



Initiative 2015: Shaping KU's Future

The University of Kansas stands for many things, but it never stands still. From time to time, we step back to assess how we're doing and where we're going. What we learn drives what we do, so that an already great university can become even stronger.

This has been an exceptional year for KU in every respect, and we're proud of that. But we have an obligation to look farther out – beyond horizons and time lines – to envision what this university can be and must become in order to remain true to our mission.

In January, I convened three task forces to address topics that are central to our life together. Each task force included KU faculty, staff and students. After completing their deliberations, they submitted a number of recommendations. The Initiative 2015 report reflects their input and those recommendations (indicated in brackets).

The three topics are at the core of our mission: teaching and learning, discovering and innovating, and working for Kansas. My charge to the task forces was to provide a sense of where KU needs to be in each area by the year 2015 – the date of KU's next overall accreditation review. They succeeded admirably, and I'm grateful to them for their hard work.

As this report demonstrates, some themes emerged that connected all three topics. In other cases, the recommendations were unique to just one task force. Together, they provide a perspective on KU's future that will help all of us guide and shape that future.

The next step is to begin implementing elements of the report, and to engage all of KU's stakeholders in an ongoing conversation about the direction and the purpose of our university.

Public higher education faces many challenges. Some are obvious and can be addressed now. Others are emerging but can be anticipated. Still others are unforeseen and, at best, can only be guessed at. With each of these challenges, the best course for KU is to be more adaptable, more responsive, and more innovative than ever before. Initiative 2015 is a plan to help us do just that.

Robert E. Hemenway
Chancellor
May 12, 2008

Introduction: The Next University of Kansas

KU's Lawrence and Medical Center campuses were built on hilltops. You can see farther from high places. At the same time, you can be seen more readily – and sometimes more critically – by those who turn constantly to the university for inspiration, answers and action.

This report provides a “hilltop” vista of selected issues affecting KU's future. It is an outward and an upward look, instead of a backward glance or an inward gaze. It takes a long-term perspective and asks the whole university community to think beyond headlines, semesters, seasons and the crises of the moment.

Someone asked, as this process began, “How can you have a long range plan when you don't know what will happen in five minutes?” You might just as well ask, “Why own a calendar when you already own a watch?” Those who rely on KU don't live in five-minute increments. Students and their parents spend 18 years preparing for college. Governments build roads and schools to last beyond a term in office. Faculty and staff devote entire careers to their work. The university itself must also plan. The alternative is aimlessness and chaos.

Planning is difficult. Acting on those plans is even more difficult. The university model is founded on a tradition of individual academic freedom that dates to the Middle Ages. Achieving a consensus on any topic is a challenge.

KU has always faced challenges. It came into being as the smoke was clearing from the Civil War, a turbulent time when higher education was being redefined. Since then, KU has endured every up and down of the business cycle. It has seen and survived every fad. It has reinvented itself in every generation to respond to the needs of students and the needs of Kansas. KU is a resilient university with a permanent mission, an institution that adapts to change while making change happen for the common good.

This report is concerned with the *next* University of Kansas – the version today's fifth graders will encounter as freshmen. What will the next KU look like in 2015? It will be more diverse, with higher expectations and closer ties to the whole state, and fully prepared to be held accountable by those it serves.

KU: A Public University

Public. Higher. Education. We sometimes take the words for granted, but they describe the essence of KU: rooted in democracy, committed to being the best and devoted to scholarship in all its forms.

The earliest campus snapshots capture an era of Victorian innocence. The professors look stiff. The students appear earnest. Thick books crowd cast iron library shelves, and the blackboards are smeared with chalk dust.

We're tempted to snicker at such images, but they show something more: a commitment by both teachers and students to enhancing the educational experience. They also show close and collegial relationships, a slower personal pace of instruction, and a more human-scale university.

That is the *past* University of Kansas, but the *next* KU can learn from it. In 2015, as in 1866, enhancing the educational experience will still be KU's calling and first

priority as a public university. *Today's* KU faculty have an advantage over their predecessors: access to extensive research into teaching methods and learning strategies, especially as it applies to an institution of KU's size and scope. Strengthening the practice of teaching – and basing it on research in the field – strengthens the partnership among students, faculty and staff as they all engage in the process of learning. [1, p. 9]

A public university must also be a diverse community. More than almost any other institution, American higher education is the crossroads of the world. People come here from all directions and every walk of life. They're exposed to – and changed by – a spectrum of ideas and cultures and biases. If they aren't, we've failed in our mission.

Some don't make it to the crossroads, however. Race, ethnicity, citizenship, academic preparation, language, finances and prejudice can be barriers to enrollment and employment. While KU is more diverse than any other institution in the state, we have a higher benchmark. Being a public university demands that the KU community – its students, faculty, staff and alumni – reflect the changing demographics of the state, the nation and the world. [2, p. 9]

This is an economic issue as much as it is a justice issue. And it is an educational issue most of all, since diversity imparts an academic value that complements the learning gained through books, labs and lectures.

This goal becomes more urgent with each new class of high school graduates. Because this issue affects public higher education throughout the state, it requires a partnership with K-12 education, local communities and others to ensure preparedness and develop multiple pathways to postsecondary education. At KU, we must increase existing efforts to recruit a diverse student body. At the same time, we must target scholarship funding to address this issue, while expending even more effort on supporting and retaining these students – especially during their first year on campus.

The same applies to the recruitment of international students and the recruitment, retention and promotion of a more diverse faculty and staff. As a public university with global aspirations, we must do these things now.

KU: An Expectant University

It needs to be said: high expectations are entirely compatible with the mission of a public university. Examples abound of state-assisted universities whose expectations of students and aspirations for themselves rival those of any university in the world. They successfully balance their public character and their uncompromising standards.

There are many facets to a university's reputation, starting with the quality of its students. Public universities in Kansas have excellent students, despite the fact we have – by statute – the lowest admissions standards of any of the seven Big 12 states. As a result, students who technically qualify for admission may find themselves academically and emotionally unprepared for the rigors of a KU education. This has a bearing on retention and can also influence the quality of education offered to all students.

KU has a responsibility to prospective students to communicate clearly the set of characteristics expected of undergraduate, graduate and professional studies. [17, p. 12] These characteristics go beyond requirements and represent a higher and broader

measure for students and the university to use in assessing admission and enrollment choices. [3, p. 9]

In the absence of a legislative remedy, such an approach would ensure a more comprehensive admissions evaluation, one that benefits applicants and increases the likelihood of success for those who enroll. KU can adopt a comprehensive admissions process that embodies higher expectations without sacrificing its heritage as a public university. Indeed, that is the only way it can fulfill the mission the state requires, since undue attrition and extended time-to-degree hampers student success and squanders limited resources.

Communicating higher expectations to prospective students compels KU to better define what it expects of its current students. The responsibility rests with every academic program – as well as non-degree programs that contribute to student development – to have clear and measurable objectives. This applies to undergraduate, graduate and professional education. [4, p. 10]

Having objectives requires departments and faculty to align curriculum and coursework with those objectives. In addition to ensuring a student is competent, skillful and passionate in the major field, the process of defining learner outcomes will go far toward ensuring KU graduates possess all or most of what we regard as hallmarks of a KU education. [17, p. 12]

An emphasis on higher expectations extends to KU's research mission. Multidisciplinary areas of great depth that are emerging opportunities should be enhanced. KU must actively recruit selected researchers for this purpose. Funding sources must include KU Endowment, the state (e.g., Kansas Bioscience Authority Eminent Scholars), philanthropic foundations and other agencies that can help us add faculty positions, retain key faculty and support their research.

Identifying these areas of focus requires a strategic process to establish priorities, goals, objectives, an implementation plan and funding. [5, p. 10]

For this approach to succeed, hiring outstanding faculty researchers is only part of the answer. A concerted effort is also required to attract, recruit, enroll and support the graduate students who make much of KU's research possible. At present, the university lacks a coordinated approach to this need, with the result that KU often has difficulties competing with other universities for the best students. This is more than just a question of money, though that is important. For example, KU could be more attractive to graduate students by developing more innovative and multidisciplinary programs that effectively integrate research and education. This would help distinguish KU as an institution that trains excellent graduate students. [6, p. 10]

Such graduate programs can include creative activity, e.g., choreography, artwork and design, composition and performance, in addition to research. KU must raise its scholarly expectations by increasing collaboration among departments, between KU campuses, with industry partners, and with other universities and research institutions, e.g., the Stowers Institute. [7, p. 10]

KU: An Accountable University

In addition to possessing the hallmarks of a KU education, our graduates must also be competitive with the best scientists, teachers, engineers and scholars in the world. More than rhetoric, global competitiveness is a national imperative.

Employers, elected officials, students, parents and the public all recognize the value of higher education. They support it with their dollars, and their occasional criticism is leavened with respect and appreciation for the contributions the university makes to a democratic society.

Nonetheless, these groups are impatient. The rising cost of college is coupled with concerns that graduates may lack the skills, competence and passion required to find employment, boost the nation's competitiveness, and fulfill their potential.

At every level, higher education is being held more accountable for its outputs and measured against stricter expectations. KU welcomes this scrutiny and the opportunity to demonstrate our performance.

In particular, we recognize the importance of identifying the overarching goals of a KU education – at the undergraduate, graduate and professional levels – and documenting whether students have actually met those goals. For this initiative to succeed, individual academic programs must define outcomes, develop assessment tools, and implement both among all students coming through a given program. KU will support this effort, and will work with faculty, departments and programs to utilize the results in ways that improve academic outcomes. [8, p. 10]

This is not an assembly line approach. Programs must still use good judgment in defining outcomes and evaluating students. But a KU education is more than a mere collection of credits. We must demonstrate our performance – and document the outcomes – to a sometimes skeptical public.

Becoming more accountable often involves a change of priorities at the individual, departmental and campus levels. As with any other organization, incentives can help induce a culture change.

For example, asking KU faculty to devote greater attention to research discoveries, innovation and outcomes that benefit society may conflict with existing standards for promotion and tenure. Such standards generally emphasize publications, grant funding, teaching and service. Entrepreneurial faculty whose research has commercial potential should be rewarded – not penalized – if they develop new technology or start a company.

KU should develop a broader set of standards and metrics to recognize and reward enterprising faculty. Traditional measures for evaluation and advancement have their place, but by themselves may be inadequate – especially with junior faculty at the most productive point in their careers. [9, p. 11]

The same applies to faculty service. As an expectation for promotion and tenure, service can include working on departmental committees, advising a student organization, editing a journal or leading a professional society. What often goes unrecognized is service and outreach on behalf of the state of Kansas.

A university founded on hilltops cannot remain on hilltops. As a public university, KU must extend itself to all points of the compass and the whole strata of

society. This includes major population centers as well as smaller communities with fewer resources. However, for faculty and staff engaged in outreach, “extend” can easily become “over-extend,” in terms of travel, time and the deferring of other obligations.

Again, KU must become more innovative if we want to fulfill our public university calling in Kansas. Service – more broadly defined – is a legitimate component of retention, compensation, promotion and tenure decisions. This also applies to the ways in which we recognize students, units and the community partners with which we work. If we value service to the state we need to encourage it in ways that reward initiative and ensure accountability. [10, p. 11]

KU: A Servant University

Learning that exists in a vacuum is useless. In the lab, a vacuum is cut off from the world by a glass bell. In space, a vacuum is silent, frozen and distant. For KU to be true to its mission, it must communicate knowledge more widely and become more visible and useful to those who need that knowledge.

KU is doing more than most of us realize to reach out to and serve the state and nation. This lack of awareness is true on every KU campus and even among the campuses. Responsibility for compiling, prioritizing and coordinating KU’s outreach activities and partnerships is unclear. As a result, this aspect of KU’s mission is relatively invisible to ourselves and those we serve.

An organization should be created and charged to take on this responsibility. In the process of promoting visibility and awareness, it would also promote service among academic units and encourage partnerships with diverse communities statewide. [11, p. 11]

For example, this entity could organize creative conversations with partners to identify the needs of the state and adopt strategies for addressing them. Rather than making pronouncements about solutions, KU would marshal its resources and expertise to collaborate with others to effect change. In this case, focused engagement and visible action would be an effective form of communication for KU. [12, p. 11]

In some cases, KU already has such partnerships, and they should be strengthened. In other instances, KU must extend itself to make strategic connections that don’t currently exist. These include political, business and community alliances. They also include listening to, working with, and advocating on behalf of the invisible and voiceless in our society. As a public university with statewide reach, KU is in a position to help address and solve the needs of Kansas in ways that are regional, non-partisan and informed by unmatched expertise. [13, p. 11]

Some see KU as confined to a single corner of Kansas. In truth, KU consists of four campuses, multiple training centers, Kansas Public Radio and Audio-Reader, Area Health Education Centers, the Wheat State Whirlwind Tour and KU Continuing Education. In addition, KU is located wherever there are students, alumni, patients and friends whose lives have been affected by the university.

KU must make greater use of these sites and affiliations, and those of our partners, to increase statewide visibility and provide a two-way point of access. Through

them, KU learns about the needs of Kansas, while Kansans come to understand the value of KU. [14, p. 11]

Central to this discussion is a sense of mutual respect, along with a greater sense of hospitality on the part of the university. Everyone is invited to make use of KU. Everyone with whom we interact must feel welcome and appreciated, regardless of whose turf is involved. Good “customer relations” generates very effective word-of-mouth communication. Overt and sincere gestures of friendship smooth relationships and signal to others that KU cares. We must strive to be a “flagship” university that is hospitable and accessible to visitors, alumni, the public, each other and stakeholders of every kind.

Traditional forms of communication aren’t dead, but are on life support. Newspapers, network television, direct mail and other media have their place, but are less and less effective with many of those we seek to reach. KU must be a leader in adopting novel forms of communication that reach target audiences with messages that convey the strengths and accomplishments of the university.

Nowhere is this more true than with KU’s research activity. We must expand public communication efforts – using the latest technology – to continually inform the state and nation about KU’s role in discovery and innovation. KU is a national public research university, a member of the prestigious Association of American Universities, and a notable leader in research related to health, energy, the humanities and other fields of study. It is important that these exciting activities be more visible to more people in Kansas and elsewhere. [15, p. 12] Those we serve must be better informed about all we have to offer.

KU: An Unfinished University

KU is like an endless reel of time-lapse images. Buildings go up and come down. New students arrive and immediately walk down the Hill at commencement. Eager young faculty become wise and white-haired in an instant. Nothing is fixed in time or carved in stone – even in Rock Chalk! This is the nature of a university, to be always unfinished and ever evolving.

While we honor the past at KU, and live in the present, we have an equal responsibility to consider the future – the next KU. Part of this responsibility involves stewardship of our infrastructure. Buildings go up less quickly in reality than they do in the webcam replay. And 75 years of hard use and adaptation take their toll. Turning dreams into classrooms and labs requires vision, planning, funding, land, partners, decisions and tenacity.

University infrastructure evolves as the needs of students, faculty and society evolve. At KU, the cutting-edge research facilities of a century ago are today’s historic landmarks. There’s a lesson in that.

It is imperative that KU identify, plan for and construct the infrastructure we need in order to support world-class research, teaching and creative endeavor. This is easier said than done, since the opportunities are endless and the resources are finite. Such a process necessarily involves hard decisions. We must choose where to invest,

knowing at the outset that some will be satisfied with those choices and others will not be. [16, p. 12]

Finally, KU is unfinished because the search for knowledge is unfinished. We cannot leave it to chance that a student will get a KU education in the brief interval between admission and graduation. In addition to imparting facts we must utilize teaching methods and learning strategies that improve the learning environment for all students. Few university faculty are trained as teachers. That doesn't excuse bad teaching, or methods and strategies grounded in hunch and guesswork instead of research.

We challenge our faculty to reflect on and improve their teaching practices. KU will support the professional development of these faculty and reward improvement. Successful models to employ at KU include incorporating required small-group learning communities into all KU programs, integrating appropriate active learning strategies into the instruction of all disciplines, promoting peer mentoring and instruction involving advanced students, and offering a diverse group of one-credit seminar courses that ease student transitions and promote academic engagement. [1, p. 9]

Research has validated these and other models in the context of large public research universities. KU's faculty should do more to utilize them.

KU: An Awesome University

KU students and alumni have been singing "Crimson and the Blue" since 1891. The lyrics describe a KU that is "glorious to view," an institution "towering toward the blue." Those were brave words for a young university founded on an advancing frontier, hovering on the eve of an uncertain century.

KU is still young, and the only certainty today is a frontier of knowledge that continues to advance. These recommendations offer guidance in three key areas. They also offer a strong, positive outlook for what lies ahead of us.

Of this we are certain: the KU of 2015 will be a public university, an expectant university, an accountable university, a servant university and an unfinished university. It will also be a better and more effective university, the kind of institution author P.F. Kluge had in mind when he envisioned his own *alma mater* as "a more daunting college, a place that graduates remember not only with affection but with awe."¹

¹ P.F. Kluge, *Alma Mater: A College Homecoming* (Reading, Mass.: Addison-Wesley, 1993), 250.

Task Force Recommendations

The report is based upon and references 16 recommendations and one appendix submitted by the three Initiative 2015 task forces.

1. *Enhancing the Educational Experience*

The faculty of the University of Kansas will utilize teaching methods and learning strategies that improve the learning environment for all students. These are methods and strategies validated by research, and include 1) incorporating required small-group learning communities into all KU programs, 2) integrating appropriate active learning strategies into the instruction of all disciplines, 3) promoting peer mentoring and instruction involving advanced students, 4) offering a diverse group of one-credit seminar courses that ease student transitions and promote academic engagement, and 5) supporting the professional development of KU faculty as they reflect on and improve their teaching practices. These strategies will strengthen the partnership among students, faculty and staff as they engage in the process of learning.

2. *Diversity of the Learning Environment*

The University of Kansas will be a more diverse learning environment – including students, faculty and staff – that reflects the changing demographics of the state and nation. KU must be mindful of the value all aspects of diversity bring to the university and its learning environment. This includes geographic, socio-economic, first-generation and language diversity. Achieving this goal will require a partnership with K-12 education, local communities and others to ensure preparedness and develop multiple pathways to a college education. It will also require increased efforts in student recruitment, targeted scholarship funding, and a high degree of first year and ongoing support. The recruitment of international students will also receive greater attention, along with the recruitment and retention of a more diverse faculty and staff.

3. *Educational Expectations*

The University of Kansas will communicate clearly – to current and prospective students – the set of characteristics expected of undergraduate, graduate and professional students in order to succeed at KU. These characteristics (see appendix) include high-quality academic performance, scholarly engagement, participation in extracurricular activities and service to the community. KU will also communicate these expectations to all other educational stakeholders. While these characteristics are not requirements, they do represent a higher and broader measure for students and the university to use in assessing admission and enrollment choices. Further, KU should seek authority to implement comprehensive undergraduate admissions standards that are consistent with these characteristics.

4. *Defining Learner Outcomes*

Every academic program at the University of Kansas will have clear and measurable objectives – goals that indicate the expected outcome of a KU undergraduate, graduate or professional education. These objectives extend beyond degree programs, and will reflect the overarching goals of a KU education, addressing both the academic achievements and the personal characteristics that serve as hallmarks of a KU graduate (see appendix). Academic programs and KU as a whole will examine educational practices – inside and outside of class – to ensure those practices align with the stated goals.

5. *Raising the Research Bar*

The University of Kansas should identify and emphasize research and innovation in areas in which we have great depth, which lend themselves to multidisciplinary study, and that represent emerging opportunities. KU should then actively recruit researchers with demonstrated excellence to enhance these programs. KU should involve KUEA, the State, philanthropic foundations, and other agencies to raise funds for the support of research and scholarship, particularly through the support of new faculty positions, faculty retention, and research programs and activities. Based upon this rationale, a strategic planning process would be implemented to establish priorities, goals and objectives, design an implementation plan, and secure funding to realize this vision.

6. *Training*

The University of Kansas should generate enhanced support for graduate students to make us more competitive in attracting the best and brightest junior research scholars. To further set us apart, KU should develop more innovative and multidisciplinary integrated education and research programs across the campuses.

7. *Collaboration*

KU should make major efforts to promote collaborative interdisciplinary research and creative activities involving its faculty and students. These efforts should include increased collaborations both within and between KU's campuses, with industry partners, and with other institutions around the world.

8. *Documenting Learner Outcomes*

The University of Kansas will demonstrate that undergraduate, graduate and professional students have met the overarching goals of a KU education (see appendix). This will happen in multiple ways. KU will support individual academic programs as they identify and develop specific documentation and evaluation tools. This support includes incentives to faculty and departments to define outcomes, develop assessment tools, and implement and utilize the results in order to improve their academic programs.

9. *Rewards and Recognition*

KU should develop a broader set of standards and metrics as the basis for recognizing, acknowledging, and rewarding faculty for discovery and innovation.

10. *Expand reward systems for service to Kansas*

Create, expand, and diversify reward/incentive systems to better encourage and recognize units, faculty, staff, students, and community partners who contribute to service and outreach for the state of Kansas.

11. *Identify and support an outreach and partnership individual or organizational entity*

Identify and support an outreach and partnership entity to coordinate and facilitate KU's outreach activities among its various campuses. This unit should promote awareness of, sensitivity to, and recognition of existing and emerging state needs as well as generate models for service partnerships and dialogue. Tasks would include coordinating, prioritizing, and cataloguing key outreach activities. This entity should also promote service among academic units and the diverse communities of Kansas. KU auxiliary units could help the outreach and partnership unit to identify opportunities for greater coordination of KU outreach initiatives.

12. *KU should host expert dialogues*

The outreach and partnership individual or entity should organize creative conversations with partners to identify and prioritize state needs and how they can be addressed collaboratively. Once those needs have been identified, the university should focus its efforts to become both effective and visible in attending to those needs.

13. *Enhance existing partnerships and establish new ones across the state*

We recognize the needs of Kansas cannot be identified by KU alone. The outreach and partnership individual or entity should increase strategic external partnerships and affiliations across the state by serving as a facilitator to internal discussions among KU units and fostering dialogue with the range of Kansas stakeholders. The goal is to leverage university resources toward sustained, visible, and evolving partnerships that meet the needs of Kansas.

14. *Statewide visibility: Develop physical locations and partner affiliations*

Establish and support a network of KU sites and/or affiliations around the state to serve as two-way access points for outreach and service. KU outreach and partnership activities should utilize existing KU facilities, such as the Area Health Education Centers and seek out opportunities to utilize sites of local affiliates or partners.

15. *Communication*

Expand public communication efforts and create novel communication forums that will continually inform the state and nation that KU is a transformative leader in discovery and innovation. Pioneering modes of communication will be utilized such as innovative internet formats and advertising enterprises. The goal is to inform and impress Kansans, U.S. and world citizens, and the international community of scholars about the exciting research and accomplishments at the University of Kansas.

16. *Infrastructure*

KU should undertake a comprehensive effort to rethink the infrastructure necessary to support world-class research and creative activities. The goal of this effort must be to lower the barriers to success in a globally interconnected world with enormous opportunities but limited resources. Enhanced success in this environment will require hard decisions in terms of what to invest in and support locally and what to acquire from the global marketplace.

17. **Appendix: Characteristics and Hallmarks**

The Teaching and Learning Task Force, in response to its specific charge, worked independently to identify characteristics of successful students and hallmarks of KU graduates. The resulting list reflects a thoughtful conversation and a desire to engage others at KU in this discussion. The intent is to encourage reflection and stimulate action on the part of students, faculty, and the whole KU community. Specifically, it may prompt departments and individual faculty members to address this topic, and may help them align their curriculum and teaching with characteristics and hallmarks of their own.

Candidates for admission to the University of Kansas should exhibit:

- **Active intellectual capacity and curiosity**, reflected in standardized test scores, previous classroom performance, evidence of critical thinking skills, a broad foundation of knowledge, and a passion for learning;
- **Honesty, self-awareness**, and adherence to ethical norms in the face of ambiguity and peer pressure;
- **Leadership ability**, demonstrated by active group involvement, adaptable problem-solving under stress, thoughtful engagement in civic affairs, the ability to form a community, and experience in service learning;
- **Eagerness to learn and share knowledge**, based on personal and professional maturity, goal-setting, a willingness to take responsibility for academic success, and the recognition that learning is the enterprise of a lifetime;
- **Excellent communications skills** (written, verbal, technological) that support the application of knowledge in the campus, workplace, and community;
- **Global awareness and breadth of thinking**, shown by an appreciation for other cultures, openness to new ideas and alternative ways of thinking, curiosity, tolerance, and respect for the opinions of others; and

- **Creativity and understanding** in conducting research, analyzing results, presenting findings, and responding to criticism.

Graduates of the University of Kansas should exhibit greater:

- Capacity and eagerness to engage in **research and creative activity**, and to **learn independently** for a lifetime;
- **Civic engagement**, characterized by community service and involvement;
- **Breadth of knowledge** that is interdisciplinary and integrated, with depth in areas of special interest;
- **Global awareness and appreciation of cultural diversity**, based on personal experience and classroom exposure;
- **Vocational focus**, derived from faculty mentoring, awareness of professional options, and a sense of purpose;
- **Personal and professional maturity and integrity**, and the ability to make and pursue appropriate long-term goals;
- **Communications and interpersonal skills**, rooted in critical thinking, objective analysis, and articulate expression; and
- **Loyalty to KU**, and respect for the purposes of higher education, reflected by an ongoing affinity to the institution.

In order for students to attain the hallmarks of a KU education, the university provides its students with opportunities to:

- Pursue studies of their choice in an atmosphere of **free academic inquiry**;
- Make use of a wide range of student **support services**, regardless of ability;
- Utilize appropriate **academic facilities**, e.g., libraries, other databases, safe classrooms and labs, campus housing, cultural centers, and recreational space;
- Encounter **excellent faculty** whose focus is on teaching and learning;
- Connect academic pursuits with **vocational and service-learning** interests;
- Receive a degree in an appropriate period of **time**, with as small a **financial burden** as possible;
- Conduct **research and creative activity** under the critical guidance of **faculty mentors**;
- Experience a **campus community** that reflects the **diversity** of the world around them; and
- **Exceed** their own expectations.

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- **Mike Bleich**, Professor and Chair, Health Policy and Management; Associate Dean, Clinical and Community Affairs, KUMC

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