

Report to the Provost

**Third Strategic Initiative Summit:
“Building Communities, Expanding Opportunities”**

February 3, 2012

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An anonymous summit participant drew this doodle on a napkin and left it on a table.

Executive Summary

The University of Kansas aspires to be a top-tier public international research university, one that fulfills its mission of teaching, research, and service at the highest levels. In many respects, KU is achieving that mission. In other respects, much remains to be done.

Over the course of several months, the Planning Committee for the third strategic initiative summit—*Building Communities, Expanding Opportunities*—worked to develop a SWOT analysis and a funding opportunities document. These are attached, and provide what we believe is useful guidance in this area of scholarship.

Many participants at the January 20, 2012 summit, however, openly lamented what they see as the absence of a coherent research community addressing this broad theme. Comments expressed in writing and from the floor underscore the need to address this pressing concern.

Accordingly, we as members of the Planning Committee propose the following actions:

- Creation of a Joint Center on Inequality and Social Justice;
- Hiring, developing, and supporting team-leading research professors;
- Establishing several multidisciplinary and cross-school curricula at the undergraduate and graduate levels;
- Appointment of a development officer to work with foundations;
- Formation of a database or “dating service” to report faculty research interests;
- Creation of multidisciplinary first-year seminars taught by teams of scholars;
- Creation of collaborative faculty research fellowships; and
- Increased and targeted communication, to internal and external stakeholders, about the value of KU’s collaborative and engaged research in this theme.

Overview

We spend our shared lives in communities: actual and imagined, remembered and anticipated, work-related and cultural. Communities of the past shape our present, some so distant that we barely recognize their influence, just as communities of the present offer and limit economic, social, and cultural opportunities. Community dynamics can promote and erode physical and mental well-being. Communities provide the social and economic structure of our lives, but are also buffeted by social and economic conditions from across the globe.

Although communities are often a source of stability—they are our cultural and economic homes—they are constantly changing, as, for example, when the migrations of people deplete some areas while forcing others to adapt to new residents and cultures. Communities are essential to understanding human societies and cultures, but exist within the natural world. We

cannot understand communities without considering the environmental, social, economic, and cultural forces that give them meaning and vitality—and threaten their meaning and vitality.

Building Communities, Expanding Opportunities is a broad strategic initiative theme that reaches across many intellectual domains and includes much research currently done and envisioned at KU. Research in this broad area touches local communities, our state, our nation, and communities across the globe. This work is forward-looking, yet provides intellectual space for disciplines that examine the past, such as history and classics.

These issues encompass the cold facts of economics and roiling policy controversies, as well as the artistic representations of the meaning of community and opportunity. Building healthy communities and expanding opportunities engages the work of KU's departments, research centers, and professional schools. A strength of this theme is that it holds the potential to engage scholars from every college and school. This strength presents a challenge to identify specific areas of current and future focus at KU within this broad theme.

Toward this end the Planning Committee identified four areas of current and future research strength at KU, which we call research clusters. These four clusters resonated well with the participants at the strategic initiative summit (who did not offer additional clusters for consideration). Developing these existing areas of research at KU is an important initial step in realizing this strategic initiative theme, though it certainly does not preclude developing future research clusters. The proposed initial research clusters are:

1. **Addressing Disparities and Promoting Social Justice.** This cluster includes a range of topics: law, rights, and social meaning; surveillance, privacy, and information policy; immigration law (see cluster below); ethics, nature and demands of justice; social determinants (race, gender, etc.) of justice. Examples of current research strength include:
 - Social Psychology: stereotyping and race
 - Public Affairs & Administration and Political Science: morality politics, justice in delivering government services, race and policing
 - Social Welfare: reintegrating ex-offenders back into communities
 - Applied Behavioral Science: testing community-based approaches to reduce disparities in health and human development outcomes
 - Journalism: how gender and ethnicity alter information
 - History: evolving meaning of citizenship
 - Law and Philosophy: inequality and education; equity and free trade
 - Social Welfare and Business: asset building and entrepreneurship in communities enduring collective disadvantage
 - Beach Center on Disability: how families can leverage community resources to support individuals with disabilities

2. **Building Communities and Opportunities Through Education.** Sub-topics for this cluster include: the disadvantaged in K-12 education; educational attainment; entrepreneurship and “educational resources”; how health affects education and absenteeism; print literacy; social media literacy and access; economic and financial literacy; civic literacy; business literacy. Examples of current research strength include:
 - The diverse research projects in the Center for Research on Learning
 - The Center for Educational Testing and Evaluation
 - Juniper Gardens Children’s Project
 - Kansas City Area Education Research Consortium

3. **Building Healthy Communities, Locally and Globally.** Research in this area examines the social determinants of healthy communities, community and obesity, effects of poverty on health and nutrition. Examples of current research strength include:
 - The Work Group for Community Health and Development at the Life Span Institute, a World Health Organization Collaborating Centre at KU
 - The new KU School of Public Health

4. **Migration and Changing Communities.** Research in this area includes studies of immigration patterns; changing identities; social and political construction of borders; impact on communities of immigration, raids, and deportations; transnational migration and citizenship; narratives of nations; the meaning of “illegality” and belonging. Examples of current research strength in this area include:
 - Deportations and deportees
 - Narratives (fictional, cultural, political, testimonial) about migration, national belonging, transnationalism, and human rights
 - Changes in rural communities as they adapt to in-migration
 - Social and economic effects of remittances.

During the summit, considerable attention was paid to how best to organize our work to answer these difficult questions and solve these complex problems. We all recognize that the issues facing us are far more complex than our disciplinary answers, yet abandoning our disciplinary frames and methods is unlikely to lead us forward. We need a more robust understanding of multidisciplinary research and scholarship that involves:

- The intellectual division of labor based on deep disciplines
- Integrating knowledge from multiple disciplines
- Institutionalized partnerships both within the university, across institutions, and with the communities we serve.

In addressing our broad theme, multidisciplinary work does not require everyone and every discipline to work together in research teams. In teams or as individuals, multidisciplinary research requires a focus on common problems or questions, a means to share ideas and observations, and the propensity to learn from and with each other. Multidisciplinary work does

often require researchers from different sub-disciplines within a field, and at times may include truly trans-disciplinary teams of researchers operating from diverse intellectual and methodological traditions. But we also need to provide space for the single discipline and the solo scholar to contribute to these issues. Toward this end the summit discussions focused on two essential aspects of creating a context for multidisciplinary work:

- **Informal:** A vibrant research community depends on building relationships among scholars. Summit participants lamented the limited opportunities to learn what others are doing at KU and beyond. Our university provides too few settings and opportunities to pull us out of our disciplinary enclaves. Faculty and staff noted the absence of a club or dining area, so common at other universities. Others suggested some form of electronic research “dating” service that could link diverse scholars with shared interests. One participant proposed changing the way offices are assigned across campus, shifting from departments to shared research interests. History recounts numerous examples of how informal, often serendipitous, encounters have led to research breakthroughs.¹
- **Intentional:** The informal, however, is rarely enough to sustain multidisciplinary research programs. Perhaps building on existing research centers, KU needs to locate groups—who are responsible and have the time and resources—to identify and promote multidisciplinary research activities. One example used during the summit was the practice of many top hospitals to form diverse clinical teams to address patient-centered problems. The key to this observation is that someone is responsible for forming the team. Research teams and projects are typically longer-lived than clinical teams, but careful attention needs to be paid to bringing in the right kinds of expertise to form meaningful collaborations to address community-centered concerns.

KU Investments

Over the next five years, we see the need for two forms of major investments:

1. **Creation of a Joint Center on Inequality and Social Justice.** This new joint research center could be a collaborative project drawing on the collective resources of KU’s existing research centers.² (It is not envisioned as a free-standing center at this time.) The mission of the joint center will be to promote understanding and action to ensure equity through multidisciplinary collaboration, engaged scholarship, and public service.

¹ One of the best examples was MIT’s Building 20, now demolished.
<http://www.usablebuildings.co.uk/Pages/Unprotected/MITBldg20.pdf>

² As of this writing, the Institute for Policy & Social Research and the Hall Center for the Humanities have expressed interest in supporting the Joint Center. Other possible partners include the Life Span Institute and the Center for Research on Learning.

The aim is to create formal and informal opportunities for the emergence of a strong research community addressing issues of inequality and social justice. The center would foster collaborative teaching and research among those in the social and behavioral sciences and humanities, and would engage the natural sciences, arts, and professional schools. Its initial goal would be to develop a multifaceted research portfolio in areas such as educational equality, health equity, human migration, and law and social justice. This joint center will take advantage of the successful grant development and management capacities of the Institute for Policy & Social Research, the Hall Center for the Humanities, the Center for Research on Learning, and the Life Span Institute to fund and support these research programs.

Creating the joint center addresses the need for greater intentionality in forming multidisciplinary teams, but also will establish a venue that may create much-needed informal, serendipitous encounters. Much of the research fostered by this joint center would be based in community settings, and the building and sustaining of these relationships takes time and sensitivity to local needs, institutions, and culture. The joint center would support such outreach, which is essential to engaged scholarship.

In addition to developing stronger research teams, this joint center would develop doctoral fields around each broad research topic. Strong, enduring research programs require a base in doctoral education. In addition, the placement of KU doctorates with strong training in emerging fields will contribute to our growing reputation in research. These doctoral fields would be organized in a manner similar to KU's current NSF-IGERT "C-Change: Climate Change, Humans and Nature in the Global Environment." These programs would attract doctoral students in a range of disciplines to learn theory and methods of research in, for example, migration studies. Developing these doctoral fields requires investment in targeted fellowships, research assistantships, and administrative support.

This new joint center could also be the home for a university-wide undergraduate minor in Law and Society. With support and engagement of the School of Law, this minor could attract students in the humanities, social and behavioral sciences, natural sciences, and professional schools who have intellectual and career interests in law and legal issues. This minor has the added advantage of building collaborations between the School of Law and schools and departments across campus.

2. For the various research clusters discussed above to flourish, **KU needs to hire, or promote from within, team-leading research professors who have the intellectual reach to pull together and help fund these programs.** As discussed at the summit, we should not preclude looking inside KU for potential faculty leadership, but cannot limit ourselves to our current faculty. These positions would come with levels of support that will allow considerable attention to developing these research programs. Support must include:

- Course releases
- Administrative support, such as research project management
- Funding for two to three doctoral fellows, post-docs, or research associates

Discussions during the strategic initiative summit suggested at least two other investments that would greatly enhance cross-cutting research:

1. Several participants suggested developing multidisciplinary first-year seminars focused on topics or problems related to building communities and expanding opportunities. These seminars would elevate campus-wide discussions of these difficult issues and provide an opportunity for cross-disciplinary faculty collaboration. They will sow the seeds for future research.
2. Summit participants also suggested the idea of cross-departmental and cross-school research opportunities, similar to the Keeler Family Intra-University Professorship awards. Individuals or groups of faculty could receive some form of release from current teaching and administrative duties to spend a year in another department, school, or research team, with the goal of participating in or building a multidisciplinary research team.

The message of urgency for the third strategic initiative theme asserts that “A civil community depends upon equality of opportunity, a broader understanding of cultures, and respect for differences. International peace and prosperity demand a renewed spirit of civic engagement.” The summit Planning Committee believes that the adoption of the measures aired at the summit and discussed in this report will position KU to become a national research leader in *Building Communities, Expanding Opportunities*.

Strengths, Weaknesses, Opportunities, Threats

Strengths

The grand challenge of *Building Communities, Expanding Opportunities* demands the engagement of the humanities, social and behavioral sciences, arts, and professional schools. KU is poised to address this challenge by drawing on existing faculty excellence and the support of its research centers and Institutes. This theme encompasses multiple areas of research and creative expression – for example, disparities and social justice, human and civil rights, law and public policy, educational opportunities, healthy families and communities, civic engagement and participation. The theme requires us to respond ethically to pressing social problems in our local and global communities. KU can build on its history of engaged scholarship, and leverage its strengths, to become a national leader by forming partnerships committed to developing human potential by building communities and expanding opportunities.

- Theme lends itself well to potential exchanges among humanities, social and behavioral sciences, arts, and professional schools. It draws from existing faculty research energy and excellence in numerous disciplines, schools, and centers.
- Emerging research clusters in: Addressing Disparities and Promoting Social Justice; Expanding Opportunities through Education; Building Healthy Communities; Migration and Changing Communities; and others.
- Themes that cut across research clusters—inequalities, identities, civic engagement, collaborative action, changing nature of urban and rural communities—provide additional opportunities for conceptualizing problems in collaborative ways.
- Record of community-engaged scholarship and participatory research around issues listed above.
- Campus leadership and synergies in existing organizations including the Hall Center for the Humanities, Institute for Policy & Social Research, Center for Research and Learning, Life Span Institute, School of Social Welfare.

Weaknesses

Limitations of infrastructure, incentives, and funding across campus dampen KU's leadership role in the theme. This theme invites multidisciplinary collaboration from the humanities and social and behavioral sciences, disciplines without a strong tradition of collaborative research. There are institutional disincentives to launching collaborative projects: department and promotion and tenure committees typically value "single-authored" works, community-engaged learning and scholarship is typically undervalued, excessive non-scholarship demands on faculty time preclude collaborative team-building, and cross school faculty appointments are uncommon. KU has invested few resources to launch collaborative research or to hire more

senior faculty in key areas and retain them to sustain “critical mass.” KU has not established a history of support from foundations, such as Ford and Carnegie, that fund multidisciplinary research on community, social problems, and social justice

- Institutional disincentives (including annual merit, promotion and tenure processes) to engage in collaborative research across disciplines and schools in this area, reinforcing the “silo” effect.
- Endowment has not historically played a role in relationship-building with foundations to support research.
- Lack of valuing non-traditional research products (e.g., practice guidance such as manuals, technology-based tools) that might have high impact for building communities and expanding opportunities.
- Key areas within the theme have gaps or shortages in faculty areas of expertise (e.g., humanistic social problems research, advanced statistics and computing); there is an institutional reluctance to hire established scholars in tenured ranks.
- Graduate recruitment issues (lack of competitive funding) affects our ability to create a high profile in this area; graduate recruitment and profile/reputation have a mutually reinforcing effect on each other.
- Lack of informal venues for the interaction of faculty from different disciplines.
- Lack of institutionalized practices to seek and form teams of faculty researchers.

Opportunities

Our theme speaks broadly to issues that are important to Kansas, the region, and the world and provides opportunities for research that addresses social and policy problems. Traditional funding agencies (e.g., NSF, NIH, Department of Education) support research in this area, but there are untapped sources of support, especially among foundations (e.g., Ford, Carnegie, Spencer, Kellogg). Hiring scholar-leaders in more senior roles could enliven research and create synergies across units, as could building stronger intellectual bridges between CLAS and the professional schools. Supplementing these efforts with greater investment in existing faculty, with a track record of multidisciplinary research activity related to our theme, will enable KU to partner with government and private agencies to shape public policy and influence debates about disparities and social justice.

- Opportunities to hire emerging scholar-leaders at more senior levels.
- Development of existing faculty into scholar-leaders that can work collaboratively across disciplines.
- Strong interest in having public policy be informed by scholarly work on these issues.

- Significant external opportunities for funding work in these areas (NSF, NIH, Department of Education, as well as major foundations such as Ford, Carnegie, Spencer, Mott).
- Growing recognition of disparities as a social problem worthy of systematic study and collaborative public action.
- Enhance recruitment of students and faculty by communicating the value of KU's collaborative and engaged research in this theme.
- Build relationships with communities both local and global.

Threats

Within our theme, there are several well established research programs, especially in the areas of education, children and families, and community health. In other areas, such as law and society and migration, we have several prominent and important research initiatives, but little that is institutionalized. Whether established or nascent, these research programs depend on one or two researchers, making KU especially vulnerable to the loss of lead faculty scholars. These areas of research call out for engaged scholarship, focusing more public attention on our work. Good research on social problems often challenges conventional wisdom and long-held assumptions and can engender social and political controversy.

- Other universities are aggressively recruiting our high-profile faculty, especially those successful in external funding, as well as trans-disciplinary, problem-solving faculty-scholars.
- Because less external funding is available and competition is increasing, faculty may choose to focus their energy and time on their research rather than on grant applications with low probabilities for success.
- External grants provide insufficient institutional support structure, including course release and project management.
- Several of the research areas within our theme—e.g., immigration, inequality, injustice—are controversial and could attract heated political and ideological attention.
- Other universities are more strategic in identifying and pursuing future research areas. KU is often a late entrant into emerging areas of research.

Funding Opportunities

The SWOT analysis for this theme states there are “Significant external opportunities for funding work in these areas (NSF, NIH, Department of Education, as well as major foundations such as Ford, Carnegie, Spencer),” while acknowledging that “less external funding is available and competition is increasing.” Compared to the other themes, researchers working on *Building Communities, Expanding Opportunities* must search for funding opportunities in a wider range of sources. Many of these sources are private foundations with specific and often narrow missions.

Matching one’s research interests to one of these missions can be a challenge, but help is available through the Office of Research and Graduate Studies (Pre-Award Services), the Hall Center for the Humanities (Grant Development Services), and the Institute for Policy & Social Research. What follows is a sampling of the many funding sources that relate to these clusters and the overall theme.

American Council of Learned Societies

The mission of the American Council of Learned Societies is the advancement of humanistic studies in all fields of learning in the humanities and the social sciences, particularly the Collaborative Research Fellowship.

<http://www.acls.org/programs/comps/>

Anheuser Busch Foundation

Since 1997, Anheuser-Busch and the Anheuser-Busch Foundation have contributed nearly \$475 million to charitable organizations, including those that support education, the environment, economic development, disaster preparedness/relief.

<http://foundation.anheuser-busch.com/Apply.aspx>

Asian Cultural Council

The Asian Cultural Council’s mission is to support international dialogue, understanding, and respect through cultural exchanges and to nurture the individual talents of artists and scholars in the U.S. and Asia.

http://www.asianculturalcouncil.org/?page_id=26

Carnegie Corporation of New York

The Carnegie Corporation seeks to “promote the advancement and diffusion of knowledge and understanding.” In keeping with this mandate, it incorporates an affirmation of an historic role as an education foundation but also honors Andrew Carnegie’s passion for international peace and the health of our democracy.

www.carnegie.org

CHS Foundation – Building Vibrant Communities

CHS Foundation mini-grants support innovative academic and leadership programs that strengthen student learning and enhance professional development. Grants are typically administered through universities, colleges and organizations reaching collegiate students.

<http://www.chsfoundation.org/upartnerships.html>

Ciang Ching-kuo Foundation for International Scholarly Exchange

The foundation seeks, through scholarly exchange, to widen and expand the scope of research on Chinese civilization in order to establish it as a part of the common heritage of humankind.

<http://www.cckf.org/e-donation.htm>

Coca-Cola Foundation

Our community investment priorities reflect the global and local nature of our business and focuses on those global pillars where the Coca-Cola Company can make a unique and sustainable difference: water stewardship, active healthy living, community recycling, and education.

http://www.thecoca-colacompany.com/citizenship/application_guidelines.html

Commonwealth Fund

The fund supports independent research on health and social issues and makes grants to improve health care practice and policy. We are dedicated to helping people become more informed about their health care and improving care for vulnerable populations such as children, the elderly, low-income families, minorities, and the uninsured.

<http://www.commonwealthfund.org/Grants-and-Programs.aspx>

Copland Fund for Music, Aaron

The fund maintains three separate grant programs in support of contemporary American music, each with its own objectives and annual application deadline.

<https://grants.coplandfund.org/>

Dumbarton Oaks Research Library and Collection

A program of project grants primarily supports archaeological research, as well as materials analysis and photographic surveys of objects and monuments.

<http://www.doaks.org/research/>

Eurasian and East European Research, National Council for

NCEEER was s created to develop and sustain long-term, high-quality programs for post-doctoral research on the social, political, economic, environmental, and historical development of Eurasia and Central and Eastern Europe. From broad, cross-cultural analyses to more focused studies of particular problems.

<http://www.nceeer.org/Programs/programs.php>

Fahs-Beck Fund for Research and Experimentation

Areas of interest to the fund are: studies to develop, refine, evaluate, or disseminate innovative interventions designed to prevent or ameliorate major social, psychological, behavioral or public health problems affecting children, adults, couples, families, or communities, or studies that have the potential for adding significantly to knowledge about such problems.

http://www.fahsbeckfund.org/grant_programs.html

Family Conservancy

Championing the healthy development of children by supporting parents and families and promoting quality early education.

<http://www.thefamilyconservancy.org/grants-and-scholarships.html>

FINRA Investor Education Foundation

Through our General Grant Program, the FINRA Investor Education Foundation funds research and educational projects that support its mission of providing underserved Americans with the knowledge, skills and tools necessary for financial success throughout life.

<http://www.finrafoundation.org/programs/>

Ford Foundation

Our grant making focuses on reducing poverty and injustice; promoting democratic values; and advancing human knowledge, creativity and achievement.

<http://www.fordfoundation.org/Grants>

Foundation for Child Development

FCD seeks to understand children, particularly the disadvantaged, and to promote their well-being.

http://www.fcd-us.org/programs/programs_show.htm?doc_id=447982

Gates Foundation, Bill and Melinda

To invest resources most responsibly, the foundation begins by asking:

- What affects the most people?
- What has been neglected?
- Where can we make the greatest change?
- How can we harness innovative solutions and technologies?
- How can we work in partnership with experts, governments, and businesses?

Next, we look for projects that:

- Produce measurable results
- Use preventive approaches
- Promise significant and long-lasting change
- Leverage support from other sources
- Accelerate work the foundation already supports

<http://www.gatesfoundation.org/grantseeker/Pages/foundation-grant-making-priorities.aspx>

GRAMMY Foundation

Grant program awards grants to organizations and individuals to support research on the impact of music on the human condition. Examples might include the study of the effects of music on mood, cognition and healing, as well as the medical and occupational well-being of music professionals and the creative process underlying music.

<http://www.grammy.org/grammy-foundation/grants>

Guggenheim Foundation, John Simon

Guggenheim Fellowships assist individual research and artistic creation and are made for a period of six to 12 months. The purpose of the program is to help provide blocks of time in which fellow can work with as much creative freedom as possible. Grants are made freely. No special conditions attach to them, and fellows may spend their grant funds in any manner they deem necessary to their work.

<http://www.gf.org/>

Hewlett Foundation, William and Flora

The foundation has been making grants since 1967 to solve social and environmental problems at home and around the world.

www.hewlett.org

Honda Corporate

Help meet the needs of American society in the areas of youth and scientific education by awarding grants to nonprofits, while strategically assisting communities in deriving long-term benefits.

<http://corporate.honda.com/america/philanthropy.aspx?id=ahf>

Kansas Governor's Grant Program

The program administers funds to organizations that aim to enhance the criminal justice system, improve public safety, support crime victim services, and prevent violence and drug abuse.

<https://www.kansas.gov/grants/index.do>

Kansas Health Foundation

The Kansas Health Foundation is driven by a mission to improve the health of all Kansans. To accomplish its mission, the Kansas Health Foundation's Board of Directors approved the following focus areas:

- Promoting the healthy behaviors of Kansans
- Strengthening the public health system
- Improving access to health care for Kansas children
- Providing health data and information to policymakers
- Building civic leadership
- Growing community philanthropy

<http://www.kansashealth.org/grantmaking>

Kauffman Foundation, Ewing Marion

Our vision is to foster "a society of economically independent individuals who are engaged citizens, contributing to the improvement of their communities." In service of this vision, and in keeping with our founder's wishes, we focus our grant making and operations on two areas: advancing entrepreneurship and improving the education of children and youth.

<http://www.kauffman.org/kfs/Travel-Grants-Program.aspx>

Kellogg Foundation, W. K.

We support an integrated whole child approach. For us, this includes ensuring the emotional, social, cognitive, physical, cultural and civic development of young children, ages 0-8.

<http://www.wkcf.org/grants/for-grantseekers.aspx>

Knight Foundation

The Knight Foundation supports transformational ideas that promote quality journalism, advance media innovation, engage communities and foster the arts. We believe that democracy thrives when people and communities are informed and engaged.

<http://www.knightfoundation.org/what-we-fund/>

Koch Institute, Charles

The Charles Koch Institute educates and trains professionals on the importance of economic freedom and how it increases well-being for the overwhelming majority of people. Through the institute's professional education, research, and training programs, we work to prepare professionals for careers in advancing economic freedom.

<http://www.charleskochinstitute.org/>

Kresge Foundation

We are a \$3.1 billion private, national foundation that seeks to improve the quality of life for future generations through seven programs—arts and culture, community development, Detroit, education, the environment, health and human services.

<http://www.kresge.org/funding>

Kress Foundation, Samuel H.

We support the work of individuals and institutions engaged with the appreciation, interpretation, preservation, study and teaching of the history of European art and architecture from antiquity to the dawn of the modern era.

<http://www.kressfoundation.org/grants/default.aspx?id=56>

Library and Information Resources, Council on

CLIR is an independent, nonprofit organization that forges strategies to enhance research, teaching, and learning environments in collaboration with libraries, cultural institutions, and communities of higher learning.

<http://www.clir.org/fellowships/fellowships.html>

Lindbergh Foundation, Charles A. and Anne Morrow

Lindbergh grants are made in the following categories:

- Agriculture
- Aviation/ Aerospace
- Conservation of Natural Resources—Including Animals, Plants, Water, and General Conservation (Land, Air, Energy, Etc.)
- Education - Including Humanities/ Education, The Arts, and Intercultural Communication
- Exploration
- Health - Including Biomedical Research, Health and Population Sciences, and Adaptive Technology
- Waste Minimization and Management
- A Jonathan Lindbergh Brown Grant may be given to a project to support adaptive technology or biomedical research which seeks to redress imbalance between an individual and his or her human environment.

<http://www.lindberghfoundation.org/docs/index.php/our-grants/funded-grant-projects>

MacArthur Foundation, John D. and Catherine T.

U.S. programs address issues in the United States, including community and economic development; housing, with a focus on the preservation of affordable rental housing; juvenile justice reform; education, with a focus on digital media and learning; and policy research and analysis on issues such as the implications of an aging society, America's fiscal future, and the use of economic analysis in policy making.

http://www.macfound.org/site/c.lkXJ8MQKrH/b.938141/k.306F/US_Programs.htm

Marchionne Foundation, Anthony

Since 2003 the Anthony Marchionne Foundation has supported research on issues of well-being. The Foundation currently emphasizes two specific research areas:

- **Aspects of life-singlehood.** The Foundation continues to support researchers who pursue original work on the dynamics of the never-married. We provide support to investigators in a variety of disciplines.
- **Health, medicine, and behavior.** The Foundation is interested in supporting small-scale studies on the interface between health, medicine, and behavior. The intent is to fund pilot work that the investigator can use as the basis of a large-scale, major grant application.

http://public.wsu.edu/~socpsych/anthony_marchionne_foundation.htm

McCormick Foundation

The Robert R. McCormick Foundation is committed to fostering communities of educated, informed and engaged citizens. The foundation helps develop citizen leaders and works to make life better in our communities.

<http://mccormickfoundation.org/page.aspx?pid=635>

McManus Charitable Trust Grants, Peter F.

The Peter F. McManus Charitable Trust will make grants of up to \$50,000 for research into the causes of alcohol and other drug addiction. A total of \$150,000 to \$200,000 in grants will be awarded this year to support basic, clinical, and social-environmental research.

<http://www.drugfree.org/join-together/funding/peter-f-mcmanus-charitable>

Mott Foundation, Charles Stewart

The Charles Stewart Mott Foundation affirms its founder's vision of a world in which each of us is in partnership with the rest of the human race-where each individual's quality of life is connected to the well-being of the community, both locally and globally. Areas of focus are Civil Society, Environment, Pathways out of Poverty, and Exploratory and Special Projects.

<http://www.mott.org/grantseeker.aspx>

Ms. Foundation for Women

The foundation builds women's collective power to ignite change across the U.S. Guided by a vision of a just and safe world where power and possibility are not limited by gender, race, class, sexuality, disability or age, we believe that equity and inclusion are the cornerstones of a true democracy in which the worth and dignity of every person are valued.

<http://ms.foundation.org/>

Multi-Arts Production Fund

MAP supports artists, ensembles, producers and presenters whose work in the disciplines of contemporary performance embodies this spirit of exploration and deep inquiry. MAP is particularly interested in supporting work that examines notions of cultural difference or "the other," be that in class, gender, generation, race, religion, sexual orientation or other aspects of diversity.

<http://mapfund.org/apply.html>

Museum and Library Services, Institute of

The institute's mission is to create strong libraries and museums that connect people to information and ideas. The institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development.

<http://www.ims.gov/applicants/search.aspx>

National Endowment for the Arts

NEA is an independent grant-making agency of the U.S. government dedicated to supporting artistic excellence, creativity, and innovation for the benefit of individuals and communities.

<http://www.nea.gov/grants/apply/index.html>

National Endowment for the Humanities

NEH is an independent grant-making agency of the U.S. government dedicated to supporting research, education, preservation, and public programs in the humanities. Of particular note is the Collaborative Research Grant <http://www.neh.gov/grants/guidelines/Collaborative.html>.

<http://www.neh.gov/grants/grantsbydivision.html#bridging>

National Science Foundation

- Directorate for Social, Behavioral and Economic Sciences
<http://www.nsf.gov/dir/index.jsp?org=sbe>
- Education and Human Resources
<http://www.nsf.gov/dir/index.jsp?org=ehr>
- Office of Integrative Activities
<http://www.nsf.gov/dir/index.jsp?org=OIA>

New Economic Thinking, Institute for

Generally, INET is interested in funding work that breaks new ground in one or more of the following fields:

- Sources and remedies of financial instability
- Institutional design for radical (Knightian) uncertainty
- Political economy of the state and public goods provision
- Political economy of income and wealth distribution
- Corporate governance in an age of economic globalization
- Human capability and economic development

<http://ineteconomics.org/grants>

Noyce Foundation

The Noyce Foundation has focused on math, science, and supporting work in research and policy. Much of our focus has been on improving instruction in math, science, and early literacy in public schools. Our informal science initiative includes support for leadership development in science centers.

<http://www.noycefdn.org/index.php>

Oak Foundation

Oak Foundation commits its resources to address issues of global, social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged.

www.oakfnd.org

PepsiCo Foundation

PepsiCo Foundation is committed to developing sustainable partnerships and programs in underserved regions that provide opportunities to improve health, the environment and inclusion.

<http://www.pepsico.com/Purpose/PepsiCo-Foundation/What-We-Fund.html>

Retirement Research Foundation

The RRF gives funding priority to efforts that address:

- Economic security
- Affordable and supportive housing
- Coordinating care when older persons transfer from one care setting to another
- Person-centered long-term care
- Mental health

<http://www.rrf.org/grants>

Robert Wood Johnson Foundation

The mission of the Robert Wood Johnson Foundation is to improve the health and health care of all Americans. Its program areas include public health, childhood obesity, and vulnerable populations.

<http://www.rwjf.org/>

Rockefeller Foundation

The focus of the Rockefeller Foundation resources and energies are on five interconnected issue areas:

- **Basic Survival Safeguards.** Secure food, water, housing and infrastructure
- **Global Health.** Accessible, affordable and equitable health services and systems
- **Climate and Environment.** Sustainable growth and resilience to climate change
- **Urbanization.** Solutions for fast-growing cities
- **Social & Economic Security.** Stronger safety nets, reinvigorated citizenship, re-imagined policy frameworks

<http://www.rockefellerfoundation.org/grants/what-we-fund>

Sage Foundation, Russell

The RSF currently provides support to scholars at other institutions to pursue research projects that advance the Foundation's objectives in five main research areas: the Future of Work, Immigration, Cultural Contact, Social Inequality, and Behavioral Economics.

<http://www.russellsage.org/research/categories/current-research-programs>

Silberman Fund, Lois and Samuel

The Silberman Fund seeks to stimulate and support faculty and professional research that will add to the body of knowledge on emerging social problems, facilitate the development of practice skills to address these issues, and infuse new knowledge and skills into the curricula of graduate education.

<http://www.socialservicegrants.org/grant.html>

Sloan Foundation, Alfred P.

The foundation is unique in its focus on science, technology, and economic institutions. It believes the scholars and practitioners who work in these fields are chief drivers of the nation's health and prosperity.

<http://www.sloan.org/apply>

Smith Richardson Foundation

The mission of the foundation is to contribute to important public debates and to help address serious public policy challenges facing the U.S. The foundation seeks to help ensure the vitality of our social, economic, and governmental institutions. It also seeks to assist with the development of effective policies to compete internationally and to advance U.S. interests and values abroad.

<http://www.srf.org/#>

Smithsonian Institution

Shaping the future by preserving our heritage, discovering new knowledge, and sharing our resources with the world.

- Archives of American Art
<http://www.si.edu/ResearchCenters/Archives-American-Art>
- Smithsonian Institution Archives
<http://www.si.edu/ResearchCenters/SI-Archives>
- Smithsonian Institution Libraries (SIL)
<http://www.si.edu/ResearchCenters/SI-Libraries>

Sociological Initiatives Foundation

The foundation specifically supports research that focuses on:

- Social policy objectives
- Institutional and educational practices
- Legislative and regulatory changes
- Linguistic issues (e.g., literacy, language loss and maintenance, language policy, language and national security, bilingualism, language and gender, language and law, language disabilities, language and health, language and education, different language cultures).
- Development of community capacity and organization of previously unorganized groups

<http://www.sifoundation.org/>

Spencer Foundation

The foundation has identified the following five areas of inquiry;

- Education and Social Opportunity
<http://www.spencer.org/content.cfm/education-and-social-opportunity>

- Organizational Learning
<http://www.spencer.org/content.cfm/organizational-learning>
- Purposes and Values of Education
<http://www.spencer.org/content.cfm/purposes-and-values-of-education>
- Teaching, Learning, and Instructional Resources
<http://www.spencer.org/content.cfm/teaching-learning-and-instructional-resources>
- Field-Initiated Proposals
<http://www.spencer.org/content.cfm/field-initiated-proposals>

<http://www.spencer.org/content.cfm/teaching-learning-and-instructional-resources>

Stupski Foundation

Steadfast in our mission of expanding life options for children of color and poverty, our new strategy calls students to the forefront of change. We see students and teachers leading a learning revolution that reinvents American education.

www.stupski.org

Sumners Foundation, Inc., Hatton W.

The foundation supports programs and activities that will result in an increased understanding by the public of the benefits of individual freedom and civic and personal responsibility, and the corresponding threat to liberty posed by a lack of informed, active participation by citizens at all levels of government.

<http://www.hattonsumners.org/grantguidelines.htm>

Sunflower Foundation

Our vision is to direct resources toward helping people and communities achieve and maintain optimal health by improving access to health care and information, eliminating barriers, emphasizing prevention and promoting healthy environments that enable and support personal responsibility for health.

http://www.sunflowerfoundation.org/areas_of_interest-capacity_building.php

Templeton Foundation, John

The John Templeton Foundation serves as a philanthropic catalyst for discoveries relating to the Big Questions of human purpose and ultimate reality. We support research on subjects ranging from complexity, evolution, and infinity to creativity, forgiveness, love, and free will.

<http://www.templeton.org/what-we-fund/funding-priorities>

Tinker Foundation

The foundation's institutional grants are available to organizations with projects addressing democratic governance, growth, security, sustainable resource management, or education issues in Latin America. Some grants are also available to institutions engaged in informing the public about Latin America and U.S. policy toward the region, as well as for environmental research and governance work in Antarctica.

http://foundationcenter.org/grantmaker/tinker/field_research_grants.html

Turner Foundation

The foundation has four program areas and makes grants for work in the areas of Water and Toxics, Energy and Transportation, Habitat, and Population.

<http://www.turnerfoundation.org/grants/pa.asp#h>

U.S. Agency for International Development

USAID has long recognized the U.S. higher education community as a national asset and a valued partner in international development. The majority of USAID funding is competitively awarded through specific requests or invitations. If your institution has a good idea which is linked to an Agency sector or specific country strategy, for which there are no competitive opportunities, USAID accepts, for review, well-conceived, innovative unsolicited concept papers and proposals that advance U.S. foreign assistance objectives.

<http://www.usaid.gov/university/>

U.S. Department of Agriculture

- Business Development
http://www.usda.gov/wps/portal/usda/usdahome?navid=BUSINESS_DEVELOPMENT
- Rural Development Loan Assistance
http://www.rurdev.usda.gov/RD_Loans.html

U.S. Department of Commerce

- <http://www.commerce.gov/about-commerce/grants-contracting-trade-opportunities>

U.S. Department of Defense

- Defense Medical Research and Development Program
<http://cdmnp.army.mil/dmrdp/default.shtml>

U.S. Department of Education

- Institute of Education Sciences
<http://ies.ed.gov/funding/>
- Office of Elementary and Secondary Education
<http://www2.ed.gov/about/offices/list/oese/programs.html>
- Office of English Language Acquisition
<http://www2.ed.gov/about/offices/list/oela/funding.html>
- Office of Innovation and Improvement
<http://www.ed.gov/oii-news/oii-program-offices>
- Office of Postsecondary Education
<http://www2.ed.gov/about/offices/list/oep/programs.html>
- Office of Special Education and Rehabilitative services
<http://www2.ed.gov/about/offices/list/osers/programs.html>

U.S. Department of Housing and Urban Development

- Green and Healthy Homes Technical Studies Program
- <http://www.hud.gov/offices/adm/grants/nofa09/grplead.cfm>
- Healthy Homes Demonstration Program
<http://www.hud.gov/offices/lead/hhi/hhd.cfm>

U.S. Department of Justice

The Office on Violence Against Women funds 21 programs. Three of these programs are “formula” programs. This means that the enacting legislation also specifies how the funds are to be distributed. The

remaining 18 programs are “discretionary” in that the office has the responsibility to create the program parameters, qualifications, eligibility, and deliverables.

<http://www.ovw.usdoj.gov/ovwgrantprograms.htm>

U.S. Department of Transportation

<http://www.grants.gov/search/search.do?mode=VIEW&opId=58543>

Verizon Foundation

The foundation focuses efforts on two primary areas: education and literacy, and safety and health. We participate in innovative programs to improve literacy and strengthen education achievement for children and adults. We support initiatives that help prevent domestic violence and improve access to healthcare information and services.

<http://foundation.verizon.com/core/index.shtml>

Walmart Foundation

Through financial contributions, in-kind donations and volunteerism, the Walmart Foundation supports initiatives focused on enhancing opportunities in our four main focus areas:

- Education
- Workforce Development / Economic Opportunity
- Environmental Sustainability
- Health and Wellness

<http://walmartstores.com/CommunityGiving/203.aspx>

Wenner-Gren Foundation for Anthropological Research, Inc.

The foundation is dedicated to the advancement of anthropology throughout the world. Through programs of funding for research projects, conferences, symposia, fellowships, and publication, the foundation aids basic research in all branches of anthropology and closely related disciplines concerned with human origins, development and variation.

<http://www.wennergren.org/programs/post-phd-research-grants>

Appendix

Afternoon Group Reports

Topic 1: Engaging in Collaborative Research

Let's imagine the possibilities: How can we work together on "Building Communities, Expanding Opportunities?"

- How can you contribute to research in this theme?
 - Struggled with this question and how to contribute. It is a lot of easier to think in abstract rather than concrete. It was concluded this is the key problem of strategic initiatives; it is easy to identify problems but moving it to action is lot more complicated. GROUP 4
- What kinds of multidisciplinary research are possible?

Topic 2: Institutional investments and organizational changes

Drawing upon your discussion of topic one, what does KU need to do to realize these possibilities? Submit three specific recommendations.

- Review the Promotion and Tenure process, grants versus contracts and space allocation ensure collaboration can happen.
 - Institute changes at the department level that engage in Promotion and Tenure activities so new faculty are not penalized for collaborative research.
 - Need to change rewards and evaluation system as well as break down institutional information barriers and attitudinal barriers. GROUP 4
 - Discussed Promotion and Tenure with the possibility of lengthening the tenure clock to ten years. GROUP 9
 - Changing Promotion and Tenure would be very difficult to change and take years. Consider using mid-career professors to promote collaboration at that stage of their career, when they are post tenure.
 - Would it be possible to add a line in the Promotion and Tenure form for collaboration so it would be a highlight and not penalized.
- Institute collaboration similar to a research "dating service" to establish community partnerships. GROUP 1, GROUP 4, GROUP 13 and GROUP 18
 - Clearinghouse for public research and interests on campus. GROUP 9
 - Create a central database of working papers. Could possibly develop use existing structure.
 - Within information infrastructure we have regular list serve and emails that could be used to share talks so everyone knows what others are doing in

- their research. Use KU Today to show success and engagement success stories so we know what KU wants done. GROUP 11
 - Use upcoming PRO database to find people who to collaborate with. GROUP 17
 - Create a Facebook page. GROUP 18
- It would be useful to have a center called “KU4U” with a director to serve as a facilitator of projects. Problems could be brought up and researchers identified in this center. GROUP 3
 - Explore models of centers at others institutions; i.e., Beckman Institute for Advanced Science and Technology at University of Illinois, Champaign-Urbana. There is also a center that KU could look at in Michigan. GROUP 3
 - Need to put some organizational structures in place to recognize reward and spread the word about successful things going on at KU. GROUP 7
 - Center for Science Education is an example of current multidisciplinary collaboration. GROUP 7
 - KU has Center for Teaching Excellence that could be modeled to create a new Center for Research Excellence to conduct needed studies.
 - Need to bring in a person and give the person a staff, develop a team to address questions on inequality. GROUP 13
 - Create Hall Center-like areas for collaboration. GROUP 17
 - Need to be closer to develop ideas and create spaces for conversations to occur.
- Each year the university could identify a research theme and culminate in weekend conference. GROUP 5
- Someone should take a census of current multidisciplinary research and share with university community.
- Stressed the importance of trust in building relationships and the time it takes for collaboration to work.
- Could the Keeler program be expanded or tweaked? GROUP 6
 - Expand Keeler program so people could get more than one. GROUP 12
 - Have a seminar series so Keeler recipients could learn from each other. GROUP 12
 - Program used to be an entire year, go back to that and have more than five a semester. GROUP 18
- Discussed what is the optimal size for collaboration? Too many affects the dynamics.
- Discussed different ways people can contribute—discussion, perspective, etc.
- There is the question of finding common themes and problems.
- University needs to find formats and methods to help get faculty together so they can meet and create relationships. GROUP 7
 - Have more multidisciplinary seminars to bring people together. GROUP 4
 - Faculty club could be a place to share information. GROUP 4

- Have training and workshops to help people learn to do collaborative research. There could be a series of presentations including works in progress that people could still participate in and learn about. GROUP 5
 - Formats discussed included creating collaboration database or the wine and cheese reception so people will get together. GROUP 7
 - Discussed potential models for faculty type seminars with greater expectations. GROUP 9
 - Semester is 14 weeks long and allows for time to tackle in much larger and different forums. GROUP 10
 - Destroy Wesco and bring back faculty club. GROUP 13
 - Need to establish a place and time where faculty and staff have a forum to meet. Chancellor's residence as a perfect location for these. GROUP 15
- Could conclude or begin a year with a conference to demonstrate what collaborations might be for the next year.
 - Should incentives be provided? GROUP 7
 - Need to evaluate the pros and cons of collaboration process.
 - Learn from successes and mistakes.
 - One practical step that all scholars could take is not to transfer copyrights to the publisher to increase the accessibility and availability to communities we have talked about today. GROUP 9
 - Questioned AAU matrix of publication as indication of quality. GROUP 9
 - How do we ensure that the same concept of inequality we are working is not duplicated among disciplines as funding is distributed; i.e., art needs funding from KU since it receives none from the state of Kansas. GROUP 10
 - Use strategy topics to engage students, faculty and staff collaboration. GROUP 11
 - Focused on collaboration and how to facilitate on campus—possibility of using new freshmen seminar to get six or ten faculty to teach seminars. GROUP 12
 - Teaching often is a stepping stone to research.
 - Theme could be built on discussions today.
 - Could get rid of department space allocation.
 - Use support staff to help facilitate meetings and get people together. GROUP 12
 - Bring in partnerships with nonprofits. GROUP 13
 - KU needs to be bold. We especially need to be bold on this issue as it is controversial. Understand it is a very difficult topic and one in which our reputation needs to be enhanced by tackling such a broad theme and not detracting. GROUP 13
 - Need administrative support. GROUP 14
 - There are many technological, social or administrative ways to approach collaboration but a key component that is a necessity before collaboration can be successful is the establishment of a language that crosses boundaries. GROUP 14

- School of Business has knowledge to commercialize enterprises and solve consulting challenges. If you want to commercialize research then talk to them. GROUP 15
- Involve retired faculty in the process.
- Encourage everyone to think globally as well as locally. Global-local connection needs to be identified more.
- Don't overlook the fact that we are building communities in classroom. Cannot build walls between research and teaching.