



## K-State 2025 Strategic Direction Action and Alignment Plan for the College of Human Ecology (2015 to 2025) (Revised March 2016)

**1. What are your College’s mission and vision and how does your organization contribute to achieving the University’s vision for K-State 2025?**

Vision Statement 1. Promote research, scholarship, creative activity, and discovery with a **strategic and cohesive focus on health and human behavior** to enhance the well-being of individuals, families and communities supported through multidisciplinary collaborations. We will build on current strengths of aging and lifespan human development; healthy relationships; food safety; food, global health and security; obesity; and consumer behavior as well as emerging societal issues related to the mission of the college.

Vision Statement 2. Provide **transformational educational experiences** to all undergraduate students. Students in the College of Human Ecology will have access to a rich, unique and diverse set of educational experiences that will positively impact their lives and careers.

Vision Statement 3. Provide **excellence in graduate education**. The faculty within the College of Human Ecology will educate students who will be highly competitive in private industry, public service agencies, governmental agencies and academic institutions.

Vision Statement 4. To enhance the well-being of individuals, families and communities at the local, national and international levels, the College of Human Ecology is **engaged in collaborative** research, teaching and service among university and community stakeholders to address human needs in order to improve societal conditions.

Vision Statement 5. **Strategically recruiting, supporting and retaining faculty and staff capable of making K-State a top 50 public research university** while providing nationally recognized research, scholarship and creative activity on health and human behavior; transformational undergraduate educational experiences; excellence in graduate education; and public engagement through the dissemination and application of knowledge to improve the human condition.

**2. What are your College’s/Major Unit’s/Department’s *key* strategic activities and outcomes? Identify [in brackets] which of your College’s strategic outcomes are directly linked to the University’s benchmark and thematic goal metrics.**

Key Activities	Short Term (2014 - 2015) Key Outcomes	Intermediate (2016 - 2020) Key Outcomes	Long Term (2021 - 2025) Key Outcomes
<i>What we plan to do...</i>	<i>What we expect to happen...</i>	<i>What we expect to happen...</i>	<i>What we expect to happen...</i>
<p><i>Vision 1: Strategic and cohesive focus on health and human behavior</i></p> <p><b>Goal 1: To establish a cohesive and vibrant post-doctoral training program</b></p> <p><b>Goal 2: To establish nationally and internationally recognized research in Health and Human Behavior supporting the six identified strengths in the college</b></p>		<p><b>V1-A.</b> The college will dedicate between \$100,000 and \$200,000 in annual funding to support post-doctoral fellows in conjunction with specific research themes and undergraduate research; [T1-I; T1-M; T1-5]</p> <p><b>V1-B.</b> Develop and implement a baseline reporting system for peer reviewed publications, presentations and creative scholarship [T1-4]</p>	<p><b>V1-AA.</b> Between 8 and 12 post-doctoral fellows annually will be in training within the college [T1-5; T1-L]</p> <p><b>V1-BB.</b> 75% of post-doctoral fellows will be actively engaged in professional development at University level (e.g., KPA)</p> <p><b>V1-CC.</b> There will be an average of two peer-reviewed publications or juried shows annually among research faculty demonstrating high impact in related fields [T1-4; T1-3]</p>

<p><b>or a targeted emerging research area identified by a specific unit</b></p> <ul style="list-style-type: none"> <li>• Increase the quantity and quality of peer reviewed research and scholarship.</li> <li>• Recruit and hire tenure-track faculty who have a strategic focus inclusive of health and human behavior supporting the six identified strengths in the college or an area identified by a specific unit.</li> <li>• Engage in continual, strategic recruitment of exceptional researchers that strengthen a targeted research portfolio in the college.</li> <li>• Recognize internally high levels of productivity in research, scholarship, creative activity and discovery (e.g., numerous high quality peer-reviewed publications and scholarship).</li> <li>• Recognize faculty who have been recognized by their colleagues for research, scholarship, &amp; creative activity as evidenced by campus, regional, national and international awards.</li> <li>• Tenure-track/tenured faculty will hold positions as editors, associate editors, or members of editorial boards of reputable journals.</li> </ul>		<p><b>V1-C.</b> Preference in new tenure-track faculty hires will be given to individuals whose research supports the identified or emerging strengths of the college or specific unit</p> <p><b>V1-D.</b> Outstanding faculty scholarship will be recognized through an annual College awards and recognition event</p> <p><b>V1-E.</b> Each unit will identify at least one cohesive, strategic research focus upon which to build, and hire faculty [T1-I]</p> <p><b>V1-F.</b> Establish travel funds to support faculty serving in the roles of editor or associate editor [T1-I]</p>	<p><b>V1-DD.</b> All tenure-track faculty hires will be within one of the identified research themes by the College or unit</p> <p><b>V1-EE.</b> 40% of tenured/tenure-track faculty will serve as editor, associate editor or on an editorial board for a peer-reviewed journal [T1-I]</p>
<p><b>Goal 3: To secure resources to support high productivity in research and scholarship</b></p> <ul style="list-style-type: none"> <li>• Faculty will obtain extramural funding to facilitate their research programs and creative scholarship.</li> <li>• Faculty will be recognized for their expertise through endowed faculty awards (fellowships, professorships, chairs).</li> </ul>		<p><b>V1-G.</b> Refine internal support structure to facilitate identification of extramural funding opportunities, grant writing, budgeting and submission processes for faculty and graduate students [T1-1]</p> <p><b>V1-H.</b> All external grant submissions with graduate assistants will include salary and tuition support when allowed by the granting agency [T1-I]</p> <p><b>V1-I.</b> Refine New Faculty Orientation to 1) work strategically in preparation for specifically identified faculty awards; 2)</p>	<p><b>V1-FF.</b> Each year 50% of tenure-track faculty will have extramural funding to support their current research and creative scholarship [T2-2]</p> <p><b>V1-GG.</b> The college will have 10 to 15 endowed faculty award recipients (fellowships, professorships, chairs)</p> <p><b>V1-HH.</b> Each year 40% of tenure-track/tenured faculty will serve on external grant review panels and/or judges on juried exhibitions [T1-N]</p>

<ul style="list-style-type: none"> <li>Faculty expertise will be recognized nationally and internationally by participation in external grant review committees</li> <li>The College will establish partnerships with industry in research and creative scholarship.</li> <li>Research capacity of existing Centers and Institutes will be leveraged.</li> </ul>		<p>develop ongoing relationship with a tenured faculty mentor to support submission of competitive grant proposals internally and to external funding agencies; 3) communicate and build relationships with external funding agencies</p> <p><b>V1-J.</b> College will provide financial assistance to faculty invited to serve on grant review panels (\$1,000)</p> <p><b>V1-K.</b> College will collaborate with Office of Corporate Engagement to offer annual faculty seminars and consultation with Centers and Institutes to develop corporate and non-profit partnerships; [T1-1; T1-5]</p> <p><b>V1-L.</b> Develop a systematic review of Sponsored Research Overhead (SRO) distributions and recommendations to maximize the impact of funds to enhance productivity of research and creative scholarship</p> <p><b>V1-M.</b> Develop competitive start-up packages for new tenure-track faculty to ensure their success</p> <p><b>V1-N.</b> Establish five Undergraduate Research Assistants (URA) to engage in faculty-led research [T1-M; T1-Q]</p> <p><b>V1-O.</b> Establish an annual undergraduate research faculty mentoring award [T1-M]</p>	<p><b>V1-GG.</b> Faculty, Centers and Institutes will have an established record of relationships with corporate and non-profit organizations to support their research and creative scholarship [T1-2]</p>
<p><b>Goal 4: To establish a faculty mentoring program to enhance competitive RSCAD award applications</b></p>		<p><b>V1-P.</b> Develop a mentoring system for tenured faculty to develop their research portfolio for achievement awards including University Distinguished Professor and fellowships</p>	<p><b>V1-HH.</b> Five faculty from the College will hold the title UDP</p>
<p><b>Vision 2: Transformational Undergraduate Experiences</b></p> <p><b>Goal 1: To match the undergraduate student's interest and abilities with the academic major, career choice, other</b></p>		<p><b>V2-A.</b> Develop a coordinated and intensive first year freshman and transfer advising system including monthly College advisors meeting and integration of EAB database for effective advising [T2-J; T2-4; T2-N]</p>	<p><b>V2-AA.</b> As a consequence of enhanced advising communication and practices, time from enrollment in the college to graduation will be reduced at least one semester increasing the overall graduation rate</p>

**College activities to enhance their success in timely progress toward graduation**

- Incoming students will receive coordinated and intensive first year advising.
- Engage in strategic recruitment efforts to invite high achieving and diverse students from high schools and community colleges to enroll in the College in collaboration with the Office of Admissions.
- Establish a coordinated, college-wide pre-health advising program for majors in the College.
- Summer semester will offer core courses to support timely graduation as well as opportunities for research and internships.

**Goal 2: To provide diverse educational opportunities including research, scholarship, creative activity and discovery experiences in health and human behavior to prepare students to be competitive for post graduate opportunities including employment and graduate education**

- Undergraduate students will participate in one of these transformational experiences with a measureable outcome. (Faculty may require students to participate as part of their course syllabus.)
  - International experiences;
  - Supervised Internship;
  - Engage with a professional mentor through the CHE

**V2-B.** Establish regular and frequent consultation (e.g., twice a year) with University admissions and recruitment representatives to update on the College academic programs and achievements

**V2-C.** Develop a strategic plan of recruitment events across Kansas, nationally and internationally, integrating staff, administration and faculty and local alumni

**V2-D.** Post student testimonials on webpage, faculty and student research and creative scholarship videos and other cutting edge social media design to enhance the visual experience online

**V2-E.** Establish a pre-health advisor and advising center for all pre-health majors in the College and a tracking system [T2-I; T2-J; T2-4]  
 Note: This may be accomplished by a 0 credit pre-health course.

**V2-F.** Departments will review and prepare prospective three year course plans integrating selected core courses during the summer to ensure students will be able to graduate on time

**V2-G.** 75% of undergraduate students enrolled in the College will participate in at least one of these transformational experiences (listed in left column) by graduation [T2-I; T2-1; T2-2; T4-I; T4-1]

**V2-H.** Establish a central point of contact to coordinate internships, service learning and engagement opportunities, as well as undergraduate RSCAD experiences [T2-2; T2-M]

**V2-I.** Establish competitive funding opportunities for travel to present externally reviewed research papers, posters, or creative scholarship [T1-M; T2-M; T2-J]

**V2-J.** Establish a semi-annual College – wide undergraduate research forum for

**V2-BB.** Between 25% and 30% of total number of students enrolled in the college each year will graduate [T2-R]

**V2-CC.** The demographic diversity of Kansas will be reflected in the student body

**V2-DD.** 5% of student enrollment in the College will represent international students studying in the College

**V2-EE.** Establish 2+2 agreements, where appropriate, with 50% of Kansas community colleges

**V2-FF.** An average of 75% of students who plan to enter pre-health professions will be admitted to post-graduate training [T2-O]

**V2-GG.** 50% of undergraduate students in the College will participate in three; 75% will have participated in at least two; 100% will have participated in at least one by graduation [T2-L; T2-I; T2-2; T4-I]

<ul style="list-style-type: none"> <li>Professional Mentoring program;</li> <li>○ Shadowing a professional employed in a career of interest;</li> <li>○ Undergraduate research and/or creative scholarship experience (including experience with data conceptualization, data collection, analysis, presentation and publication);</li> <li>○ Work with extension faculty in the field;</li> <li>○ Service learning experience (application of knowledge from the classroom in the real world while contributing to the community)</li> <li>○ Leadership development opportunities (e.g., University senate or College student council, leadership boot camp, leader of a student organization, leadership in a student professional organization, or honorary group)</li> <li>○ Completed University Honors program</li> </ul> <ul style="list-style-type: none"> <li>• The college will provide integrated opportunities for learning across disciplines through access to nationally and internationally recognized leaders in disciplines related to the College of Human Ecology.</li> </ul>		<p>students to present their research to the public [T1-M; T2-M]</p> <p><b>V2-K.</b> Offer a regular schedule of professional development opportunities (e.g., resume building, interviewing, networking with employers, in the College for students in collaboration with resources on campus [T2-J; T2-4]</p>	
<p><b>Goal 3: To increase students' awareness and understanding of cultural diversity through experiential engagement</b></p>		<p><b>V2-L.</b> Establish dedicated funding streams to offer competitive funding for students to travel and participate in organized opportunities studying diverse populations and phenomenon, domestic or internationally [T2-L; T2-1; T2-2]</p>	<p><b>V2-HH.</b> 100% of undergraduate students enrolled in the College will have experienced direct engagement with individuals representing diverse populations/phenomenon developing a more sophisticated level of awareness of the necessity of and value of heterogeneity [T2-L; T2-1; T2-2]</p>

**Goal 4: To provide high quality and transformative teaching/mentoring in all courses and experiences regardless of the modality of delivery or location of student, GTA, or faculty member**

**V2-M.** Establish a College “non-lecture” program of intensive workshops and scholars in residence on campus with national and international reputations representing diverse populations/phenomenon co-organized by students and faculty [T2-L; T2-2]

**V2-II.** College-wide acceptance rate of students in post graduate study opportunities (medical school, graduate school, PT, OT...) is 75% of applications submitted by students in the College [T2-O]

**V2-N.** Establish annual recognition event(s) and monetary support, including one time awards or base salary adjustments, for transformational instruction by faculty recognized by regional, national or international organizations[T2-K]

**V2-JJ.** 90% of participating graduating undergraduate students will report high satisfaction with the learning environment online and on campus and 95% will report high satisfaction in the alumni survey [T2-7]

**V2-O.** Establish a semi-structured mentoring system with unit heads and the Teaching and Learning Center to mentor faculty for identified regional and national recognition of their pedagogy [T2-K]

**V2-KK.** 25% of College faculty will be recognized by local, regional, national or international organizations for transformational pedagogy [T2-P]

**V2-P.** Renew accreditation of all clinics and institute programs as evidence of high quality work as well as maintain a record of impact on undergraduate student scholarship [T2-M; T2-2]

**Goal 5: To develop students who are competitive for local, national and international awards**

- Undergraduate students will be mentored to be competitive for regional, national, and international awards.

**V2-Q.** Organize a master database of student scholarships and awards offered by professional organizations associated with the disciplines in the College [T2-3; T2-5]

**V2-LL.** 20% of undergraduate students enrolled in the College will be recognized, internally and/or externally, by a local, regional or national organization for their academic and scholarly accomplishments (including research and creative scholarship) including one national scholar each year [T2-5]

**V2-R.** Identify and mentor undergraduate students in their freshman or sophomore year for national awards through the advising system, faculty mentors and the office of Nationally Competitive Scholarships [T2-5]

**Vision 3 Excellence in Graduate Education**

**Goal 1: To support programs in the development of strategic recruitment and retention of well-qualified graduate students, domestically and internationally**

**V3-A.** Develop College-wide graduate recruitment events on campus each semester for undergraduates with specific focus on high achieving students at Kansas State

**V3-AA.** 100% graduate research and teaching assistants will receive a stipend and tuition remission during the term of their employment [T3-P; T3-3]

**V3-B.** Collaborate with the Graduate School for funding to host a College-wide recruitment event of recently

**V3-BB.** The college will establish two undergraduate to graduate partnerships

<ul style="list-style-type: none"> <li>To shape our graduate student profile by establishing a program of recruitment for undergraduates including College-wide recruitment day and supporting program recruitment events.</li> <li>All graduate teaching and research assistants will be fully funded (stipend and tuition)</li> <li>Establish a transitional program with selected liberal arts colleges to recruit to graduate students in online programs.</li> </ul>		<p>admitted students to campus to enhance their commitment to study in the College</p> <p><b>V3-C.</b> Establish the <i>Human Ecology Recruitment Enhancement (HERE award)</i> Graduate recruitment enhancement award to offer competitive funding packages to attract outstanding students (\$4,000 doctoral renewable for up to 4 years; \$2,000 master's renewable a second year) [T3-3]</p> <p><b>V3-D.</b> Provide supplemental support to current graduate research assistants for tuition remission during their program of study [T3-K; T3-2]</p> <p><b>V3-E.</b> When allowable by external funding agency, extramural grant applications must include stipend and tuition for GRAs [T3-K; T3-4]</p>	<p>with liberal arts colleges enrolling high achieving students [T3-O; T4-4]</p>
<p><b>Goal 2: To develop a culture of recognition and support for graduate students in the college including opportunities to build collaborative partnerships in the College's stated strengths in research, scholarship creative activity and discovery</b></p> <ul style="list-style-type: none"> <li>Offer competitive funding to support master student research and doctoral research (shared cost between the department/school and College).</li> <li>Establish a CHE Graduate student group to provide leadership opportunities and a voice for students.</li> <li>Prioritize and coordinate nomination of CHE students for all graduate student awards.</li> <li>Establish recognition events for outstanding graduate students in the College.</li> <li>Institutionalize a graduate student orientation for all CHE graduate students.</li> <li>Establish a viable lecture series of nationally and internationally recognized individuals</li> </ul>		<p><b>V3-F.</b> Establish competitive funding opportunities for graduate students, jointly with departments, to support master's and doctoral level research [T3-3; T3-K]</p> <p><b>V3-G.</b> Restore the CHE graduate student association for CHE graduate students, provide professional development opportunities, and support engagement in college</p> <p><b>V3-H.</b> Establish a college-wide recognition event for graduate students at the time of commencement each semester [T3-8]</p> <p><b>V3-I.</b> Construct a collaborative workspace designated for the use of GTA/GRA/GAs in the college to facilitate collaboration in research and teaching [T3-8]</p> <p><b>V3-J.</b> Develop a master source list of all graduate student scholarships and awards to be posted on the College website to assist graduate faculty in preparing students for these awards</p>	<p><b>V3-CC.</b> 75% graduate students in the College will be members of the CHE Graduate Student Association providing professionally supportive programming</p>

<p><b>Goal 3: To develop the scholarship of teaching among graduate students within the College including support for the faculty mentor to supervise and support the graduate student, as well as support from other resources on campus</b></p>		<p><b>V3-K.</b> Ensure a faculty member(s) is assigned to Graduate Teaching Assistant (GTA) to mentor his/her pedagogy with both formative and summative assessments of the GTA's progress [T3-I]</p> <p><b>V3-L.</b> Organize and facilitate GTAs offering professional development opportunities in teaching to support their work [T3-5]</p> <p><b>V3-M.</b> Annually submit college GTAs for regional, national and international teaching awards in recognition of practice [T3-J]</p> <p><b>V3-N.</b> Renew accreditation of all clinics and institute programs as evidence of high quality engagement as well as maintain a record of impact on graduate student research and scholarship [T3-4]</p>	<p><b>V3-DD.</b> Graduate teaching assistants will consistently earn high ratings (i.e., 4 or greater) on student evaluations as evidence of effective teaching</p> <p><b>V3-EE.</b> Each year, two graduates student will receive recognition for outstanding teaching in the classroom by a regional, national or international associations [T3-N]</p>
<p><b>Goal 4: To engage graduate students in strategic career planning experiences in order to prepare them to be competitive for employment in academia and private industry</b></p>		<p><b>V3-O.</b> Collaborate with resources on campus to offer College-wide training on grant writing for national funders annually [T3-5; T3-J]</p> <p><b>V3-P.</b> College will offer supplemental funding to graduate students and their major professor to visit national funders (public or private) or national scholarship competitions [T3-I; T3-5]</p> <p><b>V3-Q.</b> Work with funding agencies on competitive employment opportunities for graduate students in the academy or in the industry of choice [T3-J]</p>	<p><b>V3-FF.</b> 50% of master's students will graduate each year; 25% of doctoral students will graduate each year [T3-Q; T3-6]</p> <p><b>V3-GG.</b> Graduates will have a 100% placement rate in industry or academics (career of choice) within one year of graduation [T3-N]</p>
<p><b>Goal 5: To recognize graduate faculty who have been recognized locally, nationally and internationally for teaching/mentoring and advising</b></p> <ul style="list-style-type: none"> <li>Graduate faculty will be recognized for their work as a graduate faculty member nationally and internationally</li> </ul>		<p><b>V3-R.</b> Recognize graduate faculty for teaching, research and mentoring with awards and early identification of faculty for preparation and submission a competitive portfolio [T3-L]</p> <p><b>V3-S.</b> Graduate faculty who receive a University teaching or mentoring award will receive a one-time monetary award; National or international award recipients will receive a base salary adjustment [T3-L]</p>	<p><b>V3-HH.</b> Two graduate faculty members with nationally recognized teaching, research and/or mentoring awards will be recognized each year for their work as a graduate faculty member [T3-O]</p> <p><b>V3-II.</b> 50% of graduate students will prepare and submit applications for competitive support for their research or creative scholarship during their program of study [T3-4; T3-5]</p>



<p><b>Goal 6: To require doctoral students demonstrate substantial external peer reviewed scholarly activity before graduation</b></p> <ul style="list-style-type: none"> <li>• Doctoral students will demonstrate substantial external peer reviewed scholarly activity before graduation (e.g., juried presentations, peer-reviewed publications, and/or grant writing).</li> </ul>		<p><b>V3-T.</b> Programs will initiate the process of implementing a requirement that all PH.D. students will have externally peer reviewed scholarship (e.g., peer reviewed publications, presentations, juried shows) before graduation [T3-5]</p>	<p><b>V3-JJ.</b> All doctoral students will have substantial external peer-reviewed scholarship before graduation (e.g., 1-3 peer-reviewed publications, in addition to presentations, abstracts, juried shows) [T3-5; T3-N]</p> <p><b>V3-KK.</b> Each graduate student will have presented at a minimum of one conference, juried competition or trade show in their discipline prior to graduation [T3-N; T3-5]</p>
<p><b>Goal 7: To train the next generation of professors in related disciplines in which there is a dearth in talent</b></p> <ul style="list-style-type: none"> <li>• Doctoral graduates of the College will be highly competitive for professorial positions in disciplines with high demand (e.g., hospitality management, dietetics, family and consumer sciences, interior design....)</li> </ul>		<p><b>V3-U.</b> Units will strategically review their disciplines with low numbers of terminally degreed professionals (indicating low numbers of graduates) to replace retiring faculty and develop or refine existing doctoral programs to address this deficit [T3-M]</p>	<p><b>V3-LL.</b> 100% of graduates in doctoral programs with low numbers of terminally degreed faculty will be employed by graduation [T3-M]</p>
<p><b>Vision 4 Engagement, Extension, Outreach and Service (EEOS)</b></p> <p><b>Goal 1: To expand capacity for quality engagement activities with individuals, families and communities in the state of Kansas and beyond including, but not limited to, non-profit and government agencies</b></p> <ul style="list-style-type: none"> <li>• The college will adopt the shared definition of engagement adopted by University, Center for Engagement and Community Development.</li> <li>• The College will be nationally and internationally recognized for Engagement, consistent with its land-grant mission, promoting the cycle of research-to-practice-to-research in human health, life-span development and well-being.</li> </ul> <p><b>Goal 2: To be nationally and internationally recognized for engagement by increasing the diversity</b></p>		<p><b>V4-A.</b> Establish a 25% appointment in the College to advocate, organize and promote Engagement efforts to internal and external stakeholders and increase integration of Engagement within research and education [T4-I; T4-3; T4-4]</p> <p><b>V4-B.</b> Develop a strategic communication plan between CHE and KSRE to facilitate communication within the University, to the public, and to measure the societal impact of research, teaching, scholarship and outreach</p> <p><b>V4-C.</b> Adopt administration of the University Engagement Benchmarking Tool (UEBT) as a measure of the range and impact of engagement efforts by faculty as well as measures provided by Media Services as appropriate</p> <p><b>V4-D.</b> Establish competitive funding opportunities for faculty to initiate sustainable engagement work including</p>	<p><b>V4-AA.</b> Recognize faculty engagement efforts within the community, state, nationally and internationally by Board on Human Sciences (BOHS), United States Department of Agriculture (USDA) and/or other appropriate entities [T4-N; T4-O; T4-P]</p> <p><b>V4-BB.</b> Demonstrated record of impact through EEOS on communities, state-wide and nationally [T4-6]</p> <p><b>V4-CC.</b> Establish an annual Engaged Educator Award honoring faculty members infusing Engagement into educational activities in unique or impactful ways [T4-O; T4-I]</p> <p><b>V4-DD.</b> Establish an annual Engaged Student award recognizing students (graduate and undergraduate) who participate in Engagement efforts</p>

<p><b>and number of people impacted through innovative programming within the College RSCAD strengths</b></p> <ul style="list-style-type: none"> <li>Faculty in the College will be recognized nationally and internationally for the quality of their Engagement activities.</li> <li>Attain/maintain national accreditation of clinics and programs associated with the College.</li> </ul> <p><b>Goal 3: To develop a culture of engagement among undergraduates and graduate students by increasing the number of students who participate in engaged learning opportunities</b></p> <ul style="list-style-type: none"> <li>To fund a part-time engagement/internship coordinator in the College.</li> <li>Undergraduate and Graduate students will be recognized by the College, University and nationally for their engagement work.</li> </ul> <p><b>Goal 4: To recognize faculty who serve as leaders in prestigious professional and stakeholder organizations</b></p>		<p>graduates and undergraduates (for example, College clinics' engagement with citizens, military partnerships, international work with sustainable food and clothing) [T4-2]</p> <p><b>V4-E.</b> Collaborate with academic units to recognize faculty, graduate and undergraduate students for their Engagement efforts [T4-J]</p> <p><b>V4-F.</b> Develop a mentoring system to prepare and nominate faculty competitive for engagement awards (e.g., Board on Human Sciences [BOHS] awards, USDA awards) and offer a one-time monetary recognition award for University recognition and a base salary adjustment for those who receive national recognition [T4-H]</p> <p><b>V4-G.</b> Renew accreditation of all clinics and institute programs as evidence of high quality work as well as maintain a record of impact including the diversity of clientele and circumstances when served [T4-K; T4-3]</p> <p><b>V4-H.</b> Recognize (jointly with units) faculty who hold elected offices, committee service chairs, and professional standards committee appointments with travel money for key service assignments [T4-H; T4-M]</p>	<p>through the University [T4-I; T4-J; T4-O; T4-P]</p>
<p><b>Vision 5. Strategically recruiting, supporting and retaining faculty and professional staff</b></p> <p><b>Goal 1: To recruit, develop, and retain tenure-track faculty with high levels of expertise in research, teaching and engagement to meet the stated goals of the College in this strategic plan</b></p>		<p><b>V5-A.</b> Strategically recruit tenure-track faculty with expertise in one of the six identified areas of research and creative scholarship or in an emerging area across the College [T5-G]</p> <p><b>V5-B.</b> Offer start-up packages competitive to peer institutions to ensure the faculty member's success [T5-G; T5-3; T5-E]</p> <p><b>V5-C.</b> Increase the number of faculty fellows awarded in the College through mentorship</p>	<p><b>V5-AA.</b> Offer a salary structure for faculty and staff competitive with peer institutions [T5-E]</p> <p><b>V5-BB.</b> Five faculty fellowships, endowed chairs, and professorships will be established and awarded [T5-1; T5-2]</p> <p><b>V5-CC.</b> Establish an administrative internship program within the Dean's office</p>

<p><b>Goal 2: To recruit, develop, and retain professional staff with high levels of expertise to meet the stated goals of the College in this strategic plan</b></p>		<p><b>V5-D.</b> Revise the New Faculty Orientation program with required participation by first year tenure track faculty to educate and access resources quickly and efficiently [T5-F; T5-G]</p> <p><b>V5-E.</b> Facilitate joint appointments across the College to develop interdisciplinary research among faculty and graduate students [T1-1]</p> <p><b>V5-F.</b> Offer competitive funding for professional development experiences in the College's six major areas of research and creative scholarship or teaching [T5-F]</p>	
		<p><b>V5-G.</b> Provide staff with career advancement opportunities [T5-F]</p> <p><b>V5-H.</b> Establish college recognition and awards for unclassified professionals and University support staff [T5-4]</p> <p><b>V5-I.</b> Establish regular meeting times for staff with administration and each another</p>	

**3a. What resources and/or opportunities exist for your College/Major Unit/Department to achieve its vision and outcomes?**

Current resources will be reviewed in light of the strategic plan. With approval from KBOR and the student senate, the College initiated a new student fee structure to support goals related to transformational educational experiences. Funds will be administered through the College and departments.

**3b. What resources and/or opportunities are needed for your College/Major Unit/Department to achieve its vision and outcomes?**

Resources are needed to support graduate students in assistantships, research, presentations, and travel to investigate and collaborate with potential funding organizations. Funds are also needed to support and recognize outstanding faculty and student research, scholarship and engagement.

**4. How do you propose to acquire the resources needed for your College/Major Unit/Department to accomplish its vision and outcomes?**

Careful review of resources to assess alignment with the strategic plan; collaboration with corporate sponsors, alumni and friends of the College.

**5. How does your plan link to the K-State 2025 themes/common elements, outcomes, and university benchmark and thematic goal metrics? (See below)**

## 5. Departmental Links to K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics

Links to Benchmark Metrics
B-1 - Total research and development expenditures B-4 - Number of faculty awards B-7 - Six-year graduation rate B-8 - Percent of undergraduate students involved in research

Links to Common Elements
CE-2 - Culture CE-3 - Diversity CE-4 - External Constituents CE-6 - International

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<p><b>T1 - Research, Scholarly and Creative Activities, and Discovery (RSCAD)</b></p> <p><b>Theme 1 Metrics:</b>                      T1-1 - # of interdisciplinary research projects, institutes, and centers                      T1-2 - Total sponsored extramural funding expenditures                      T1-4 - # of refereed scholarly publications per academic year and allocated faculty member                      T1-5 - Total international research and development expenditures</p>		<p>T1-I - Intellectual and financial capital in place for expanded RSCAD efforts</p> <p>T1-L - Recognized for prominent and productive placement of our graduates</p> <p>T1-M - Increased participation by undergraduates in expanded opportunities in research</p>	<p>T1-N - Fifty nationally recognized K-State researchers, a high proportion of which are members of their national academies</p> <p>T1-Q - Competitive amongst our peers in the percentage of undergraduates involved in research</p>
<p><b>T2 - Undergraduate Educational Experience (UEE)</b></p> <p><b>Theme 2 Metrics:</b>                      T2-1 - # and % of undergraduate students participating in a meaningful international experience                      T2-2 - # and % of undergraduate students completing an experiential learning experience                      T2-3 - Total funding awarded for undergraduate scholarship support</p>		<p>T2-I - Integrated learning communities experienced by students, faculty, and staff that promote student success within a culture of excellence</p> <p>T2-J - Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives</p> <p>T2-K - Superior and diverse faculty recognized for teaching excellence</p> <p>T2-L - All UG students engaged in a diversity of experiences that expand</p>	<p>T2-O - An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities</p> <p>T2-P - Faculty teaching and advising awards comparable to our benchmark institutions</p> <p>T2-R - Six-Year graduation rates comparable to benchmark institutions</p>

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<p>T2-4 - # and % of students participating in an undergraduate student success program</p> <p>T2-5 - # of students awarded national and international prestigious scholarships</p> <p>T2-7 - Student satisfaction and utilization rates</p>		<p>their viewpoint</p> <p>T2-M - Increased undergraduate contributions in the creation of scholarship through research</p>	
<p><b>T3 - Graduate Scholarly Experience</b></p> <p><b>Theme 3 Metrics:</b></p> <p>T3-2 - Total funds awarded for graduate assistantships, endowed scholarships, and fellowships</p> <p>T3-3 - # and % of graduate programs offering competitive compensation and support packages</p> <p>T3-4 - # of private/public sector partnerships supporting graduate experiential training opportunities</p> <p>T3-5 - # of graduate students participating in a unique high level learning and experiential training</p> <p>T3-6 - # of graduate terminal degrees awarded</p> <p>T3-8 - Graduate student satisfaction and utilization rates</p>		<p>T3-I - Increased participation by our graduate students in unique high level learning and experiential training</p> <p>T3-J - Expanded reputation for outstanding graduates with the critical skill sets needed to excel in their careers in a global environment</p> <p>T3-K - Increased funding for graduate research and teaching</p> <p>T3-L - Increased number of nationally and internationally recognized award-winning graduate faculty</p> <p>T3-M - Increased number of Doctorates Awarded</p>	<p>T3-N - National and international reputation for outstanding graduates with demonstrable career success</p> <p>T3-O - World-class reputation as a preferred destination for outstanding graduate students</p> <p>T3-P - Stable funding for graduate research and teaching competitive with benchmark institutions</p> <p>T3-Q - Doctorates Awarded comparable with benchmark institutions</p>
<p><b>T4 - Engagement, Extension, Outreach and Service</b></p> <p><b>Theme 4 Metrics:</b></p> <p>T4-1 - # and % of undergraduate students participating in engagement/service learning</p> <p>T4-2 - Total extramural-funded expenditures for Engagement</p>		<p>T4-H - Exposure on a national level as a leader/partner engaged in significant social, political, health, economic and, environmental issues</p> <p>T4-I - All undergraduate students engaged in at least one engagement /service learning project</p> <p>T4-J - Increased number of graduate students involved in Engagement</p>	<p>T4-N - Nationally recognized as a leader in and model for a re-invented and transformed land -grant university integrating research, education, and engagement</p> <p>T4-O - Nationally and internationally recognized as leaders in Engagement on a global scale</p> <p>T4-P - Recognized as a leader in</p>

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<p>initiatives at the local, state, national, and international level</p> <p>T4-3 - # of partnerships by sector and geographic boundary supporting collaborative research, education, and engagement</p> <p>T4-4 - # of engagement activities and programs disaggregated by geographic boundaries</p> <p>T4-6 - Economic impacts on rural and urban communities in Kansas</p>		<p>T4-K - Increased appreciation by K-State graduates for lifelong involvement in engagement and service</p> <p>T4-M - Preferred destination for faculty, staff, and students who value Engagement as integral to their academic and personal lives</p>	<p>Engagement reaching both rural and urban communities</p>
<p><b>T5 - Faculty and Staff</b></p> <p><b>Theme 5 Metrics:</b></p> <p>T5-1 - # of national and international faculty awards</p> <p>T5-2 - # and % of faculty with endowed chairs, professorships, and fellowships</p> <p>T5-3 - Competitive compensation packages for faculty and staff</p>		<p>T5-E - Total compensation competitive with aspirant university and regional employers for all employees</p> <p>T5-F - Faculty and staff current with developments in their fields and the skills needed to achieve excellence in performing their jobs</p> <p>T5-G - Successful recruitment and retention of a talented and high performing, diverse workforce</p>	<p>T5-H - Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers</p>

