TO GO FAR ABOVE, WE MUST GO TOGETHER.

BOLD ASPIRATIONS
The Strategic Plan Annual Report 2014

KU
THE UNIVERSITY OF KANSAS
Stability.

It’s a feature that has served the world’s universities well. Governments and national boundaries change, but universities have endured — many trace their origins back several centuries.

This stability is the bedrock of academic freedom and expression but also may lead a university community to disregard looming challenges and the urgent need for significant change.

At the University of Kansas — old KU, as our Alma Mater says — almost every aspect of our university is undergoing sweeping change. These changes are happening not through top-down directives, but thanks to the engaged effort of the full university community.

Bold Aspirations, the strategic plan for the University of Kansas, is the template for this transformation. The plan itself was the result of engaged, comprehensive campus dialog that continues to flourish during our third year of implementation.

We have enhanced our interactions with undergraduate and graduate students, funded innovative multidisciplinary projects poised to create major innovations, transformed our operations, reimagined our historic campus, and worked together to establish regular faculty reviews.

Our Year 3 Annual Report reviews these accomplishments through stories of faculty and staff and illustrates how the 150-year history of our flagship university — the stability of our past — has laid the foundation for an even brighter future.
Rolling out redesigned courses

KU freshmen shouldn't be surprised if they see a stream of toilet paper in their Geology 101 class — it’s just one more innovative teaching technique being rolled out campuswide to help them succeed.

In 25 introductory courses that have been challenging to some students in the past, instructors have expanded on their lectures by using more teacher interaction, cutting-edge technology, group discussion, and even physical props — like unrolling toilet paper to simulate the vast magnitude of geologic time.

Redesigned courses are part of an effort by faculty, staff, and students universitywide to help more students make it through sometimes troubling classes, says Andrea Greenhoot, who directs the Center for Teaching Excellence and leads the Century 21 Consortium, C21.

Now at 80 members, C21 has redesigned courses in 15 departments with help from our Postdoc Teaching Fellows Program and Center for Teaching Excellence. And these efforts are being noticed by peer institutions that want to create similar programs.

Redesigned courses provide innovative, more meaningful learning experiences for larger classes. Students spend more time solving problems, writing, and collaborating with each other.

We’re tracking our changes and seeing signs of success already — exams show more students understand core concepts. And more students are performing better on even the more challenging assignments.

Redesigned courses create more opportunities for students to actually connect with faculty and instructional staff. Graduate teaching assistants, undergraduate teaching assistants, or peer mentors who have previously taken the course aid the main instructors. Instructional staff members walk around the classroom, talk with students, answer questions, and coach them as they complete their assignments.

And they’re doing it with props — like the low-tech but innovative toilet paper geologic time tracker. Those kinds of ideas, innovation, and creativity that help our students succeed are now streaming throughout our campus.

GOAL 1-E: Course Redesign

Strengthen and redesign how and where students gain knowledge. That’s how we prepare undergraduates for lifelong learning, leadership, and success. The main social and academic institutions where we envision this goal achieving are the coursework and classroom experiences that our students who take classes at KU will have.

Redesigning classrooms, courses for deep learning

Midway through a semester, Doug West, associate professor of journalism, turned down space on campus to teach his course Infomania in a nontraditional setting. Six months later, he had redesigned a Stauffer-Flint classroom with upgraded technology and seating. Redesigned spaces in one component of KU’s faculty-driven course redesign effort.

Rolling out
redesigned courses

instructors have expanded on their lectures by using more teacher interaction, cutting-edge technology, group discussion, and even physical props — like unrolling toilet paper to simulate the vast magnitude of geologic time.
Leading the way for innovative learning

They are key names of change: Tesla. Edison. Einstein. Atchley.

You might not have heard of her yet, but professor Ruth Ann Atchley is quickly becoming known throughout the national collegiate world for her groundbreaking efforts in course redesign.

Atchley, who chairs the Department of Psychology, successfully “flipped” her 320-student Intro to Psychology course as part of a national partnership with the Carnegie Mellon Open Learning Initiative.

The improvements Atchley made in student performance and engagement led to her course design quickly being adopted across her department. Peer institutions have taken note — and are following her lead.

Atchley’s vision and leadership made her the ideal chair for the provost’s Course Redesign Task Force. Its work led to six recommendations — six action steps being taken across campus — to spur growth in redesigned courses and in the physical classrooms where learning takes place.

1. Zero in on the trouble spots
Target redesign to large entry-level courses, courses critical for success in a major, KU Core courses, courses common to a variety of majors, and those with high D, F, and withdrawal rates.

2. Work together
Foster frank discussions about direction, goals, teaching methods, and curricula. Develop and sustain meaningful assessment tools. Share course materials. Collaborate and communicate about course redesign — not only within departments and across campus, but also with outside organizations.

3. Bring in backups
Fund more postdocs and undergraduate teaching assistants to help professors incorporate new active learning approaches into large courses. Encourage more of our faculty, students, and staff to join the C21 Course Redesign Consortium, bringing new energy, insights, and innovation to our course transformations.

4. Recognize and reward excellence
Reward faculty members who innovate, document student learning, and share successes and failures — it takes time to plan, make changes, and test the results.

5. Reimagine classrooms
Make annual investments to remake classrooms. Start by redesigning two 40-seat classrooms in Wescoe Hall and building collaborative spaces in Anschutz Library and Strong Hall.

6. Stay on the cutting edge
Adopt a bring-your-own-device model for students and classrooms and expand free or low-cost software. Create an experimental classroom to test technology. Add more videoconferencing classrooms. Create a faculty advisory panel on technology and learning.

GOAL 1E: Course Redesign

Setting a new course

Acceso, a website we developed for intermediate Spanish language courses, gives students a deeper understanding of cultural issues at the same time they’re gaining a command of basic phrases and grammar.

And it’s getting millions of hits from all over the world.

Undergraduates use the language to see what it’s like for undocumented Hispanic immigrants in America. They can learn why African immigrants are moving to Spain to find work.

Many visitors come to Acceso from Spanish-speaking countries — anyone can use the open-source lessons — and add their own wiki-based content.

Amy Roscomondo, associate professor of Spanish, who helped create Acceso, says the Russian, Ukrainian, French, Chinese, and Japanese programs are creating similar tools, expanding KU’s presence on the World Wide Web.

Students have saved $50,000 in textbook costs in the five years KU has used Acceso.
Adding mentors to the mix

“It was the best of times. It was the worst of times.” That’s the expectation of many English graduate students trying to figure out how the dickens they’re going to do it all — juggle course work, teach, and start their research toward a degree.

But Jacob Herrmann, a first-year doctoral student, can tell you our English department has done a far, far better thing for its first-year students than similar programs elsewhere.

All of our English graduate students, even those in the master’s degree program, are immediately paired with mentors in their first year. That’s a major change — in the past, they had to wait until they were working on a dissertation.

Already this summer, Herrmann’s mentor, Misty Schieberle, associate professor of English, helped him focus his interests on late medieval literature. She will continue to help him develop his research — and also start networking to land that first big job.

Getting an early mentor can stave off the dreaded “worst of times” — getting bogged down for nearly a decade, the national average it takes to complete a doctoral degree in the humanities. Then spending even more years looking for a job.

Anna Neill, English department chair, says first-year mentors will help students get their doctoral degree in six years — improving on the chancellor’s time-to-degree goal of seven years for all doctorates.

Giselle Anatol, English graduate program director, says first-year mentors help recruit the most talented students to KU. Another bonus: Students also have opportunities for Klemmer graduate research assistantships or a Chancellor’s Doctoral Fellowship.

For students like Herrmann, our mentors are making the difference — making sure their KU graduate school experience is indeed the best of times.

Attracting grad students with promise of early mentorship

Mentors can help master’s and doctoral students focus their research, finish their degrees on time, and make connections in the field. Giselle Anatol, an associate professor who directs the English graduate studies program, says that’s why they have begun pairing students and mentors in the first year of study.
Improving our prospects

Targeting the best and brightest graduate students. Responding quickly to their inquiries. Building one-on-one relationships. Then closing the deal — and bringing them into the Jayhawk fold.

That’s how Prospect, a new customer relationship management tool, is being used by our departments and programs to help find and enroll top graduate-level researchers and scholars from around the country.

Take the School of Social Welfare, for example — it used Prospect to build a seven-month recruiting campaign to hone in on top master’s and doctoral candidates. The school’s staff traced student inquiries to their home addresses. They created targeted, personalized messages — letters, brochures, and emails — that were sent out automatically to interested students. They followed up on responses. That has helped them pinpoint students who had the strongest interests in the School of Social Welfare’s graduate programs.

Prospect’s data collection abilities also lit the fuse on the recent graduate school application boom in the School of Engineering. Every single time a faculty member talked to or got an email from a student about the master’s and doctoral programs, that student’s contact information and interests were put into Prospect. The school could then send out targeted communications to its most likely candidates. The payoff? Applications exploded by nearly 17 percent.

Thanks to the Office of Graduate Studies, every graduate studies program now has Prospect in place. Their staffs are now using it. And they’re learning how it can help their particular program.

But it’s only the beginning. Graduate Studies has high hopes for Prospect. The office is working with five doctoral programs to build “best practice” communication templates for Prospect that can be used across campus — which means, ultimately, more of tomorrow’s leaders and innovators will choose KU.

Funding and filling our program

Why move warily into offering online degrees? To launch a new program offering master’s degrees and certificates online. KU is leading with its best: the #1 ranked master’s in special education.

An innovative partnership with online education company Everspring will put 15 School of Education programs online during the next three years. We replicate the on-campus experience for virtual Jayhawks with top technologies, a cutting-edge iPhone app, and personalized student services. All while they’re earning their degree from top faculty and researchers in their field.

Dean Rick Ginsberg views the online initiative as a remarkable opportunity for his doctoral program. Increased instructional opportunities can mean greater flexibility in using increased revenues to fund new doctoral candidates and to recruit online students into becoming doctoral candidates.

He also plans on making some of the first major research investigating online education from an academic perspective.

Because when you’re spreading a top-ranked program around the world, it only makes sense to spread the benefits across the School of Education.
Going mobile in tricked-out trailer

It’s a rolling lab. It’s a wheeled conference room. And it’s so shiny you almost need to shade your eyes. It’s our new MoCoLab — and it’s ready to take meetings, classes, and conferences across Kansas.

MoCoLab, short for Mobile Collaboratory for Civic Engagement, is tricked-out. An Airstream trailer that was refurbished from the wheels up by a team of 22 architecture and engineering students.

Nils Gore, associate professor of architecture and the driving force behind the yearlong project, first found a used Airstream on Craigslist. He and his collaborators polished the outside. They gutted the inside down to the aluminum skin and framing. They outfitted it with air-conditioning and heating. They installed state-of-the-art electronics for a PA system, computers, and a large-screen TV.

The accessories list: Hatchback. Wheelchair-accessible ramp. Wood paneling. Storage. Audio. Modular carts that can be worked on or a conference table.

The one-of-a-kind mobile workhorse is now ready for faculty and staff to reach out beyond Mount Oread. Biologists can use it for fieldwork. Child psychologists can go out to meet with those needing help in inner-city neighborhoods. Admissions officials can use it to recruit students.

The MoCoLab is where Rock Chalk meets the road.

Learn more at kumocolab.org

Project funded by $29,000 in KU grants
Putting a bite on killer kissing bugs

Chagas — a deadly disease sending chills through South America — is being attacked by a new Web-based tool designed by a team of KU researchers.

Victims are infected by the Chagas microorganism from the bites of a variety of insects — known as kissing bugs. Victims first suffer from a light fever. Then after a few days, the disease becomes chronic and eventually kills. The key to saving lives is early detection.

That’s where our team — skilled in biodiversity, design, and computing — stepped in. The team, headed by A. Townsend Peterson, senior curator of ornithology at KU’s Biodiversity Institute, created a Virtual Vector Library containing images of all the insect species that carry Chagas. The system is now semi-automated and correctly identifies at 80 to 90 percent.

The open-access virtual bug recognition system is saving lives by giving public health officials in Brazil a quick visual tool to determine if a bug that bit a victim was one of the 60 species that spread Chagas.

The KU team plans to build on its success identifying kissing bugs by using mobile phones to link to systems that automatically identify a broad range of disease-carrying insects, including ticks and mosquitoes.

Learn more at biodiversity.ku.edu

Natural medicine

Tomatillos, used mostly by chefs for Mexican green salsa dishes, could soon get another use — treating cancer.

Botanists and chemists in our Native Medicinal Plants Research Program are tracking down the molecular secrets of the Physalis longifolia, tomatillos that grow wild in Kansas. That species is power-packed with antioxidants — and has been used for both food and medicinal purposes by 23 Native American tribes.

“We’ve got some really exciting anticancer properties in that plant,” says the lead botanical researcher, Kelly Kindscher, professor and senior scientist in our environmental studies program.

Meanwhile, Barbara Timmermann, distinguished professor of medicinal chemistry, has isolated new molecules in wild tomatillos not known to science.

Timmermann says integrating natural chemicals with existing synthetic cancer drugs could possibly help diminish undesirable side effects and allow victims to take drugs orally rather than by injection.

Learn more at nativeplants.ku.edu

GOAL 3: Discovery and Innovation

Project funded by $400,000 in KU grants over three years

Project funded by $150,000 annually for two years

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ANNUAL REPORT 2014
While the thought of protein might bring to mind Kansas’ grass-fed beef sizzling on a grill, another type of protein—a highly specialized kind—is being corralled in the Sunflower State. Over on the west side of campus, researchers are working with multiple strains of hard-to-grow proteins used only in scientific research.

They’re working for KanPro Research Inc., a new biotech firm that’s creating complex proteins used for research in medicine, biotechnology, and life sciences. Philip Gao, president, spun off the new contract research organization from his work as director of the KU Cobre Protein Production Group. PPG has expressed and purified more than 500 proteins for KU scientists and clients in more than 50 countries. The high demand for purified proteins exceeded our campus’ capacity, spurring Gao to launch KanPro.

Gao plans to focus on proteins expressed by bacterial, yeast, insect, and cell-free systems—especially challenging proteins that have failed elsewhere.

The startup—in the Bioscience & Technology Business Center Main Facility in the West District—employs two people and has eight clients. However, Gao expects to saddle up more staff as his clientele grows in the next three years because of increasing protein research here, as well as at Kansas State University, Wichita State University, and the region’s research companies.

Learn more at btbcku.com

Finding business successors

Keeping an established Kansas small business rolling along—even when the owner wants to retire—is the driving force behind our RedTire program.

In April, the program helped Joel Klaassen finalize a transaction to sell his publishing business to Joey Young, a Hutchinson Community College alumnus, and Lindsey Young, a Bethel College alumna.

In February, RedTire helped Casey Thomas, a retiring Junction City veterinarian, sell the animal hospital he had owned for more than 30 years to Julie Ebert, a Kansas State University alumna and fellow doctor of veterinary medicine.

“I truly believe that, without RedTire, this deal would have never happened,” Thomas said.

RedTire has listings for nearly 20 businesses throughout Kansas, including a bank, an optometry practice, a machine shop, an agriculture and auto repair/parts business, five pharmacies, and eight veterinary hospitals.

Learn more at redtire.org
GOAL 5: Excellence in People

Our policies — for recruiting, developing, and retaining an excellent and diverse faculty and staff — must be based in accountability.

Post-tenure review: The road from strategy to implementation

In creating Bold Aspirations, we recognized the need for accountability and were ready to act once the Kansas Board of Regents mandated a post-tenure review policy for its universities.

Clarifying our positions

KU is a top 10 employer in Kansas — with our 3,300 nonfaculty staff alone, we are ahead of companies such as Koch Industries, General Motors, and Bombardier.

These private companies, though, were operating at an advantage in recruitment — their salaries and position titles are based on market analysis. This strategy is taught at every business school, but not practiced at most public institutions.

True to our role as Kansas’ flagship university, we’re working to change that.

In the first year of our comprehensive Classification and Market Study, we reviewed 2,000 positions, adjusted salaries that were below market, and aligned all positions across the university.

We also clarified position titles and eliminated duplications. No more bureaucratic matrix; instead is a true market salary regularly measured and adjusted.

Other Kansas employees may be as large, but none have a responsibility as important as ours — educating the future leaders of communities across the state, county, and world.
Sharing expertise, creating efficiency

You won’t see hard hats. And it’s unlikely you’ll run into yellow caution tape or cover your ears from those ear-splitting concrete saws.

But for the last three years, a quiet renovation has been taking place throughout campus. Thanks to a unique implementation model, Shared Service Centers have been built without an outbreak of noise or traffic disruption.

When the project is finished, SSCs will provide administrative support — from getting grants to building budgets — for all of KU’s various schools, departments, and programs.

“We can save money for our units and schools and do business in a way that benefits us across campus,” said Diane Goddard, vice provost for administration and finance. “The key is moving deliberately based on the customer needs, making adjustments, and learning lessons along the way.”

The first of several SSCs went live in 2013, but building awareness of the need began 18 months earlier through emails, town halls, and focus groups. Building a campus desire to change and knowledge about the process paid huge dividends. New SSCs go online according to our plan of... of each unit being served — conduct multiple interviews and scrutinize each business process. The result is an individualized center that serves the needs of its units, rather than a “one size fits all” model. Goddard noted KU’s focus on multidisciplinary research requires a multidisciplinary staff. “We’re not... we’re bringing campus together to fulfill our mission and meet the needs of our students, faculty, and researchers.”

Learn more at ssc.ku.edu

SSCs build on staff strengths

Fairly isolated from other departments on the sixth floor of Fraser Hall, Carol Archinal worked for 24 years in the anthropology department, staying busy with diverse and wide-ranging job duties.

Archinal was finance officer, scheduling officer, and office manager. Human resources manager. And department chair secretary. She was the anthropology department’s go-to person, wearing many hats for many types of jobs.

Another College of Liberal Arts & Sciences department, sociology, was only a floor above her in Fraser Hall. But, she says, “I didn’t really know what they did.”

That all changed when she moved over to the College’s Shared Service Center in Strong Hall. Archinal not only gets to see what all those other departments do, she also gets to wear her favorite hat — finance and budgeting.

At first she was anxious and apprehensive about moving away from her longtime post. However, at the SSC Archinal concentrates on her preferred area of expertise while other SSC staffers wear “the hats that fit them best — dealing with HR issues, maybe, or working with grants. They work together, share ideas, and solve problems. It makes them more efficient and gives them a team spirit they never had before. “If we have a question we can ask each other,” she says, “because chances are, somebody’s faced this situation before and knows how to do it.”
Changing for Excellence

BUDGETING
What’s a BudCast? No, not a webcast from a KU pre-game tailgate. And no, not a new fishing technique devised by legendary KU basketball star Bud Stallworth. BudCast is actually our new universitywide reporting tool, which merges four revenue sources into a single budget.

SUSTAINABILITY
We’ve created a 330,000-gallon rain barrel on campus, but you’d need a droning eagle to find it. OK, we’ll tell you: It’s underground reconstructed Lot 54. It not only irrigates our campus trees, but the concrete can soak up the runoff from a 100-year toad-strangling storm.

SERVICE IMPROVEMENTS
What’s all that hammering and buzzing? The sound of growth. In fact, Associate Vice Provost Frank DeSalvo joked to students this summer that orange and white are our new school colors — and our new mascot is the traffic cone. In the past five years, we have completed 700 projects in 120 buildings to the tune of over $200 million in expenditures, more than $1,600 per student per year invested in campus.

FACILITIES OVERVIEW
Maximo might sound like Godzilla’s next sparring partner. But it’s actually part of a mobile work order technology that our maintenance staff is using to:

- knock out all of that monster paperwork,
- punch up efficiency, and
- go the distance for reliability, standardization, and reporting.

All maintenance personnel are using handheld devices with wireless access to enter and track 6,500 assets in Maximo, which has landed a near-unanimous decision of 90 percent customer satisfaction.

SOURCING
Need left-handed scissors? Crimson and blue pushpins? A dispenser for double-sided tape? Our buying pros stalk the best deals with a cost-cutter’s dream arsenal — 21 catalogs of the most purchased commodities — to secure the best bulk prices on tens of thousands of items we previously sought out individually.

PROCUREMENT
We’re knocking it out of the park with our KU Procure to Pay Systems (KUPPS):

- 99 percent of requisitions within one day — in baseball terms, that’s a .990 batting average.
- At KU Central Purchasing (which reviews 71 percent of all requisitions), our team is batting .770 for getting orders processed in a single day — putting the “pro” in procurement for our largest orders.

COST SAVINGS
Misers? Bean counters? We prefer calling them our Cost Wizards of Construction — using these magical “Four Rs” they’ve found us $1.6 million that we’ve reinvested in teaching and research in FY2014:

- Revamping construction procurement,
- Realizing where it’s feasible to self-perform design, project management, and construction,
- Recovering or avoiding costs through construction auditing,
- Recouping revenues from historic rehabilitation and energy efficiency tax credits.

MOTOR POOL
Talk about street smart. We eliminated 30 vehicles in the campus motor pool, thanks to our new, more efficient contract for campus travel needs with an outside vendor.

RESTRUCTURING IT
At KU IT, it’s about you. It’s about getting the right tech geek to the right job — right away. To make that happen, it’s been about centralizing 19 of our 22 campus units (that’s 86 percent).

And those Rock Chalk renovations resulted in a 24 percent cut in backlog of mission-critical building improvements between fall 2010 and fall 2012 — 5 percent better than average for Kansas Regents universities.
GOAL 6-B: Campus Master Plan

The university community united to create a distinct plan for one cohesive campus that builds upon our historical excellence and ambitions for the future and physically embodies Bold Aspirations.

In the nearly 150 years since KU’s first building rose on a ridge called Hogback Ridge, our roots have grown deep and our aspirations have soared. Now we’ve created a new campus master plan that looks to a bright future and preserves KU’s history and culture.

Our yearlong planning process of meetings, focus groups, and interviews considered many voices — faculty, staff, students, and representatives of KU Endowment, the KU Alumni Association, and Kansas Athletics.

Together, we charted a transformation of campus that put our bold aspirations into physical form. The master plan knits together the main and west campuses, using the strategic goals of Bold Aspirations to thoughtfully map out new and expanded academic, research, and residential communities within three districts.

These bold new connections will spark the fire of innovation by creating an atmosphere of interdisciplinary collaboration and scholarship.

Learn more at masterplan.ku.edu

One campus, one community.

The new Jayhawk Trail is at the heart of the master plan — it will provide a pedestrian and bicycle path that unifies our campus both physically and philosophically. Landscaping along its route will create a bold green artery that links our historic core to our aspirations for the future.

Sustainable Land Use and Growth Patterns

The Jayhawk Trail will begin in the oldest section of campus, near Corbin Hall in the North District, then move south and west through proposed redevelopment projects in the Central District, cross Iowa Street at 19th, and flow into the West District.

Jayhawk Boulevard renovations will provide a smoother flow of pedestrian, bicycle, and motorized traffic, plus improve the landscaping.

One Lawrence Campus plan calls for bridging the current main and west campuses across Iowa Street both conceptually and physically with new facilities and improved landscaping.

Academic Communities

Innovation Way will connect our natural, physical, and life sciences with engineering and pharmacy.

Research Partnership Zone will provide an area for business and industry to create partnerships, start-ups, and private enterprise with science researchers.

Student Success, Campus Life

Freshman Housing developments on Daisy Hill will create a residential village that promotes success by building collaborative learning spaces, living spaces, and social spaces.

19th and Iowa Gateway will be a mixed-use development for upper-level and graduate students including housing, student amenities, and retail.

Edwards Campus plans Projecting a 40 percent enrollment growth at the Edwards Campus in Johnson County, our 10-year vision includes creating a Learning Commons, constructing a 10,000-square-foot addition to the Regents Center, and renovating Jayhawk Central. Our long-term plan includes extending the campus quadrangle to the west with 150,000-200,000 square feet of new facilities, including a 60,000-square-foot applied research building.
Year 4
Areas of Focus

Next year’s six specific focus areas will continue to propel us forward while strengthening KU’s mission.

1. **PROMOTE ACTIVE LEARNING**
   - Building on the success and innovative work of the Course Redesign Task Force, we will fully integrate blended and active-learning courses and classrooms into the campus environment. We will foster a collaborative atmosphere in which faculty share successful strategies and course data within and across departments. The results will meet the evolving learning needs of our students.

2. **STRENGTHEN RESEARCH AND SCHOLARSHIP**
   - Strategic initiative themes will continue to energize our research and scholarship through Strategic Initiative Grants, workshops, summits, and faculty hires. We hired our first three Foundation Distinguished Professors during 2013-14, and we will continue to focus our efforts on recruiting prestigious faculty.

3. **ENGAGE SCHOLARSHIP FOR PUBLIC IMPACT**
   - In the same way we would celebrate laboratory discoveries or commissioned works of art, we will recognize community-engaged scholarship, entrepreneurship, and commercialization. We will explore opportunities to engage the Lawrence and Kansas City communities through the Edwards Campus and Continuing Education. And, a new Web-based tool will connect faculty with community, business, and industry partners to collaborate in research for the common good.

4. **DEVELOP INFRASTRUCTURE AND RESOURCES**
   - Our new HR Learning Management System (LMS) and Performance Management System (PMS) will provide easy access to campus learning and development opportunities and give supervisors tools to promote growth and performance. A proactive HR strategy focused on a nurturing, diverse environment will deliver hiring excellence, collaboration in the development of courses, curricula, and performance evaluation, new mentoring opportunities, and expansion of the campus diversity plan.

5. **DEVELOP EXCELLENCE IN PEOPLE**
   - Some call it “Kansas humility,” but too many of our faculty do not seek or receive the recognition they deserve. We will raise the visibility of their most influential research by coordinating nominations for awards at all levels, setting faculty on the path to earn a deserved place in national academies and as recipients of top honors. We must also enliven campus and develop more opportunities — both formal and informal — to recognize our top faculty and staff, celebrate our excellence, and take pride in being Jayhawks.

6. **ENERGIZE THE EDUCATIONAL ENVIRONMENT**
   - The next step is to implement a comprehensive Progression & Graduation plan to reach the chancellor’s goals of a 90 percent first-year retention rate and a 70 percent six-year graduation rate.

For more on the 90/70 plan [boldaspirations.ku.edu](http://boldaspirations.ku.edu)
THE 90/70 PLAN
The KU Core now stands at the center of our undergraduate education. Students learn through studying abroad, volunteering, and conducting undergraduate research.

We’ve enhanced our recruitment efforts by establishing new admission standards, four-year renewable scholarships, and stronger partnerships with community colleges.

The Office of First-Year Experience brings student together through programs like the KU Common Book, first-year seminars, and learning communities.

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

THE MEASUREMENTS
First-year retention rate
Number of students declaring a major by 30/45 credit hours
Four-year graduation rate
Six-year graduation rate

STRATEGIC AREA I: THE ACADEMIC EXPERIENCE
Help students succeed academically.

1. Course redesign
Students and faculty must be engaged for academic success.

2. Intersession courses
Expanded courses will help students prepare for the next semester and provide steps toward degree completion.

3. Co-curricular and degree maps
Tools are provided to help students compare majors, find specific services, engage in experiential learning, and plan their undergraduate careers and beyond.

STRATEGIC AREA II: THE KU ADVISING MODEL
Develop an approach to advising that leads to degree completion.

1. Predictive analytic tools
The Student Success Collaborative analyzes data and enables advisors to help students choose majors successfully on schedule.

2. Predictive retention model
Advisors are trained to proactively direct students toward success based on their characteristics.

3. MySuccess early warning system
Students receive advising and academic support services when they need them.

4. Integrated advising
Analytic and predictive advising tools will help advisors guide students to a major in which they will succeed.

STRATEGIC AREA III: REMOVING BARRIERS TO DEGREE
Facilitate student progress.

1. Remove policies that hinder progress
Barriers may include timing of drop and withdrawal policies, use of enrollment holds, timing of tuition and fee billing, policies related to declaring majors, and grading policies.

2. Develop student-centric services
Provide students with the academic and support services they need and a student service network.

3. Coordinate retention efforts for student success
Develop strategies for intervention when students face financial problems.
### GOAL 1 | ENERGIZING THE EDUCATIONAL ENVIRONMENT

<table>
<thead>
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<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
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<tr>
<td>First-time, full-time freshman retention rate</td>
<td>77.8%</td>
<td>79.3%</td>
<td>79.9%</td>
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<td>Average ACT/Converted SAT of entering class</td>
<td>24.8</td>
<td>24.7</td>
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<td>Six-year graduation rate</td>
<td>60.9%</td>
<td>61.3%</td>
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<td>Number of experiential learning certificates (updated in FY 2013)</td>
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<td>1,361</td>
<td>1,363</td>
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<td>Total number of undergraduate and graduate student participants in Study Abroad (Note: includes international KU degree-seeking students on study abroad programs outside of the U.S.)</td>
<td>1,402</td>
<td>1,493</td>
<td>1,357</td>
</tr>
</tbody>
</table>

### GOAL 2 | ELEVATING DOCTORAL EDUCATION

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral median time to degree (years)</td>
<td>6.5</td>
<td>5.9</td>
<td>5.7</td>
</tr>
<tr>
<td>Percent of full-time graduate students holding GTA appointment</td>
<td>27.3%</td>
<td>24.8%</td>
<td>24.8%</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>
</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>
</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>
</tr>
<tr>
<td>Number of members in the National Academies</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of honors and awards</td>
<td>166</td>
<td>192</td>
<td>222</td>
</tr>
<tr>
<td>Number of postdoctoral appointees</td>
<td>245</td>
<td>237</td>
<td>297</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>
</tr>
</thead>
<tbody>
<tr>
<td>Total Active Agreements: Confidential disclosure agreements, invention disclosures, and licensing agreements</td>
<td>NA</td>
<td>570</td>
<td>576</td>
</tr>
<tr>
<td>Invention disclosures (metric retooled in FY12 to reflect only fully executed invention disclosures)</td>
<td>NA</td>
<td>72</td>
<td>85</td>
</tr>
<tr>
<td>Material transfer agreements</td>
<td>NA</td>
<td>108</td>
<td>111</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>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of minority tenured/full-time faculty</td>
<td>14.0%</td>
<td>12.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Percent of minority full-time graduate students</td>
<td>14.0%</td>
<td>15.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Percent of minority undergraduates students</td>
<td>13.0%</td>
<td>15.0%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Percent of underrepresented undergraduate students</td>
<td>9.0%</td>
<td>9.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Number of faculty hires connected with strategic initiatives (hired for following academic year)</td>
<td>NA</td>
<td>NA</td>
<td>3.0</td>
</tr>
<tr>
<td>Number of tenured full-time faculty hires at the associate or full professor level (hired for following academic year)</td>
<td>15</td>
<td>10</td>
<td>8</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>
</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>
</tr>
</tbody>
</table>
**Bold Aspirations**

**Strategic Plan**

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

**STRATEGY 1**  
Establish a new KU core curriculum for all undergraduate students (1-A)

**STRATEGY 2**  
Develop courses to enhance student learning (1-B)

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

**STRATEGY 3**  
Develop sustainable funding for doctoral education (2-A)

**STRATEGY 4**  
Use comparative data to set academic program standards (2-B)

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

**STRATEGY 5**  
Pursue multidisciplinary strategic initiatives (3-A)

**STRATEGY 6**  
Increase research activities, innovation, and funding (3-B)

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

**STRATEGY 7**  
Promote active entrepreneurship and vibrant external partnerships (4-A)

**STRATEGY 8**  
Provide active, engaged scholarship (4-B)

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

**STRATEGY 9**  
Enhance diversity of faculty, staff, and student (5-A)

**STRATEGY 10**  
Prevent active entrepreneurship and vibrant external partnerships (5-B)

**GOAL 6**  
Responsibly steward fiscal and physical resources and energize supporters to expand the resource base

**STRATEGY 11**  
Create a comprehensive process for facilities planning (6-A)

**STRATEGY 12**  
Energize Far Above, the comprehensive fundraising campaign (6-B)

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**  
provost.ku.edu/strategic-plan
A BOLD NEW ERA CONTINUES.

Join us today at boldaspirations.ku.edu.