BOLD ASPIRATIONS

THE STRATEGIC PLAN FOR
THE UNIVERSITY OF KANSAS
2012–2017
The aspirations of the University of Kansas are bold: to be recognized as a top-tier public international research university. This is the inspiration for our strategic plan.

The state of Kansas demands a world-class university. *Bold Aspirations* charts a transformation of KU and reflects the top priorities of the Lawrence and Edwards campuses for the next five years. The plan was crafted under the dedicated leadership of Provost and Executive Vice Chancellor Jeffrey S. Vitter and Distinguished Professor Mabel Rice, who together guided the entire KU community. I am extremely grateful for their service and for the commitment of all those who participated.

KU has defined a clear path forward. As we embark, our success will be measured in the lives we change, by the jobs we create and the communities we strengthen, and by the lifetimes brightened through education and research.

**Bernadette Gray-Little**

*Chancellor*
A diverse steering committee made up of over 50 faculty, staff, alumni, and community leaders. Eight work groups and planning committees. Over 160 committee members, nearly a thousand individuals involved in strategic initiative submissions, and over a thousand suggestions and comments.

Bold Aspirations, the strategic plan for the University of Kansas, is the product of nearly a year of effort by the KU community. Working together, we have developed this plan of individual goals, strategies, and initiatives to guide us for the next five years as we transform KU and earn recognition among the top tier of public international research universities.

As co-chairs of the steering committee, we are extremely grateful for the commitment to excellence that drove this process. We have seen a university engaged and enthusiastic about its future. Like the native sunflower that is the symbol of Kansas, we will not shrink from challenging conditions but will turn our attention to crafting a bright future.

Jeffrey S. Vitter
Provost and Executive Vice Chancellor
Roy A. Roberts
Distinguished Professor

Mabel Rice
Fred and Virginia Merrill Distinguished Professor of Advanced Studies

Jeffrey S. Vitter
Mabel Rice
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How does a university transform itself?
The mission of the University of Kansas, as a public international research university, is to lift students and society by educating leaders, building healthy communities, and making discoveries that will change the world.

By every measure, KU is a great university. KU is Kansas’ largest university as well as its flagship. It is the only Kansas institution in the prestigious Association of American Universities, which comprises 61 leading public and private research universities in the United States and Canada. Numbers tell part of the story: enrollment, rankings, degrees awarded, research funding, and victories of every kind. KU has changed the lives of its students and alumni for the better and has benefited the state and society in ways large and small for nearly 150 years.

At the same time, we owe it to the pioneering spirit that shaped Kansas and its university a century and a half ago to rise far above those achievements of the past. We must raise the expectations we have for ourselves, the aspirations we have for our state, and the hopes we have for our world.

Our vision for KU is multifold: We will raise our excellence in undergraduate and graduate education and by so doing train the leaders and innovators of the future. Our scholarly endeavors will lead to deep new insights, scientific advances, and medical cures. Collaboratively with our external partners, we will harness the fruits of our labor to enhance the prosperity and well-being of communities in Kansas and beyond. By realizing this vision, the University of Kansas will truly be recognized among the top tier of public international research universities.

A great university will become one of the nation’s best by making the strategic choices necessary to transform itself and achieve its vision. This strategic plan is the template for our transformation — to achieve our vision as a top-tier public international research university.
This report describes the strategic plan for KU’s Lawrence and Edwards campuses. During the 2009–2010 academic year, the chancellor’s three task forces on Research, Admissions, and Retention and Graduation provided important input for the eventual strategic planning process. Early in the fall of 2010, the strategic planning process was formally launched with the creation of a diverse steering committee — consisting of faculty members, staff, students, business and community leaders, and alumni — representing the main campus in Lawrence and the Edwards campus in Overland Park. A similar steering committee was launched at the KU Medical Center. Several people served on both steering committees in order to foster consistent goals and coordinated actions toward accomplishing the goals.

The steering committee began its work with a careful study of the things KU can do to have the greatest benefit in achieving its long-term vision. The study involved a frank assessment of KU’s weaknesses, as well as our considerable strengths. The threats that exist were objectively assessed and analyzed, as were the opportunities to excel.

From those insights, the steering committee formulated six key goals to achieve KU’s vision:

1. We will strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership, and success.

2. We will prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society.

3. We will enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and to benefit society.

4. We will engage local, state, national, and global communities as partners in scholarly activities that have direct public benefit.

5. We will recruit, value, develop, and retain an excellent and diverse faculty and staff.

6. We will responsibly steward our fiscal and physical resources and energize supporters to expand the resource base.
BEING STRATEGIC

In order to be strategic, each goal also included specific outcomes that provide a particular focus. KU is a comprehensive university and will proudly remain so. Within our broad mission, the six goals target specific areas where we can and must improve. Focusing will direct our efforts to produce the most overall benefit.

In goals 1 and 2 on education, our focus will be to build pipelines for students into and through KU, by means of a vibrant new undergraduate curriculum and enhancement of doctoral education. In goal 3 on research, we will advance the frontiers of knowledge to address the world’s most pressing challenges — not only within traditional disciplines but also through the fostering of exciting multidisciplinary synergies. In goal 4 on service, we will collaborate with our external partners — local, state, national, and global — with particular focus upon translating scholarly advances into direct societal benefits.

Goals 5 and 6 are overarching goals necessary for success in the other four. Goal 5 is devoted to developing the full potential of the KU community by recognizing the fact that excellence, accountability, and diversity go hand in hand. Goal 6 focuses upon the most effective use of current resources as well as expanding the pie with new resources so that we can invest in the priorities of this strategic plan.

The steering committee charged four work groups to develop recommended strategies and actions to achieve the first four goals. The titles of the work groups were

1. Energizing the Educational Environment
2. Elevating Doctoral Education
3. Driving Discovery and Innovation
4. Engaging Scholarship for Public Impact

In April 2011, the four work groups submitted recommendations for goals 1–4; their reports include narrative material and proposed implementation time lines. The steering committee incorporated the input from the work groups and the solicited reflections of the broader KU community to formulate the strategies and action items for the six goals in this strategic plan.

For all six goals we have identified performance indicators to provide accountability along the way. The plan is a dynamic one that will benefit from regular input and assessment. An implementation team will oversee and track progress. Peer comparisons, especially with those we aspire to be like (namely, members of the top tier of public international research universities), will provide relative benchmarks and help us adjust future action items to keep the plan on track.
A novel aspect of our planning process was the call for proposals issued to the KU community in late November 2010 to help us identify strategic initiatives. These initiatives are meant to build vibrant networks of scholars around big, bold ideas that target society’s grand challenges. They will help drive multidisciplinary research and contribute broadly to our mission of education and service.

A remarkable level of conversation and collaboration occurred during the proposal process. On February 28, 2011, we received 104 proposals involving 968 distinct participants. On average, each participant took part in 2½ proposals, and there were 23½ collaborators per proposal. The Driving Discovery and Innovation work group conducted a rigorous peer review and scoring; further input came from students and six national thought leaders.

The deans incorporated that input and their units’ priorities, and what emerged were the following four cross-cutting strategic initiative themes:

1. Sustaining the Planet, Powering the World
2. Promoting Well-Being, Finding Cures
3. Building Communities, Expanding Opportunities
4. Harnessing Information, Multiplying Knowledge

These themes are described in more detail on pages 49–55. During the 2011–2012 academic year, we will hold four university-wide summits, one for each strategic initiative theme, in order to refine the themes, begin building synergies and scholarly networks, and inform the future investments we will make in infrastructure and faculty hiring.

The strategic initiatives will play an important role in all six goals of our strategic plan. They will drive multidisciplinary research and doctoral training, enrich the undergraduate curriculum and student research experiences, and contribute to innovation and entrepreneurship. They are superb mechanisms to bring out the best in the KU community and to energize Far Above, the comprehensive fundraising campaign.
LIVING OUR **CORE VALUES**

**The guiding principles** to this strategic plan and the process that created it are encapsulated in KU’s core values:

- integrity;
- commitment to excellence;
- disciplined inquiry in the search of knowledge;
- multicultural and intellectual diversity;
- respect for the dignity and rights of the individual;
- inclusion, transparency, and communication.

**Broad involvement** of the greater KU community — including faculty members, staff, students, alumni, and community and business leaders — helped strengthen the integrity of our ideas, and it provides a strong foundation to ensure a successful implementation. More than 160 individuals participated as a member of the steering committee, the four work groups, or the ongoing four strategic initiative summit planning committees; several people participated in multiple committees. The steering committee and the four work groups included faculty members and staff from the KU Medical Center, and likewise the KUMC steering committee and work groups contained Lawrence faculty members and staff.

**The committee members** acted as valuable two-way links with the greater KU community. There were several opportunities for direct input: Departmental faculty and staff meetings were devoted specifically to key topics such as prioritizing learning goals for the curriculum and brainstorming about strategic initiatives. Almost a thousand individuals participated in one or more strategic initiative proposals. Well over a thousand individuals attended information sessions, participated in focus groups, responded to surveys, posted comments, checked the website, or submitted direct feedback.

**We regularly communicated** what we were doing in a variety of ways, including newsletters from the chancellor and provost, the strategic planning website, informal coffees, and visits to the many departments, designated centers, and units on campus.

**The full archive of the roster**, deliberations, decisions, and products of the steering committee and work groups is available on the strategic planning web site [boldaspirations.ku.edu](http://boldaspirations.ku.edu). It is a rich resource that demonstrates the insights of the participants and their commitment to the process.

**As we move to implement** the strategic plan, we will continue to engage the university community in the process. University governance, consisting of the University Senate and the four constituent senates (Faculty, Unclassified, Support Staff, and Student), is an important leadership mechanism for the discussion and airing of ideas and issues. KU administration will engage with university governance and the entire KU community to put forward the best ideas and to work collaboratively toward a common end.
This strategic plan is a framework for transformation that will place KU into the top tier of public international research universities. Being in the top tier means attaining excellence in how we prepare students to be successful and educated leaders, in how we advance the boundaries of knowledge, and in how we use our creative talents for the benefit of our local, state, national, and global communities.

Ultimately, the KU strategic plan is our pledge to one another: This is what we have said, this is where we are going, and this is what we will do.

The plan is also an enthusiastic invitation to others: Join us. Accomplishing what we have planned requires broad participation by the KU community and the many stakeholders we serve. The aspirations contained in this strategic plan are bold. Our response will be equally courageous.
Goals, Strategies, and Actions
The strategic plan is summarized below in graphical form. Under each of the six goals are the strategies we will pursue to achieve the goal. On the subsequent pages, we give the full details for each goal, and we refine each strategy into a series of specific action items. On pages 49–55, we describe the four strategic initiatives that will position KU as leaders and innovators in tackling some of society’s global grand challenges.

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**GOAL 1**: Strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership, and success.

**GOAL 2**: Prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society.

**GOAL 3**: Enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and benefit society.

**GOAL 4**: Engage local, state, national, and global communities as partners in scholarly activities that have direct public impact.

**GOAL 5**: Recruit, value, develop, and retain an excellent and diverse faculty and staff.

**GOAL 6**: Responsibly steward fiscal and physical resources and energize supporters to expand the resource base.
1. ENERGIZING the EDUCATIONAL ENVIRONMENT

Goal
Strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership, and success

KU has a strong tradition of serving the state of Kansas by providing an exceptional undergraduate education. Yet as conscientious professionals, we must ensure that our practices meet the needs and challenges faced by 21st century students. Our recent consideration of undergraduate education at KU began with the report of the chancellor’s task force on Retention and Graduation. During this past year, the strategic planning work group on Energizing the Educational Environment received extensive input from more than one thousand students, faculty members, staff, and alumni through a variety of surveys and focus groups. We asked many hard questions in the process: Why do some applicants choose not to enroll at KU? Why do some students leave KU without completing their degrees? What are the barriers preventing timely progress to graduation? What should be the educational goals that every graduate achieves?

The result was a strong and clear mandate to formulate a new KU core curriculum based upon a common set of educational goals and outcomes. Each graduate should not only master the skills needed for success in today’s world, but should acquire the foundational knowledge and abilities to adapt to and thrive in an ever-changing world. The new university-wide curriculum will significantly reduce the number of required general education courses, while ensuring that each student meets key objectives. The added flexibility will encourage students to participate in the many exciting experiential opportunities KU offers — such as study abroad, research, internships, and service learning — which we will continue to enhance. Those experiences are often life-changing; they turn a good education into a great one.

Other feedback suggested important ways to enhance the success of our students along their paths from recruitment through graduation. Crucial steps are to improve how we prepare, aid, and recruit students to KU and then, once on campus, to involve them more immediately in the intellectual life of the university. We will restructure student advising and link students more effectively to resources that help them navigate curricular transitions and achieve their educational ambitions. As new students get started at KU, technologies can alert faculty members and staff to students whose progress can benefit from immediate intervention. Energizing the educational environment at KU in these significant ways will require strong action and collaborative partnerships among units and programs across campus. We are committed to this important task. By so doing we will position KU to recruit the very best applicants, engage them intellectually to reach their full academic potential, and stimulate their progress to graduation and successful careers.
Goal 1  |  Strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership, and success

Outcomes:

- Students empowered to make informed decisions about their learning through consistent, high-quality advising and mentoring
- Students connected to KU intellectually and emotionally, from first-year through capstone experiences
- Enriched educational experiences for students through experiential learning and redesigned courses
- Students initiated for lifelong learning through renewed, goal-based general education curricula

Metrics

- Retention rates of undergraduate students
- 4-year and 6-year graduation rates
- Student participation in experiential learning
STRATEGY 1-A:
Establish a new KU core curriculum for all undergraduate students

Develop the foundation for a new undergraduate core curriculum with clear educational goals and learning outcomes
Based upon extensive input from the entire KU community, we have identified six educational goals to serve as the foundation for a new core undergraduate curriculum:

- Build core skills of critical thinking and quantitative literacy.
- Strengthen written and oral communication.
- Develop a background of knowledge across fundamental areas of study.
- Gain the ability to integrate knowledge and think creatively.
- Respect human diversity and expand cultural understanding and global awareness.
- Practice social responsibility and demonstrate ethical behavior.

These goals will position our students for lifelong learning, leadership, and success. Measurable learning outcomes for the educational goals will provide the basis for ongoing assessment.

Design and implement a new undergraduate core curriculum
The six educational goals will be our guide and focus. We will design a flexible set of options of courses and experiences to meet the six goals. At the same time, the new curriculum will significantly reduce the number of general education course requirements, giving students added flexibility to take part in important learning opportunities such as study abroad, research, internships, and service learning. The process to develop the new curriculum will involve extensive input from the entire KU community; the faculty will play a central role in order to achieve best results and a successful implementation.

Pilot student use of e-portfolios to provide evidence of achievement of learning outcomes
An important part of the success of any new curriculum is providing evidence that students actually do achieve the desired outcomes by the time they graduate. KU will develop a pilot project to demonstrate how an e-portfolio system can record student accomplishments and facilitate the evaluation of student learning.
**STRATEGY 1-B:**

*Strengthen the pipeline of undergraduates to and through KU*

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**Reorganize recruiting by focusing on communication and a comprehensive scholarship plan**

A strong pipeline of prepared students provides the financial stability and the student base to offer the very best educational opportunities. KU will reorganize its recruiting efforts to initiate early and regular contact with prospective students and to offer a menu of four-year merit scholarships and need-based financial aid.

**Initiate a central academic unit to enhance undergraduate advising**

Many students come to KU undecided about a major. Often, the longer it takes to declare a major, the longer it takes to graduate. KU’s undergraduate advising center will be restructured to focus on pre-major students to keep them on track for a degree, while moving students with majors promptly to advisers in the local units. IT tools can be especially effective in providing early feedback and intervention.

**Strengthen partnerships with community colleges to facilitate student transfer to KU**

Two-year colleges are key pathways to a KU degree, yet differences in curricula may present barriers to students and require additional courses. To help transition into KU, we will build strong partnerships, 2+2 programs, and clear transfer-articulation agreements with Kansas community colleges. The Edwards campus plays an especially important economic role in building pathways for a growing workforce in Johnson County and metro Kansas City.

**Adopt policies and procedures to ensure that students make timely, achievable major choices**

Students benefit if there is a straightforward trajectory from first enrollment to declaring a major and ultimately to graduating. To improve the undergraduate experience and reduce avoidable false starts, we need to clarify admission standards, position more advisers in the academic units, make transitions smooth, develop better “plan B” resources, and limit the number of course withdrawals.
STRATEGY 1-C:

Invest in first-year intellectual experiences

Institute a common book program
A student’s first year generally sets the tone for the college experience. Students who engage intellectually with one another will likely stay engaged through the time of graduation. One good way to prompt this behavior is through a common book program with related activities during Orientation and Hawk Week. Faculty members, staff, senior administrators, and alumni will participate in discussion sections and events.

Develop topical, discussion-based, first-year seminars
KU will offer faculty-led, small-group seminars on interdisciplinary academic themes to promote deep learning and thinking skills, while providing personal connections with faculty members. For-credit seminars such as these will dovetail with common book activities, meet one or more general education requirements, and/or connect with a block enrollment cohort.

Implement block enrollment in freshman year to encourage cohorts and learning communities
Failure to connect fully with KU is often a reason why capable students leave KU prematurely. First-year students who progress as cohorts achieve better success and retention. An effective mechanism is block enrollment in first-year classes, so that students as a group attend two or more of the same courses. The resulting student interactions often lead to effective study groups, help bridge social and academic activities, and encourage interdisciplinary explorations. Block enrollment will be used to develop learning communities designed and led by faculty members.

STRATEGY 1-D:

Enhance experiential learning opportunities

Establish a Center for Experiential Learning
Experiential learning — best described as “learning through doing” — is a valuable complement to classroom-based or web-based education. It serves as a model for the type of self-directed learning that goes on throughout life. KU will create a Center for Experiential Learning to connect students to opportunities for service learning, undergraduate research and internships, entrepreneurship, leadership, and global awareness.

Build experiential learning opportunities into the new core curriculum
A college degree is more than a collection of credits. It should be a formative experience that lends coherence to a program of study and enables a lifetime of learning. The new curriculum will encourage experiential learning, such as research, internships, staging of exhibitions or performances, service learning projects, study abroad, and certificate programs. First-year seminars with tracks can connect students to subsequent experiential learning opportunities. For example, a paper written on a topic encountered in the seminar can become the first draft for a senior thesis on a strategic initiative theme, which can be further enriched by course work and undergraduate research experiences.
STRATEGY 1-E:
Redesign courses to enhance student learning

Promote active learning
Educational outcomes are enhanced when students participate actively in their own learning. KU will redesign courses around high-impact and evidence-based practices that promote active learning. Such approaches can take advantage both of technology that monitors student progress and of teaching strategies that foster problem-solving and group activities.

Encourage the development of courses that take advantage of new pedagogical methods and IT
Technology now allows the blending of online or distance delivery of content with expanded discussion formats in the classroom. KU will support faculty members to redesign current courses or propose new courses that involve new technologies and incorporate active learning.

KEY METRICS BY WHICH WE WILL GAUGE PROGRESS:

- Retention rates of undergraduate students
- 4-year and 6-year graduation rates
- Student participation in experiential learning
2. **ELEVATING DOCTORAL EDUCATION**

**Goal**
*Prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society*

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**Doctoral education** prepares future thinkers, researchers, and educators. The doctoral students of today will be the innovators of tomorrow. They will provide new solutions to the issues we face and, in so doing, sustain the development of our civilization.

**The doctoral degree** is by no means solely a degree for future college professors, although that role will always be an important one. Today, a doctorate in chemistry can lead to a job in an energy company or in a promising new startup. A doctorate in the humanities or social sciences can lead to a career in local, state, or national government or in a host of nonprofit agencies and foundations.

**Doctoral education** is a distinguishing feature and a fundamental component of KU’s mission. Success in doctoral education defines our national and worldwide standing as an international public research institution, and much of our research is possible only because of our doctoral students. The required investment — in time, money, and effort — is enormous.

**While we offer a variety** of graduate degrees at KU, we are focusing our efforts in this goal on bolstering the strength and vitality of our most advanced degree — the doctoral degree. Imperative in that regard is elevating the profile of our doctoral programs; holding ourselves accountable in how well we educate and train researchers, scholars, and innovators; and helping students succeed while students and throughout their careers.
Goal 2  
Prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society

Outcomes:

- Rigorous data-based planning and accountability for doctoral education
- Establishment of standards for milestones, completion, time to degree, outcomes, and placement
- Mentoring of students to become professionals and scholars inside and outside academia
- Comprehensive and sustainable funding model for doctoral education
- Increased diversity of graduate student body and of graduates

STRATEGY 2-A
Develop sustainable funding for doctoral education

ACTION ITEMS
- Develop flexible funding models and workloads for graduate assistantships (1)
- Increase external and internal funding opportunities for doctoral education (2)
- Make doctoral education a priority in Far Above, the comprehensive fundraising campaign (3)

STRATEGY 2-B
Use comparative data to set academic program standards

ACTION ITEMS
- Establish discipline-specific standards for doctoral education and review student progress annually (1)
- Distribute fellowships based upon student progress and placements (2)

STRATEGY 2-C
Develop a comprehensive doctoral student recruitment plan

ACTION ITEMS
- Actively target and recruit high-quality doctoral applicants, including international students and students from underrepresented groups (1)
- Provide central support and training for unit-led recruiting efforts (2)

STRATEGY 2-D
Size academic programs based upon merit, mentoring, placement

ACTION ITEMS
- Ensure transparency by publishing each program’s key data in a consistent format (1)
- Collect and use job market and placement data to set admission targets for doctoral programs (2)

Metrics

- Percentage of graduate students holding GTA or GRA appointments
- Time to degree
- Doctoral student employment rate within one year after graduation
**STRATEGY 2-A:**

*Develop sustainable funding for doctoral education*

Develop flexible funding models and workloads for graduate assistantships

Doctoral students receive funding and important professional training in the form of graduate assistantships (GAs), especially graduate research assistantships (GRAs) and graduate teaching assistantships (GTAs). A proper balance of the two support roles is important, so that each doctoral student can gain sufficient pedagogical training and experience as well as spend sufficient time on thesis research to make good progress to the PhD degree. We will collect and analyze data about the level of institutional support for doctoral education and use that data to develop flexible funding models that promote degree completion.

Increase external and internal funding opportunities for doctoral education

An important measure and mechanism for excellence in graduate education is the support provided by fellowships, especially in the first year to recruit students to KU and in the final year to help them complete dissertation work. KU will institute a centralized method to track the type and amount of internal and external fellowships and encourage doctoral students and their mentors to seek and effectively utilize external funding.

Make doctoral education a priority in *Far Above, the comprehensive fundraising campaign*

Doctoral students are the innovators of the future and as such will lay the groundwork for long-term prosperity. They will carry on the pursuit of new knowledge for the betterment of mankind. Raising support for doctoral education will allow us to provide competitive stipends for GTAs and GRAs, which in turn will help attract the best and brightest to KU. We will highlight the importance of doctoral education as a fundraising priority in *Far Above, the comprehensive campaign.*
STRATEGY 2-B:

*Use comparative data to set academic program standards*

**Establish discipline-specific standards for doctoral education and review student progress annually**
Since doctoral education is decentralized and highly personal, expectations for student performance often vary from one adviser or committee to another. The best doctoral programs set expectations for students and provide guidance for advisers and committees in a variety of areas, including admissions, funding, mentoring for research and teaching, and time to degree. KU schools and departments will use agreed-upon standards for student performance, plans of study, and learning outcomes to review doctoral student progress on an annual basis. Annual reviews will keep students on track for timely graduation and help identify shortcomings in curriculum and advising. Tools discussed in goal 3 will aid the process.

**Distribute fellowships based upon student progress and placements**
Scarce fellowship dollars should be used wisely and strategically where most needed. Data from annual reviews of student progress, placement information, and market demand will be collected and analyzed to make strategic decisions about the disbursement of fellowships.

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STRATEGY 2-C:

*Develop a comprehensive doctoral student recruitment plan*

**Actively target and recruit high-quality doctoral applicants, including international students and students from underrepresented groups**
KU can improve its recruiting of students from international backgrounds, underrepresented groups, and top-ranked programs by pooling departmental resources to ensure that KU is well-represented on the web and at domestic and international recruiting venues. We must also provide discipline-appropriate funding packages (GRA/GTA combinations) with competitive stipends.

**Provide central support and training for unit-led recruiting efforts**
Above all, recruiting excellent students requires the active involvement of the program faculty. To help each department in its recruiting, KU will hire a central recruitment officer in the Office of Graduate Studies to coordinate planning efforts among the academic units, institute best practices in recruiting, offer recruitment strategy training workshops to faculty members and staff, do related research, and serve as a consultant to departments.
STRATEGY 2-D:
Size academic programs based upon merit, mentoring, placement

Ensure transparency by publishing each program’s key data in a consistent format
We should hold our programs accountable to important measures such as program quality, admissions standards, time to degree, financial support, faculty profile, and career placement. We will collect and display such data on the web page of each school and department in a consistent and open manner. These data will help prospective students make informed decisions about graduate study and will contribute to the program review as outlined in goal 3.

Collect and use job market and placement data to set admission targets for doctoral programs
Departments and schools are in the best position to know the job prospects and placement data of their doctoral graduates. Such information is important to make informed decisions about whom to admit, how many to admit, and the specific training offered. Programs must be regularly monitored to ensure that they admit only as many students as they can appropriately mentor and responsibly place in program-related positions upon completion.

KEY METRICS BY WHICH WE WILL GAUGE PROGRESS

- Percentage of graduate students holding GTA or GRA appointments
- Time to degree
- Doctoral student employment rate within one year after graduation
3. DRIVING DISCOVERY and INNOVATION

Goal

Enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and benefit society

Many challenging problems that confront society — such as sustaining economic vitality and a healthy environment, improving human health and well-being, resolving generations of conflict, and exploiting information without falling prey to it — are inherently cross-disciplinary and require deep insights from several disciplines. Experts in individual disciplines must inspire one another, work together, and build synergies in order to effectively address today’s grand challenges.

On the other hand, our academic structures are organized primarily around specialized and narrower fields of study. Over the last century, that specialization helped launch an explosion of deep and fundamental discoveries in the disciplines, creating a truly golden age of learning. The multidisciplinary fields that drive our national economy today — such as IT, nanotechnology, and genome science — can each trace their roots to fundamental discoveries in the disciplines.

Therefore, it is important to embrace a dual philosophy of excellence — excellence in multidisciplinary collaborations as well as in the core disciplines. These two approaches are highly synergistic: The most successful multidisciplinary collaborations often occur among researchers with deep but distinct areas of expertise who, in the course of their joint work, make state-of-the-art contributions to their respective core disciplines. Moreover, the feedback and insights gained from cross-cutting collaborations and conversations can inspire exciting new directions in the core disciplines and contribute to their renewed vitality.

The first two strategies in this section focus on proactive ways to enhance both disciplinary and multidisciplinary research excellence — by removing hurdles, facilitating conversations and collaborations, and encouraging risk-taking. We will invest in the four strategic initiatives described on pages 49–55 to position KU researchers to make major contributions to society as well as to secure the external funding needed to reach full potential. Related recommendations appear in goal 4 to develop corporate partnerships and entrepreneurial opportunities.

For purposes of convenience in this strategic plan, we will use the term “research” to refer to the totality of a faculty member’s creative activities — encompassing not just what is published in scholarly books and journals but also other forms of scholarship, such as performance, composition, artwork, and (as discussed in goal 4) community-engaged scholarship. As a public international research university, it is important for KU to value and recognize scholarly innovation of all kinds. We will develop accountability tools to measure and monitor research activity of faculty members and their units. These tools will support the recommendations in goal 5 to implement policies for post-tenure faculty review and differential workloads, as well as those in goal 2 for program review.
Goal 3 | Enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and benefit society

Outcomes:

- An enhanced identity as an international research university
- Data-focused planning and accountability for discovery and innovation
- Increasingly transdisciplinary synergistic, and collaborative scholarship
- Scholarly innovation, strategic risk-taking, and long-term thinking
- Enhanced external research funding
- An expansive view of scholarship embracing all forms of research and creative expression
- Wider dissemination of knowledge and visibility

Metrics

- Federal research funding
- Number of major awards and memberships
- Scholarly citations of KU faculty members
STRATEGY 3-A:

Pursue multidisciplinary strategic initiatives

Pursue strategic initiatives that position KU as a national leader

The 104 strategic initiative proposals submitted on February 28, 2011, exemplify the tremendous imagination and determination of KU’s faculty to address society’s grand challenges. The proposals led to four strategic initiative themes (described on pages 49–55) that will be explored further during four summits to take place in 2011–2012. KU will intentionally invest new and reallocated resources to hire faculty members and to build infrastructure in these thematic areas in order to realize their full potential.

Develop hiring plans involving joint appointments in support of strategic initiatives

Joint faculty appointments, including senior appointments, will be encouraged when helpful for the teaching and research missions of the university, especially in support of the four multidisciplinary strategic initiatives. Currently, there can be administrative obstacles that make joint appointments difficult to implement and manage. Policies and procedures should help, not hinder, the granting of joint appointments; we address the policy and procedural issues in goal 5.

STRATEGY 3-B:

Increase research activities and innovation

Encourage the development of new research efforts and funding opportunities

The conception and pursuit of new research directions require a certain amount of risk on the part of individual researchers. Risk-taking thrives on encouragement, a culture that values innovation, and resources to try new ideas. KU will support innovative new research projects and assist faculty teams to prepare for major funding opportunities through a variety of mechanisms including seed funding, faculty release time, and service centers for administrative and grant-writing support.

Recruit faculty members at all ranks to enhance the research portfolio of KU

When faculty members at KU retire, the university too often hires new faculty members at junior rank or as professional staff. KU will be more aggressive in recruiting stellar new faculty members at all ranks from assistant to associate to full professor. While junior faculty have more-current training and require less startup resources, senior faculty can hit the ground running with established research programs and make immediate contributions to the strategic initiatives. Senior faculty can also serve as valuable resources to mentor junior faculty.

Introduce more differential rewards and awards university-wide

Outstanding research is a distinguishing characteristic of an international research university. KU will recognize and highlight scholarship in a variety of ways throughout the university. Two recently instituted awards include the University Scholarly Achievement Award for mid-career star faculty members and the Leading Light Award to recognize recipients of research grants in excess of $1 million. There will be more such awards and mechanisms to recognize and promote outstanding scholarly performance.
STRATEGY 3-C: Document research excellence with enhanced accountability

Obtain comparative tools for evaluating department rankings nationally on varied measures
To assure accountability and continuous improvement, KU must regularly monitor the quality and effectiveness of its academic programs. When doing so, we should use meaningful data and peer comparisons and not rely upon anecdotes or past laurels. KU will partner with private vendors that offer reliable tools for collecting and analyzing peer data related to research grants, publications, citations, creative work, and other indicators of scholarly accomplishment. We will use such tools to provide objective baseline measures and peer comparisons for program evaluation. We will work with the individual units to determine the type of data most relevant to the units, and we will work with the vendors to promote the collection of those types of data.

Initiate a university-wide web-based faculty activity reporting system
KU will develop a central, web-based system that captures in one place all relevant aspects of each faculty member’s professional life. Currently, this kind of information exists in many forms and many places, requires much effort to collect it, and is often out of date. The Professional Record Online (PRO) system — containing information updated routinely by the faculty member — will ease faculty and administrative burdens, aid performance evaluation, generate accurate faculty and departmental web pages, support accreditation and program review requirements, and dovetail with the evaluation tools referenced above.

Establish a formal external review policy for all academic and research units
All designated research centers and several schools and departments at KU currently undergo some type of external review. KU will develop a standard policy of external review to assist in elevating the performance and accountability of departments and to provide the context for recognizing and rewarding units that are making substantial progress. Reviews will provide useful input for budget decisions and resource allocation, as described in goal 6. The productivity and reporting tools described in the prior two action items will aid in this review process.

KEY METRICS BY WHICH WE WILL GAUGE PROGRESS

- Federal research funding
- Number of major awards and memberships
- Scholarly citations to KU faculty members
4. ENGAGING SCHOLARSHIP for PUBLIC IMPACT

Goal

Engage local, state, national, and global communities as partners in scholarly activities that have direct public impact.

The heroine of E.M. Forster’s masterpiece *Howards End* pleads: “Only connect the prose and the passion and both will be exalted… Live in fragments no longer.” Faculty members sometimes face a similar challenge: how to connect the work of discovery that they feel so passionately about with the needs and expectations of the wider world.

In an academic environment, it can be tempting to live in fragments. Indeed, scholars are often rewarded — by tenure, promotion, honors, and sabbaticals — for their focused pursuit of new knowledge, as reflected in individual publications and grants.

On the other hand, the state and the nation that sustain us need us now more than ever — to invest KU’s substantial intellectual capital and research infrastructure in order to spur innovation, business partnerships, community collaborations, and economic prosperity.

We should demand the highest standards of excellence in our scholarly activities, but at the same time we should provide a broad playing field upon which our faculty members, staff, and students can choose how to fully exercise their creative talents. Scholarly excellence can be found not only in traditional scholarship, but also in technology commercialization and other forms of entrepreneurial or out-of-the-box thinking. It can be found in collaborative partnerships with businesses and corporations, which have downsized research operations over the last two decades and look increasingly to universities for innovative work. It can be found in P–12 innovations in pedagogy, technology tool development, and assessment methodologies. And it can be found in the broad area of community-engaged scholarship, in which research is done in collaboration with community partners for direct public benefit.

The common element of all these examples should be scholarship, which involves dissemination and assessment conducted within an acceptable system of peer review. The goal of engaged scholarship, therefore, is to connect our dedication for scholarly excellence with KU’s important mission of service to the state, nation, and world. We will work to encourage and reward a wide array of innovative research and scholarly activities that have direct positive bearing upon the communities we serve.
**Goal 4**  
*Engage local, state, national, and global communities as partners in scholarly activities that have direct public impact*

**Outcomes:**

- Recognition, facilitation, and support of engaged scholarship
- Mutually productive partnerships with the community for engaged scholarship
- Learning and scholarship experiences for students
- Increase in scholarly activities by leveraging existing community engagement activities
- A culture of entrepreneurship and risk-taking

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<tr>
<th>STRATEGY 4-A</th>
<th>STRATEGY 4-B</th>
<th>STRATEGY 4-C</th>
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<tbody>
<tr>
<td>Promote a culture that openly values engaged scholarship</td>
<td>Encourage, support, and coordinate engaged scholarship</td>
<td>Promote active entrepreneurship and vibrant external partnerships</td>
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**ACTION ITEMS**

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<tr>
<th>STRATEGY 4-A</th>
<th>STRATEGY 4-B</th>
<th>STRATEGY 4-C</th>
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<tbody>
<tr>
<td>Elevate the status of engaged scholarship as valued scholarship <em>(1)</em></td>
<td>Create the appropriate administrative structure to support engaged scholarship <em>(1)</em></td>
<td>Develop a comprehensive plan to engage the KU community in entrepreneurial activities <em>(1)</em></td>
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<tr>
<td>Build an accessible database of KU exemplars of engaged scholarship <em>(2)</em></td>
<td>Implement a portal for university partnerships with the community <em>(2)</em></td>
<td>Expand the commercialization of KU technologies and the incubation of KU startups <em>(2)</em></td>
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<tr>
<td>Recognize engaged scholarship in tenure and merit criteria <em>(3)</em></td>
<td>Develop programs for faculty members, staff, and students to support engaged scholarship <em>(3)</em></td>
<td>Build high-level partnerships with business and external partners to advance key priorities <em>(3)</em></td>
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</table>

**Metrics**

- Engaged scholarship projects and expenditures
- Business, industry, and community partnerships
- Patents, licenses, and startups and derived revenue
STRATEGY 4-A:

*Promote a culture that openly values engaged scholarship*

**Elevate the status of engaged scholarship as valued scholarship**

The university needs to embrace an operational definition of engaged scholarship, informed by the many and diverse examples of existing excellence at KU. We are especially interested in fostering a culture that fully appreciates these broader forms of scholarship so as to provide a stimulating arena for faculty members, staff, and students to engage in research and scholarship.

**Build an accessible database of KU exemplars of engaged scholarship**

Much engaged scholarship already takes place at KU, though not always labeled or understood as such. Its impact would be greater if the results were more broadly disseminated. In collaboration with University Relations and other KU communicators, we will develop compelling stories of the importance of engaged scholarship. We will benchmark and increase faculty satisfaction and community awareness of KU’s efforts.

**Recognize engaged scholarship in tenure and merit criteria**

Faculty focus groups made clear that many academic units do not equally value engaged scholarship and traditional scholarship, even when both are of admittedly high quality. The importance of engaged scholarship must be institutionalized in university reward structures and in tools such as the Professional Record Online (PRO) system highlighted in goal 3. Departments and schools will review and revise promotion and tenure criteria with regard to research and scholarship in order to reinforce the value of engaged scholarship.

STRATEGY 4-B:

*Encourage, support, and coordinate engaged scholarship*

**Create the appropriate administrative structure to support engaged scholarship**

To enhance scholarly engagement, KU will create a coordinated administrative support mechanism on the Lawrence and Edwards campuses to promote interactions and collaborations with the external community. It will provide a knowledge base of ongoing engaged scholarship, actively manage an information portal of opportunities for collaboration, coordinate publicity efforts, and monitor progress.

**Implement a portal for university partnerships with the community**

An important component of administrative support is to create a clearinghouse or portal for possible university-community collaborations. Such a portal could help connect community organizations to interested faculty members having related expertise, as well as promote service learning opportunities. The knowledge base of exemplars discussed earlier could serve as a valuable resource in this regard.

**Develop programs for faculty members, staff, and students to support engaged scholarship**

The best way to increase the awareness and level of engaged scholarship is to build upon existing successful efforts. We will identify faculty leaders to take part in workshops on the intellectual rewards and external funding opportunities available in engaged scholarship. Seed funds will be used to jump-start efforts with high potential.
STRATEGY 4-C:  
Promote active entrepreneurship and vibrant external partnerships

Develop a comprehensive plan to engage the KU community in entrepreneurial activities
A high degree of consensus emerged from the strategic planning process concerning the need to create a culture of intellectual and commercial entrepreneurship across the entire university. In its broadest sense, entrepreneurship involves innovation and informed risk-taking. Now is the time to elevate entrepreneurial thinking as an important activity of the university. We have created a new leadership position in innovation and entrepreneurship as one element of this desired culture change. Another is the effort to manage obstacles to faculty entrepreneurship, such as promotion and tenure policies and conflict of interest regulations.

Expand the commercialization of KU technologies and the incubation of KU startups
KU has tremendous potential to commercialize new technologies, grow startups, attract businesses to Kansas, create jobs, and educate the labor force. To do so, KU will closely engage the entrepreneurial community, develop training programs for entrepreneurs, invest selectively in commercialization opportunities, harness the advice and expertise of alumni and friends worldwide, support multidisciplinary collaborations, expand collaborations with KUMC, and increase incubator and commercialization space.

Build high-level partnerships with business and external partners to advance key priorities
To promote entrepreneurship at KU, it is important to engage more closely in the effort with external organizations, such as governments, communities, non-profits, and commercial businesses. Currently only 3% of KU’s research portfolio is funded from corporations. KU will build productive high-level links with major external partners and increase opportunities for faculty members, students, and staff to learn about and participate creatively in business and company partnerships.

Create an innovation fair for students
As part of our engagement with businesses and communities, KU will collaborate with our external partners to host an innovation fair for students to solve problems, work with external partners, and market and publicize the results. An innovation fair will provide an excellent venue for the promotion and recognition of entrepreneurship at KU.

KEY METRICS BY WHICH WE WILL GAUGE PROGRESS

- Engaged scholarship projects and expenditures
- Business, industry, and community partnerships
- Patents, licenses, and startups and derived revenue
5. DEVELOPING EXCELLENCE in PEOPLE

Goal | Recruit, value, develop, and retain an excellent and diverse faculty and staff

KU’s people are its most valuable resource. Quality higher education is people-intensive. Technology is important, but there is no replacement for an inspiring teacher, an innovative researcher, or a valuable staff member. It thus makes sense to devote exceptional care and attention to the hiring, training, and recognition of people. Seemingly well-intentioned personnel policies can slow the hiring process to a crawl, risking the loss of strong candidates to more-nimble universities. Retention of excellent faculty members and staff can be equally challenging, especially if their contributions to the university are not fully recognized and appreciated.

KU faculty members and staff should be encouraged to achieve high standards of performance based upon clearly established and applied criteria. Tenured and tenure-track faculty members in particular should aspire to promotion to full professor and to sustained productivity. To facilitate long-term success, KU will follow the lead of many peer universities by developing and implementing meaningful policies of post-tenure faculty review and mentoring. For staff members, systematic review and refinement of position descriptions will clarify performance criteria. These efforts will enhance the annual process for performance evaluation and goal-setting. We will work to increase satisfaction and retention of faculty members and staff through enhanced professional development opportunities and by visible recognition of exemplary achievements.

As a foundation for a vibrant and productive campus community, KU will foster a rich mix of perspectives, ethnicities, life experiences, interests, worldviews, and cultures. Diversity and excellence go hand in hand. A diverse and inclusive environment strengthens KU’s ability to excel. Diversity enriches our ability to find innovative solutions to complex problems and to create new knowledge. It provides our students valuable experiences that will help them prosper after graduation in an increasingly global and multicultural world. Through diversity, we gain the opportunity to broaden our worldview, as well as to build a community of learning and fairness marked by mutual respect.
Goal 5 | Recruit, value, develop, and retain an excellent and diverse faculty and staff

Outcomes:

- Productive faculty and staff proud to call KU home
- A workforce accountable to the highest standards of performance
- A culture of recognizing, rewarding, and advancing excellence
- A diverse community of faculty, staff, and students

### STRATEGY 5-A
Enhance the recruitment process for excellence in hiring

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<th>ACTION ITEMS</th>
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<tbody>
<tr>
<td>Identify and remove barriers to hiring and facilitate recruitment (1)</td>
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<tr>
<td>Implement the Hiring for Excellence protocols (2)</td>
</tr>
<tr>
<td>Enliven the KU campus community with eminent visitors and local community talent (3)</td>
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### STRATEGY 5-B
Develop and retain talent and leadership at all levels to thrive in an era of change

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<thead>
<tr>
<th>ACTION ITEMS</th>
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<tbody>
<tr>
<td>Expand and enhance training, mentoring, and leadership development opportunities (1)</td>
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<tr>
<td>Increase the visibility and recognition of KU faculty and staff expertise (2)</td>
</tr>
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### STRATEGY 5-C
Be accountable

<table>
<thead>
<tr>
<th>ACTION ITEMS</th>
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<tbody>
<tr>
<td>Develop and implement university-wide faculty policies for post-tenure review and mentoring (1)</td>
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<tr>
<td>Utilize differential faculty workloads to enhance productivity (2)</td>
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<tr>
<td>Encourage ongoing two-way performance evaluation (3)</td>
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### STRATEGY 5-D
Enhance the diversity of faculty, staff, and student body

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<th>ACTION ITEMS</th>
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<tr>
<td>Elevate the diversity leadership position to a vice provost level (1)</td>
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<tr>
<td>Provide university oversight for diversity and equity of faculty, staff, and students (2)</td>
</tr>
<tr>
<td>Develop and implement a campus vision and plan to coordinate diversity efforts (3)</td>
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### Metrics

- Professional development participation of faculty and staff
- Numbers of minority faculty members, staff, and students
- Appointment processing time
STRATEGY 5-A:
Enhance the recruitment process for excellence in hiring

**Identify and remove barriers to hiring and facilitate recruitment**
KU will examine its human resource structure, streamline existing hiring processes, and make them more applicant-centered. Positions should be designed to recruit a large and diverse pool of qualified applicants. Joint appointments between two departments or centers can be especially effective for recruiting faculty members who resonate with intellectual synergies, such as in the four strategic initiatives; clear streamlined procedures must be developed for performance expectations, committee participation, faculty evaluation, and promotion.

**Implement the Hiring for Excellence protocols**
KU will adopt the philosophy of hiring for excellence to promote more-effective faculty and staff searches — resulting in higher levels of excellence and diversity. The approach will make use of an intermediate filtering mechanism with personal interaction that focuses upon the key qualities and skills necessary for success. As a result, by virtue of interactions with a larger number of candidates at the intermediate stage, the finalists who are chosen (as well as the eventual hire) will simultaneously be more qualified and more diverse.
STRATEGY 5-B:
Develop and retain talent and leadership at all levels to thrive in an era of change

Expand and enhance training, mentoring, and leadership development opportunities
On a periodic basis, KU surveys its faculty members and staff about campus climate and work-life issues, and we will continue to seek their input in order to enhance satisfaction and retention. A consistently expressed desire is for more role-based and skill-based professional development. KU benefits when its faculty members and staff assume leadership positions and branch out into new areas. The Senior Administrative Fellows Program and the Staff Fellows Program are notable examples to build upon. KU will step up efforts to organize and provide regular professional development, mentoring, and advancement training to faculty members and staff.

Increase the visibility and recognition of KU faculty and staff expertise
Another input from campus climate surveys is how important it is for people to be valued for their contributions. Our faculty members and staff often do not seek or receive the recognitions they deserve, such as through national and international awards. Some consider it a form of “Kansas humility.” In each of its units and on a regular basis, KU will examine the pipeline for major recognition and awards and facilitate the nominations of faculty members and staff at all levels. At the campus level, KU will develop more opportunities — both formal and informal — to recognize faculty members and staff, boost morale, and build pride in KU.

Enliven the KU campus community with eminent visitors and local community talent
What if a former world leader or a Nobel Prize-winning scientist or a nationally known artist established residency in Lawrence for a week, month, semester, or year? Such a residency could go well beyond a single public lecture to include activities such as research collaborations, community and faculty interactions, mini-courses, media appearances, ongoing blogs and tweets, and directing student performances. Imagine doing the same with local and regional leaders. Such a program will enliven the campus community intellectually, provide stimulating synergies with the strategic initiatives, and potentially attract stellar talent to KU.
**STRATEGY 5-C:**

*Be accountable*

Develop and implement university-wide faculty policies for post-tenure review and mentoring

All tenured and tenure-track faculty members should aspire to promotion to full professor and remain highly productive throughout their academic careers. KU will work with faculty governance to develop and implement a proactive system of post-tenure review and mentoring. The Professional Record Online (PRO) system described in goal 3 can aid the review system by giving faculty members, department chairs, deans, and other administrators a richer, fuller depiction of individual contributions to KU and beyond.

Utilize differential faculty workloads to enhance productivity

The traditional allocation of a KU faculty member’s effort is 40% teaching, 40% research, and 20% service. Faculty workload allocations should be adjusted based upon clear policies to reflect institutional needs and individual capabilities. Deans and department chairs will coordinate with individual faculty members on a periodic basis to establish fair and appropriate workloads that will maximize overall productivity and advance KU’s mission as a public international research university.

Encourage ongoing two-way performance evaluation

Ideally performance feedback should not be given just once a year but on a more regular basis, and the discussions should not be restricted only to the performance of the supervisee but also consider how the supervisor can improve the work environment. Faculty members and staff will engage their chairs and supervisors in regular and documented two-way conversations to develop a team environment based upon mutual trust, respect, and shared priorities. Position descriptions will be kept up-to-date to accurately reflect the duties involved.
STRATEGY 5-D:
Enhance the diversity of the faculty, staff, and student body

Elevate the diversity leadership position to a vice provost level
KU has had a diversity and equity officer for some time, though in an interim capacity for the previous two years and never at the vice provost level. Feedback during the planning process strongly encouraged a more substantial position and role. As an early action item to enable the future work envisioned, the position has recently been elevated to the permanent position of vice provost for diversity and equity.

Provide university oversight for diversity and equity of faculty, staff, and students
The vice provost for diversity and equity will provide leadership in the area of diversity and equal opportunity for all faculty members, staff, and students. Student diversity organizations and the Office of Multicultural Affairs will be supervised through the same office that handles faculty and staff diversity and that interacts with networks of minority alumni.

Develop and implement a campus vision and plan to coordinate diversity efforts
The vice provost will work collaboratively with the many units at KU to develop a broad campus-wide diversity plan and oversee the development of unit-specific plans. These plans will lay out expectations for each unit to measure current status, develop goals and strategies for improvement, and make progress toward those goals. Units will be evaluated and rewarded commensurately.

KEY METRICS BY WHICH WE WILL GAUGE PROGRESS

- Professional development participation of faculty and staff
- Numbers of minority faculty members, staff, and students
- Appointment processing time
6. DEVELOPING INFRASTRUCTURE and RESOURCES

Goal
Responsibly steward fiscal and physical resources and energize supporters to expand the resource base

The Lawrence campus sprawls from Corbin Hall to the Research Circle on West Campus, out to Wakarusa Road, and up to the Field Station. And the Edwards campus in Overland Park is thriving with a new building soon to be operational. It is easy to remark upon the beauty of KU and yet not realize the amazing diversity it contains: classrooms, cubicles, wet labs, Wi-Fi zones, climbing walls, art collections, library books, pipe organs, and pickled specimens. Beneath our feet and over our heads are fantastic webs of electrical cables, steam tunnels, chilled water pipes, fiber optic lines, HVAC ducts, sewers, and water mains.

These things are real and important. They provide the infrastructure that makes it possible for students to study, teachers to teach, and researchers to discover. There is also another kind of infrastructure at KU: the equally complex and often opaque organizational structure that plans and manages and pays for the entire physical infrastructure.

Our strategic plan is an aggressive one — requiring significant monetary resources for full success. We will identify important strategies to develop and enhance the needed infrastructure and resources. We will reorganize administratively and operationally to do more with less, so that we can invest in our core academic priorities. We will more effectively plan and manage the facilities on campus for long-term sustenance. And we must be visionary in order to enlist the full financial support of our alumni and friends in Far Above, the comprehensive fundraising campaign.
Goal 6 | Responsibly steward fiscal and physical resources and energize supporters to expand the resource base

Outcomes:
- Efficient and effective business and administrative operations
- A comprehensive campus master plan and process for facilities planning
- A sustainable and well-functioning campus known for its enduring beauty
- Success in *Far Above*, our comprehensive fundraising campaign

**STRATEGY 6-A**

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<th>ACTION ITEMS</th>
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<tr>
<td>Reallocate resources on a regular basis to priorities</td>
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<tr>
<td>Transform organizational structures for maximum effectiveness (1)</td>
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<tr>
<td>Create dynamic strategic planning efforts at all levels and utilize them for resource decisions (2)</td>
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<tr>
<td>Regularize administrative processes and systems with the KU Medical Center (3)</td>
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**STRATEGY 6-B**

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<th>ACTION ITEMS</th>
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<tr>
<td>Create a comprehensive process for facilities planning</td>
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<tr>
<td>Establish a university-wide process to coordinate and prioritize building projects (1)</td>
</tr>
<tr>
<td>Develop a campus master plan for buildings, infrastructure, and sustainability (2)</td>
</tr>
<tr>
<td>Build a computational and technology infrastructure for future teaching, research, and administration needs (3)</td>
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**STRATEGY 6-C**

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<th>ACTION ITEMS</th>
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<tbody>
<tr>
<td>Energize <em>Far Above</em>, the comprehensive fundraising campaign</td>
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<tr>
<td>Focus fundraising goals upon the bold ideas from the strategic plan (1)</td>
</tr>
<tr>
<td>Activate school-level campaign steering committees (2)</td>
</tr>
<tr>
<td>Communicate often and effectively with key stakeholders (3)</td>
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**Metrics**
- Master plan developed
- Amount of reinvestment per year
- Philanthropic gifts
STRATEGY 6-A:

Reallocate resources on a regular basis to priorities

Transform organizational structures for maximum effectiveness
The Changing for Excellence initiative will generate a number of programs for making KU’s organizational structure more effective and efficient. The savings will free up resources that can be reallocated to higher-level priorities. We will work to implement the recommendations that make sense for the overall good of KU.

Create dynamic strategic planning efforts at all levels and utilize them for resource decisions
The full success of the campus-wide strategic plan requires the active participation of the College and the individual schools. The College and schools will develop corresponding plans that align with those of the university. Progress toward achievement of these plans, informed by the results of external reviews discussed in goal 3, will be an important component of annual budget reviews and resource allocations.

Regularize administrative processes and systems with the KU Medical Center
KU will remove administrative barriers to collaboration among KU’s campuses by regularizing systems and processes across the campuses. These systems and processes include IT systems and identity management, human resources, fiscal services, electronic workflow, library access and subscriptions, instructional programs, communications, and enterprise resource planning systems.

STRATEGY 6-B:

Create a comprehensive process for facilities planning

Establish a university-wide process to coordinate and prioritize building projects
The physical campus at KU is large and complex. Managing the building and maintenance of facilities must be done with the utmost consideration, coordinated at the central level but with extensive input from stakeholders. KU will form a single university-wide Capital Projects Council, which will meet regularly to identify KU’s building priorities and to establish clear and transparent policies and processes for use of land, buildings, and other infrastructure.

Build a computational and technology infrastructure for future teaching, research, and administration needs
The variety and complexity of computing nodes on campus is growing rapidly, but in a markedly decentralized manner. With the assistance of a technology governance committee, KU IT will align technology goals with those of the institution, maximize the value from its investments, and organize university technology resources to gain efficiencies through standardization and centralization.
Focus fundraising goals upon the bold ideas from the strategic plan
KU’s alumni and friends are among the most loyal in the world, yet the magnitude of the contributions needed for success in the strategic plan cannot be realized from loyalty alone. We must connect our guiding vision for KU with the inner passion of donors — to demonstrate how what we are doing will have profound positive effects. As one example, the four strategic initiative themes referenced on pages 49–55 comprise several bold ideas where KU can and will make the world a better place.

Activate school-level campaign steering committees
An important mechanism for success in Far Above, the comprehensive campaign, is the formation of campaign steering committees in the College and the schools, so as to engage our strongest supporters in the important fundraising effort.

Communicate often and effectively with key stakeholders
A strategic communications plan for Far Above, the comprehensive fundraising campaign, will be developed and implemented with broad and continuous input from all parts of the university. On a regular basis, we will reference the strategic planning goals, strategies, and action items, announce contributions and accomplishments of Far Above, and monitor progress.

KEY METRICS BY WHICH WE WILL GAUGE PROGRESS

- Master plan developed
- Amount of reinvestment per year
- Philanthropic gifts
KU Strategic Initiatives: BOLD ASPIRATIONS in Action
Universities are many things to many people. At KU, our core mission is to educate leaders, build healthy communities, and make discoveries that will change the world. While our mission is comprehensive, we have a tremendous opportunity and obligation to develop synergies across several parts of the university where we have particularly strong combined strength and potential. The whole is indeed greater than the sum of its parts.

A key aspect of the strategic plan is the focused investment in some big, bold ideas where KU can harness its unique assets to help make the world a better place. The four strategic initiative themes — referenced earlier but presented here in more detail — grew out of a bottom-up response to a campus-wide request for proposals. The objectives were several:

- Address emerging and escalating global grand challenges and societal issues where KU has special capabilities.
- Build scholarly communities that challenge, engage, and inspire individuals from many disciplines around a common theme.
- Enhance KU’s national and international visibility and impact.
- Engage and motivate funding agencies, foundations, state government, community, alumni, and friends to provide much-needed resources.
- Provide our students with unique experiences that will position them as highly recruited and valued drivers and innovators of social and technological change.

A total of 104 proposals were submitted by February 28, 2011. A full vetting of the proposals, as described in the introduction of this document, resulted in the following four strategic initiative themes:

1. Sustaining the Planet, Powering the World
2. Promoting Well-Being, Finding Cures
3. Building Communities, Expanding Opportunities
4. Harnessing Information, Multiplying Knowledge

These themes represent KU’s highest priorities for research investment during the coming five years. Each theme statement is described in more detail in the following pages and includes a number of “bold exemplars” derived from some of submitted proposals.

During the 2011–2012 academic year, each strategic initiative theme will be the subject of an open, on-campus summit. The format for these meetings is now taking shape, and faculty members have been chosen to plan and lead them. The summits will help form research networks, identify funding opportunities and faculty leaders, strategize about needed infrastructure, and inform priorities for future faculty hiring.
Strategic Initiative Theme 1:

SUSTAINING THE PLANET, POWERING the WORLD

Message of Urgency
An economy vital for the long term demands both a sustainable environment and the availability of affordable energy. Multidisciplinary research on climate change, renewable energy and chemicals, extraction of fossil fuels from unconventional formations, and environmental impacts is important to achieve a secure future and protect a fragile global environment.

Globally, we face the challenge of being stewards of our resources and caretakers of our environment. Answering this challenge will contribute to new sources of energy and materials, better use of natural resources, improved conservation practices, and a sustainable future.

Locally, these answers will benefit all Kansans as we analyze and improve sustainability practices, develop indigenous sources of energy and chemicals with tremendous potential for economic growth, conserve and use valuable state resources, and share information about our cutting-edge advances and developments.

Bold Exemplars
1. Understanding the relationships among physical systems, living systems, and social systems is crucial for addressing complex scientific and environmental issues, such as climate change, energy use, biodiversity, and the ecosystem, as well as economic and political vitality. KU researchers will advance their investigations of the causes and consequences of environmental change and pursue new research opportunities at the intersection of energy and environment.

2. KU advances in remote sensing will lead to improved models for predicting how large ice sheets contribute to the rise of the sea level. Discoveries in astrobiophysics will provide deeper understanding of the Earth’s structure and the terrestrial biosphere and their relation to events in the greater universe. Informatics and modeling of natural and human systems will expand the discovery and forecasting of Earth’s biological diversity under scenarios of climate change.

3. Fundamental discoveries at KU in catalysis for biomass conversion can revolutionize the $720 billion U.S. chemical and plastics industry into an eco-friendly economic engine for Kansas, with the potential to produce 30% of the nation’s chemical output with no carbon footprint. In the energy front, renewable sources currently account for only 1–2% of the U.S. energy supply. A sustainable energy plan involving both development of renewable sources and enhanced recovery of traditional resources is imperative for continuity and long-term viability. KU is poised to make significant contributions to the generation, storage, distribution, and policy issues of energy from biomass, solar, wind, hydro, geothermal, oil, and natural gas sources.

4. KU research on the re-engineering of vehicles, built environments, fuels, water resources, and transportation infrastructure can revitalize agriculture and industries while promoting sustainable development, energy conservation, and economic growth. KU can serve as a living sustainability laboratory for transportation systems, water quality, “green” construction, public understanding, and the humanistic and socio-cultural implications of sustainability in daily life.
Strategic Initiative Theme 2:

PROMOTING WELL-BEING, FINDING CURES

Message of Urgency
A healthy society is significantly advanced by the translation of basic research into effective therapies and interventions. Individual well-being that spans a lifetime draws upon understanding and promoting wellness in all its forms.

Globally, human beings of all ages are linked by the challenge of human vulnerability in the form of disease, disabilities, adverse economic and social conditions, and life-style choices that create obstacles to health, affordability of care, and well-being. To realize our full potential as a human race, we face a collective challenge to promote health and improve the quality of life worldwide.

Locally, these answers will benefit all Kansans as we discover and develop preventive measures, drugs, and therapies; create employment and economic growth opportunities through their commercialization; and learn from the wisdom of individuals exploring ways to attend to the needs of all Kansans.

Bold Exemplars
1. Global health challenges, including HIV/AIDS, malaria, tuberculosis, and bacterial infectious diseases resistant to antibiotics, will be addressed through international policy studies, state-of-the-art drug discovery and development (including new antimicrobial drugs), a medical supply chain of local staff trained in pharmaceutical science, improved vaccine formulations that are climate-tolerant, and quality control that protects patients from counterfeit drugs.

2. Over the next few decades, the world will see unprecedented growth in the number and proportion of older adults. Aging Americans will remain more active, productive, and independent through multidisciplinary studies of neurological age-related conditions, the maintenance of physical and cognitive health, the design and construction of housing and other facilities, consumer-focused health care systems, and public policy on social support for older citizens and their families.

3. KU research will provide insight into human growth, language development, and cognition over the life span — from prenatal to advanced age — by bridging the molecular, behavioral, and genetic levels of analysis with an epigenetic perspective. Neurological studies will enhance understanding of growth, development, and disease and will lead to new therapies across a wide array of impairments and diseases. In the realm of autism, KU will further advance treatments for its core features, which involve social, communication, and behavioral deficits and excesses.

4. KU will capitalize on strengths in genetics, cancer biology, chemical drug design, bioengineering materials, and informatics to form a multidisciplinary approach to the design of novel therapeutics for cancer and a host of escalating diseases. Model systems will allow researchers to identify and validate new targets for cancer therapy, diagnosis, and prevention. There is a practical urgency in making collections of small molecules to serve as probes for understanding fundamental biological processes as well as for the design of novel drugs.
Strategic Initiative Theme 3:

BUILDING COMMUNITIES, EXPANDING OPPORTUNITIES

Message of Urgency
A civil community depends upon equality of opportunity, a broader understanding of cultures, and respect for differences. International peace and prosperity demand a renewed spirit of civic engagement.

Globally, disparities in wealth, health care, education, political power, and social status threaten our world. Such divides are obstacles to human rights, human development, and political stability. Lack of community can root us in untenable situations. Specific answers to this global challenge will promote enhanced self-reliance and worth, stronger communities, and greater appreciation of the power of diversity and constructive discourse.

Locally, these answers will benefit all Kansans as we understand the nature of disparities in our state, build mechanisms for respectful discourse of complex problems, identify sustainable solutions, and improve the lives of children, individuals, and families in rural and urban settings.

Bold Exemplars
1. In a political era of growing skepticism and cynicism, we have as a public university a signal responsibility to address civic issues to develop well-educated, skilled, and engaged citizens. KU research, discourse, and service learning experiences will draw students from all disciplines into public life to help address the difficult choices facing our democracy.

2. The migrations of peoples, ideas, and resources across geographic and technological borders make Kansas and the U.S. more interconnected globally. KU research will inform our understanding of the important dynamics behind the development of civic communities — both rural and urban — and the longstanding divisions that occur based upon citizenship, race, ethnicity, gender, sexual orientation, class, cultures, and religion.

3. The economic, educational, social, public health, and developmental problems facing America’s children and their families are highly interlinked and can be addressed most effectively by bringing together researchers from multiple perspectives to explore and develop comprehensive interventions, education, public policy, and best practices.

4. The impact of cities on the vitality of the state can be enhanced through interdisciplinary KU programs that attract students from these communities and marshal the university’s research and service engagement strengths for enhancing an increasingly urbanized Kansas.
Strategic Initiative Theme 4:

**HARNESSING INFORMATION, MULTIPLYING KNOWLEDGE**

**Message of Urgency**
A connected human network thrives on technology that accelerates the creation and sharing of knowledge. Harnessing the potential of information in a positive way promises to revolutionize how we live and enhance our civilization.

**Globally,** from macro to micro to nano, we create ever-smaller devices that store and communicate ever-growing amounts of information. Utilizing that information — and extracting the underlying knowledge it contains — provides the basis for modern economic development, technological innovation, health care, energy, education, national security, and overall well-being.

**Locally,** information advances will promote a robust economy and span the urban-rural divide, fostering health and well-being across our many communities. The state can become a leader in harnessing the power of information while protecting the privacy and security of its citizenry.

**Bold Exemplars**
1. **Today’s society runs on information** — to create new knowledge, innovate, communicate, improve services and efficiencies, reduce environmental impacts, and improve health. Failure of the information infrastructure can be devastating socially and economically. We will create a multidisciplinary ecosystem for an information infrastructure worthy of trust so that information can be analyzed, searched, mined, visualized, and communicated, yet remain protected, authenticated, and secure.

2. The ability to control matter and information at the quantum, atomic, and molecular levels will lead to significant advances in energy, biorefining, medicine, and electronics at nanometer-length scales — developed using interdisciplinary KU research strengths and new degree programs in nanomaterials science.

3. KU advances in digital technologies will spur innovations throughout the academy — enabling advances in the humanities, arts, social sciences, natural sciences, and engineering — that will spur our future economic competitiveness, health care, transportation, energy supply and distribution, homeland security, and overall quality of life.

4. Educational innovations in our schools and the dissemination of information to the public will be important for the enhanced literacy and appreciation of science, technology, engineering, and mathematics (STEM). KU’s efforts will create a workforce for an innovation-focused economy and a citizenry better able to understand and make decisions about technological issues.
Measuring Progress
To gauge our progress toward our vision as a top-tier public international research university, we will compare ourselves on a regular basis with a peer group of 10 public universities. Some of the universities are roughly comparable to KU, and others are in the top tier that we aspire to join. All the universities, like KU, are members of the prestigious Association of American Universities:

- Indiana University
- Michigan State University (M)
- University of Buffalo, SUNY (M)
- University of Colorado at Boulder
- University of Florida (M)
- The University of Iowa (M)
- University of Missouri–Columbia (M)
- The University of North Carolina at Chapel Hill (M)
- University of Oregon
- University of Virginia (M)

Those universities designated by “(M)” include a medical school.

We will publish how KU fares with respect to our peer institutions on a variety of relevant benchmarks. For other metrics, we may not have full information about our peers, but we will closely track our internal performance on those metrics. The complete set of metrics we will use for comparisons are listed below. They include the three primary metrics listed earlier with each goal.
ENERGIZING THE EDUCATIONAL ENVIRONMENT METRICS

1. Average ACT (or converted SAT) of entering class
2. Average ACT (or converted SAT) of six-year graduation cohort
3. First-year retention rate
4. 4-year and 6-year graduation rate
5. Student participation in experiential learning (e.g., numbers of certificates earned, credit hours earned, students studying abroad, students in cohorts)
6. Senior survey and NSSE survey results

ELEVATING DOCTORAL EDUCATION METRICS

1. Percentage of graduate students holding GA, GTA, GRA, internal fellowship, and external fellowship appointments
2. Time-to-degree distribution, including the percentage of programs with an average time-to-degree of seven years or less
3. Graduate student exit survey results
4. Doctoral student employment rate one year after graduation
**DRIVING DISCOVERY AND INNOVATION METRICS**

1. Number and budget of grant proposals submitted (total, per tenured and tenure-track faculty member, and by funding source)
2. Number and budget of research awards (total, per tenured and tenure-track faculty member, and by funding source)
3. Research expenditures (total, per tenured and tenure-track faculty member, and by funding source)
4. Number of faculty members qualifying for Leading Light Awards (i.e., by receiving a grant of $1 million or more)
5. Number of joint faculty appointments
6. Number of major awards and memberships
7. Scholarly citations to KU faculty members

**ENGAGED SCHOLARSHIP FOR PUBLIC IMPACT METRICS**

1. Number of faculty reporting engaged scholarship projects and the external funding involved
2. Numbers of business, industry, and community partnerships, including from the local level to the global level
3. Numbers of patents, licenses, and startups and their derived revenue
DEVELOPING EXCELLENCE IN PEOPLE METRICS

1. Numbers of professional development experiences for faculty members, unclassified staff, and support staff
2. Numbers and percentages of minorities and underrepresented groups among the faculty, staff, undergraduate student body, and graduate student body
3. Average time period for each component of appointment processing
4. Number of faculty hires connected with strategic initiatives
5. Number of faculty hires at the associate and full professor levels
6. Post-tenure review policy implemented
7. The percentage of full professors among those current faculty who received tenure at KU 10 years ago or were hired at the associate professor level at KU 10 years ago

DEVELOPING INFRASTRUCTURE AND RESOURCES METRICS

1. Master plan developed
2. Dollar value of reinvestments per year
3. Dollar value of philanthropic gifts
A Community Effort
Inclusion, transparency, and frequent communication are essential elements in building a strong and vibrant strategic plan and to enabling successful implementation. The steering committee, the four work groups, and the four summit planning groups comprised more than 160 individuals; their names are listed in the appendix. These talented and committed committee members were a fertile source of ideas in the planning process and played an important role as liaisons to the broader KU community.

The full archive of the deliberations, decisions, and reports of the steering committee and the work groups is available online from the strategic planning web site boldaspirations.ku.edu. It is a rich resource that demonstrates the insights of the participants and their commitment to the process.
In addition, the KU community answered the call to play a direct role in the planning process through a variety of input mechanisms, all described on the web site:

- 705 individual responses were submitted in September and October 2010 as suggested input on learning goals.
- The majority of departments, schools, and several non-academic units convened unit-wide meetings in November and December 2010 to discuss and forward their prioritization of the learning goals.
- Five focus groups of alumni and students met to give further input to prioritization of learning goals.
- Every department on campus had a representative designated to help determine which data needed to be collected and to advise on the design and implementation of the Professional Records Online (PRO) system.
- Focus groups on scholarly engagement consisting of faculty members and community business leaders met throughout February 2011.
- 1,664 responses were received in two KU community surveys in March 2011 of enabler goals that stemmed from discussion board inputs in January, February, and March;
- Town hall meetings in March and April 2011 discussed the four work groups’ recommendations.
- Nominations for strategic initiatives (due February 28, 2011) were solicited from all faculty, staff, and students as well as organizational units; for purpose of transparency; the process and objectives were shared in the November 30, 2010, issue of Provost eNews, and the nomination form was made available online.
- The College and all the schools, as well as several research centers, contributed a list of their areas of emphasis to give the KU community a synopsis of their interests, which could be consulted by individuals interested in nominating strategic initiatives.
- The discussion board on preliminary ideas for strategic initiatives served as a resource to the KU community to propose and vet ideas and make connections.
- A town hall meeting in February 2011 on the strategic initiative process, combined with informational coffee conversations shortly thereafter, gave all those interested an opportunity to discuss ideas and opportunities.
- External experts provided input on the strategic initiative nominations and the KU community weighed in on their input in March and April 2011.
- The deans worked collaboratively using these inputs to recommend strategic initiatives to the steering committee in May 2011.
- A KU-wide retreat will be held for each strategic initiative theme during November 2011–January 2012 in order to build intellectual networks around the topic and to discuss priorities and areas for investment.

During the process, we promoted transparency by communicating regularly in a variety of ways:

- the strategic planning web site;
- regular discussions in Provost eNews and the chancellor’s message of current activities and upcoming events;
- local media coverage;
- visits by the provost and other leaders in the planning effort to faculty and staff meetings in individual departments, designated centers, and other major organizational units on campus.

We will continue to keep the KU community updated and involved on a regular basis as we implement, monitor, and adjust the plan.
Moving Forward
We began with KU’s mission: to lift students and society by educating leaders, building healthy communities, and making discoveries that will change the world. We are driven to realize our vision that the state of Kansas deserves an institution in the top tier of public international research universities. We can and will realize KU’s potential as an internationally recognized leader.

This strategic plan is a guide that, when implemented with full resolve, will drive a transformation of our university. We will enact the strategies and action items described earlier in pursuit of the six goals. A small team will coordinate the overall logistics and implementation. It will work closely with university governance to discuss ideas and actions. It will chart our actions and time lines, monitor progress via a collection of key metrics and comparisons, and communicate regularly with the KU community. To ensure greater success, each school will develop and implement its own more specific strategic plan, intrinsically aligned with this one.

The four strategic initiatives form a cornerstone of our research mission; they will inform our efforts in undergraduate education, graduate education, and scholarly engagement. In the coming months we will hold four university-wide summits to build research networks, target funding opportunities, identify infrastructure needs, and inform future hiring priorities.

Our transformational quest for excellence requires the participation and resources of the entire KU community — faculty members, staff, students, external partners, alumni, and friends. We commit to being good stewards of the resources entrusted to us by our students and by our fellow Kansans. In addition, we will seek significant new financial means by launching Far Above, our comprehensive fundraising campaign. The campaign will spread to every region of the state and will extend globally to all those committed to higher education.

BOLD ASPIRATIONS: The Strategic Plan for the University of Kansas is our guide for the next five years. Through it, we will rise far above our achievements of the past and lead the way to a vibrant and prosperous future. This strategic plan is an announcement to the KU community and to all those we serve that we have raised the expectations we have for ourselves, the aspirations we have for our state, and the hopes we have for our world.

Join us today at boldaspirations.ku.edu.
APPENDIX:
Planning Committee Rosters
STEERING COMMITTEE MEMBERS

Mabel Rice (co-chair), director, Child Language Doctoral Program; Fred and Virginia Merrill Distinguished Professor of Advanced Studies, Speech-Language-Hearing

Jeffrey Vitter (co-chair), provost and executive vice chancellor; Roy A. Roberts Distinguished Professor, Electrical Engineering and Computer Science

Barbara Romzek (project manager), previous interim senior vice provost for academic affairs; professor, Public Affairs and Administration

Danny Anderson, dean, College of Liberal Arts and Sciences; professor, Spanish and Portuguese

Barbara Atkinson, executive vice chancellor, KU Medical Center; executive dean, School of Medicine

Jeffrey Aubé, director, KU Chemical Methodologies and Library Design Center; director, KU Specialized Chemistry Center; professor, Medicinal Chemistry

Kenneth Audus, dean, School of Pharmacy; professor, Pharmaceutical Chemistry

Julia Barnard, undergraduate student, History

Stuart Bell, dean, Engineering; professor, Mechanical Engineering

Kristin Bowman-James, director, Kansas NSF EPSCoR project; University Distinguished Professor, Chemistry

Ann Brill, dean and associate professor, Journalism

Christopher Brown, director, Environmental Studies Program; professor, Geography

Heidi Chumley, senior associate dean for medical education, School of Medicine; associate professor, Family Medicine, School of Medicine

Robert Clark, vice chancellor and dean, Edwards Campus

David Cook, associate vice chancellor for outreach, KU Medical Center; associate professor, Health Policy and Management, School of Medicine

Ann Cudd, associate dean for the humanities, College of Liberal Arts and Sciences; professor, Philosophy

Keith Diaz Moore, associate dean, Architecture, Planning and Design; professor, Architecture

Elizabeth Friis, associate professor, Mechanical Engineering

William Fuerst, outgoing dean and professor, Business

John Gaunt, dean, Architecture, Design and Planning; professor, Architecture

Rick Ginsberg, dean, Education; professor, Educational Leadership and Policy Studies

Diane Goddard, vice provost for administration and finance

John Hachmeister, associate professor, Visual Art

Richard Hale, associate professor, Aerospace Engineering

Lorraine Haricombe, dean, Libraries

Christopher Haufler, special advisor to the provost; chair and professor, Ecology and Evolutionary Biology

Mary Lee Hummert, vice provost for faculty development; professor, Communication Studies

Craig Huneke, Henry J. Bischoff Professor, Mathematics
### STEERING COMMITTEE MEMBERS (Continued)

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<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Yolanda Jackson</td>
<td>associate professor, Applied Behavioral Sciences and Clinical Child Psychology</td>
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<tr>
<td>Paul Koch</td>
<td>Maurice O. Joy Distinguished Professor of Finance, Business</td>
</tr>
<tr>
<td>Mary Ellen Kondrat</td>
<td>dean and professor, Social Welfare</td>
</tr>
<tr>
<td>Diana Koslowsky</td>
<td>administrative professional, School of Public Affairs and Administration</td>
</tr>
<tr>
<td>Emily Lamb</td>
<td>undergraduate student, American Studies</td>
</tr>
<tr>
<td>Thomas Laming</td>
<td>KU alumnus, Scout Investments</td>
</tr>
<tr>
<td>Burdett Loomis</td>
<td>professor, Political Science</td>
</tr>
<tr>
<td>Stephen Mazza</td>
<td>dean and professor, Law</td>
</tr>
<tr>
<td>Kathleen McCluskey-Fawcett</td>
<td>director, University Honors Program; professor, Psychology</td>
</tr>
<tr>
<td>Kim McNeley</td>
<td>assistant dean of student academic services, College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Karen Miller</td>
<td>senior vice chancellor for academic and student affairs, KU Medical Center; dean and professor, Schools of Nursing and Allied Health</td>
</tr>
<tr>
<td>Marcia Nielsen</td>
<td>vice chancellor for public affairs, KU Medical Center</td>
</tr>
<tr>
<td>Berl Oakley</td>
<td>Irving S. Johnson Distinguished Professor of Molecular Biology, Molecular Biosciences</td>
</tr>
<tr>
<td>James Otten</td>
<td>community member, James Otten DDS</td>
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<tr>
<td>Fred Rodriguez</td>
<td>vice provost for diversity and equity; associate professor, Curriculum and Teaching</td>
</tr>
<tr>
<td>Marlesa Roney</td>
<td>vice provost for student success; professor of practice, Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>Sara Rosen</td>
<td>senior vice provost for academic affairs; previous dean of graduate studies; professor, Linguistics</td>
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<tr>
<td>Michael Wade Smith</td>
<td>2010–2011 student body president; 2011 graduate, American Studies and English</td>
</tr>
<tr>
<td>Paul Terranova</td>
<td>vice chancellor for research, KU Medical Center; senior associate dean, School of Medicine; professor, Molecular and Integrative Physiology, School of Medicine</td>
</tr>
<tr>
<td>Bob Walzel</td>
<td>dean and professor, Music</td>
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<tr>
<td>Steven Warren</td>
<td>vice chancellor for research and graduate studies; professor, Applied Behavioral Sciences</td>
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<tr>
<td>Dan Wildcat</td>
<td>KU alumnus; professor, American Indian Studies, Haskell Indian Nations University</td>
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<tr>
<td>John Younger</td>
<td>chair and professor, Women, Gender and Sexuality Studies; professor, Classics</td>
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STEERING COMMITTEE SUPPORT STAFF

Kevin Boatright, director of communications, Research and Graduate Studies

Sarah Crawford-Parker, special assistant to the provost, Office of the Provost

Heather Eastlund, assistant to the provost, Office of the Provost

Emily Eichler, administrative associate senior, Office of the Provost

Paul Klute, research analyst, Institutional Research and Planning

Linda Luckey, executive assistant to the provost, Office of the Provost

Rebecca Peterson, executive assistant dean, College of Liberal Arts and Sciences

Deborah Teeter, university director, Institutional Research and Planning

Thomas Waechter, assistant director, Capital Planning and Space Management
ENERGIZING THE EDUCATIONAL ENVIRONMENT (EEE) WORK GROUP

Ann Cudd (co-chair), associate dean for the humanities, College of Liberal Arts and Sciences; professor, Philosophy

Christopher Hauser (co-chair), special advisor to the provost; chair and professor, Ecology and Evolutionary Biology

John Augusto, assistant dean, Graduate Studies

Mary Banwart, associate professor, Communication Studies

Philip Baringer, professor, Physics and Astronomy

Danielle Barker, graduate student, Chemistry

Ann Brill, dean and associate professor, Journalism

Devon Cantwell, undergraduate student, Political Science and Women, Gender and Sexuality Studies

Jennifer Church-Duran, assistant dean and associate librarian, Libraries

Cindy Derritt, assistant vice provost for student success

Amy Devitt, director, Freshman-Sophomore English; professor, English

Tammara Durham, interim associate vice provost for student success; director, University Advising Center

Elizabeth Friis, associate professor, Mechanical Engineering

Nelda Godfrey, associate dean, School of Nursing

Robert Goldstein, associate dean for the natural sciences and mathematics, College of Liberal Arts and Sciences; Merrill W. Haas Distinguished Professor, Geology

Nils Gore, interim chair and associate professor, Architecture

Andrea Greenhoot, associate professor, Psychology

Susan Gronbeck-Tedesco, associate vice provost for international programs

Richard Hale, associate professor, Aerospace Engineering

Joseph Heppert, associate vice chancellor for research and graduate studies; professor, Chemistry

Craig Huneke, Henry J. Bischoff Professor, Mathematics

Juliet Kaarbo, associate professor, Political Science

Paul Kelton, chair and associate professor, History

Paul Koch, Maurice O. Joy Distinguished Professor of Finance, Business

Sarah Link, undergraduate student, Global and International Studies

Kim McNeely, assistant dean of student academic services, College of Liberal Arts and Sciences

Yoonmi Nam, associate professor, Visual Art

Kathryn Nemeth Tuttle, assistant vice provost for student success

Dorthy Pennington, associate professor, African and African-American Studies

Ronald Ragan, associate dean for academic affairs, Pharmacy

Dena Register, previous interim director, Center for Teaching Excellence; associate professor, Music

Alex Rippberger, undergraduate student, Biology
ENERGIZING THE EDUCATIONAL ENVIRONMENT (EEE) WORK GROUP (Continued)

Fred Rodriguez, vice provost for diversity and equity; associate professor, Curriculum and Teaching

Sara Rosen, senior vice provost for academic affairs; previous dean of graduate studies; professor, Linguistics

Michael Wade Smith, 2010–2011 student body president; 2011 graduate, American Studies and English

Michael Vitevitch, associate professor, Psychology

Gerald Wohletz, undergraduate student, American Studies and Communication Studies

Lisa Wolf-Wendel, professor, Educational Leadership and Policy Studies

Sarah Crawford-Parker (staff support), special assistant to the provost, Office of the Provost

Lisa Wolf-Wendel, professor, Educational Leadership and Policy Studies

Sarah Crawford-Parker (staff support), special assistant to the provost, Office of the Provost
ELEVATING DOCTORAL EDUCATION (EDE) WORK GROUP

Sara Rosen (chair), senior vice provost for academic affairs; previous dean of graduate studies; professor, Linguistics

Michael Baskett, associate professor, Film and Media Studies

Maria Carlson, professor, Slavic Languages and Literatures

Daryl Lynn Dance, doctoral student, English

Robert Goldstein, associate dean for the natural sciences and mathematics, College of Liberal Arts and Sciences; Merrill W. Haas Distinguished Professor, Geology

Joseph Heppert, associate vice chancellor for research and graduate studies; professor, Chemistry

Erin Lewis, doctoral student, Mechanical Engineering

Allen Rawitch, vice chancellor for academic affairs, KU Medical Center; dean of graduate studies, School of Medicine; professor, Biochemistry and Molecular Biology, School of Medicine

Christian Schöneich, chair and Takeru Higuchi Distinguished Professor of Bioanalytical Chemistry, Pharmaceutical Chemistry

Rodolfo Torres, president, Faculty Senate; professor, Mathematics

Douglas Wright, professor, Anatomy and Cell Biology, School of Medicine

John Augusto (staff support), assistant dean, Graduate Studies

Rebecca Peterson (staff support), executive assistant dean, College of Liberal Arts and Sciences
DRIVING DISCOVERY AND INNOVATION (DDI)
WORK GROUP

Kristin Bowman-James (co-chair), director, Kansas NSF EPSCoR; University Distinguished Professor, Chemistry

Hartmut Jaeschke, professor, Pharmacology, Toxicology and Therapeutics, School of Medicine

Robert Rohrschneider, Sir Robert Worcester Distinguished Professor, Political Science

Steven Warren (co-chair), vice chancellor for research and graduate studies; professor, Applied Behavioral Sciences

Susan Kemper, Roy A. Roberts Distinguished Professor, Psychology

Christian Schöneich, chair and Takeru Higuchi Distinguished Professor of Bioanalytical Chemistry, Pharmaceutical Chemistry

Shrikant Anant, associate director of cancer prevention and control, KU Cancer Center; professor, Molecular and Integrative Physiology, School of Medicine

Leonard Krishtalka, director, Biodiversity Institute; professor, Ecology and Evolutionary Biology

Kevin Song, undergraduate student, Chemical Engineering

Bethany Christiansen, undergraduate student, English

Stacy Leeds, former associate dean and professor, Law

Paulette Spencer, Deane E. Ackers Distinguished Professor, Mechanical Engineering

John Colombo, director, Schiefelbusch Institute for Life Span Studies; professor, Psychology

Gregory Loving, undergraduate student, Chemical Engineering and Economics

Paul Terranova, vice chancellor for research, KU Medical Center; senior associate dean, School of Medicine; professor, Molecular and Integrative Physiology, School of Medicine

Thomas Cravens, professor, Physics and Astronomy

Deborah Ludwig, assistant dean and associate professor, Libraries

Lorie Vanchena, associate professor, Germanic Languages and Literatures

Robert Fiorentino, assistant professor. Linguistics

Steven Maynard-Moody, director, Institute for Policy and Social Research; professor, Public Affairs and Administration

Robert Walzel, dean and professor, Music

Stephen Goddard, senior curator, Spencer Museum of Art; professor, History of Art

Thomas McDonald, associate dean and professor, Social Welfare

John Younger, chair and professor, Women, Gender and Sexuality Studies; professor, Classics

Susan Harris, Joyce and Elizabeth Hall Distinguished Professor of American Literature and Culture, English

Beri Oakley, Irving S. Johnson Distinguished Professor of Molecular Biology, Molecular Biosciences

Kevin Boatright (staff support), director of communications, Research and Graduate Studies
ADDITIONAL DDI MEMBERS FOR STRATEGIC INITIATIVE REVIEW PROCESS

Rex Buchanan, interim director, Kansas Geological Survey

Maria Carlson, professor, Slavic Languages and Literatures

Susan Craig, librarian, Art and Architecture Library

Ann Cudd, associate dean for the humanities, College of Liberal Arts and Sciences; professor, Philosophy

Elizabeth Friis, associate professor, Mechanical Engineering

Nils Gore, interim chair and associate professor, Architecture

John Hachmeister, associate professor, Visual Art

Craig Huneke, Henry J. Bischoff Professor, Mathematics

Paul Kelton, chair and associate professor, History

Paul Koch, Maurice O. Joy Distinguished Professor of Finance, Business

Elizabeth Kowalchuk, associate dean for the arts, College of Liberal Arts and Sciences; associate professor, Visual Art

Brian Laird, associate chair and professor, Chemistry

Yoonmi Nam, associate professor, Visual Art

Ronald Ragan, associate dean for academic affairs, Pharmacy

Dena Register, previous interim director, Center for Teaching Excellence; associate professor, Music

Mabel Rice, director, Child Language Doctoral Program; Fred and Virginia Merrill Distinguished Professor of Advanced Studies, Speech-Language-Hearing

Rodolfo Torres, president, Faculty Senate; professor, Mathematics

Stacey Swearingen White, associate professor, Urban Planning

Andrea Witzczak, director, Center for Service Learning; courtesy lecturer, Communication Studies
ENGAGING SCHOLARSHIP FOR PUBLIC IMPACT (ESPI) WORK GROUP

Jeffrey Aubé (co-chair), director, KU Chemical Methodologies and Library Design Center; director, KU Specialized Chemistry Center; professor, Medicinal Chemistry

Kathleen McCluskey Fawcett (co-chair), director, University Honors Program; professor, Psychology

Raquel Alexander, assistant professor, Business

Julia Barnard, undergraduate student, History

Rex Buchanan, interim director, Kansas Geological Survey

Robert Clark, vice chancellor and dean, Edwards Campus

Susan Craig, librarian, Art and Architecture Library

Leisha DeHart Davis, associate professor, Public Affairs and Administration

Keith Diaz Moore, associate dean, Architecture, Planning and Design; professor, Architecture

Rick Ginsberg, dean, Education; professor, Educational Leadership and Policy Studies

Donna Ginther, director, Center for Science Technology and Economic Policy; professor, Economics

John Hachmeister, associate professor, Visual Art

Saralyn Reece Hardy, director, Spencer Museum of Art

Elizabeth Kowalchuk, associate dean, College of Liberal Arts and Sciences; associate professor, Visual Art

Brian Laird, associate chair and professor, Chemistry

Emily Lamb, undergraduate student, American Studies

Thomas Laming, KU alumnus, Scout Investments

Alice Lieberman, professor, Social Welfare

David Mucci, director, KU Memorial Unions

James Otten, community member, James Otten DDS

Rueben Perez, director, Student Involvement and Leadership Center

Joshua Rosenbloom, associate vice chancellor for research and graduate studies; interim dean of graduate studies; professor, Economics

Donald Stull, professor, Anthropology

Andrew Torrance, associate professor, Law

Stacey Swearingen White, associate professor, Urban Planning

Susan Williams, associate professor, Chemical and Petroleum Engineering

Andrea Witzczak, director, Center for Service Learning; courtesy lecturer, Communication Studies

Judy Wu, University Distinguished Professor, Physics and Astronomy

Paul Klute (staff support), research analyst, Institutional Research and Planning
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Robert Honea (co-chair), director, Transportation Research Institute

Joane Nagel (co-chair), University Distinguished Professor, Sociology

Judy Wu (co-chair), University Distinguished Professor, Physics and Astronomy

George Bittlingmayer, Wagnon Distinguished Professor of Finance, Business

Luis Gonzalez, chair and professor, Geology

Craig Lunte, chair and professor, Chemistry

Simran Sethi, associate professor, Journalism

Joy Ward, associate professor, Ecology and Evolutionary Biology

Stacey Swearingen White, associate professor, Urban Planning

Laurence Weatherley, chair and Spahr Professor, Chemical and Petroleum Engineering

Donald Worster, Joyce and Elizabeth Hall Distinguished Professor of U.S. History, History

Paul Klute (staff support), research analyst, Office of Institutional Research and Planning
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Jeffrey Aubé (co-chair), director, KU Chemical Methodologies and Library Design Center; director, KU Specialized Chemistry Center; professor, Medicinal Chemistry

John Colombo (co-chair), director, Schiefelbusch Institute for Life Span Studies; professor, Psychology

David Ekerdt (co-chair), director, Gerontology Center; professor, Sociology

Cory Berkland, associate professor, Chemical and Petroleum Engineering

Alicia Clair, professor, Music Therapy

Mugur Geana, assistant professor, Journalism

Keith Diaz Moore, associate dean, Architecture, Planning and Design; professor, Architecture

Erik Lundquist, professor, Molecular Biosciences

Kristi Neufeld, associate professor, Molecular Biosciences

Michael Roberts, director, Clinical Child Psychology Program; professor, Applied Behavioral Sciences

Christian Schöneich, chair and Takeru Higuchi Distinguished Professor of Bioanalytical Chemistry, Pharmaceutical Chemistry

Surendra Singh, Southwestern Bell Professor, Business; professor, Health Policy and Management, School of Medicine

Paul Klute (staff support), research analyst, Office of Institutional Research and Planning
SUMMIT PLANNING GROUP FOR BUILDING COMMUNITIES, EXPANDING OPPORTUNITIES

Marta Caminero-Santangelo (co-chair), chair and professor, English

Derrick Darby (co-chair), associate professor, Philosophy

Donald Deshler (co-chair), director, Center for Research on Learning; Williamson Family Distinguished Professor, Special Education

Steven Maynard-Moody (co-chair), director, Institute for Policy and Social Research; professor, Public Affairs and Administration

Barbara Barnett, associate dean and associate professor, Journalism

Monica Biernat, professor, Psychology

Stephen Fawcett, director, KU Work Group for Community Health and Development; Kansas Health Foundation Distinguished Professor, Applied Behavioral Sciences

Donna Ginther, director, Center for Science Technology and Economic Policy; professor, Economics

Burdett Loomis, professor, Political Science

Thomas McDonald, associate dean and professor, Social Welfare

Ebenezer Obadare, associate professor, Sociology

Kevin Boatright (staff support), communications director, Research and Graduate Studies
SUMMIT PLANNING GROUP FOR HARNESSING INFORMATION, MULTIPLYING KNOWLEDGE

Perry Alexander (co-chair), director, Information and Telecommunication Technology Center; professor, Electrical Engineering and Computer Science

Nancy Baym (co-chair), professor, Communications Studies

Leonard Krishtalka (co-chair), director, Biodiversity Institute; professor, Ecology and Evolutionary Biology

Arienne Dwyer, associate professor, Anthropology

Saralyn Reece Hardy, director, Spencer Museum of Art

Steven Hawley, professor, Physics and Astronomy

Deborah Ludwig, assistant dean and associate professor, Libraries

Susan Lunte, director, Adams Institute for Bioanalytical Chemistry; Ralph N. Adams Distinguished Professor, Chemistry and Pharmaceutical Chemistry

Mary Morningstar, associate professor, Special Education

Prakash Shenoy, Ronald G. Harper Distinguished Professor of Artificial Intelligence, Business

Sandra Hannon (staff support), assistant director, Office of Institutional Research and Planning
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