

Staley School Strategic Action Plan, 2025-2035

Planning for the future we will build together, the Staley School looked to our students and alumni, faculty and staff, and partners from across campus and community for insight and input – as we have with every plan. And those plans have guided the accomplishments and growth leading to the school we are today.

Our first strategic plan moved us from a popular interdisciplinary leadership minor to a merger with the university's community service program and its student civic engagement and service-learning efforts. It also moved us into an intentionally designed, privately-funded, state-of-the-art home for the school – gracious space that supports and advances our mission of developing knowledgeable, ethical, caring, inclusive leadership for our diverse and changing world.

Our most recent plan, as part of the university's visionary K-State 2025, was bold and propelled our growth in exciting ways. It fortified, and expanded learning opportunities beyond, our leadership minor. We added new academic programs, including an interdisciplinary doctorate, and new non-credit leadership programs reaching more and different learners. The plan made explicit our commitment to engaging with communities to lead change, and to study and practice leadership in ways that do both. It raised our expectations and profile in the academic community, attracting talent, partnerships, and resources that advance our work.

With our record of incubating and growing successful academic programs and community partnerships, the Staley School today has an expanded role as home also to the university's engagement office and university honors program. The plan that follows positions the school to advance leadership and engagement not only through leadership studies programs but university wide – collaborating with academic colleges and other university units to advance engagement broadly as our land-grant mission and engaged learning as the signature student experience at K-State. It builds on our foundation of linking study with practice, for purpose and impact, and aligns with the university's strategic initiatives of strategic enrollment management, academic innovation, economic prosperity, well-being, and belonging.

Our plan launches as we welcome a new president. We have set our sights out ten years, anticipating opportunities to adjust and align with President Linton and our university and community partners. Ensuring progress amid transition, the plan we set out rests firmly on deep commitments.

We are committed to preparing leaders for a diverse and changing world with equal focus on the *study* and on the *practice* of engaged leadership to drive change. We are committed to engage learners civically, academically, and personally in their educational experience and in a global, inclusive world. We are committed to engage learners diverse in race and ethnicity, gender, international and domestic, rural and urban, Pell eligible, high achieving, and first-generation, and to reflect that diversity in our faculty, staff, and programming. We are committed to partnering fully and well, with colleges across the university and with community partners. We are committed to research and scholarship that strengthens our communities, state, and world and advances the public good. We are committed, too, to advancing innovative ways to engage a broader range of students and stakeholders, mobilized to exercise leadership. And we understand this requires our commitment to dialogue, and to cultivating space and practice for community to engage together in learning across difference. With engagement, leadership, and honors together, we aim to offer a powerful, distinctive experience that prepares K-State students to solve the world's most pressing challenges.

| Key Activities (What we plan to do) | Key Outcomes by 2025 (What we expect to happen in 1 to 3 years) | Key Outcomes by 2030 (What we expect to happen by 2030) | Key Outcomes by 2035 (What do we expect to happen by 2035) |
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| <i>I. Expand and extend learning experiences in ways that reflect our values-based mission and reach diverse learner populations</i> | | | |
| <p>A. Innovative curriculum and learning opportunities</p> <ol style="list-style-type: none"> 1. Revise and update curriculum to reflect high impact, culturally-relevant leadership learning and development to meet the needs of today's learners <ol style="list-style-type: none"> a. Develop robust continuous improvement process for all programs and courses with an established periodic evaluation cycle b. Evaluate current curriculum for timeliness, relevance, and innovative approaches based on current scholarship and best practices c. Consider approaches including courses, modules, or programs that are problem-based or issue-focused addressing global challenges d. Engage a broad spectrum of student, alumni, and university colleague voices to guide and advance our curricula 2. Design leadership learning and development curriculum relevant to today's masters-level and noncredit students and professionals (traditional masters, micro credentials, industry-serving contract market-based tuition courses, etc.) 3. Partner with the Graduate School and colleges to expand non-credit bearing leadership learning and development opportunities for K-State graduate students | <p>I-A</p> <ul style="list-style-type: none"> • Robust assessment process for periodic review of programs and courses established <ul style="list-style-type: none"> ○ Curriculum review of all academic programs completed ○ Curriculum updated based on recommendations from curriculum review • 1 Masters level degree program established (based on market assessment) • Plan developed to offer programs relevant to adult learners (e.g. non-credit micro credentials, etc.) • Increased number of funded graduate students at the master's and doctoral level • Key partnerships for curriculum development in place with two new academic units | <p>I-A</p> <ul style="list-style-type: none"> • Increase in participation of K-State graduate students in non-credit leadership learning and development as determined by the plan that is developed | <p>I-A</p> <ul style="list-style-type: none"> • Increase of adult learners taking advantage of SSLS learning opportunities as determined by the plan that is developed |

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| <ol style="list-style-type: none"> 4. Partner with academic colleges and departments to offer additional curricular programs (certificates, secondary majors, interdisciplinary programs) in various formats such as online, short courses, faculty-led study abroad, expanded applied leadership learning experiences, and interdisciplinary co-designed/co-taught/cross-listed courses 5. Capitalize on the collaborative research enterprise with Kansas Leadership Center (Third Floor Research) to incorporate civic engagement research in courses 6. Strengthen non-classroom learning experiences such as the Strengths, Engagement, and Wellbeing Initiative, Wildcat Dialogues, What Matters to Me and Why, Snyder Leadership Legacy Fellows, HandsOn Kansas State, Coffman Leadership Institute, and others, continuing to evolve to meet the changing needs of students, faculty, and staff across the university community | | | |
| <p>B. <u>Dynamic University Honors Program</u></p> <ol style="list-style-type: none"> 1. Expand dynamic scholarly living-learning community that attracts an increasing number of high-achieving students to the University Honors program by a) renovating the Strong Complex to house the University Honors Program and b) strengthen leadership and engagement within the Honors experience 2. Create pipeline to the Honors program by implementing a summer residential program for high-achieving high school students 3. Promote diversity within the Honors program by developing strategies to attract students of diverse backgrounds including those who are Pell eligible 4. Secure an endowment for the University Honors Program to advance the program's ambitious aims | <p>I-B</p> <ul style="list-style-type: none"> • 3% of K-State undergraduate students enrolled annually in the University Honors Program • University Honors Program housed in renovated Strong Complex • Increased diversity of the Honors program student population • University Honors Program supported by an endowment | <p>I-B</p> <ul style="list-style-type: none"> • 6% of K-State undergraduate students enrolled annually in the University Honors Program • Increased University Honors Program staff to match increase in student enrollment • Increased diversity of the Honors program student population • Honors program student population reflects the diversity of the university undergraduate student population | <p>I-B</p> <ul style="list-style-type: none"> • 10% of K-State undergraduate students enrolled annually in the University Honors Program |

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| <p>C. <u>Effective student recruitment, retention, and support</u></p> <ol style="list-style-type: none"> 1. Develop an SSLS strategic enrollment plan and commit resources and dedicated team to execute the plan 2. Identify strategies to be included in the SSLS enrollment plan to better attract, serve and support diverse learners including students of color, first-generation, high-achieving, international, transfer, and Pell eligible students 3. Develop strong partnership with Enrollment Management and the Office of Recruitment and Admissions (ORA), the Graduate School and colleges for recruitment 4. Work with colleges to create engaged learning as signature K-State student experience to attract students interested in creating change that provides learning opportunities integrating leadership and engagement 5. Partner with high school programs, 4-H and others to develop pipeline/bridge programs to attract diverse students interested in leadership learning and development 6. Promote, encourage and support broader participation across our diverse student populations in competitive scholarship programs, such as Rhodes, Marshall, Truman, Goldwater, and Udall programs | <p>I-C</p> <ul style="list-style-type: none"> • SSLS strategic enrollment plan completed and personnel and fiscal resources identified to support it • Funds secured to develop and deliver signature student experience • Baseline metric data defined, and metrics set for SSLS enrollment increases • 1 pipeline/bridge program piloted • Maintain our reputation as a leading public university for competitive scholarship programs • Increased number and diversity of K-State students nominated for competitive fellowship programs | <p>I-C</p> <ul style="list-style-type: none"> • SSLS contributes meaningfully and measurably to the first-to-second year and second-to-third year retention ratios across all student populations • X% increase in SSLS enrollment (meets goal set in forthcoming SSLS strategic enrollment plan) • Students indicate that SSLS programs are a reason for choosing K-State • 3-5 pipeline/bridge programs implemented | <p>I-C</p> <ul style="list-style-type: none"> • SSLS student population reflects the diversity of the university undergraduate student population • X% increase in SSLS enrollment (meets goal set in forthcoming SSLS strategic enrollment plan) • \$500,000 raised to support student scholarships |
| <p>D. <u>Leading research and scholarship</u></p> <ol style="list-style-type: none"> 1. Conduct applied research and scholarship on advancing leadership learning and development, building civic capacity, and leading change that is culturally-relevant and transdisciplinary 2. Create one or more publication outlets to share SSLS research and build scholarly network 3. Communicate Leadership Studies' research agenda broadly | <p>I-D</p> <ul style="list-style-type: none"> • Publication outlet established and funded (e.g. peer-reviewed, indexed online journal, book series, blog) • Faculty research supported by extramural grants, sponsored projects, and philanthropy | <p>I-D</p> <ul style="list-style-type: none"> • Increased contributions by research faculty and graduate students to SSLS outlet • SLSS outlet acknowledged as a source by leaders in the field as indicated by citations, traffic on outlet, competitive selection, etc. | <p>I-D</p> <ul style="list-style-type: none"> • International prominence as a leader in scholarship on leadership learning and development, civic engagement, and leading change |

II. Advance and catalyze engagement at K-State to broadly connect students, accelerate engaged research and scholarship, and serve local, state, national, and international communities

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| <p>A. Center for Engagement Excellence</p> <ol style="list-style-type: none"> 1. Create an engagement office/center of excellence to promote and coordinate engagement activities across the university; connect community needs with university resources; and celebrate, recognize, report, and communicate the results and impacts of this work to Kansans and beyond 2. Secure an endowment for the engagement office to advance university engagement 3. Work with colleges to designate a champion to collaborate with the engagement office 4. Collaborate closely with K-State Research and Extension (KSRE) to successfully meet the university engagement mission | <p>II-A</p> <ul style="list-style-type: none"> • Engagement office/center supported by an endowment • Designated champion for engagement in every college collaborating with the engagement office • Mutual benefit of strong collaboration with KSRE recognized • Sustainable business/revenue model established to advance engagement across the university | <p>II-A</p> <ul style="list-style-type: none"> • Endowed coordinator of engagement in several colleges | <p>II-A</p> <ul style="list-style-type: none"> • Endowed coordinator of engagement in every college |
| <p>B. Students Engaged with Communities</p> <ol style="list-style-type: none"> 1. Fully integrate the high impact practice of engaged learning into the undergraduate student experience and expectations by offering expanded opportunities for every student to have at least one, meaningful high-quality engagement experience prior to graduation by working with every college to identify and/or develop opportunities, and/or promote existing engaged learning in their academic programs 2. Create and advance opportunities for engaged service learning, enhanced civic engagement, and leadership development that mutually benefit student learning and community interests 3. Establish guidelines in collaboration with university partners for what comprises quality service learning for students and faculty; and designate leadership, | <p>II-B</p> <ul style="list-style-type: none"> • Mechanism in place to identify and evaluate types of engaged learning experiences (continuous assessment/improvement included) • Mechanism in place to record and track percentage of students participating in engaged learning experiences • Baseline participation rates of students benefitting from engaged learning experiences established • Increase funding available for student service-learning opportunities | <p>II-B</p> <ul style="list-style-type: none"> • 20-30% of undergraduate students participate in an engaged learning experience • Endowment to support programs and staffing for service learning | <p>II-B</p> <ul style="list-style-type: none"> • Every undergraduate student participates in engaged learning experience by graduation |

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| <p>accountability, and resources to coordinate service learning</p> <p>4. Secure funding to support students pursuing engaged learning opportunities including service learning and unpaid internships</p> | | | |
| <p>C. Highly Engaged Faculty</p> <p>1. Enhance university capacity for engaged teaching and learning by working with the Teaching and Learning Center to advance faculty development for engaged learning and hosting workshops through the Leading Change Institutes</p> <p>2. Provide support and information to assist faculty to more easily incorporate engagement in their RSCAD work</p> <p>3. Collaborate with Faculty Senate, academic departments, Provost Office, and others to revise promotion/tenure, evaluation, and rewards systems to recognize and value the impact of engagement work</p> | <p>II-C</p> <ul style="list-style-type: none"> • Engaged teaching workshops hosted through the Leading Change Institute • Language drafted for inclusion in P&T process • Centralized tracking and recording of engaged work by university faculty in place | <p>II-C</p> <ul style="list-style-type: none"> • Increased percentage of faculty contributing to engagement efforts across the university • Promotion and tenure (P&T) process recognizes and rewards engaged work | <p>II-C</p> <ul style="list-style-type: none"> • Increased percentage of faculty contributing to engagement across the university |
| <p>D. Strong community partnerships</p> <p>1. Develop and maintain strong community partnerships, locally, nationally and globally that advance engagement for sustainable, community-led change</p> <ul style="list-style-type: none"> a. Partner with industries, communities, and government entities to offer sponsored programs for engaged research, consulting, and training b. Partner with K-State Research and Extension to promote engaged learning, service, and research opportunities in all counties across the state (e.g. Kansas Teams, school boards, community organizations, nonprofits) <p>2. Communicate the impact of community engagement partnerships</p> | <p>II-D</p> <ul style="list-style-type: none"> • Community-engaged programs are supported by a structure that operationalizes the cultivation and management of community partnerships • Engagement impact communicated out broadly on a routine basis • The KS 105 initiative advanced by engaged projects and partnerships | | <p>II-D</p> <ul style="list-style-type: none"> • K-State recognized by state legislators and Kansas citizens as excellent stewards of state resources and providers of quality public service |

III. Build the capacity and infrastructure necessary to support and realize the expanded role of SSLS advancing leadership education and development, engaged teaching and learning, community engagement, and recruitment and retention of learners

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| <p>A. Signature facilities</p> <ol style="list-style-type: none"> Expand SSLS facilities as signature spaces that convey our mission; support our growth; enhance learning, collaboration, and social interaction inside and outside the classroom; and contribute to making K-State an institution of choice for students, faculty, staff, and community partners | <p>III-A</p> <ul style="list-style-type: none"> Strong Complex renovated to house the university honors program and student service-learning programs | <p>III-A</p> <ul style="list-style-type: none"> Expanded Leadership Studies building accommodating program growth | |
| <p>B. Funding for Growth</p> <ol style="list-style-type: none"> Work with the KSU Foundation and the Provost to develop and implement a strategy to dedicate fundraising resources to SSLS, including a dedicated development professional Work with the President, Provost units, and the KSU Foundation to establish a fundraising focus on engagement and engaged learning Expand the variety of funding sources supporting the work of the School, including seeking additional state funding and growing external sponsored programs and extramural funding Establish and staff an SSLS development advisory council Collaborate with colleges to increase tuition-funding through interdisciplinary and multidisciplinary programming | <p>III-B</p> <ul style="list-style-type: none"> Development professional dedicated to SSLS priorities SSLS development advisory council established Models of interdisciplinary tuition funding are in place | <p>III-B</p> <ul style="list-style-type: none"> Increase in sponsored programs, philanthropic support, and extramural funding supports Staley School programs and growth | |
| <p>C. Broader Identity and Purpose</p> <ol style="list-style-type: none"> Recognizing our expanding role as SSLS, clearly define our mission and vision to reflect the synergies and connections among all our programs | <p>III-C</p> <ul style="list-style-type: none"> Mission statement reviewed in light of expanded roles and adjusted if needed | | |

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| <p>D. Evolved Organizational Structure</p> <ol style="list-style-type: none"> 1. Create and staff a sustainable structure that supports growth and innovation across SSLS and provides for clearly delineated roles and accountability transparent to faculty and staff 2. Make more visible student co-curricular/non-credit programs within the SSLS structure | <p>III-D</p> <ul style="list-style-type: none"> • New structure in place and staffed to support mission, programs, services, and responsibilities | | |
| <p>E. Strong University and Alumni Networks</p> <ol style="list-style-type: none"> 1. Deepen academic and programming connections with all units across the university in a shared commitment to leadership learning and development, engagement, and recruitment and retention (Academic Colleges, Career Center, CSI, Alumni Association, Libraries, Student Life, Student Success, etc.) 2. Engage broadly with academic advisors across the university to promote the full range of SLSS opportunities to students <ol style="list-style-type: none"> a. Develop academic plans to demonstrate integration of leadership studies with their goals and careers 3. Strengthen our alumni network to promote reciprocal lifelong connections and learning | <p>III-E</p> <ul style="list-style-type: none"> • Increased involvement of alumni in annual leadership development and celebration of leadership (Spirit of Leadership) • Academic plans developed for 10 prioritized majors/career pathways • Increased number of opportunities for alumni and friends to participate with SSLS (online, KC, Dallas, Colorado) • Alumni awards established | <ul style="list-style-type: none"> • Academic plans in place and routinely shared with advisor community | |
| <p>F. Diverse and Talented Faculty and Staff</p> <ol style="list-style-type: none"> 1. Increase professional development and training for SSLS faculty and staff 2. Support non-tenure track faculty with pathways for career advancement 3. Staff our programs by hiring additional tenure-track faculty, instructors, and staff 4. Identify and implement strategies to increase diversity of SSLS faculty and staff to be more representative of diverse populations 5. Recognize and reward outstanding contributions of faculty and staff | <p>III-F</p> <ul style="list-style-type: none"> • Departmental documents reviewed and revised to address pathways for non-tenure track faculty • Actionable strategies to increase faculty and staff diversity established • Faculty and staff recognition program established | <p>III-F</p> <ul style="list-style-type: none"> • Increased number of faculty, staff, and graduate students with a regional or national profile, (publishing, presenting, teaching, consulting) • Funding identified to support non-tenure track pathways • Increased faculty and staff diversity | <p>III-F</p> <ul style="list-style-type: none"> • Internationally recognized award-winning faculty and staff |

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| <p>G. <u>Communications and Marketing</u></p> <ol style="list-style-type: none"> 1. Undertake a rebranding effort that defines who we are and what we offer targeted to various stakeholder groups, including the university community, colleges, and departments; faculty, advisors, and staff; prospective and current students; community partners; and alumni and friends 2. Develop and implement a communications plan to support the rebranding effort 3. Share compelling stories from our students and our successes with clear messages regarding the SSLS ROI as part of the overall K-State branding efforts | <p>III-G</p> <ul style="list-style-type: none"> • A comprehensive communication plan in place • Leadership, engagement, and service reflected in the K-State brand and communications | <p>III-G</p> <ul style="list-style-type: none"> • Communication plan drives our recruitment, retention, campus and community involvement, alumni and donor relations | |
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