Goals, Strategies, and Actions

BOLD ASPIRATIONS

THE STRATEGIC PLAN FOR THE UNIVERSITY OF KANSAS
2012–2017
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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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*

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.

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.

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.

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.

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

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

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

**STRATEGY 3-A**
Pursue multidisciplinary strategic initiatives

**ACTION ITEMS**
- Pursue strategic initiatives that position KU as a national leader
  (1)
- Develop hiring plans involving joint appointments in support of strategic initiatives
  (2)

**STRATEGY 3-B**
Increase research activities, innovation, and funding

**ACTION ITEMS**
- Encourage the development of new research efforts and funding opportunities
  (1)
- Recruit faculty members at all ranks to enhance the research portfolio of KU
  (2)
- Introduce more differential rewards and awards university-wide
  (3)

**STRATEGY 3-C**
Document research excellence with enhanced accountability

**ACTION ITEMS**
- Obtain comparative tools for evaluating department rankings nationally on varied measures
  (1)
- Institute a university-wide web-based faculty activity reporting system
  (2)
- Establish a formal external review policy for all academic and research units
  (3)

**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.

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.

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.

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

### STRATEGY 4-A

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<td>Promote a culture that openly values engaged scholarship</td>
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<td>Elevate the status of engaged scholarship as valued scholarship (1)</td>
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<td>Build an accessible database of KU exemplars of engaged scholarship (2)</td>
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<td>Recognize engaged scholarship in tenure and merit criteria (3)</td>
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### STRATEGY 4-B

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<td>Encourage, support, and coordinate engaged scholarship</td>
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<td>Create the appropriate administrative structure to support engaged scholarship (1)</td>
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<td>Implement a portal for university partnerships with the community (2)</td>
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<td>Develop programs for faculty members, staff, and students to support engaged scholarship (3)</td>
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**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.

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**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

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**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 exceptionial 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

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*

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**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

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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

**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.

Develop a campus master plan for buildings, infrastructure, and sustainability
The last comprehensive space master plan for the Lawrence campus, which was completed in 1997, played a positive role in the development of West Campus and in enhancing the character of Jayhawk Blvd. So much has happened since then that KU urgently needs to establish a new, updated master plan. The plan will evaluate and address the projected life spans and maintenance of existing buildings, needs for new and renovated research space, classroom requirements, networking infrastructure, transportation systems, and environmental sustainability.

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.
STRATEGY 6-C:  
Energize Far Above, the comprehensive fundraising campaign

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
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