Strickland Education Pavilion, completed in 1996, is designed to be the best possible learning environment for future physicians and scientists. It features Ricci Auditorium, with a sophisticated audio visual system; the Wheeler Osteopathic Clinical Skills Laboratory; Conte Anatomy Laboratory, with networked camera equipment; a well-equipped fitness center; a cafeteria; faculty offices; meeting rooms; and laboratories. The Classroom Annex is home to two large classrooms: Classroom A, with seating for 215 students; and Classroom B, with seating for 251 students.

In summer 2010, significant physical upgrades were made in the two primary classrooms (Ricci Auditorium and Classroom B), the Conte Anatomy Laboratory, and the Wheeler Osteopathic Clinical Skills Laboratory. High-definition lecture-capture systems were added to Ricci Auditorium and both laboratories, allowing KCUMB to implement MediaSite, a tool that allows faculty to make a digital recording of their lecture to share with students. These enhancements have given students more flexibility in reviewing lectures and labs online. Power and network connections were added to each seat in the two primary classrooms to enhance student access to electronic learning materials during class. In addition, the audio systems in both classrooms were upgraded.

Ricci Auditorium was further upgraded with new high-definition output for video and high-definition remote cameras. Upgrades to the Conte Anatomy Laboratory include a new high-definition camera and a surgical LED lighting system. The Wheeler Osteopathic Clinical Skills Laboratory underwent significant physical and electronic upgrades. These upgrades expanded the University's capacity to support curricular objectives by providing additional means for students to gain access to information via the Internet and more ways to reliably capture and share instructional content with first- and second-year medical students. Third- and fourth-year medical students are provided with continued access to the first- and second-year MediaSite lectures.

DEVELOPMENT OF A CAMPUS MASTER PLAN TO ADDRESS PHYSICAL RESOURCES

In 2010, the University began developing a new Strategic Plan [K37] and through that, the Campus Master Plan (CMP) [K118] was commissioned to “strategically accommodate the University’s vision and anticipated growth.” The CMP was created through a process that included interviews with leadership; workshops with students, faculty, and administration; and input from surrounding community organizations to capture the essence and reputation of the University today and the needs for the future.

In addition, the CMP development process analyzed existing conditions, determined future space needs, made recommendations for future space utilization, and provided a roadmap to guide the implementation of stated goals with regard to capital improvements going forward. The results of the CMP identified four key capital projects that are considered to be “mission-critical improvements to facilitate growth.” They are:

- Enlarge the capacity of the Kesselheim Center for Clinical Competence;
- Create a new state-of-the-art Learning Center for accommodating educational lectures for a minimum of 300 students (full class size) and supporting breakout rooms;
- Upgrade and renovate the Administration Building to not only meet safety and efficiency standards, but foster a more collaborative and innovative work environment that reflects the high-performance aspirations of the University; and
- Create a new Health and Wellness Center and Food Services (formerly the cafeteria).

The CMP identified three other areas where improvements can be made to better serve the faculty and staff, students, prospective students, and guests, as follows:

- Provide a welcome center for prospective students and visitors;
- Improve classroom buildings to encourage greater collaboration among faculty and staff; and
- Strengthen the security presence and improve way finding throughout the campus.

The University utilized an extensive process to develop the CMP, which included the following steps:

- Held interviews with University leadership to clarify vision, mission, academic objectives, and long-range plans, as well as goals for the next five and 10 years.
- Conducted workshops with students, faculty, and administration to capture the essence of KCUMB today and the needs of the millennial student/teacher tomorrow.
- Set goals for the CMP project.

It was noted that, across the University, recurring consideration centered on space utilization, department adjacencies, and classroom and lecture halls. The University assessed current conditions by taking the following steps:

- Reviewed existing reports and documentation of current plans.
- Analyzed existing building conditions in order to meet functional and spatial requirements of each department.
- Conducted meetings with community partners (neighborhood groups, parks and recreation officials, and city planners) to understand issues of concern, constraints, and opportunities.
- Evaluated pedestrian circulation patterns and landscape/open-space conditions.
- Evaluated vehicular circulation, service access, and parking issues.



Throughout this process, the University confirmed that it is considered a neighborhood anchor, which strengthened its commitment to giving back to its community and positions it well for the changes needed to embrace the desired culture of innovation and growth. KCUMB analyzed special needs by taking the following steps:

- Held meetings with designated faculty and staff representatives to discuss academic priorities and needs.
- Conduct a current space utilization evaluation for various departments, student services, academic support, and administration.
- Outline future space requirements for first- and second-phase growth (five and 10 years, respectively).

The campus is organized into five major divisions: Academic and Medical Affairs; COB; Research; Administration; and Campus Support Services. The special needs of each division were accounted for in this analysis. The University created a vision for the overall campus by taking the following steps:

- Created test fits for repositioning departments and repurposing buildings were created.
- Created and presented a roadmap and budget outlining implementation of the CMP to the Board of Trustees.

The overall end product of this process is the CMP, which is designed to achieve “more study space, better seating in lecture halls, a better cafeteria, and better technology throughout.” The timeline developed in the CMP will allow the University to achieve these goals within the next five to 10 years.

In May 2013, the University’s Board of Trustees approved the CMP. Following this Board meeting, the University began a series of construction projects to better utilize current space. Project plans for additional work are in process with planned campus renovations and new building construction that may ultimately total up to \$50-60 million in total spending over the next five years. The Strategic Plan and CMP, as well as the Board of Trustees actions to enforce them, further demonstrate the University’s long-term financial sustainability and its ability to use information to make decisions.

INFORMATION TECHNOLOGY RESOURCES

The University's technological resources provide strong operational support and receive high satisfaction marks from students.

The Information Technology (IT) Department provides continual support to all employees on campus and supports education efforts on and off campus. The IT Department maintains and supports resources used to provide education electronically (network, website, Blackboard, Mediasite, iPads, email, Internet connectivity, etc.). IT prioritizes service requests based on the level of importance. The department responds to priority requests within 15 minutes and to secondary requests within one working day. A network administrator is on call 24 hours a day for all emergency-related issues. Users receive notices when system maintenance is scheduled. System maintenance is typically scheduled in the evenings or on weekends when system utilization is lower.

The IT Steering Committee [K263] was formed in 2011 and includes representation from key departmental stakeholders that have special interests in the outcomes of projects that are heavily IT supported. The committee serves as a communication conduit by which the IT Department is able to educate the stakeholders regarding the current list of IT project priorities and statuses. It also allows committee representatives to communicate concerns about projects that are not on the priority list, but need to be under consideration. This committee creates a sense of understanding of the IT project priorities and allows the stakeholders to contribute to the process, as well to be able to communicate project status with their departmental areas.

As mentioned previously in this self-study, the University is in the process of transitioning to tablet technology. In preparation for this change, IT has added more than 170 access points throughout the campus to increase connectivity for wireless devices. Apple TV devices also are being added to all classrooms and student study areas. These devices allow faculty and students to connect to large monitors for teaching, sharing, and collaborating. The University has also increased Internet bandwidth on the campus to 100 MB and has installed fiber between buildings for faster wireless usage. The IT Department monitors bandwidth usage and has the capability to adjust allowed usage to increase overall performance.



The University's intranet site has been updated to include information and training materials for tablets. The IT Department schedules regular "Appy Hours," which allow students, faculty, and staff to share information and collaborate on new applications and learn how to use those applications. The University purchased mobile device management, a tool that allows the IT Department to push applications and training materials to faculty and staff iPads.

The IT Department meets with each University department upon request

to assess needs and determine solutions, while also ensuring that technological change follows the University's Strategic Plan [K37]. Recent survey results (based on the AACOM Graduate Survey) show a satisfaction rate of greater than 94 percent from third- and fourth-year students related to electronic communication and connectivity with KCUMB. Computer resources are also very highly ranked, with a five-year average of 81 percent of students reporting feeling satisfied or highly satisfied.

The IT Department currently provides access to email, Blackboard (the University's course management system), MediaSite (the University's lecture-capture system), and a variety of web applications to all students and faculty. These applications can also be accessed from any external location directly through the University's external website.

In April 2012, BKD, LLP, completed an assessment [K260] of the IT environment. BKD met with students, faculty, and staff to understand current processes and develop a long-term plan for projects and initiatives. Many of the projects identified have been addressed or are in planning stages. The recruiting process for a full-time project manager position is currently underway.

As stated throughout this self-study report, the University's commitment has always been and will continue to be the education of its students. The University does not have non-educational entities that compete for its resources.

The University has two education- and service-based operating units that it supports:

1. The University clinic, KCUMB Physician Associates, is a key component of the experiential learning that is essential for the education of physicians. Currently, the expenses of the clinic exceed revenue generated from patient fees. However, the operations of the clinic are regularly reviewed with the goal of creating a clinic that provides appropriate teaching opportunities and is revenue neutral. The University is responsible for the operations of the clinic. The University covers all expenses that exceed revenues.
2. The University's program, Score 1 for Health® [K9], provides more than 13,000 free, comprehensive health screenings to elementary-aged children living in Kansas City's urban core each year. The University is able to achieve part of its mission relating to service through this program, because students participate in these screenings under the guidance of faculty and volunteer physicians. These experiences provide students with opportunities to serve and to develop a greater understanding of the needs of an underserved community.

In August 2010, the University began a review of its mission, vision, and values as part of a comprehensive University planning initiative. As discussed in earlier criteria, a series of campus-wide meetings involving widespread participation from faculty, administration, staff, students, and trustees was utilized to develop initial drafts of the mission, vision, and values statements for the University, which led to the following mission statement:

“Kansas City University of Medicine and Biosciences is a community of professionals committed to excellence in the education of highly qualified students in osteopathic medicine, the biosciences, bioethics, and the health professions. Through lifelong learning, research and service, KCUMB challenges faculty, staff, students, and alumni to improve the well-being of the diverse community it serves.”

Because the in-depth review of the mission was part of KCUMB's comprehensive planning initiative, its mission underlies the institutional goals set forth in its Strategic Plan, as well as in all planning and bud-

getting processes. As a result, University goals are directly linked to the mission, with the key component being educating students.

Furthermore, University assets are at an all-time high, with revenues consistently exceeding expenses, and, as there are no competing entities for University resources, KCUMB's goals are realistic and attainable. This is clearly evidenced by the Campus Master Plan [K118], which shows KCUMB's diligence in aligning the mission with intuitional planning and budgeting. The CMP, along with the strong financial performance of the past 10 years, is indicative of sound financial planning and management related to University resources, providing further evidence that KCUMB maintains effective systems for collecting, analyzing, and using information that allows it to effectively plan for the future. The evidence of the relationship between strategic and operational planning and University resources is also clearly stated within this criterion.

HIRING PROTOCOLS

As discussed in section 3.C, the University uses a defined hiring process for both faculty and staff. Through these protocols, the University ensures that new employees are adequately qualified and have the skills, education, and experience necessary to be successful in their positions and to add value to the University.

FACULTY HIRING

The Faculty Senate annually reviews the Faculty Hiring Protocol. This protocol requires the formation of a search committee that will draft an outline of the characteristics and qualifications desired in a candidate filling the position. These include the identified roles, responsibilities, and expectations of the individual. The protocol includes procedures related to initial screenings, telephone and on-site interviews, and presentations by the candidates.

STAFF HIRING

The Staff Hiring Protocol requires the completion of three tasks: 1) obtain necessary approvals; 2) create (or revise) the job description; and 3) complete the Position Specifications Form, which provides additional information as to what is required for each position. Together, the job description and the Position Specifications Form clearly outline the skills, education, and experience required to be successful.

The University also uses a predictive index selection tool to assist the hiring manager and the University with behavioral trait identification prior to hiring. Telephone interviews, with a standard question set, followed by on-site interviews, help the University ensure that the best candidate is hired. Lastly, prior to being hired, a candidate must successfully clear reference checks, background checks, and a drug screening.

UNIVERSITY TRAINING AND EDUCATIONAL PROGRAMS

As discussed in further detail in section 3.C of this self-study report, the University is committed to maintaining the high standards expected from its employees. To that end, the University has created a robust training program for University personnel. Once hired, all employees receive a full day of orientation training, which includes an overview of the University's mission and values [K38], a campus tour, an overview of IT and other resources, as well as introductions to University leadership and members from each department. This orientation is currently being developed in an online delivery format that will allow employees access to videos and key information about the University. The University has a full-time employee dedicated to overseeing the training and educating of employees.

FACULTY DEVELOPMENT

As stipulated by the Commission on Osteopathic College Accreditation (COCA), COMs must develop and implement an ongoing needs-based, assessment-driven faculty development program that is in keeping with the COM's mission and objectives (Standard 4.4). The faculty development program [K149] [K150] must also include the knowledge and understanding of osteopathic philosophy and principles (Standard 4.4.1).

As KCUMB moved into its current strategic planning cycle, faculty were surveyed [K264] to capture feedback regarding the extent to which the faculty development offerings are aligned with the University's mission. Feedback from faculty indicated a desire to receive training in teaching, research, and scholarly activity. Additional faculty development activities highlighting osteopathic clinical research, improvement in teaching, and osteopathic manipulative medicine are also offered.

Faculty development consists of the three major areas: individual faculty development, instructional development, and organizational development. Effective instructional improvement must address all three areas. Faculty development activities at KCUMB support each of these areas: the individual faculty member, the development of the curriculum, broader teaching and learning applications, and the development of organizational structure. In 2008 and again in 2013, a Faculty Needs Assessment Survey was developed to identify faculty development topics and modes of delivery that best accommodate the faculty. Development activities have been focused around three primary organizing themes (teaching, research, and scholarly activity) as determined by the needs assessments. In addition, one-on-one faculty development is available to those who have specific needs.

In addition to on-campus developmental activities [K265] [K266], faculty are provided with a continuing educational benefit to attend one CME activity and one other professional association meeting. Over and above this individual benefit, faculty can request supplementary funds from the Office of Research and Sponsored Programs. In addition to the travel funds provided to each faculty through their department's annual budget, the Office of Research and Sponsored Programs has the budgetary flexibility to provide targeted support to faculty after they have exhausted their department-allotted funds, but are in need of research funding for other approved expenses. These expenses include things such as being invited to present a paper at a research meeting, bridge funding to support faculty while they are waiting for grant funds to arrive, and a targeted development fund to help them capture critical pieces of data to support a grant proposal. For example, in the 2009-2010 academic year, the University supported two faculty to attend outside institutions to receive additional training in discipline-specific techniques and methodology. In the 2011-2012 academic year, a group of faculty were sponsored to attend an additional national meeting on biosafety processes in research. In the 2012-2013 academic year, two faculty members were provided with additional development funds to help them acquire data to support a grant and to hire temporary research support.



L.E.D. ACADEMY

The University created the Leadership, Education, and Development (L.E.D.) Academy in 2008. KCUMB believes that its employees are the University's most valuable assets. Therefore, the L.E.D. Academy serves to develop potential through coaching, education, leadership opportunities, and lunch-and-learn informational sessions, to assist employees in achieving career and individual goals. The L.E.D. Academy publishes an annual calendar of training opportunities [K61].

LEARNIT

The LearnIT technical training program, which also is discussed in Criterion 3.C of this self-study report, was implemented in January 2011 by KCUMB's Information Technology Department. LearnIT courses are designed to educate participants about technology available at KCUMB, encourage efficient and productive use of software and hardware, and to promote responsible use of technology to help protect both the University and the individual. Courses are currently facilitated by instructor-led training and by e-learning methods, such as online tutorials and webcasts.

OTHER TRAINING PROGRAMS

The University also provides all employees with access to technical training online and on-demand topics through the Atomic Learning Website. This website creates flexible training opportunities, making it easy to embrace campus technology.

The University also supports education through a tuition reimbursement program and funding for external workshops, conferences, and seminars. These programs are described in more detail in section 3.C of this self-study report.

EMPLOYEE TRAINING REQUIREMENTS

Non-Supervisory Employee Training

Each employee in a non-supervisory position is responsible for the completion of 16 hours of education and development coursework in each fiscal year, including eight hours of Faculty Development, LearnIT, and L.E.D. Academy coursework.

Supervisory Employee Training

Each employee in a supervisory position is responsible for the completion of 16 hours of education and development coursework, including eight hours of L.E.D. Academy coursework specifically designed for managers/supervisors. Additionally, employees who are promoted to a supervisory position are asked to complete eight hours management/supervisory coursework within six months of the promotion to the supervisory position.

As discussed above and also in Criterion Three of this self-study, the University ensures that its staff is appropriately trained.

Budgeting Process

The University has a systematic process in place both for budgeting and for monitoring expenses, which is described below.

The annual budgeting process was presented to the University community through the University's intranet, and individual meetings were held with budget managers. Budget managers were asked to define departmental goals that linked to University goals. A common factor in all department budget requests was the linkage to the president's key University initiatives for 2013-2014 (Core Component 5.C). The University approved substantial increases in expenses in the Office of Research and Sponsored Programs, in the purchase of iPads and IT infrastructure to support the iPad initiative, and in the third- and fourth-year training budget.

Figure 5.2 | University Planning Process



Budget managers were asked to complete budget packets, which included projects and initiatives as well as requests for funding for new personnel, equipment, and operations. Meetings occurred with all budget managers throughout the process to review requests, to discuss key initiatives, and to assist with developing plans. Executive leadership was involved throughout the process, providing guidance, asking questions, and making final decisions. See Figure 5.2 for a visual representation of the process.

Internal controls are in place and operate to ensure that expenses are within budget and properly approved. The Accounting Department approves all invoices and purchase orders. In addition, the University recently implemented a contract signatory authority policy, which provides direction regarding how purchase orders and invoices are to be processed and approved. On a monthly basis, prior to the release of monthly financial statements, the accounting staff reviews the current month expenses to budget, year-to-date expenses to budget, and a comparison to prior year expenses. The final monthly statements are then sent to the Board of Trustees.

SUMMARY STATEMENTS

- KCUMB has sufficient resources, structures, and processes to fulfill its mission, as evidenced by the University's independent financial audits, faculty-to-student ratios, staff-to-student ratios, Campus Master Plan, Strategic Plan, and budget planning documents, as well as through the 2013 tablet initiative and strategic focus on third- and fourth-year student training.
- The University's physical resources are well maintained, and the University is responding to challenges to expand both program offerings and locations.
- KCUMB has the financial resources needed to support and deliver the highest-quality educational curricula. Each year, for last 10 years, the University has earned a positive operating income and with the exception of 2009, due to a decrease in the market value of investments, a positive net income. The University's operating revenue budget is \$47,426,014 for the 2013-2014 fiscal year, of which 92 percent comes from student tuition and fees.
- The University currently has 69 faculty members, with an on-campus student population of approximately 540. This ratio of 8 to 1 has remained constant over the last few years. In the COB, bioethics utilizes an additional 10 adjunct faculty, while biomedical sciences has one adjunct faculty member. The Univer-

sity also has 3,100 medical professionals that serve as teaching faculty for third- and fourth-year COM students and recently has hired five regional assistant deans to oversee the training that occurs for these students. There are plans to expand to nine regional assistant deans by fall 2013.

- All faculty at KCUMB's affiliated educational partners that supervise osteopathic medical student education are credentialed by the University through the Rank and Promotion Committee. These affiliated partners are not involved with delivery of any curricula within the COB. Academic rank is extended via an application process to those who so desire. Faculty are approved by and aligned within one of the University's clinical departments, and their credentialing is reviewed and approved by the department chair. As part of a student-centered focus, regional assistant deans have been appointed and integrated into the clinical education process at core sites around the country. These clinicians will serve the University as an extension of the on-campus faculty in didactic instruction, advising, and supervision.
- Within the last 10 years, the University has added 98,582 square feet of instructional space. These additions include facilities dedicated as classrooms, study space, laboratories, research facilities, an auditorium, a free-standing library, a student activities center, and faculty/staff offices. In that same time period, the educational capabilities of existing spaces were expanded through renovation.
- The IT Department provides continual support to all employees on campus and supports education efforts on and off campus, as well as maintains and supports resources used to provide education electronically. The IT Department meets with each University department upon request to assess needs and determine solutions, while also ensuring that technological change follows the University Strategic Plan. IT currently provides access to email, Blackboard (the University's course management system), and a variety of web applications to all students and faculty. These applications can also be accessed from any external location through the University's external website. Results from the most recent AACOM Graduate Survey with regard to connectivity in years three and four indicate that more than 94 percent of students are satisfied/very satisfied with electronic communication and connectivity with KCUMB in their clerkship years. Computer resources are also very highly ranked, with a five-year average of 81 percent of the students reporting feeling satisfied or highly satisfied.
- The University has made a commitment to students and faculty to move to a tablet-based curriculum, which has resulted in the distribution of new equipment and an upgrade to the University's infrastructure to accommodate these needs. The University has also created training materials and programs to ensure a smooth transition.
- KCUMB's commitment to the education of students is singular; there are no competing non-educational entities for University resources. The University operates a practice, KCUMB Physician Associates, which is a key component of the experiential learning that is essential for the education of physicians. In keeping with its mission of service, the University administers the Score 1 for Health program, providing free, comprehensive health screenings each year to 13,000 elementary-aged children living in Kansas City's urban core, as well as providing KCUMB students with service and valuable experience in an underserved community.



5.B THE INSTITUTION'S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION.

The governance and organizational structure of KCUMB is articulated in the University bylaws. This document provides the necessary guidance to help the University achieve its mission of preparing future osteopathic physicians, biomedical scientists, bioethicists, and health professionals, who will not only contribute to their profession, but who will also contribute to the improvement of the diverse community they serve.

BOARD OF TRUSTEES

In December 2009, the University underwent a change in leadership, which provided an opportunity for reflection on the University's governance. H. Danny Weaver, D.O., who had served on the Board of Trustees since 2001 and as chairman of the Board of Trustees for six years (2004-2010), was named interim president and chief executive officer.

In early 2010, a full review of the bylaws and charter, policies, and procedures for the Board of Trustees was conducted to ensure the University was fulfilling its mission to its students, faculty, staff, and community. This review found that, in certain areas, the Board of Trustees should be more engaged in the University's academic culture, assessment, and fiscal accountability. The process also resulted in eight new individuals with significant experience in clinical practice, financial management, and higher education administration being recommended to serve on the Board beginning in fall 2010.

In October 2010, the Board of Trustees [\[K11\]](#) finalized a full revision of its bylaws and key policies related to the administration and operation of the Board. The revised bylaws articulated an improved composition of the Board's membership, indicating that the Board will consist of 13 to 17 voting trustees, including the president of the Alumni Association. Additionally, the Board voted to reaffirm existing committees and establish new committees considered necessary to improve the University's capacity to achieve its mission and provide greater oversight and governance to key operational areas [\[K10\]](#) [\[K24\]](#).

Current committees include:

- Executive Committee
- Audit Committee
- Finance and Investment Committee
- Governance and Nominating Committee
- Compensation and Benefits Committee
- Advancement Committee
- Academic, Research, and Medical Affairs Committee

The revised Board bylaws stipulate that members be elected for three-year terms. Additionally, a Board member can serve no more than three consecutive terms. The bylaws require the full Board to meet three times per year to receive a comprehensive report on the affairs of the University, but it also allows for special meetings to be held if a majority of voting members agrees to meet. A majority of the voting Board members must be present each meeting for actions taken to be binding. The Board may also take action by

consent without meeting if the action is written and is signed by all members of the Board or committee of the Board. The consents shall have the same force and effect as a unanimous vote at a meeting duly called and legally held. The secretary files the consents with the meeting minutes of the Board of Trustees or of the specific committee.

All new trustees are encouraged to attend the new Board Member Orientation [K82]. The half-day orientation session includes an overview of the history of osteopathic medicine and an overview of the history of KCUMB. Additionally, a detailed description of the University's mission, vision, and values is provided. Each trustee is given detailed information describing the Board of Trustees and committee structure, a detailed accounting of the Board's governance and trustees' duties, and general scheduling information. Each trustee is also given an overview of the policies and relevant laws that govern their service to the University. A refresher course in Robert's Rules of Order is also offered.

Each trustee is given a tablet with access to a secure Board Portal, where Board documents are placed and made available whenever a Board member needs access. In addition, each trustee is also given a Governance Document Book [K24], outlining all of the up-to-date governance documents, relevant policies, and committee charters for their reference. This document book is updated and distributed yearly at the annual organization meeting of the Board of Trustees.

Each trustee is provided a Board of Trustees Handbook [K82] outlining their duties and responsibilities. The following is from the section titled "Purpose of this Handbook," taken directly from the handbook dated April 2012.



A. Orientation of Trustees

The purpose of this Board of Trustees Handbook (“Handbook”) is to provide the members of the Board of Trustees (“Board”) of Kansas City University of Medicine and Biosciences (the “University”) with useful information about (i) their duties and responsibilities as Trustees, (ii) the history, organization, mission and operation of the University, and (iii) policies and laws relevant to the operation of the University and to being a Trustee of the University. This Handbook will be revised periodically to reflect important developments at the University and in the law.

B. Reference Guide for Additional Resources

This Handbook is also designed as a reference tool to help the University’s Trustees (“Trustees”) identify the information they need and to direct them to additional educational resources on a number of important topics.

As referenced earlier in this section, the Board has seven specific committees that provide greater oversight and governance to key operational areas. Financial statements are provided to the Board monthly, and the Board’s Finance Committee reviews and approves the annual budget. The Audit Committee reviews the annual audit of the University’s financial statements with a representative from BKD, LLP. The Audit Committee also reviews the annual IRS Form 990 with the final document being provided the all trustees prior to submission.

UNIVERSITY ADVISORY BOARD

At the October 2010 Board of Trustees [K11] meeting, the Board also voted to establish a University Advisory Board [K25] consisting of senior academicians, who have significant experience in higher education administration, industry professionals with extensive leadership experience in the life sciences, and practicing osteopathic physicians, who are committed to the advancement of the osteopathic profession and osteopathic medical education. The Advisory Board is a non-governing panel of experts, who provide guidance to the University’s president and chief executive officer, as well as the Board on operational, governance, and academic matters. In addition, the University Advisory Board supports members of the University Leadership Team and other senior leaders to enhance the University’s capacity to achieve its mission. Taken together, the addition of new University Board members, the comprehensive revision of the University Board bylaws, and the addition of the Advisory Board has more clearly articulated University governance and has increased the University’s ability to achieve its mission.

PRESIDENT AND CHIEF EXECUTIVE OFFICER

While the Board of Trustees is primarily responsible for providing broad oversight of the financial and programmatic operation of the University, the Board entrusts the president and chief executive officer and the Leadership Team [K3] to manage the routine operation of the University. On Sept. 29, 2010, Dr. Weaver was named president and chief executive officer of the University and remained in this role until his resignation in December 2012. On Jan. 1, 2013, Marshall D. Walker, D.O, Board vice chair, assumed the role of interim president and chief executive officer. In addition, a search committee was formed. On June 10, 2013, Marc B. Hahn, D.O., was announced as the 14th president and chief executive officer of the University, officially beginning on July 1, 2013.

EXECUTIVE VICE PRESIDENT OF ACADEMIC AND MEDICAL AFFAIRS, PROVOST AND DEAN OF THE COLLEGE OF OSTEOPATHIC MEDICINE

The executive vice president of academic and medical affairs, provost, and dean of the College of Osteopathic Medicine [\[K16\]](#) seeks advice and guidance on academic affairs from two groups. Members of these councils are responsible for various academic departments:

- The Provost's Leadership Council meets during the first, third and fourth weeks of each month. Its membership includes the provost, the dean of the College of Biosciences, all associate deans, the vice president for enrollment management/registrar, vice president for research, and the interim vice provost of institutional effectiveness and accreditation. The Council is the strategic planning group for all academic and medical affairs departments. Members of the Council provide updates from each respective department. The Council also provides guidance to resolve problems and strategizes on methods to achieve desired outcomes.
- The Provost's Academic Council meets during the second week of each month. In addition to the members of the Provost's Leadership Council, members include all assistant deans of the College of Osteopathic Medicine. In addition, the Faculty Senate president and Staff Senate president are included to provide a voice to and from KCUMB's faculty and staff. This Council follows the same format as the Provost's Leadership Council in that members provide updates from each respective area. The Council also provides guidance to resolve problems and strategizes on methods to achieve desired outcomes.

STUDENT GOVERNMENT ASSOCIATION

Upon enrollment, all KCUMB students become members of the Student Government Association (SGA) [\[K269\]](#).

The Executive Council of the SGA, which consists of a president, vice president, secretary, and treasurer, presides over the Student Senate. Each class elects representatives and class officers according to the SGA Constitution.

The Student Senate is the representative governing body of SGA. The primary function of the Student Senate is to serve as a liaison between the students and the faculty and administration. As such, Student Senate members serve on administration and faculty committees in order to help bring about changes that will benefit the student body as a whole. The Student Senate consists of six COM representatives and four officers from each COM class, as well as two representatives of each COB graduate program. The Student Senate president gives a report at each Board meeting.

The Student Senate president also participates in activities sponsored by the Council of Presidents, which is a national SGA committee composed of the presidents of all SGA-chartered organizations and recognized special-interest groups. It was established to assist organizations in coordinating and organizing various activities.

STAFF SENATE

The newly established KCUMB Staff Senate will serve as a means of both representation and communication within the University for issues related to staff. In addition, the Staff Senate [\[K2\]](#) will develop a means of supporting the mission and help cultivate programs for employee education, enrichment, and development. An elected member from the Staff Senate will represent non-faculty staff to the Provost's Academic Council and may report, as needed, to the Leadership Team. The Staff Senate consists of elected officers, including president, vice president, secretary/treasurer, and parliamentarian. The council will also include six members representing all areas of the University, with no more than one member from any department.

POLICIES TO ENGAGE UNIVERSITY CONSTITUENCIES

The University maintains an extensive policy library [K84], in addition to the Student Handbook, University Catalog, and the Faculty Handbook, which are updated annually. Currently, the policy library, Student Handbook, University Catalog and Faculty Handbook are under review by Husch Blackwell, LLP, and will be updated and available in the Electronic Resource Room by fall 2013. The policy library is available to students, faculty, and staff through the University's intranet site. Certain policies, as well as the University Catalog, are publically available through the University's external website.



The University has effective structures for collaborative effort for setting academic requirements, policies, and processes that include administration, faculty, staff, and students. As discussed earlier in this section and in Criterion One, all University constituents are represented through participation in the Faculty Senate, Staff Senate, Provost's Leadership Council, Provost's Academic Council, and Student Government Association.

SUMMARY STATEMENTS

- In 2010, the Board of Trustees finalized a full revision of its bylaws and key policies related to the administration and operation of the Board. These revisions provided for an improved composition of the Board, reaffirmed existing committees, established new committees considered necessary to improve the University's capacity to achieve its mission, and provided greater oversight and governance to key operational areas.
- The Board of Trustees also established a University Advisory Board consisting of senior academicians with significant experience in higher education administration, industry professionals with extensive leadership experience in the life sciences, and practicing osteopathic physicians committed to the advancement of the osteopathic profession and medical education. The Advisory Board is a non-governing panel of experts, who provide guidance to the University's president and chief executive officer, as well as the Board on operational, governance, and academic matters. The University Advisory Board also supports members of the University Leadership Team and other senior leaders to enhance the University's capacity to achieve its mission.
- KCUMB has effective structures that facilitate the involvement of internal constituents in setting academic requirements as well as academic policy and procedure. The Board of Trustees entrusts KCUMB's president and chief executive officer and the Leadership Team to manage the routine operation of the University. The Provost's Leadership Council is the strategic planning group for all academic and medical affairs departments. Members of the Leadership Council provide updates from each respective department. The Leadership Council also provides guidance to resolve problems and strategizes on methods to achieve desired outcomes. The Provost's Academic Council includes members of the Provost's Leadership Council, all assistant deans of the College of Osteopathic Medicine and the Faculty Senate president and Staff Senate president. The Academic Council also provides guidance to resolve problems and strategizes on methods to achieve desired outcomes.

- Upon enrollment, all KCUMB students become members of the Student Government Association (SGA). The Executive Council of the SGA presides over the Student Senate. The Student Senate is the representative governing body of SGA and consists of six COM representatives and four officers from each COM class, as well as two representatives of each COB graduate program. The primary function of the Student Senate is to serve as a liaison between the students and the faculty and administration. As such, Student Senate members serve on administration and faculty committees in order to help bring about changes that will benefit the student body as a whole. The Student Senate president gives a report at each Board meeting.
- KCUMB has policies and procedures that engage all its internal constituents in the governance of the University. The University maintains an extensive policy library in addition Student Handbook and the Faculty Handbook, which are reviewed and if necessary updated annually. The policy library is available to students, faculty, and staff through the University's intranet site.
- All new trustees are encouraged to attend the new Board Member Orientation, which includes an overview of the history of osteopathic medicine, an overview of the history of KCUMB, and a detailed description of the University's mission, vision, and values. Each trustee is given detailed information describing the Board of Trustees and committee structure, a detailed accounting of the Board's governance, and trustees' duties and general scheduling information. Each trustee is also given an overview of the policies and relevant laws that govern their service to the University, and a Governance Document Book, outlining all of the up-to-date governance documents, relevant policies, and committee charters for their reference. This document is updated and distributed yearly at the annual organization meeting of the Board of Trustees. The University provides trustees with a Board of Trustees Handbook outlining their duties and responsibilities.
- The Board of Trustees is knowledgeable, meets its legal and fiduciary responsibilities, and provides financial and academic oversight. The Board has seven specific committees that provide greater oversight and governance to key operational areas. The University provides financial statements to the Board monthly with quarterly reviews by the Finance and Investment Committee. This committee reviews and approves the annual budget. The Audit Committee reviews the annual audit of the University's financial statements with a representative from BKD, LLP. The Audit Committee also reviews the annual IRS Form 990, with the final document being provided the all trustees prior to submission.

5.C THE INSTITUTION ENGAGES IN SYSTEMATIC AND INTEGRATED PLANNING.

As discussed in previous criteria, the University has provided many examples of systematic and integrated planning. For example, the University has developed such tools as the Strategic Plan [K37] and the CMP [K118]. In addition, the University has developed a detailed budgeting process to ensure sound fiscal management and to facilitate future budgeting. The University also utilizes standardized test scores to assess its academic programs.

As discussed in Criterion 5.A, the University's mission is clear, and evidence shows that resources are allocated in alignment with it. The University's key initiatives and priorities are developed with input from all constituencies and shared with the University through the annual budgeting and planning process.

On April 10, 2013, President Walker announced priorities for the upcoming year. The following is an excerpt from that announcement:

“The University began a very deliberate shift in direction to take steps to control costs and become more efficient to better ensure mission success. The intent of this new direction is to focus identified efficiencies into increased academic resources for students.

Some of these increased resources include initiatives that have already begun, including:

- *Moving to a tablet-based curriculum to both increase sustainability efforts as well as give students a technological edge.*
- *Securing additional clerkship opportunities for students.*
- *Expanding research activities and infrastructure.*
- *Strengthening wireless interconnectivity across campus*
- *Facilities investments, identified in the CMP, which will provide students with state-of-the-art facilities to maximize the educational experience.*

In addition, KCUMB is looking at the long-term impact of academic debt on students. KCUMB wants academic programs to be a value to our students; therefore, KCUMB will be reducing tuition by 1 percent for all students this next academic year.”

The University mission along with the above communication was a primary tool when discussing budget requests and resource allocations. Throughout this self-study, there are references to the mission and each of the initiatives listed above.

As mentioned in Criterion Four, KCUMB’s Program Review Policy [[K190](#)] is currently under review by the Provost’s Leadership Council. Under the policy, the program review process will have four major components: 1) Department Strategic Unit Review; 2) Self-Study; 3) External Review and/or Best Practice Comparison; and 4) Program Action Plan. Various offices across campus will engage in the systematic and/or regular assessment of their unit operations to ensure that benchmarks are met, including student-learning outcomes, quality of service, relevance, and opportunities for growth and enhancement. This policy provides a framework and schedule regarding the expectation of systematic and regular assessment of unit level operations for student learning and academic services that are reflective of best practice.

Currently, the executive vice president for finance and operations and the director of financial planning and analysis meet with departments for



department strategic unit reviews. This process provides an opportunity for face-to-face discussions of planning and budgeting. These meetings also include discussion of program evaluation and effectiveness, and academic outcomes, and provide a forum to identify areas that can be addressed through adequate planning and budgeting as part of the institution's ongoing strategic plan.

The University involves all of its departments in the annual budget process. Each year during this process, department leaders have the opportunity to request additional resources and align such requests with the University's initiatives, mission, and priorities. Department requests can include such items as personnel and/or capital funding requests for equipment and improvements. Department requests are then consolidated and decisions are made through meetings with the Executive Leadership Team. Requests that do not result in funding are maintained and reviewed as part of the next planning cycle.

Further evidence of compliance can be found above in the information provided about the development of the recently completed CMP, which included input and collaboration of all constituents including Board members, administrators, academic leadership, faculty, staff, students, and community members. As noted above, the CMP was recommended for review and approved by the full Board of Trustees during the May 2013 Board meeting.

As previously discussed, one of the University's key initiatives is to move to a tablet-based curriculum. This initiative shows how vision and teamwork advances the University technologically. This initiative required University-wide planning and collaboration to determine areas that would need to transition, including lecture notes, videos, testing software, and student services. Another major concern that was identified was the need for additional wireless Internet access points. Subsequently, resources were invested in additional wireless Internet access points, bandwidth, storage devices, and other network infrastructure.

SUMMARY STATEMENTS

- KCUMB utilizes a systematic and integrated planning process, as evidenced by the Strategic Plan and the Campus Master Plan, to ensure that it allocates its resources in alignment with its mission and priorities. The University has developed a detailed budgeting process to ensure sound fiscal management and to facilitate future budgeting. The University's key initiatives and priorities are developed with input from all constituencies and shared with the University through the annual budgeting and planning process.
- Development of a Program Review Policy will standardize program review to include four major components: 1) Department Strategic Unit Review; 2) Self-Study; 3) External Review and/or Best Practice Comparison; and 4) Program Action Plan. Internal constituents will engage in the systematic and/or regular assessment of their unit operations to ensure the successful attainment of student-learning outcomes, quality of service, relevance, and opportunities for growth and enhancement. This policy provides a framework and schedule regarding the expectation of systematic and regular assessment of unit-level operations for student learning and academic services that are reflective of best practice.
- The University involves its departments in the annual budgeting process. Annually, department leaders have the opportunity to request additional resources, including personnel and/or capital funding requests for equipment and improvements, and align such requests with the University's initiatives, mission, and priorities. Department requests are then consolidated and decisions are made through strategic unit reviews with the Executive Leadership Team. Requests that do not result in funding are maintained and reviewed as part of the next planning cycle.

5.D THE INSTITUTION WORKS SYSTEMATICALLY TO IMPROVE ITS PERFORMANCE.

The University is always striving to improve its performance. Operationally, the University has created a learning environment based on constantly changing student needs. In fall 2013, all students will have a tablet computer to better enable access to electronic resources, videos, and other learning applications.

The University has several methods of performance evaluation. As discussed in Core Component 5.A, BKD, LLP, conducts an annual financial audit that provides an overall assessment of the fiscal health of the University. BKD, LLP, also completes an A133 audit, which focuses on controls and includes financial aid operations specifically related to Title IV compliance.

Annually, all faculty and staff receive performance evaluations based on a standardized process and templates, which also is discussed in detail in Core Component 3.C of this self-study report.

The Strategic Plan is evidence of applying operational experiences to implement improvement initiatives. The University is dedicated to providing students with state-of-the-art facilities, knowledgeable faculty, innovative programs, and new technology – as is expected of high-caliber institutions. KCUMB is focused on becoming less dependent on tuition to cover expenses. The University is exploring new sources of potential revenue, including investing in research, reviewing the potential for new programs, analyzing the possibility of additional sites, expanding fund-raising opportunities, seeking out new community partners, and continuing to build KCUMB's clinical practice.



KCUMB has integrated Continuous Quality Improvement (CQI) [K144] into defining the academic rigor necessary to meet the mission of the University with the primary measure of effectiveness of this cause and effect relationship being demonstrated in student outcomes. Measurements of academic performance on national standardized examinations (COMAT, COMSAE, COMLEX, and USMLE) and placement into residency programs are foundational to this analysis.

KCUMB has developed a longitudinal record marking the career tracks, choices, and achievements of graduates. The Advancement Office maintains data on KCUMB alumni with regard to their practice locations and any professional awards or citations they receive. These achievements are communicated through the *Alumni Connections* e-newsletter, the website, and *KCUMB Magazine*. This information is used to assess the COM's stated mission, while at the same time noting professional excellence achieved by any alumnus, regardless of specialty.

As noted earlier, the University's primary goal in developing the Campus Master Plan was to "strategically accommodate the University's mission and growth." A great deal of investigatory work was performed to determine whether the University's facilities were meeting the needs of its constituencies. The University developed this long-range plan to address areas where improvement is needed and to allow for future growth.

OPPORTUNITIES AND IMPROVEMENTS

Throughout this self-study process, the University has identified opportunities for improvement.

Measuring Performance

Although the budget process incorporates annual performance measurements, the University recognizes that opportunities may exist to measure quality and effectiveness across the institution's operating units in new and innovative ways.

Additional Sources of Revenue

As mentioned above, the University revenue is primarily from student tuition. A focus on fund-raising from alumni, corporations, and foundations could assist in creating a more diversified revenue stream. Additional opportunities may exist from research, as well as geographical or programmatic expansion.

SUMMARY STATEMENTS

- The University has several methods of performance evaluation. An annual financial audit is conducted that provides an overall assessment of the fiscal health of the University. An A133 audit, which focuses on controls and includes financial aid operations specifically related to Title IV compliance, is conducted annually. All faculty and staff annually receive performance evaluations based on a standardized process and templates.
- KCUMB has developed a longitudinal record marking the career tracks, choices, and achievements of graduates. The Advancement Office maintains data on KCUMB alumni with regard to their practice locations and any professional awards or citations they receive. This information is used to assess the COM's stated mission, while at the same time noting professional excellence achieved by any alumnus, regardless of specialty.

- The Strategic Plan is evidence of applying operational experiences to implement improvement initiatives. KCUMB is focused on becoming less dependent on tuition to cover expenses. The University is exploring new sources of potential revenue, including investing in a research program, reviewing the potential for new programs, analyzing the possibility of additional sites, expanding fund-raising opportunities, seeking out new community partners, and continuing to build KCUMB's clinical practice.
- KCUMB has integrated Continuous Quality Improvement (CQI) into defining the academic rigor necessary to meet the mission of the University with the primary measure of effectiveness of this cause and effect relationship being demonstrated in student outcomes. Measurements of academic performance on national standardized examinations and placement into residency programs are foundational to this analysis.



Exhibit #	CRITERION FIVE EXHIBITS
K2	STAFF SENATE (PDF)
K3	LEADERSHIP TEAM
K4	CORE CLINICAL CLERKSHIP SITES
K9	SCORE 1 FOR HEALTH
K10	BOARD OF TRUSTEES - BYLAWS (PDF) - PASSWORD PROTECTED
K11	BOARD OF TRUSTEES
K16	JOB DESCRIPTION - EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS, PROVOST AND DEAN OF THE COLLEGE OF OSTEOPATHIC MEDICINE (PDF) - PASSWORD PROTECTED
K24	BOARD OF TRUSTEES - BOARD GOVERNANCE DOCUMENTS (PDF) - PASSWORD PROTECTED
K25	ADVISORY BOARD
K32	CVS - REGIONAL DEANS (PDF) - PASSWORD PROTECTED
K37	STRATEGIC PLAN (PDF)
K38	MISSION STATEMENT
K61	LED 2013-14 SCHEDULE (PDF)
K82	BOARD OF TRUSTEES - HANDBOOK (PDF)
K84	UNIVERSITY POLICY LIBRARY (LOGIN)
K118	CAMPUS MASTER PLAN (PDF)
K139	CVS - KCUMB FACULTY
K141	RANK AND PROMOTION COMMITTEE AND MINUTES (PDF) - PASSWORD PROTECTED
K144	CQI PROCESS (PDF)
K149	FACULTY DEVELOPMENT STRATEGIC PLAN (PDF)
K150	FACULTY DEVELOPMENT SCHEDULE (PDF)
K190	PROGRAM REVIEW POLICY (PDF)
K259	BUDGET PLAN (PDF)
K260	BKD TECHNOLOGY ASSESSMENT REPORT (PDF) - PASSWORD PROTECTED
K261	AUDITS (PDF) - PASSWORD PROTECTED
K263	IT STEERING COMMITTEE (PDF)
K264	FACULTY DEVELOPMENT SURVEY (PDF)
K265	SCIENCE FRIDAY DEVELOPMENT SCHEDULE
K266	UNIVERSITY LECTURE SERIES SCHEDULE
K269	STUDENT GOVERNMENT ASSOCIATION