

Initiative 2015

University of Kansas Strategic Planning for 2008-2015

Major American universities such as KU have a responsibility to prepare for the future. Strategic planning is an important tool that facilitates a university's continuing search for excellence.

In 1997, KU undertook a strategic planning exercise called "Initiative 2001." The objective of Initiative 2001 was to anticipate how KU could best fulfill its mission as we approached the 21st Century.

Many of the recommendations from that process have been implemented and have proven useful as KU continues to move forward. That successful effort has prepared us well for "Initiative 2015."

Strategic planning for an entire university can be approached in a variety of ways, sometimes consuming a campus for two to three years. We propose a more limited and focused strategy for KU utilizing a planning effort that concentrates on three major responsibilities of a great university.

- First, we need to critically examine how we accomplish our fundamental mission of teaching and learning to better serve our students as we continue to build upon KU's tradition of excellence.
- Second, we must enhance our ability to discover and innovate because more will be demanded of KU's research and scholarly capabilities in the 21st Century.
- Third, because we work for Kansas and its future, we need to identify how KU can best leverage its talents and resources to help Kansas make significant contributions within the global community.

A task force for each of these three key areas and will be asked to develop five to seven recommendations to be implemented by 2015 that strengthen KU's mission and are in keeping with KU's values.

The following materials summarize KU's fundamental, strategic thinking that will provide a common background for each task force as it searches for ways to carry KU's tradition of excellence into the future.

- Chancellor Robert E. Hemenway

Value Statement:

“The University is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance.”

Statement of Institution Mission
University of Kansas

INITIATIVE 2015 - PREPARING FOR 2008-2015

Initiative 2001, the comprehensive strategic plan developed in 1997, provides a basis for ongoing strategic planning and suggests three areas of focus for the University of Kansas in Initiative 2015.

- *Teaching and Learning:*
 - What constitutes an outstanding KU education? How is it achieved?
- *Discovering and Innovating:*
 - How can KU position itself to be a major player at the national and international level in research, scholarship and creative activities?
- *Working for Kansas:*
 - How can KU identify and respond to the needs of the State?
 - How can KU communicate the partnerships formed in service to the State?

Essential Factors

The overarching values of collaboration and partnership are essential to working together as one university.

Because they are elements that impact all aspects of the university, the following six factors should be considered in the planning process:

1. Faculty knowledge and talents
2. Student attitudes and aptitudes
3. Research environment
4. Information technology
5. International opportunities
6. Physical environment

Guiding Principles

Strategic planning activities are driven by KU's mission and values. The following documents and principles should be consulted and considered.

- Statement of Institutional Mission of the University of Kansas (Appendix 1) details the roles and values of the University.
- Ten Characteristics of a Great University by Chancellor Hemenway (Appendix 2).
- Acting as One University was a key theme in the Initiative 2001 plan. The University of Kansas is a complex organization with physical resources in Lawrence, Kansas City, Overland Park, Wichita, and other towns and cities throughout the state. As these centers have developed, each has assumed an individual identity and level of independence that sometimes challenges working together as a collective entity. Much has been accomplished in the past decade in working collectively and collaboratively across locations. This principle of working together as one university should be reflected in the task force recommendations.

- Many recommendations generated by this process will have funding implications. Such considerations, however, should not be the focus of the task forces. Decisions on funding will be made in the coming years and will be a matter for University-wide discussion. Indeed, identifying private and public funding for task force recommendations will be a logical next step.
- The University is **committed to excellence**. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance. Each task force should focus on defining what is "the right thing to do" in pursuing excellence.

Resources that may be useful to the deliberations of the Task Forces are in Appendix 3.

Timeline 2008

January	Convene Task Forces
February-early April	Task Force activities <ul style="list-style-type: none"> • Information gathering and deliberations • Develop recommendations
Mid-April	Submit recommendations and discuss with University leadership
May	University leadership reviews recommendations
Summer	Begin acting on recommendations

Task Force Outcomes

The goal of the task forces is to create a set of specific recommendations for the future direction of the University. The recommendations are likely to include suggestions for changing some of the current ways things are done and recommendations for developing new activities. Each task force should consider the six Essential Factors listed above in the development of their recommendations.

Each specific task force charge includes background information and poses questions for the task force to consider. In shaping their recommendations, task forces are not expected to answer each question explicitly but to consider them in their deliberations.

The format for the recommendations and an example are in Appendix 4.

TASK FORCE I TEACHING AND LEARNING

Charge: Identify the hallmarks of an outstanding KU education.

Recommend how KU can enhance the educational experience and better document the results.

Identify the characteristics of a successful KU student.

Recommend how KU can attract students who can be successful.

We have a responsibility to not only provide an outstanding education for our students but also to demonstrate the learning that is occurring in our classrooms and laboratories. The issue of documenting learning is taking on new prominence in the national arena. In 2006 an effort was undertaken on the Lawrence campus to explicitly articulate the goals of each academic program and where in the curriculum students have the opportunity to demonstrate those skills and abilities. Evidence of learning is being gathered through examples of existing work and by gathering data about pertinent experiences outside of the curriculum. Also in 2006, the medical school launched a new innovative medical curriculum that combines intensive instruction in the basic sciences with hands-on patient-based clinical training. These initiatives are examples of efforts to improve academic programs.

In March 2004, KU received a report of effective educational practices that had been documented at KU by a team of six external researchers. The DEEP Report (Documenting Effective Educational Practice) can be found at http://www2.ku.edu/~oirp/DEEP/DEEP%20-%20University%20of%20Kansas%20Final%20Report_033104.pdf. KU was selected for this in-depth study because of responses of KU students on the National Survey of Student Engagement. KU students were found to be more involved than counterparts at similar universities.

In 2008, the National Research Council will release results of their study of research-doctorate programs. National comparative data will be available for over 40 of KU's programs. This study was designed to "help universities improve the quality of these programs through benchmarking; provide potential students and the public with accessible, readily available information on doctoral programs nationwide; and enhance the nation's overall research capacity" (<http://www7.nationalacademies.org/resdoc/index.html>).

Many professions are experiencing rapid changes that require a workforce that is kept up-to-date. According to the World Bank, "the latest knowledge and successful practices of planning and implementing education for lifelong learning suggest that lifelong learning is more than just education and training beyond formal schooling. A lifelong learning framework encompasses learning throughout the life cycle, from birth to grave and in different learning environments, formal, non-formal and informal" (http://www1.worldbank.org/education/lifelong_learning/). Graduates of KU should expect and be prepared for lifelong learning.

Questions the Task Force may wish to consider include, but are not limited to, the following:

- What kind of learner do we seek? The answer to this question has implications for admissions criteria and the “fit” between potential students and KU to insure that all students have the opportunity to be academically successful.
- How do we encourage involvement in curricular and co-curricular activities that enhance student learning and development?
- How do we best engage and involve students in their academic experience?
- What are the key elements of improving graduate education? How should graduate programs be expanded, consolidated or even eliminated? How should we enhance the link between graduate programs and research? Should we enhance the link between undergraduate and graduate education?
- How do we help students develop self-directed learning strategies that will be essential for lifelong learning?
- Attitudes and opportunities about time and place of learning have changed dramatically.
- What should be the role of on-line learning at KU?
- The demographics of both the state of Kansas and the U.S. are undergoing a major shift. Is KU positioned to recruit and support new students from underrepresented minority groups – particularly Hispanic students?

International Dimension. KU’s mission statement states “the University is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world.”

Questions for the Task Force to consider include:

- What curricular and co-curricular activities might be added or enhanced to further this mission?
- Should a Global Studies Institute be developed? What might be the scope and mission? Where should it be located administratively?

TASK FORCE II DISCOVERING AND INNOVATING

Charge: **Recommend how KU can best position itself to be a major player at the national and international level in research, scholarship and creative activities.**

The quality of life for people in Kansas and throughout the world is improved as a result of KU research and scholarly work. Researchers strive to unlock the secrets of debilitating diseases so they can be cured or mitigated. Scholars work to increase understanding of various cultures so that we can live and work together in a global society and in a post 9-11 era. KU has experienced notable successes in research and scholarly endeavors ranging from the life sciences to humanistic inquiry and, among many others, includes the Cancer Initiative (<http://www.kumc.edu/evc/CancerInitiative10yearPlan.pdf>), the establishment of the Center for Remote Sensing of Ice Sheets, and the scholarly activities of the Hall Center for the Humanities. The expansion of these endeavors is critical to a better understanding of the forces of life and nature that affect all of us and for KU to continue to expand its national presence in the research arena.

A stronger, formal link between graduate programs and research was renewed with the organizational change on the Lawrence campus. The symbiotic relationship between graduate study and research has always existed. As a research university, KU also recognizes that its undergraduates should understand the methods of scholars in their fields. An outgrowth of Initiative 2001 was the development of the undergraduate Research Experience Program (REP) for students to pursue additional experiences, skills, and competencies beyond the coursework required in their academic majors. Successful participants of the program have the completion noted on their transcripts.

As noted in the KU mission statement regarding our International Dimension, “over 100 programs of international study and *cooperative research* are available for KU students and faculty at sites throughout the world.” Increasingly, countries are looking for U.S. institutions to partner in various research initiatives. KU is well positioned to expand current activities given our long history in international activities.

While the Lawrence campus and the Medical Center have separate leadership and administrative structures, their mission statements reflect complementary research objectives. The entire research portfolio at the Medical Center is related to the life sciences. While research on the Lawrence campus is more diverse, life sciences research accounts for half of all sponsored project expenditures. Because of this shared focus, collaborations are widespread and increasing. Initiative 2001 surfaced a variety of barriers to collaboration across campuses of which many have been addressed. Others may remain.

Questions the Task Force may wish to consider include, but are not limited to, the following:

- What further efforts are needed to promote and expand research, scholarly, and creative endeavors?
- How do we better link graduate study with various research endeavors?

- How should the REP be expanded to include more participants? Should research experiences for Lawrence campus students with faculty at KUMC be considered?
- Should KU consider expanding international research activities? Where are the greatest opportunities given KU's expertise and experience?
- What are the challenges to collaboration?
- Are there barriers to overcome in conducting research across campuses?

TASK FORCE III WORKING FOR KANSAS

Charge: Recommend strategies for identifying and addressing the needs of the State for which KU has expertise.

Recommend how KU can be a partner in workforce development by offering expertise and resources to identify and develop innovative solutions to global challenges

Recommend strategies for KU to effectively communicate the community partnerships formed in service to the State.

An educated citizenry and workforce are essential to maintaining the democratic ideals of this country. KU grants more degrees than any other university in the State. KU provides tremendous service to the citizens of the State ranging from health care issues to work force development to ground water management.

Work for the State has long been viewed as a natural outgrowth of ongoing teaching and research/scholarly/creative activities. KU has been providing multiple services to various constituencies across the State but does not have a presence in every county. This presents a major challenge in communicating to the people of Kansas that KU wants to be the provider of first choice for issues and concerns for which KU has knowledge and expertise.

The landscape of the Kansas economy and community needs is constantly changing and shifting. The key to meet these changing demands is to identify a more robust mechanism for linking Kansas community needs and KU resources. A concerted effort focusing on communication of KU's activities will assure the people of Kansas that KU is abiding by its compact of service to the State and will demonstrate to various constituencies that KU is able to service Kansas not just now but in the future.

While teaching and innovation are the engines that drive our mission, the task of demonstrating that KU is "Working for Kansas" illustrates the historically rich tradition of true collaboration between the people of Kansas and their flagship university.

Questions the Task Force may wish to consider include, but are not limited to, the following:

- How should KU identify and best address ongoing Kansas work force issues in an increasing global marketplace?
- How should KU build collaborative partnerships with Kansas communities?
- How should KU effectively communicate its numerous service activities? And to whom?

Appendix 1

STATEMENT OF INSTITUTIONAL MISSION THE UNIVERSITY OF KANSAS

December 1992

The University of Kansas is a major comprehensive research and teaching university that serves as a center for learning, scholarship, and creative endeavor. The University of Kansas is the only Kansas Regents university to hold membership in the prestigious Association of American Universities (AAU), a select group of fifty-eight (now sixty-two) public and private research universities that represent excellence in graduate and professional education and the highest achievements in research internationally.

Lawrence Campus

Instruction. The University is committed to offering the highest quality undergraduate, professional, and graduate programs comparable to the best obtainable anywhere in the nation. As the AAU research university of the state, the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction, and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate level education and for research.

Research. The University attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry underlying and informing the educational experience at undergraduate, professional and graduate levels.

Service. The University first serves Kansas, then the nation, and the world through research, teaching, and the preservation and dissemination of knowledge. The University provides service to the State of Kansas through its state and federally-funded research centers. KU's academic programs, arts facilities, and public programs provide cultural enrichment opportunities for the larger community. Educational, research and service programs are offered throughout the state including the main campus in Lawrence, the KU health-related degree programs and services in Kansas City and Wichita, as well as the Regents Center and other sites in the Kansas City metropolitan area, Topeka, and Parsons.

International Dimension. The University is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world. The University offers teaching and research that draw upon and contribute to the most advanced developments throughout the United States and the rest of the world. At the same time, KU's extensive international ties support economic development in Kansas.

Values. The University is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance.

University of Kansas Medical Center

The University of Kansas Medical Center, an integral and unique component of the University of Kansas and the Kansas Board of Regents system, is composed of the School of Medicine, located in Kansas City and Wichita, the School of Nursing, the School of Allied Health, the University of Kansas Hospital in Kansas City, and a Graduate School. The KU Medical Center is a complex institution whose basic functions include research, education, patient care, and community service involving multiple constituencies at state and national levels. The following paragraphs chart the KU Medical Center's course and serve as a framework for assessing programs, setting goals, developing initiatives, and evaluating progress.

The University of Kansas Medical Center is a major research institution primarily serving the State of Kansas as well as the nation, and the world, and assumes leadership in the discovery of new knowledge and the development of programs in research, education, and patient care. The KU Medical Center recognizes the importance of meeting the wide range of health care needs in Kansas--from the critical need for primary care in rural and other underserved areas of the state, to the urgent need for highly specialized knowledge to provide the latest preventive and treatment techniques available. As the major resource in the Kansas Board of Regents system for preparing health care professionals, the programs of the KU Medical Center must be comprehensive and maintain the high scholarship and academic excellence on which the reputation of the University is based. Our mission is to create an environment for:

Instruction. The KU Medical Center educates health care professionals to primarily serve the needs of Kansas as well as the region and the nation. High quality educational experiences are offered to a diverse student population through a full range of undergraduate, graduate, professional, postdoctoral, and continuing education programs.

Research. The KU Medical Center maintains nationally and internationally recognized research programs to advance the health sciences. Health related research flourishes in a setting that includes strong basic and applied investigations of life processes, inquiries into the normal functions of the human body and mechanisms of disease processes, and model health care programs for the prevention of disease and the maintenance of health and quality of life.

Service. The KU Medical Center provides high quality patient-centered health care and health related services. The University of Kansas Medical Center will be the standard bearer in the development and implementation of model programs that provide the greatest possible diversity of proven health care services for the citizens of Kansas, the region, and the nation.

Approved by the Kansas Board of Regents 12/17/92.

Appendix 2

Chancellor Robert E. Hemenway's Characteristics of a Great University

1. A great university welcomes all peoples, respecting their differences, while teaching tolerance for each human being; a great American university demonstrates the value of a democratic way of life, thereby ensuring a democratic future.
2. A great university creates new knowledge of the world and its peoples, its capacity for research a manifestation of its belief that the discovery of new knowledge ensures a better future.
3. A great university believes in the sanctity of the relationship between student and teacher, the sharing of knowledge in that communion resulting in the best possible hope for human progress.
4. A great university recognizes its obligation to contribute to an educated workforce for the society that supports it, particularly responding to labor shortages as they occur in that society.
5. A great university serves the society that supports it. It helps to ensure food and shelter for all people, a self-sustaining natural environment, the perpetuation of public education, and economic development.
6. A great university is an international university, one whose programs have an impact on the entire world because its faculty think beyond local and national borders, and its students understand the inter-relatedness of a world where ideas and capital flow easily across geographical borders.
7. A great university recognizes the wisdom of investing in the human development of the work force, so that each employee is able to pursue personal and professional goals without institutional obstacles. A great university has no glass ceiling.
8. A great university recognizes the physical legacy that it passes to the generation who will work and study there in the future and therefore maintains, preserves, and enhances its facilities and physical setting.
9. A great university recognizes its responsibility to conserve the public and private monies that enable it to educate, research and serve. The public trust that accompanies those funds demands that they be allocated so as to achieve maximum efficiency and effectiveness.
10. A great university is one that has identified its priorities and planned with sufficient intelligence to ensure that those priorities receive the resources necessary for their accomplishment.

February 3, 1995

Appendix 3

Resources

Complementary Planning Documents

- In 1997 KU launched a university-wide strategic planning process called Initiative 2001. The overview, charges, task force members, and reports can be found at http://www.chancellor.ku.edu/strategic/initiative_2001/default.shtml.
- The KU Medical Center issued its strategic plan *The Time is Now, A 10-year Vision & Strategy to Advance the Life Sciences* in June 2007 (<http://www.kumc.edu/evc/TheTimeIsNow.pdf>) and the College of Liberal Arts and Sciences its five-year plan *Planning for Excellence – Goals and Future Directions of the KU College of Liberal Arts and Sciences* in August 2007 (<http://www.clas.ku.edu/about/plan.pdf>). Formal plans from other academic units will be provided to the task forces.
- The 2005 accreditation report to the Higher Learning Commission of the North Central Association of Colleges and Schools provides a comprehensive documentation of KU's accomplishments and opportunities. (<http://www2.ku.edu/~oirp/NCA/ReportTOC.shtml>)

Communication Strategies

To keep the university community informed and involved in the strategic planning process, multiple strategies will be used including:

- Messages from the Chancellor
- Webpage updates
- Open meetings

Individual task forces are free to pursue additional avenues for university community input and communication.

Conceptual Graph of Essential Elements to the Planning Process

Task Force I Teaching and Learning	Task Force II Discovering and Innovating	Task Force III Working for Kansas
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1. Faculty knowledge and talents
2. Student attitudes and aptitudes
3. Research environment
4. Information technology
5. International opportunities
6. Physical environment

Appendix 4

Recommendations Format and an Example

Recommendation: *The University of Kansas should identify the top three research areas in which it is, or intends to become, a world class player. KU should then move to establish a strong international presence and reputation in those areas by partnering with similarly focused international research universities and multinational public and private research entities in leading edge, internationally funded, research projects.*

Task Force: Discovering and Innovating

Background: The Task Force discussion on research in the international arena focused on how to maximize the value of KU's top priority research emphases, how to leverage the value of that research internationally, and how to apply research outcomes to contemporary international problems of magnitude, e.g., human disease, hunger, and climate change, among others. While identifying KU's top three research areas generated considerable discussion among the task force members, cancer research and climate-related research were two, high profile and well developed areas of KU research expertise that had consistently strong support from the members. Specific suggestions included hosting worldwide international research conferences, designing research projects specifically targeted at those international universities with research interests and strengths similar to KU's, and developing research proposals that would attract funding from international organizations such as the UN, OAS, and others.

A related area discussed at some length by the Task Force was the role of technology transfer in international research activities. While the Task Force decided not to make any specific recommendations regarding Tech Transfer (TT), there was substantive agreement that there was a crucial TT role here in the copyrighting and patenting of processes and products which might ultimately flow from these international research endeavors.

Rationale: The Task Force felt that focusing on KU's research strengths would promote and enhance excellence. This is not to say that other research activities should be ignored. It does suggest, however, that to be successful from an international perspective, KU must focus on those research areas that both reflect KU strengths and have strong international interest and appeal. In essence, KU is building on strength to expand excellence at an international level.