Bold Aspirations

The Strategic Plan Annual Report

2015
“Bold Aspirations continues to guide our efforts to create a better future for our students, our university, and our society.”

Chancellor
BERNADETTE GRAY-LITTLE

“The entire university has embraced Bold Aspirations. Through the engaged efforts of all of our people, this plan is transforming higher education and accomplishing goals for our state and nation.”

Provost and Executive Vice Chancellor
JEFFREY VITTER

Bold Aspirations, with six broad goals, 22 strategies, and countless steps, is helping us further our mission — to educate leaders, build healthy communities, and make discoveries that change the world.
90
70
plan

We’ve got retention’s number.

By the year 2022, we aspire to a first-year retention rate of 90 percent and a six-year graduation rate of 70 percent.

Active students are successful students. So we’re redesigning classes and making engaged learning, study abroad, and undergraduate research academic priorities.

We’re giving students new tools and models — like the Majors Marketplace — to help them chart a smooth course toward graduation. We’re giving advisors and faculty new predictive tools and systems such as MySuccess, a tracking and early-warning system that helps identify and notify students who are excelling or struggling. Information is then shared with advisors, faculty, and resident assistants who can build a community of support around each student.

And because barriers to progress are often financial, we are adding scholarships and money management counseling to help students get the most for their tuition dollars.

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Pharmaceutical entrepreneur and philanthropist Ewing Kauffman once said if you give kids hope, you’ll be surprised at what they can achieve.

For Kauffman, one way to give hope was to found a scholars program that provides low-income students in urban Kansas City the funds and support they need to attend — and complete — college.

Today, 103 Kauffman Scholars are enrolled at KU — more than at any other university. Among those is sophomore Cameron Long. He says his parents must devote much of their resources to caring for an older brother with autism. Because of the Kauffman Scholars–KU partnership, Long is the first in his immediate family to attend college.

Long, a double major in business management & leadership and marketing, may be in school to learn how to run a business, but one day he’d like to play a leadership role in public education, particularly in his hometown.

“Kansas schools like Blue Valley and Shawnee Mission have strong college prep programs,” Long says. “I want that for KCK, too.”

Kauffman was right. Hope is a game-changer.

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Major decisions

Half of all KU students are in the College of Liberal Arts & Sciences, which is home to more than 50 departments and programs and offers 40+ undergraduate majors.

To help its students understand their options, the College created an online Majors Marketplace, which offers tools to help undecided students choose a major. With on-demand advising and four-year road maps, students are able to visualize going down a degree path, calculate time-to-graduation, and explore potential career options.

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Strategic Area I: The Academic Experience

Strategic Area II: Removing barriers to degree

KU leads in Kauffman Scholars
At President Barack Obama’s State of the Union address in January, Allison Kite had one of the best seats in the house — in the press gallery.

Kite, a senior in journalism, spent the spring semester in Washington, D.C., as an intern at the Scripps Howard Wire. Her academic advisor suggested she also enroll in the new online “minimester” offered through the William Allen White School of Journalism & Mass Communications.

Kite had the chance to report on stories in the nation’s capital — while meeting her scholarship requirements and staying on track for graduation.

The four-week minimester classes rolled out in 2014, part of a pilot program for intersession courses that may expand as other schools develop courses. About 100 students enrolled in three J-minis last winter.

“What we’ve seen is far more demand for the minimester than can be accommodated,” says Ann Brill, journalism dean. “Our students have appreciated the opportunity to complete some of their core courses online, and our faculty have enjoyed shaping their courses for a more intense learning environment.”

Kite was enrolled in one of three online J-mini classes, JOUR 618 First Amendment, taught by Tom Volek, associate professor and associate dean of journalism. She started the class at home and finished it while she was working in Washington.

“Journalism is a craft. It’s something that you learn in class but master in the field,” Kite says. “I got a real taste for national reporting.”
Abby Schletzbaum wanted to be at the center of emergency management research.

This April, she found herself at the epicenter of it.

In April 2015, Schletzbaum was studying abroad in Nepal — researching earthquake preparedness — when the country experienced a devastating 7.8 magnitude earthquake.

She had been studying the feasibility of humanitarian response plans at the country’s only international airport in Kathmandu, the capital city. After the quake, she followed lights in the night sky to see whether airplanes were landing or just circling. Landing would mean the airport had held up, the runway was viable, and aid could get into the country.

“There were concerns that the airport was not structurally sound and could not withstand an earthquake,” she says. “Because I had spent the semester working on the earthquake preparedness proposal, I knew the projections for Nepal weren’t good.”

The planes eventually came — the airport stayed open — and within a week she flew out of Kathmandu.

Schletzbaum, a junior, is back to taking classes on the Lawrence campus. Her academic advisors have helped her prepare for a career in emergency management by combining majors in public administration, international studies, and math — and they encouraged her to study abroad for more immersive learning. “I just never expected my education to be quite so immersive,” she says.

Return to Nepal

Although Abby Schletzbaum’s study abroad trip was cut short, she continues her research with contacts she made in Nepal. And she wants to return — this time as the leader of a skill-based service learning trip, bringing engineering and structural support as the country rebuilds.

Through the Center for Civic and Social Responsibility (CCSR) — which oversees KU’s service learning efforts — Schletzbaum can network with volunteers and nonprofits, develop service learning partnerships, and find the support she needs to continue to make lasting change.
Two KU students discovered you can get to Russia, from Kansas, with a bike.

When Russell Mullin and Morgan Gates-Thomas actually flew to St. Petersburg, but they went to present their invention—a bicycle converted into an energy-harnessing windmill—at an international Sustainability Expo. Their “Schwinn-mill” powers an air compressor that will fill bicycle tires. It was the culmination of a yearlong U.S.–Russia collaboration that challenged a team of students from both countries to design and implement sustainability projects.

“We wanted to demonstrate a circular economy by turning something ugly and useless into something beautiful and useful,” Mullin says. The Eco-Reps Project, funded by the U.S. Department of State, was housed in KU’s Center for Russian, East European & Eurasian Studies (CREES) but open to a larger group of students across the states. The U.S. team and Russian students interacted in a long-distance learning studio, using social media and webinars, and consulted with experts in both countries. The designers of winning projects were chosen for a peer-to-peer exchange.

“It was incredible to see how much our different cultures had in common with these sustainability initiatives,” Mullin says. “Working together on the environment transcended any cultural misunderstandings. It was really heartening.”

Mullins, a global & international studies major, and Gates-Thomas, an environmental studies major, are bringing a working model of their design back to campus. Whether you want to fill up your tires or are just interested in new eco art, watch for the installation between Lindley and Chalmers halls.

**Outlines collaboration as a key component of active learning.**

The Eco-Reps Project and projects like it take active learning to a global level.

**BOLD ASPIRATIONS**

Mariya Omelicheva, associate professor of political science and former director of CREES, heads the Eco-Reps Project. She says fostering sensitivity and understanding between the students was an important goal throughout. “It’s easy to have a flat and biased opinion of other societies. Until we interact, our picture can be very black and white.”

**Researchers-in-residence. Undergraduates.**

That’s right, undergraduates. At top research universities like KU, undergrads are encouraged to tackle research projects. Through programs like Beckman Scholars, we provide exceptionally talented undergraduates the opportunity to pursue 15 months of study under the mentorship of exceptional faculty.

This year’s Beckman Scholars, Aidan Dmitriev and Michael Cory, received stipends of $21,000 each. The stipends allow them to forgo any part-time job while working on their research. They are devoting 10 hours a week to research during the 2015-16 academic year and 40 hours a week to research for 10 weeks during the 2015 and 2016 summer sessions.

**Course redesign works We have proof**

It’s almost embarrassing to answer: How much time do you spend on Facebook?

But it’s the kind of question that a pair of teaching fellows came up with to help re-invent a core class on data analysis—a psychology class that undergraduate students typically find daunting.

Known as Statistics in Psychological Research, PSYC 210 is a required class taken by about 350 psychology majors each year. Marshia McCartney, a Postdoctoral Teaching Fellow and visiting assistant professor, was assigned to help Susan Marshall, a lecturer and course coordinator for all sections of PSYC 210, do the class redesign.

While transforming the design of PSYC 210, Marshall and McCartney were inspired by a new approach used in the geology department: PaleoCon, which replaces the traditional final exam with collaborative projects that students tackle as a group and display publicly. Their goal was to use the geology department’s approach and create a psych statistics final project that would help students better understand the process of doing research.

Their ideas: Numbers aren’t just numbers when you’re personally invested. Students will find the material more interesting if the stats are about them.

So Marshall and McCartney asked students to collect real-world data on a topic of their choice, such as the number of hours their peers spent on Facebook, or even their personal smoking, drinking, or eating habits.

Then, throughout the semester, students ran statistical analyses on that one data set, completing a final project rather than taking a final exam. Measurements of student performance in redesigned classes like PSYC 210 are encouraging:

- Class attendance increased.
- Students showed greater mastery of core concepts.
- Students advanced beyond their information retention to more sophisticated content engagement.

Teaching fellows are valuable resources for departments in the midst of course redesign and transformation.

The Postdoctoral Teaching Fellows program adds supplemental instructors to courses with high student drop, fail, or withdraw rates. The outcome of the redesign is improved student performance in transformed courses and in follow-up courses in the sequence.

Teaching Fellows are assisting more than 80 faculty members—who are currently transforming courses in several KU departments.

The effort is an outgrowth of KU’s C21 learning community, which brings together faculty and teaching fellows to share ideas and successful models.
Foundation Distinguished Professor

In life, whenever possible, avoid head-on collisions. But not in science.

For Christophe Royon, a leader in forward and diffractive physics, collisions — the activity of subatomic particles — are the stuff of life.

Royon will join the University of Kansas in January as a Foundation Distinguished Professor of physics & astronomy. He comes to KU from CEA-Saclay, the French Atomic Energy Commission, where he was a long-time research director.

Among Royon's accomplishments? The role his proton measurement technology played in the 2012 discovery of the Higgs boson — the particle that controls the mass and force of other known particles in the universe.

In recent years, Royon's work with atom-smashing devices in specialty labs around the world has resulted in new techniques of detecting high-speed particles and their behavior when they collide. Scientists have been able to use information about the time of flight of a particle’s path, its momentum, and its energy to make technological advancements — for instance, in drone aircraft and medical imaging.

Among Royon's highest research priorities is positron emission tomography, the PET scans used to diagnose cancer and heart problems. If his detectors can sharpen PET image resolution, a quicker diagnosis can be made, reducing the procedure time and, ultimately, a patient's exposure to radiation.

Given that physics has so many applications in the fields of health, energy, and technology, Royon sees KU's collaborative environment as an obvious fit for him. “The synergy between different departments is one of the aspects I appreciate most about the university.”

“I WANTED TO BECOME A PHYSICIST WHEN I WAS 16 YEARS OLD.


— CHRISTOPHE ROYON
Why do chestnut-bellied flycatchers sing different songs across the Solomon Islands? And why do some have black, rather than chestnut-colored, bellies? Getting answers to such questions is difficult. It’s like searching for a needle in an evolutionary haystack — a haystack of genetic data that has piled up over millions of years.

However, KU researchers are taking advantage of a revolution in genetic data analysis methods. A wave of new technology used in studying genomics and bioinformatics is letting them tackle evolution’s most perplexing questions. And they’re able to do it cheaper and faster than ever.

Rob Moyle and Rafe Brown, both associate professors of ecology & evolutionary biology, are at the heart of such efforts on the KU Lawrence campus.

A new KU Strategic Initiative Level II Grant is allowing Moyle and Brown to continue the process of converting KU Biodiversity Institute laboratories for “Next-Generation” DNA sequencing (NGS). They will use the nearly $50,000 grant to seek out two major funding opportunities to continue the lab upgrades. The return on investment for such Level II grants is estimated to be $8 for every $1 awarded.

Moyle and Brown are building on previous National Science Foundation grants and a five-year collaborative research program to convert the KU labs for “Ultra-Conserved Elements” NGS data capture and analysis.

They are seeking lab enhancement funding to answer questions about creatures in the Southwest Pacific Island archipelagos — a key place to study because the animals have evolved in a very isolated environment.

However, the new lab facilities will also help researchers answer other questions closer to home, such as queries about ecological sustainability and responses of Kansas plants and animals to climate change, invasive species, agricultural pests, and diseases. Previous grants for genetic data analysis have had another benefit — graduate students coming out of the lab are in demand, and several have had multiple postdoctoral job offers based on their data analysis training.

“We use genetic data as one of our most powerful tools to look at biological diversity,” Moyle says. The new tools, for example, allow them to scan evolutionary mutations across millions of years in a bird’s DNA — helping them answer questions about a bird’s specific color or even its song.

“We’re just beginning,” Moyle said. “These new capabilities allow us to ask almost any question out there.”
Joy Ward, professor of ecology & evolutionary biology, and her co-investigators will show how both CO2 and warming have influenced flowering times over the past 100 years, and how decoupling them may affect forecasts of future changes. Ward’s research is generating a lot of attention. It’s also generating National Science Foundation funding for her department. Other KU plant labs have also been highly successful. For example, Lena Hileman, associate professor of ecology & evolutionary biology, produced preliminary data for a study on plant-pollinator adaptation, which was awarded a $2 million NSF grant.

Sugar rush of the century

For years, scientists have been blaming the early blooming of plants on one culprit: global warming. But a KU professor has discovered the rising levels of carbon dioxide—one cause of warming—can themselves affect plant flowering times, sometimes as much as temperatures do. This may be because too much CO2 in the atmosphere causes plants to produce more sugars that can trigger developmental events.

Joy Ward, professor of ecology & evolutionary biology, and her team have shown that an increase in CO2 during the last 100 years has boosted sugar production. The life cycles of plants have a major influence on crop production. If crops flower too early, they may produce fewer seeds. If they flower too late and a drought or a freeze hits at the end of the growing season, the plants may not produce seeds at all.

In an upcoming paper, Ward and her co-investigators will show how both CO2 and warming have influenced flowering times over the past 100 years, and how decoupling them may affect forecasts of future changes. Ward’s research is generating a lot of attention. It’s also generating National Science Foundation funding for her department. Other KU plant labs have also been highly successful. For example, Lena Hileman, associate professor of ecology & evolutionary biology, produced preliminary data for a study on plant-pollinator adaptation, which was awarded a $2 million NSF grant.

Menjívar and Agadjanian were hired as a part of the university cluster hires program at KU. The program is designed to unite new faculty who are from multiple disciplines, but are grouped to a common research objective. More than 53 new faculty have been hired into one of the 12 research clusters that work to address important societal challenges. Three of the clusters:

Water

Nearly two-thirds of all Kansas drinking water comes from reservoirs—and they’re building up with sediment. Our water quality cluster of liberal arts, law, and engineering faculty is studying this issue and others involving the state’s water.

Energy

KU experts in geology, engineering, and public affairs, among others, are focusing on important social and technological questions related to an increasingly energized 21st century.

Vaccines

Vaccines are the fastest growing area of pharmaceutical research. Our pharmacy and engineering faculty are developing therapeutic proteins and vaccines.

Funded by Changing for Excellence

Victor Agadjanian and Cecilia Menjívar will help found KU’s new center for migration and immigration studies.

MIGRATION HAS BEEN A CENTRAL BUILDING MECHANISM OF OUR NATION, LARGELY DEFINING ITS POLITICS, ECONOMY, AND CULTURE.”

— CECILIA MENJÍVAR

Two internationally known scholars of immigration and migration are taking KU from the middle of the map to the leading edge of transnational advocacy and social change. Cecilia Menjívar and Victor Agadjanian, thought leaders and renowned sociologists who have produced groundbreaking research, have been hired as Foundation Distinguished Professors to head a new KU center for migration and immigration studies.

The center, housed in the College of Liberal Arts & Sciences, will be part of a broader university initiative to address emerging and escalating global challenges in areas where KU has already demonstrated strength and capacity.

“I think KU is a great fit for all this. Kansas is located right in the middle of the country so it has important symbolic value—and significant and growing immigrant communities,” Menjívar says. Her expertise is U.S.-bound migration from Central America—including the militarization of the southern U.S. border.

The center is the next step in KU’s long academic study of vulnerable populations. Under Menjívar’s and Agadjanian’s leadership, the center’s goal is to increase public visibility of the plight of displaced people.

Agadjanian sees the center becoming a hub of discovery and information on immigration research. “KU’s new center will be an effective vehicle to get the word out,” he says. “While politicians and media pundits exploit immigration excessively, few of them offer serious analysis or sensible solutions to the challenges.” His own work centers on the population health of migrants in sub-Saharan Africa, the former Soviet Union, and Latin America.
BOLD ASPIRATIONS
encourages partnerships of scholars and entrepreneurs within local, national, and global communities.

Lei Shi pictures a drone-filled world and — through entrepreneurial engineering — is making it safer.

As increasing numbers of small drones take to the sky, a bumper crop of businesses emerges from UAV technology.

Booms are predicted in agriculture, films and video, and package delivery.

But before the Federal Aviation Administration gives drones the green light, they must be able to do their jobs safely, without crashing into each other or anything else.

That’s where Lei Shi comes in. The electrical engineering doctoral student is developing a miniature radar system that will help small, unmanned aerial vehicles — UAVs — sense what’s around them and avoid collisions.

Shi is a homegrown KU talent, benefiting from special KU programs as a graduate research assistant, a doctoral candidate, and now as an entrepreneur for his airborne sense-and-avoid technology.  

continued on p. 18
We’re going public with good scholarship.

At KU, research and intellectual capital are put to use for direct public benefit. We’re funding ventures, providing business mentors, and helping entrepreneurs like Lei Shi take a bright idea from lab to market.

SBIR Assistance Program

There’s no such thing as grant magic, but Lei Shi would say there’s something close. Our Small Business Innovation Research Assistance Program, consisting of grant-proposal workshops and one-on-one strategy sessions, helped him get an SBIR grant from NASA.

Lei Shi has engineering acumen, but business? It’s new to him. When it came time to commercialize his drone technology, he used our new student business accelerator, KU Catalyst, to get a crash course in commercialization from the School of Business along with some prime office real estate at the BTBC (Bioscience & Technology Business Center).

1 Million Cups

How do entrepreneurs like Lei Shi network and discover business solutions? Over one million cups of coffee. Kaufman Center’s 1MC program, which convenes on KU’s Edwards campus, is the equivalent of a writer’s circle for entrepreneurs. Every week, early-stage startups present ideas to local mentors and educators who give feedback that helps the businesses succeed.

2015 is the year of agriculture drones, according to Fortune magazine. The legalization of drones is expected to create an additional $80 billion for the U.S. economy between 2015 and 2025, with agriculture being the largest chunk of that number. That’s good news for Kansas and its agricultural, aerospace, and technology industries. Economists predict the state will be No. 7 on the list of states that will see gains as drones take to the skies.

Proof of Concept

Sometimes potential just needs proof. At KU Innovation & Collaboration, our technology commercialization office, we award entrepreneurs up to $50,000 to refine technology and make it more attractive for licensing and the marketplace.

Funded by Far Above

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When Easter Island’s ancient people went on a carving spree they may have been courting ecological disaster.

In creating the Moai — the massive, iconic statues along the island’s coasts — the Rapanui cut down and moved many of the island’s trees. Some believe the resulting deforestation caused the island’s near-destruction 300 to 700 years ago.

KU’s Gregory Cushman, an environmental historian, is planning a summer trip to Easter Island to interview Rapanui elders, hoping to find out how their ancestors may have averted that disaster.

Cushman is a leading expert in the Anthropocene, a term scientists have coined for the current epoch in geologic time, in which humans have had a global impact on the Earth’s ecosystems.

"Many people saw Easter Island as a microcosm of the way we’re treating this whole planet as a species,” Cushman says. “Are we following the same path as the Rapanui?”

However, the people whose ancestors carved the Moai continue to thrive on the island to this day, Cushman says. And their survival indicates they recognized what was going on — and changed their behavior.

Cushman hopes those silent Moai statues may provide him with new insights on modern environmental practices. “It may be a story of how human society can learn from our mistakes.”

The Carnegie Corporation of New York awarded one of its first social sciences fellowships to Gregory Cushman — $200,000 to continue his research for The Anthropocene and the Age of Revolution: A People’s History of the Earth Under Human Domination.

He spent the summer poring through archives in the British Library in London and in the Spanish National Library in Madrid. This fall, he’ll be at the Rachel Carson Center for Environment and Society in Munich.

“I am thrilled by all of this,” Cushman says. “Having the opportunity for two years of dedicated concentrated research time is such a rare thing.”
Guy Price is a changed man.
His dreams are bigger.

And he’s developed an entirely new set of goals.

Price, a zone manager at Facilities Services, says his eyes have been opened about what he can accomplish on a personal and professional level, thanks to taking part in the Staff Fellows program, which is now going into its eighth year.

“It pushed me to enroll in my first college course, which I had intended to do for quite some time, but never found the courage for,” Price said. “My end goal is to acquire a degree in business administration to advance my career.”

Price, who has been a facilities services zone manager for just over three years, manages 58 maintenance and custodial staff members.

Price and others who entered the program last fall began a long-term project that would, by design, be completed by subsequent fellows. The group of 15 took on a project that would change what leadership development looks like at KU.

“We had a diverse group, both in the scope of the work they do, as well as culture,” says Kathleen Ames-Stratton, manager of Learning & Development for KU’s Human Resources.

Their efforts created a new framework for more professional development opportunities for staff — which this year’s group of fellows will work to implement. A new mentoring program brought added value to the fellows as well. One of the mentoring pairings was between Price and Sara Rosen, senior vice provost for Academic Affairs.

“They clicked,” Ames-Stratton says. “She pushed and challenged him for the next level of his career.”
Beverly Mack is being honored for fostering the legacy of a 19th-century Nigerian educator—a legacy that will benefit new generations of American Muslim women.

Mack, professor of African and African-American studies, has received the first Sharon & Jeffrey Vitter Award for Engaged Scholarship.

Mack has been working with a community of American Muslim women—the Yan Taru, the Hausa word for “associates”—who follow a model of education established in the mid-1800s and based on the tradition of women’s scholarly activity dating back to the origins of Islam.

Through oral interviews with Yan Taru women, she has examined the cultural and intellectual heritage of the Islam they practice.

Mack has assessed their current curricula, studied how it affects the Yan Taru women’s lives in America, and cataloged the results to help members make relevant decisions in their teaching methodologies and lesson plans.

She has surveyed the efficacy of their teaching and resulting community work.

Mack developed a new curriculum guide on the collected works of Nana Asma’u, the founder of Yan Taru. She also assisted in creating a scholarly account of American Yan Taru and organized a national conference in 2014 of Yan Taru women.

The $1,200 Vitter award recognizes outstanding examples of engaged scholarship—taking academics off campus and into the community to contribute to the public good. It is aimed at faculty members in the College of Liberal Arts & Sciences.

“I am grateful for the Vitter Award’s recognition that sharing knowledge with our communities is our responsibility as scholars,” Mack says.

In-house support goes online

At KU, we believe in supporting our people. We want them to grow. We want them to develop in their respective fields. Their personal and professional successes make the university better as a whole.

In the last year, we’ve taken steps to help them take their own steps on a personal journey to success.

We’ve encouraged professional development. We’ve provided mentoring. We’ve also helped our people succeed by offering advanced training through several programs, including our fifth annual Staff Leadership Summit in February.

Our in-house programs are tailored to suit the needs of our faculty and professional and support staff.

One way we’re working to support our employees is through the Learning Management System. In January 2015, employees started logging on to the LMS to customize a specific learning plan for their roles at KU.

The LMS will soon have more than 80 instructor-led classes and 10 online courses. The LMS also offers opportunities beyond the classroom—including exams, assessments, and certifications for a specific role or even work-specific compliance training.

Meanwhile, we’ve also initiated a Performance Management System, designed to help our employees grow in their positions by setting goals, tracking those goals, and providing progress reports.

The system’s goal management feature allows employees and their supervisors to:

• Enter time-bound goals and monitor their progress.
• Give and receive more meaningful feedback through a writing assistant.
• Align an employee’s goals and performance with his or her department goals and objectives.

“PROFESSIONAL DEVELOPMENT—WHETHER FOCUSING ON HARD SKILLS OR SOFT SKILLS—OFFERS TANGIBLE BENEFITS THAT IMPROVE WORKPLACE EFFECTIVENESS AND ADVANCE CAREERS. IT ALLOWS US TO PERFORM OUR JOBS TO THE BEST OF OUR ABILITIES.”

— JEFFREY S. VITTER, PROVOST AND EXECUTIVE VICE CHANCELLOR

Funded by Far Above
This fall, the Lawrence campus begins to redevelop the Central District, the first step in the creation of KU Innovation Way — which will strengthen innovative thought and foster collaboration across the disciplines of science, technology, engineering, and mathematics.

The three-year renewal plan for the Central District includes a number of innovative academic facilities, beginning with the construction of the Earth, Energy & Environment Center. The EEEC, envisioned as a hub for the sciences, will be an information concourse and access way for KU’s multidisciplinary research.

The Central District will also include new and renovated learning and living structures — student residence halls with built-in classrooms, study areas, and advising and tutoring centers. Open green space, apartments, retail areas, and a new pedestrian and bicycle trail are included in the redevelopment.

Made possible by numerous funding streams, including Changing for Excellence, Far Above, student union fees, and parking and housing revenues.

A transformation is taking place on the KU campus, starting right at the center.
Online and international enrollment
We continue to strengthen the pipeline of students to and through the university by enhancing accessibility to a KU education. Areas of focus: launching an online bachelor of general studies program in the College of Liberal Arts & Sciences and online master’s programs in Business and Journalism, and developing a transfer program and master’s accelerator programs for international students.

Metrics of research performance
We will deploy a strategy to advance KU research performance — working toward larger competitively awarded federal grants, increasing the number of prestigious awards and fellowships, and increasing citation rates.

Central District redevelopment
As a part of our Campus Master Plan, we will address a critical need for new academic space, promote new active-learning pedagogies, stimulate multidisciplinary scholarship, and bridge the physical and scholarly realms of the Lawrence campus, fostering an environment that fuels excellence and innovation. These priorities will come together in the strategic development of the Central District — the area between the historic core of campus (North District) and West District.

Progression and graduation
With an ambitious goal to reach a 90 percent first-year retention rate and a 70 percent six-year graduation rate by the year 2022, we will continue to help undergraduate students succeed, make progress toward their degrees, and remain on the path to graduation. Areas of focus: transforming academic advising and teaching pedagogies and strategically expanding high-impact experiences for first- and second-year students.

Campus diversity and climate
The KU Climate Study — a collaboration between the Office of Diversity & Equity and Human Resource Management — will help us to better understand the learning, living, and working environment at KU. The survey will address such topics as respect and collegiality, communication and cooperation, work and academic environment, and diversity, equity, and inclusion. We’ll use the results to develop strategic action steps with the campus community.
### GOAL 1 | Energizing the Educational Environment

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**GOAL 2 | Elevating Doctoral Education**

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<tbody>
<tr>
<td>Doctoral median time to degree (years)</td>
<td>6.5</td>
<td>5.9</td>
<td>5.7</td>
<td>5.9</td>
</tr>
<tr>
<td>Percent of full-time graduate students holding GTA appointment</td>
<td>27.3%</td>
<td>24.8%</td>
<td>26.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Percent of full-time graduate students holding GRA appointment</td>
<td>17.0%</td>
<td>15.9%</td>
<td>14.9%</td>
<td>16.1%</td>
</tr>
</tbody>
</table>

**GOAL 3 | Driving Discovery and Innovation**

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal research and development expenditures</td>
<td>$147,598,000</td>
<td>$162,721,000</td>
<td>$171,043,000</td>
<td>$174,021,000</td>
</tr>
<tr>
<td>Number of Leading Light Awards presented</td>
<td>20</td>
<td>14</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>Number of honors and awards</td>
<td>156</td>
<td>192</td>
<td>222</td>
<td>257</td>
</tr>
</tbody>
</table>

**GOAL 4 | Engaging Scholarship for Public Impact**

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total active agreements</td>
<td>N/A</td>
<td>570</td>
<td>576</td>
<td>689</td>
</tr>
<tr>
<td>Invention disclosures</td>
<td>N/A</td>
<td>72</td>
<td>85</td>
<td>82</td>
</tr>
<tr>
<td>Material transfer agreements</td>
<td>N/A</td>
<td>108</td>
<td>111</td>
<td>159</td>
</tr>
</tbody>
</table>

**GOAL 5 | Developing Excellence in People**

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of minority tenured/tenure faculty</td>
<td>14%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>Percent of minority staff</td>
<td>15%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Percent of minority undergraduate students</td>
<td>13%</td>
<td>15%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Percent of minority freshmen</td>
<td>17%</td>
<td>20%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>Number of faculty hires connected with strategic initiatives</td>
<td>N/A</td>
<td>N/A</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Number of tenured faculty hires at the associate or full professor level</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

**GOAL 6 | Developing Infrastructure and Resources**

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollar amount of philanthropic gifts</td>
<td>$125,398,724</td>
<td>$131,139,745</td>
<td>$151,482,000</td>
<td>$169,692,000</td>
</tr>
<tr>
<td>Far Above: The Campaign for Kansas (Total raised)</td>
<td>$143,920,817</td>
<td>$168,180,338</td>
<td>$190,913,970</td>
<td>$210,235,398</td>
</tr>
</tbody>
</table>

N/A = Not applicable  
For a full list of all Bold Aspirations metrics and updated data, visit provost.ku.edu/strategic-plan.
**Bold Aspirations Strategic Plan**

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>GOAL 2</th>
<th>GOAL 3</th>
<th>GOAL 4</th>
<th>GOAL 5</th>
<th>GOAL 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership, and success</td>
<td>Prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society</td>
<td>Enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and benefit society</td>
<td>Engage local, state, national, and global communities as partners in scholarly activities that have direct public impact</td>
<td>Recruit, value, develop, and retain an excellent and diverse faculty and staff</td>
<td>Responsibly steward fiscal and physical resources and energize supporters to expand the resource base</td>
</tr>
</tbody>
</table>

**STRATEGY**

<table>
<thead>
<tr>
<th>STRATEGY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Establish a new KU core curriculum for all undergraduate students (1-A)</td>
<td>Develop sustainable funding for doctoral education (2-A)</td>
<td>Pursue multidisciplinary strategic initiatives (3-A)</td>
<td>Promote a culture that openly values engaged scholarship (4-A)</td>
<td>Enhance the recruitment process for excellence in hiring (5-A)</td>
<td>Reallocate resources on a regular basis to priorities (6-A)</td>
</tr>
<tr>
<td>Strengthen the pipeline of undergraduates to and through KU (1-B)</td>
<td>Use comparative data to set academic program standards (2-B)</td>
<td>Increase research activities, innovation, and funding (3-B)</td>
<td>Encourage, support, and coordinate engaged scholarship (4-B)</td>
<td>Develop and retain talent and leadership at all levels to thrive in an era of change (5-B)</td>
<td>Create a comprehensive process for facilities planning (6-B)</td>
</tr>
<tr>
<td>Invest in first-year intellectual experiences (1-C)</td>
<td>Develop a comprehensive doctoral student recruitment plan (2-C)</td>
<td>Document research excellence with enhanced accountability (3-C)</td>
<td>Promote active entrepreneurship and vibrant external partnerships (4-C)</td>
<td>Be accountable (5-C)</td>
<td>Enhance diversity of faculty, staff, and students (6-D)</td>
</tr>
<tr>
<td>Enhance experiential learning opportunities (1-D)</td>
<td>Size academic programs based upon merit, mentoring, and placement (2-D)</td>
<td>Enhance the recruitment process for excellence in hiring (5-A)</td>
<td>Energize Far Above, the comprehensive fundraising campaign (6-C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redesign courses to enhance student learning (1-E)</td>
<td>Enhance experiential learning opportunities (1-B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bold Aspirations comprises six goals and 22 individual strategies** to target specific areas where we can improve and where our efforts will have the most benefit. Once accomplished, the goals will position KU to realize its vision:
1. Strengthen recruitment, teaching, and mentoring
2. Prepare doctoral students to be innovators and leaders
3. Enhance research to push the boundaries of knowledge and benefit society
4. Engage local, state, national, and international communities as scholarly partners
5. Recruit and retain excellent faculty and staff
6. Responsibly steward all resources

These goals will enrich and strengthen the four strategic initiative themes that define KU’s highest priorities for research investment:
- Sustaining the Planet, Powering the World
- Promoting Well-Being, Finding Cures
- Building Communities, Expanding Opportunities
- Harnessing Information, Multiplying Knowledge

[boldaspirations.ku.edu](http://boldaspirations.ku.edu)  
[provost.ku.edu/strategic-plan](http://provost.ku.edu/strategic-plan)

**Steering Committee Membership**

- **Danny Anderson**  
  College of Liberal Arts & Sciences
- **Aileen Ball**  
  Office of the Provost (staff)
- **Kristin Bowman-James**  
  Department of Chemistry
- **Marta Caminero-Santangelo**  
  Office of the Provost
- **Dave Cook**  
  Edwards Campus
- **Ann Cudd**  
  Undergraduate Studies
- **Diane Goddard**  
  Office of the Provost
- **Jill Hummels**  
  Office of the Provost
- **Mary Lee Hummert**  
  Office of the Provost
- **Linda Luckey**  
  Office of the Provost
- **Julie Nagel**  
  Innovation & Entrepreneurship
- **Sara Rosen**  
  Office of the Provost (Chair)
- **Mike Rounds**  
  Human Resource Management
- **Don Steeles**  
  College of Liberal Arts & Sciences
- **Deb Teeter**  
  Office of Institutional Research & Planning
- **Gavin Young**  
  Office of Public Affairs
A bold new era. Rising.

Join us today at boldaspirations.ku.edu.