

# Kansas State University

A Student-Centered Research University

# Student-Centered Research University?

- In the late 80's and early 90's the following criticisms of research universities were made:
  - research was over-emphasized
  - teaching was given short shrift
- In the ensuing debate, The concept of the “student-centered research university” emerged as a new ideal

In the 1990s K-State was well positioned to pursue this goal

- There was a pre-existing history of valuing teaching at K-State
- The beginnings of a strong track record for student achievement existed at K-State
- K-State had established research as a higher priority than had been the case in the past

# K-State's achievements reflect strong progress

- We lead all public universities in the aggregate of Rhodes, Truman, Marshall, Goldwater, and Udall scholars since 1985
- We have gone from \$19M to \$90M per year in competitive research awards in the last 12 years
- In 1996, the National Science Foundation designated KSU as one of the ten most outstanding research universities in integrating education and research

# Key steps taken to date to further effectiveness in this niche

- Strengthened Teaching and Learning through:
  - the faculty role and reward system; departmental documents
  - prestige in teaching awards (e.g., the University Distinguished Teaching Scholar designation)
  - Professional development in teaching (CATL, FETE & LEA/RN™)
  - Enhancement of advising; informatics, coordination and feedback
  - Emphasis on GTA teaching effectiveness
  - Significant progress on assessment

# Cont.

- Program review systematized and integrated with Board of Regents
- Established the Undergraduate Student Honor Council
- Strengthened Career and Employment Services
- Elevated the importance of linking course work and student life = total student experience

# Key steps taken to date to further effectiveness in this niche (cont.)

- Enhanced research through:
  - Marked gains in support of university libraries (there still is a long way to go)
  - the faculty role and reward system
  - administrative support (e.g., office of Pre-Awards)
  - infrastructure development; information technology and core services

# Key steps taken to date to further potential in this niche (cont.)

- Generally:
  - Encouraged application of individual strengths in teaching, research and service
  - More clearly elucidated criteria, standards and procedures for evaluation, tenure and promotion
  - Made major advances in development of information technology infrastructure (there still are major issues to address)
  - Enhanced the physical environment of the campus

# Issues of Today -- Examples

- Student expectations
- Parent expectations
- Citizen and government expectations
- Course availability
- Advising and outcomes-based assessment
- New SIS required, along with related infrastructure (very large imperative)

The curriculum as the total  
student experience, not  
as course content alone.

Pat Bosco will discuss the student life aspect of  
the university in more depth.

# Current Resource Deployment (the Total University)

- Instruction 37.5%
- Research 24.46%\*
- Public Service 19.11%\*
- Administration 19.87%\*\*

\*Includes ESARP

\*\*Administration includes facilities, utilities and public safety

# Current Resource Deployment (Academic Units)

- Instruction 48.35%
- Research 29.66%\*
- Public Service 13.75%\*
- Administration 8.68%\*\*

\*Includes ESARP

\*\*Includes department administration

# All This Is In A New Context

Whether resources are rising or falling,  
it is critical to have a clear sense of  
who we are and what we are about