

Premises

- Definition – The word “university” is derived from Latin and roughly means “community of teachers and scholars”.
- As individuals we may see “the university” mostly through the lens of our own area of scholarship. This naturally creates a bias.
- KU is a very broad university offering over 200 majors – all sectors have areas of strength.

More Premises

- Our range of “scholarship” includes the arts, sciences, humanities, engineering, etc.
- We are not here to defend our specific discipline or sector.
- We are here to work together as citizens of the university.
- Our goal is to formulate recommendations in response to the goal statement: “Enhance KU scholarship broadly with a special emphasis on areas of present and emerging strength to benefit society”

More Premises

- Our task requires each of us to exercise judgment and restraint and to help foster a climate where all participants feel comfortable contributing.
- As well trained and seasoned skeptics who bring the powerful tools of critical thinking to this task.

Process for Generating Overarching Themes

- Ask wide range of units (schools/centers) to propose themes
- Invite individual faculty who wish to propose themes to submit them to DDIWG web page
- Post theme ideas on the web for comment
- Ask departments/schools to discuss themes between December-February and submit input

Possible Questions for Evaluating Themes

- What is the theme?
- Why is it important? A) does it have strategic significance? B) will it have measurable effectiveness? C) are the results transferable to other domains: D) is it sustainable?
- How should it be tackled?
- Where should it be tackled?
- Who will it serve?

Perspectives on KU as a Research University

Steven F. Warren

DDI Working Group

November 20, 2010

Outline

- Measures of scholarship
- Research funding
- Publications
- Associate Professors
- Other indicators
- Potential strategies for enhancing KU scholarship broadly

Measures of Scholarship

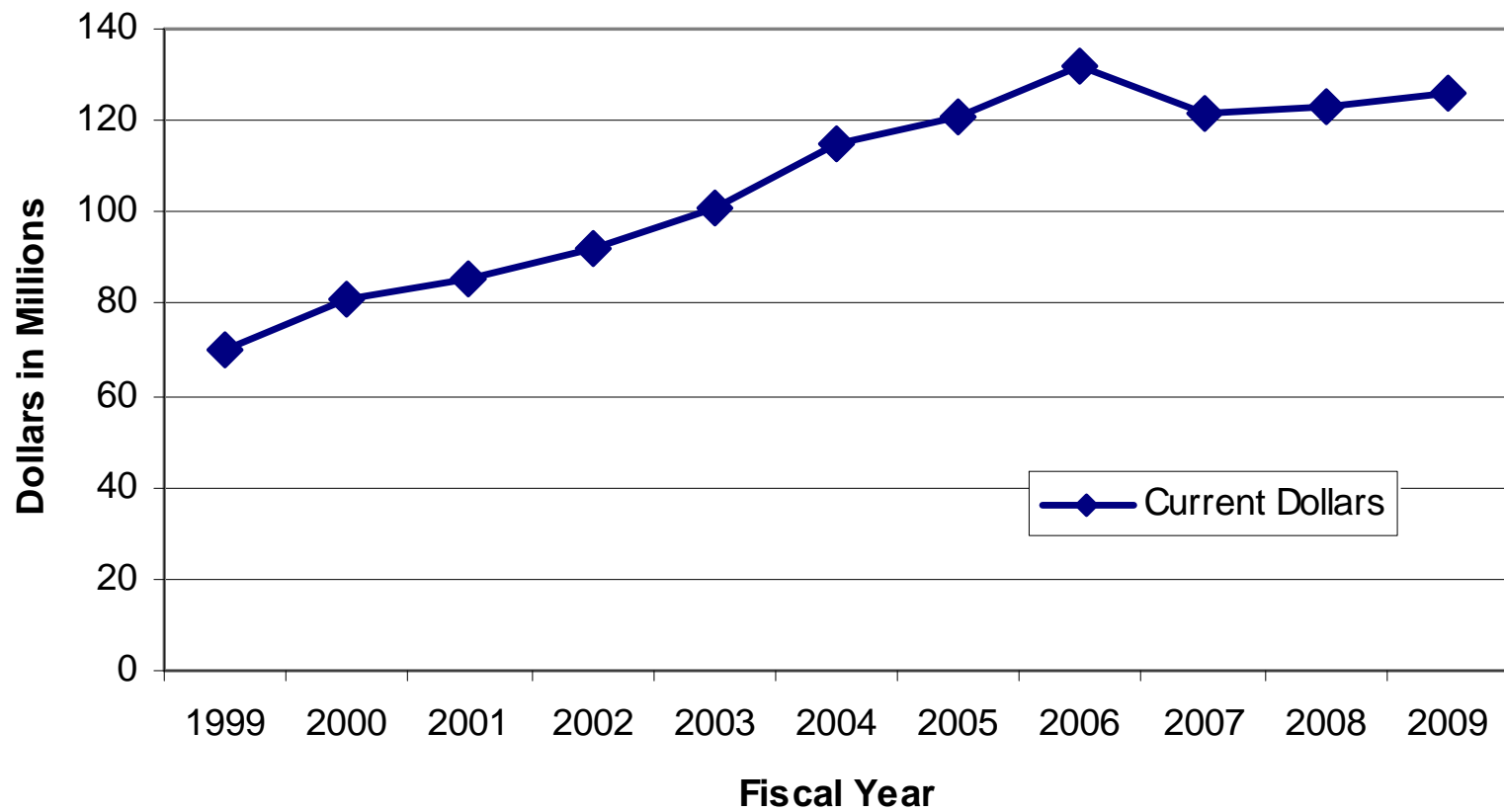
- There are many
- Some are measures of input or activity, not output
- Some are very easy to count; some not so much
- Appropriate measures may VARY in important ways across disciplines!

Measures of Scholarship

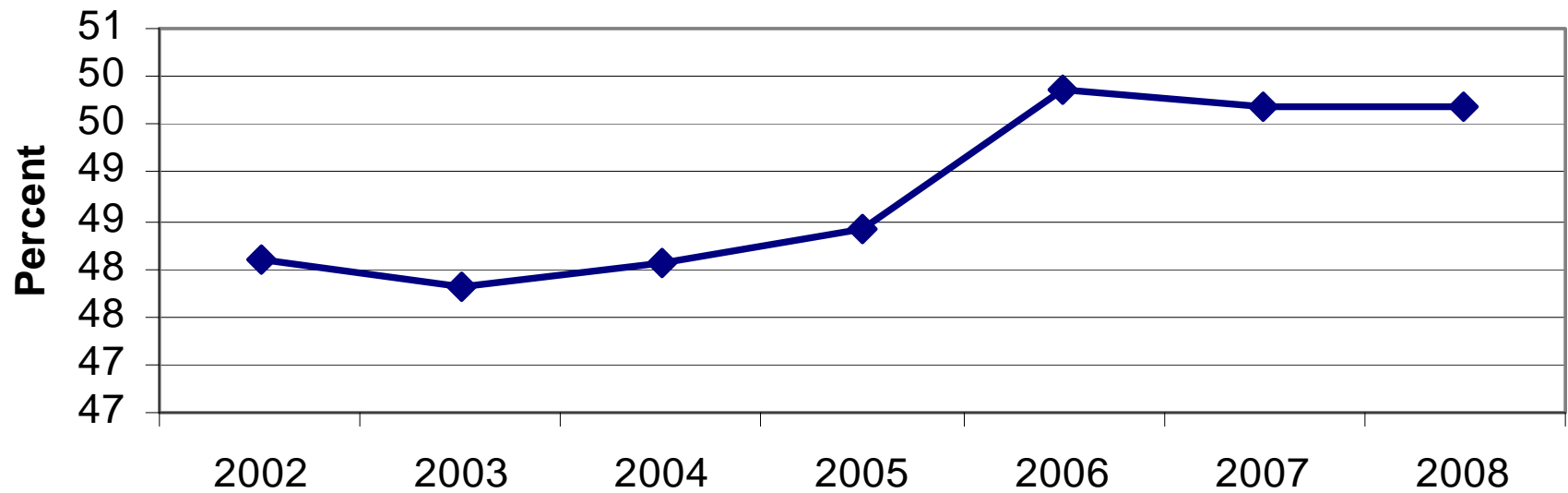
- “Not everything that can be counted counts and not everything that counts can be counted”A. Einstein
- Nevertheless, we live in a world of measures. Our failure to recognize this can undermine our future – especially as a research university
- The real issue is how to use measures as tools to enhance the quality and impact of scholarship

Research Funding

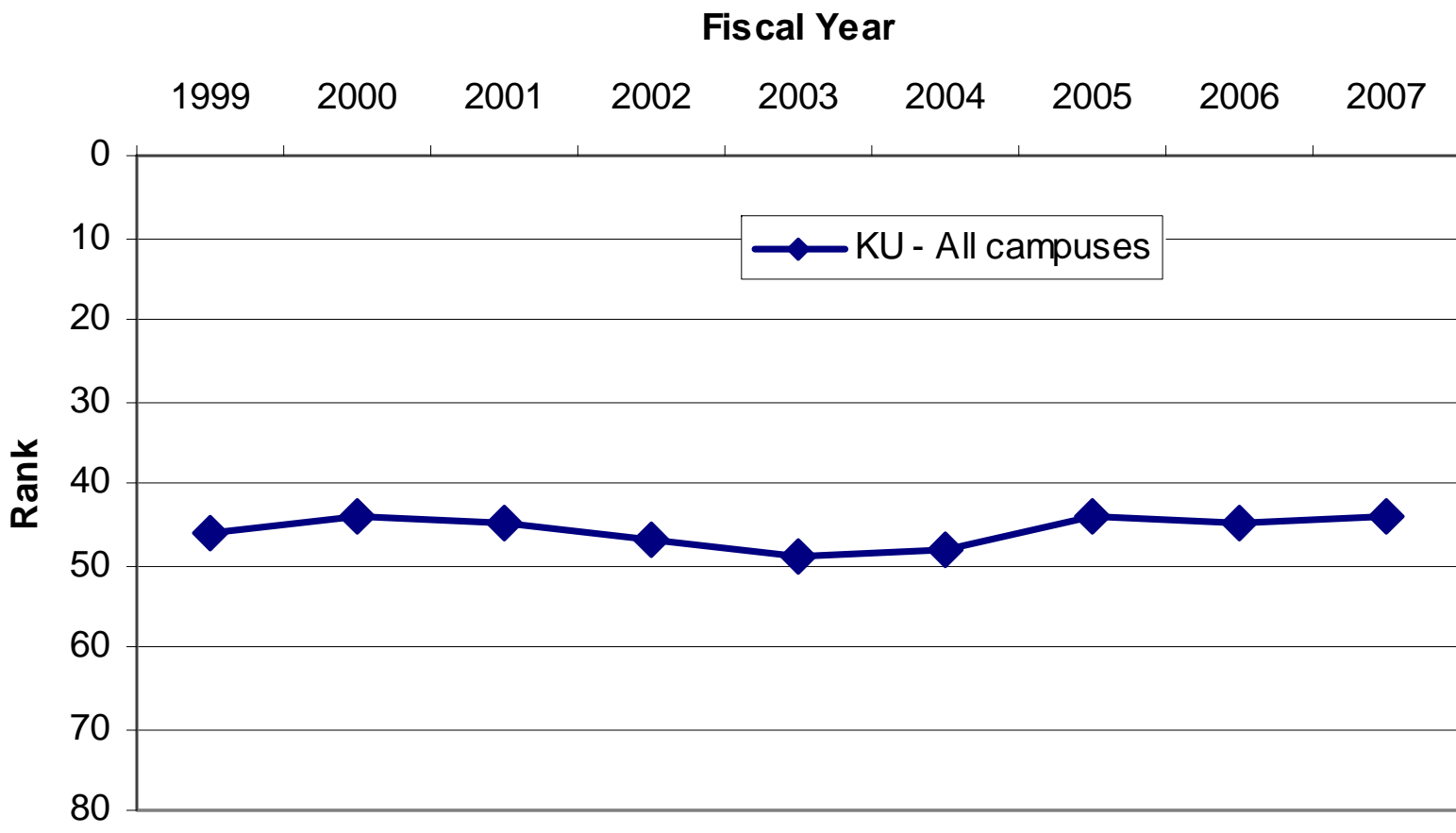
Sponsored Project Expenditures KU-Lawrence



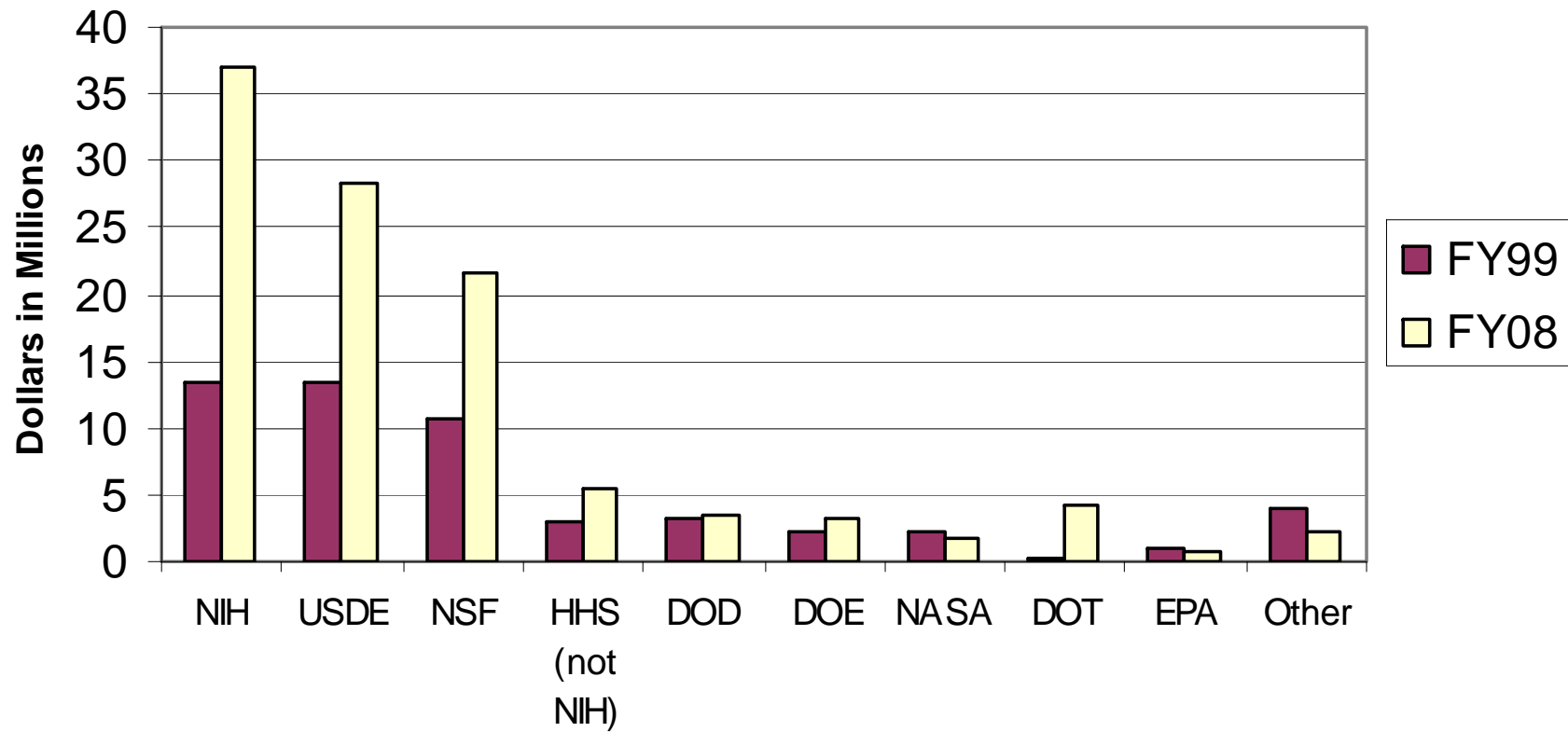
Participation by Tenured/Tenure-Track Faculty in External Funding KU-Lawrence



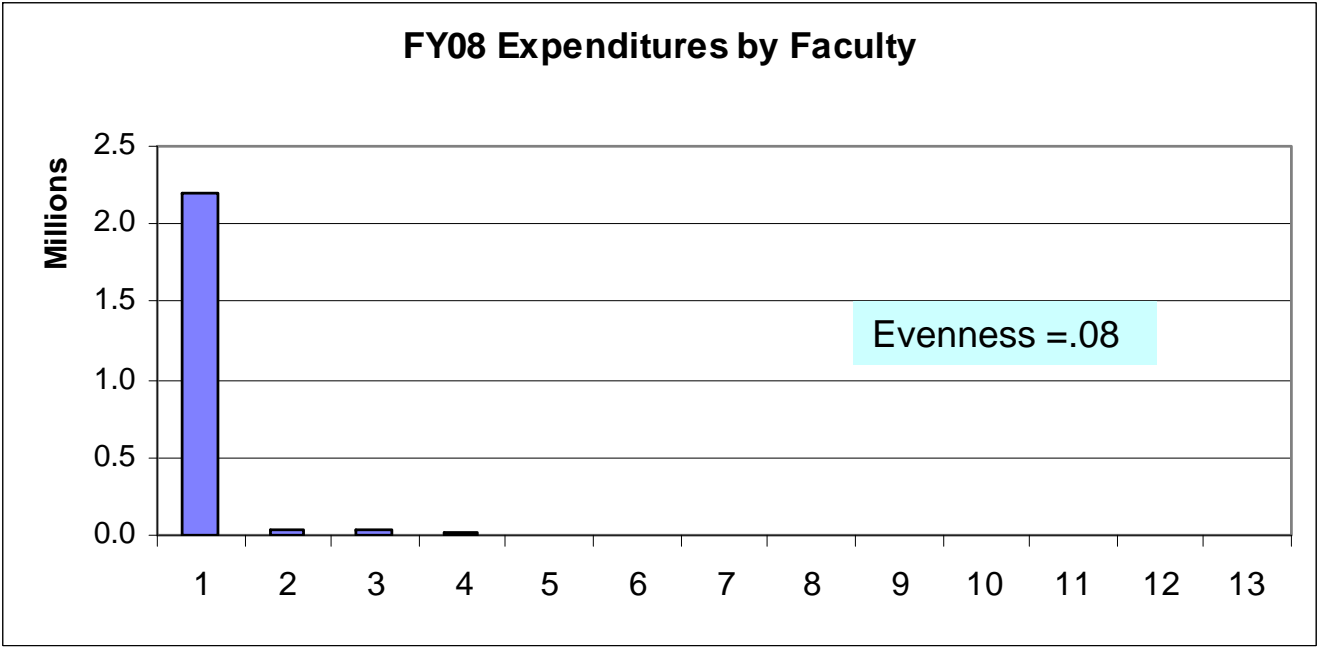
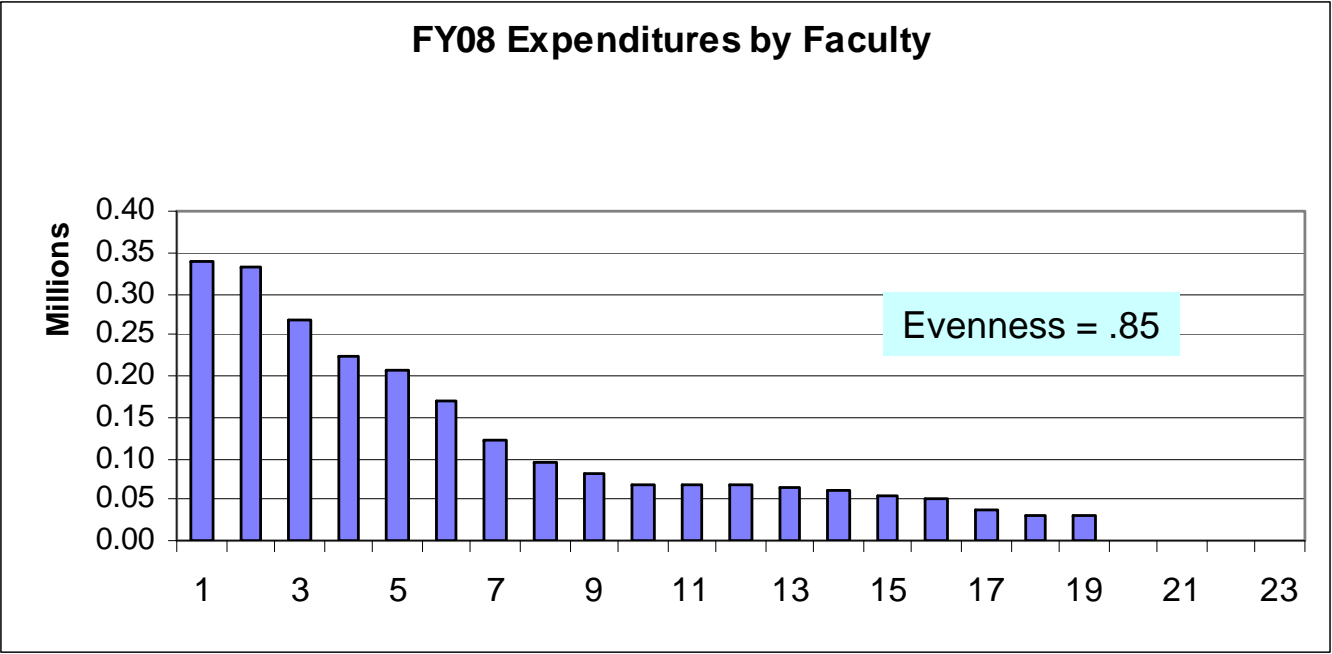
Rank Among Public Research Universities Federal Science & Engineering Research Expenditures



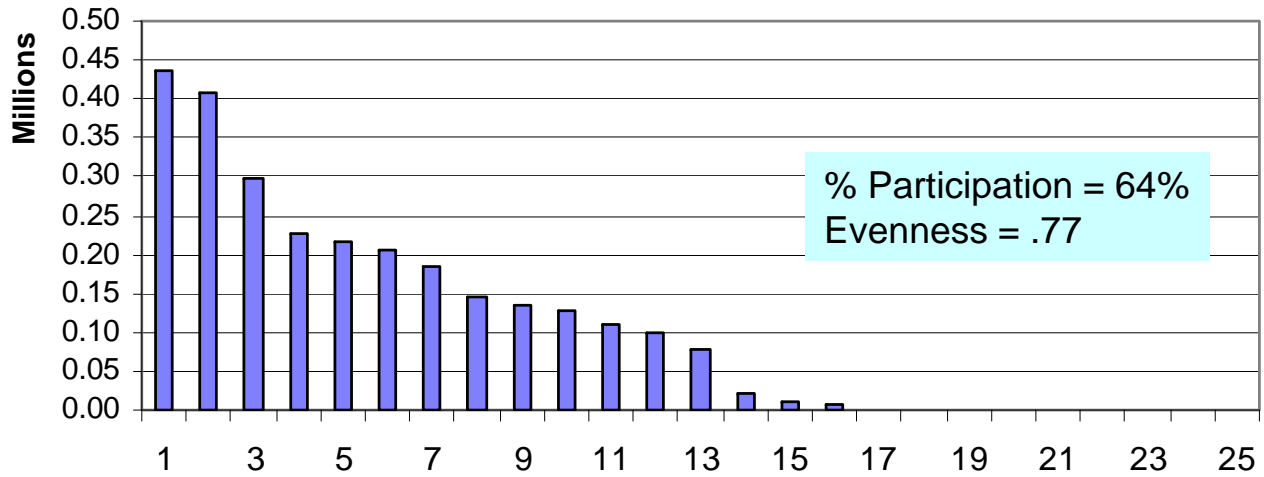
Federal Expenditures by Agency FY99 & 08



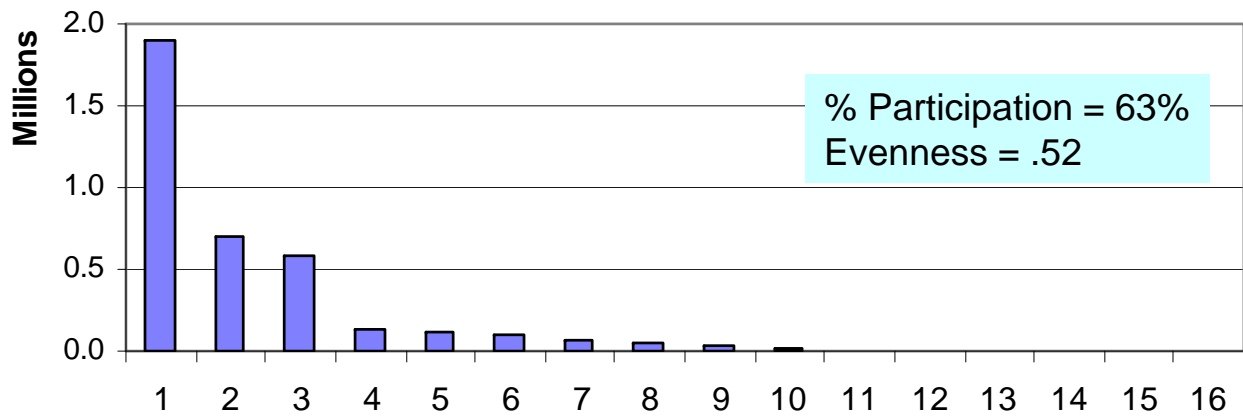
Sponsored Project Activity - FY07				
University of Kansas - Lawrence				
		Total Expenditures	Per capita Expenditures	Faculty Participation
Academic Unit		Rank		
Medicinal Chemistry		2	1	10
Special Education		1	2	5
Pharmacology & Toxicology		9	3	1
Speech/Language/Hearing		12	4	6
Applied Behavioral Science		7	5	20
Pharmaceutical Chemistry		10	6	3
Chemistry		5	7	8
SOCIAL WELFARE		4	8	24
Electrical Engineering & Computer Science		3	9	16
Psychology & Research in Education		11	10	23
Educational Leadership & Policy Studies		17	11	19
Aerospace Engineering		19	12	13



FY08 Expenditures by Faculty



FY08 Expenditures by Faculty



AAU Publication Data

- Institutional Publication Citation Data normalized for faculty size puts KU at the 3.3 percentile – near the bottom of the AAU.
- There are two AAU universities below KU.

Citation Data

- When measured across an entire university, this can be considered a kind of influence or impact factor
- It may be biased against universities with large arts and humanities faculties
- A substantial number of NON-research active faculty may deflate an overall citation score

The “Permanent” Associate Professor Problem

- There are 373 associate professors on the Lawrence campus
- 148 of these individuals have been at this rank for 10 or more years
- The average length of time at this rank for this group is 19.3 years
- These 148 individuals comprise 40% of those at the associate professor rank

Associate Professor con't

- These faculty members are spread across the university, with some “clumping” in certain departments and schools
- Many play important leadership roles at KU and are strong teachers and excellent colleagues
- But except for a few cases, long time associate professors are likely to be relatively inactive scholars

How did this happen?

- KU has appropriately tough standards for promotion to full professor; but 90% of assistant professors achieve tenure: Is this a failure of our tenure system?
- KU-L does not have mandatory post-tenure review
- Some departments may have “cultures” that are not sufficiently supportive of post tenure scholarship

How did this happen?

- Some departments have associate professors as their chairs. Is this that type of service commitment that may contribute to this problem?
- In general KU does not have a general mechanisms to actively support and strongly encourage associate professors to continue to their scholarship

Could it be that.....

- Low normalized citations may be in part due to a relatively large number of tenured faculty not being active scholars?

Other Indicators

- Low ratio of Graduate **Research Assistants** to Graduate **Teaching Assistants**
- Low national “awards” data (lagging indicator)
- Low number of National Academy members (lagging indicator)

The picture that emerges

- KU has areas of great research strength and many outstanding scholars
- But – our collective citation data are low
- Proportion of faculty with external funding on Lawrence campus is flat
- We have a relatively large number of long time associate professors

What are we already doing to broaden research engagement?

- System to measure research engagement by discipline appropriate standards
- Deans now submit annual research engagement plans
- New awards to recognize high impact scholarship
- Availability of Academic Analytics will allow units to compare themselves to others

What else might we do?

- Create ways to protect, support, and mentor associate professors
- Require all associate professors to come up for promotion within 8 years
- Implement post-tenure review
- Use differential loads to reward highly productive faculty and insure that low productive faculty are contributing full time to the university (modify 40-40-20 model in some cases)

What else?

- Encourage and reward collaborations
- Enhance supports for doctoral students and post-doctoral associates
- Decrease bureaucracy and unnecessary meetings
- Experiment with various other incentives and supports
- Be alert for unintended consequences

In summary

- We can do a better job of “enhancing KU scholarship broadly”
- What will make the biggest long term difference in the breadth, quality, and impact of our scholarly and creative endeavors?
- Keep in mind - actions in the next couple of years will impact outcome measures 5 to 10 years down the line or later

Assignment for breakout groups

1. What policies or strategies can and should be employed to enhance KU scholarship broadly?
2. What recommendations should we consider making to the steering committee?
3. How can we build support among faculty, students, and other stakeholders for whatever changes are proposed?

“No pessimist ever discovered the secrets of
the stars or sailed to an uncharted land or
opened a new heaven to the human spirit.”
Helen Keller

