



## K-State 2025 Strategic Action and Alignment Plan

College or Major Unit: Agriculture & K-State Research and Extension

Department: Agricultural Economics

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1. **What are your College's/Major Unit's/Department's mission and vision and how does your organization contribute to achieving the University's vision for K-State 2025? Departments should also indicate how your organization contributes to your College's/Major Unit's vision for K-State 2025.**

**Vision:** Agricultural Economics is recognized for its responsive, creative and innovative contributions to the success of its stakeholders.

This implies our primary stakeholders depend on us to: (1) Improve their performance and enhance their productivity *regardless* of their resource situation; (2) Enhance their capacity to learn and solve problems; and (3) Improve the quality of their decisions and decision-making using sound research-based information and decision tools. Our clients encompass four distinct groups: (a) Undergraduate, graduate and non-degree students; (b) Industry – defined to encompass the agri-food supply chain, including non-governmental organizations; (c) Public policymakers at the local and state level in Kansas, the US and relevant global organizations and institutions; and the (d) Scientific community.

**Mission Statement:** To develop the most effective applied research products to support our teaching, outreach and extension programs that prepare our students for the global marketplace, position our industry stakeholders successfully in their increasingly complex markets, support policymakers in developing and implementing research-based policies, and make us the partner of choice among our peers.

**Contributions to vision of College of Agriculture/K-State Research and Extension and to K-State 2025:** As the College of Agriculture's (COA's) social science glue, Agricultural Economics is directly responsible for enhancing the economic decision-making and implementation capacity of COA's students and stakeholders. This plan builds on our commitment to the COA, KSRE and K-State 2025 Vision by improving the national recognition of our graduate programs, our significantly higher 6-year undergraduate graduation rate (21% points above the University's), and increasing local and national extension and research funding and recognition awards.

2. **What are your College's/Major Unit's/Department's key strategic activities and outcomes?** *(Enter response in table below.)*
3. **Colleges/Major Units only: Identify which of your College's/Major Unit's strategic outcomes are directly linked to the University's benchmark and thematic goal metrics.** *(Enter your response [in brackets] after the relevant outcome in the table below.)*

**Departments only: Identify which of your Department's strategic outcomes are directly linked to your College's/Major Unit's outcomes.** *(Enter your response [in brackets] after the relevant outcome in the table below. If your Department or similar unit is not in a College or Major Unit, identify which of your outcomes are directly linked to the University's benchmark and thematic goal metrics.)*

Our Department's key strategic activities and their related outcomes are:

- [1] Continue increasing the diversity of our undergraduate program, and expand the conceptual and experiential learning resources available to our undergraduate students. This activity contributes to increasing the proportion of our undergraduate students pursuing graduate studies and improving the industry-readiness of those entering the workforce.
- [2] Continue strengthening our graduate program to enhance its current national rankings and recognitions through direct support for basic and applied research activities of faculty and students. This will contribute to enhancing our success in national and international grant competitions, enrich students' traineeship experience, make us the collaborator of choice among our peers and contribute directly to K-State 2025 and the College vision of top-5 agricultural college in the country.
- [3] Strategically expand our research-based outreach and extension programs to meet the changing needs of our industry and public policymakers. This motivates an emphasis on using research-based information, innovative delivery methods and effective pedagogies to help industry and public policymakers create and evaluate their decision choices and implementation options to ensure sustainable outcomes that ensure overall

citizen wellbeing.

- [4] Use effective incentives and rewards and appropriate support and recognition tools to recruit, promote and retain a dynamic, diverse, creative and committed faculty and staff who contribute to the achievement of our strategic objectives. This provides the foundation resources to help us execute the foregoing key strategic activities and achieve the defined outcomes.

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>
<b>[1] Expand and diversify our undergraduate enrollment</b>	<b>Be the global destination of choice for people seeking undergraduate education in agricultural economics and agribusiness</b>	<b>Be the global destination of choice for people seeking undergraduate education in agricultural economics and agribusiness</b>	<b>Be the global destination of choice for people seeking undergraduate education in agricultural economics and agribusiness</b>
1. Grow undergraduate enrollment by its average share of COA undergraduate student enrollment <sup>1</sup>	A. Undergraduate student population will be 499 [A1]	A. Undergraduate student population will be 520 [A1]	A. Undergraduate student population will be 540 [A1]
2. Increase the number of minority students enrolling in our undergraduate programs	B. The proportion of minority students in our undergraduate student population is benchmarked at 4.4%, the 2009-2014 average [C1, C2]	B. The proportion of minority students in our undergraduate student population will grow to 6.4% <sup>2</sup> [C1, C2]	B. The proportion of minority students in our undergraduate student population will grow to 7.1% [C1, C2]
3. Increase our undergraduate retention and graduation rates	C. Baseline freshman to sophomore retention rate [B1] D. Baseline 4-6 year graduation rate at the current rate of 80% [B1]	C. Increase baseline metric by 10% [B1] D. Increase baseline metric to 84% [B1]	C. Increase intermediate metric by 10% [B1] D. Increase intermediate metric to 88% [B1]
4. Track job placement (including entrepreneurial initiatives) and graduate school rates for five years after graduation	E. Collaborate with CES to update database on job placements and establish job placement and entrepreneurship venture rates for students graduating in 2014 [D1] F. Establish database on graduate school placements for students graduating in 2014 [D1]	E. Track job placements and entrepreneurship venture rates against 2014 rates [D1] F. Track graduate school placements against 2014 placement rate [D1]	E. Track job placements and entrepreneurship ventures against 2014 placement rate [D1] F. Track graduate school placements against 2014 placement rate [D1]
5. Wherever feasible and appropriate, incorporate a global focus into the undergraduate course syllabus	G. Identify courses that lend themselves to global focus and engage faculty to incorporate global focus into course syllabus	G. Track extent of global focus in the identified courses and determine support faculty needs to expand global focus of their course	G. Track extent of global focus in the identified courses and determine support faculty needs to expand global focus of their course
6. Evaluate the content of all our undergraduate courses to determine their currency and relevance to changing industry needs	H. Evaluate the content of all courses for relevance and currency to changing industry conditions [G4]	H. Implement changes in course content to reflect changing industry needs and conditions [G4]	H. Continue assessing changing industry needs and conditions to facilitate the necessary changes in courses to ensure currency and relevance [G4]
7. Increase the number and depth of experiential learning programs available to	I. Determine the number and profile of our students participating in experiential	I. Track proportion of our undergraduate students involved in experiential learning initiatives, with a	I. Continue tracking undergraduate student participation in experiential learning initiatives, identifying barriers

<sup>1</sup> Ag Economics' share of COA undergraduate and graduate enrollment in 2014 share was approximately 19% respectively. We round this up to 20% for our projections of Ag Economics' undergraduate and graduate student enrollments for the plan period.

<sup>2</sup> The minority student numbers provided by the office of the Assistant Dean of Diversity. They encompass agricultural economics and agribusiness majors only. The College average, using University data for the 2010-2014 period, is 8.9% and University average of 13.7%.

our undergraduates throughout their time at K-State <sup>3</sup>	learning in 2014 and set this as baseline indicator [D3, D4]	view of 100% student engagement in experiential learning [D3, D4]	and addressing these to ensure 100% student engagement in experiential learning [D3, D4]
8. Evaluate the pedagogies and tools we are currently using in our undergraduate courses for their appropriateness to student learning	J. Assess pedagogies currently being used by faculty and instructors with the view to enhance student learning [B1, B2]	J. Provide training and support activities to help faculty and instructors adopt and adapt pedagogies determined to be most effective to student learning [B1, B2]	J. Continue implementing training and support activities to help faculty and instructors adopt and adapt pedagogies determined to be most effective to student learning [B1, B2]
9. Undertake the necessary investments to support the learning efforts of our diverse students	K. Conduct a needs assessment of support needed by students to enhance their learning and develop a plan to address identified needs [E1, E2]	K. Implement the plan addressing identified needs [E1, E2]	K. Continue implementing the plan addressing identified needs; Conduct another needs assessment in 2021 to determine if needs have changed [E1, E2]
10. Track student satisfaction with career preparation after graduation	L. Establish 2014 as a baseline for student satisfaction indicator [D2]	L. Target to achieve no less than 95% satisfaction rate and work towards that target every year [D2]	L. Target to achieve no less than 95% satisfaction rate and work towards that target every year [D2]
11. Track student satisfaction with career preparation five years after graduation	M. Survey students who graduated in 2010 for their satisfaction with their preparation and establish it as the baseline [D2]	M. Commit to improving the baseline metric by 10% [D2]	M. Commit to improving the intermediate metric by 10% [D2]
<b>[2] Strengthen and raise the stature of our graduate programs through enhanced faculty research productivity</b>	<b>Maintain the performance ranking of our PhD program and increase the national and international recognition of our MAB and MS programs</b>	<b>Increase the performance ranking of our PhD program and increase the international recognition for our MAB and MS programs by winning more peer and industry awards</b>	<b>Increase the performance ranking of our PhD program and increase the international recognition for our MAB and MS programs by winning more peer and industry awards</b>
1. Identify best performing undergraduate students in each class year and provide them with appropriate enrichment activities and mentoring aimed at guiding them to graduate studies	A. Develop a database of our majors students with a threshold ACT = 27 for freshmen and a GPA above 3.5 in sophomore, junior and senior years along with their advisors and their classes every semester and communicate it to teaching faculty in whose classes these students are enrolled with the view that faculty will target them for encouragement and enrichment activities [A2]	A. Continue providing information on high-performing students to faculty and track proportion entering graduate programs at K-State or elsewhere [A2]	A. Continue providing information on high-performing students to faculty and track proportion entering graduate programs at K-State or elsewhere [A2]
2. Increase our MS and PhD graduate student population to match growth in COA enrollment while improving student quality and research impact	B. Use 2014 enrollment levels of 45 MS and PhD students and our ratio of 40:60 PhD to MS students as the foundation from which to grow our on-campus while improving student quality reflected in their research output [C1, C2]	B. Increase the number of graduate students to 60 while maintaining the 40:60 ratio PhD to MS student ratio and enhancing student quality and improving the impact of their research output [C1, C2]	B. Increase the number of graduate students to 75 while maintaining the 40:60 ratio PhD to MS student ratio and enhancing student quality and improving the impact of their research output [C1, C2]
3. Increase our MAB student population by expanding our specialized and locational cohorts while increasing quality and business impact	C. Maintain our Main Cohort student population at no more than 30 students and grow our Asia and Animal Health	C. Initiate work on the African Cohort while maintaining the momentum and quality of the other established cohorts [C1, C2]	C. Initiate the African cohort while maintaining momentum and quality of the other established cohorts [C1, C2]

<sup>3</sup> Experiential learning is defined to encompass internships, service learning, undergraduate research, study abroad, and other creative and professional work experience, such as summer work activities.

	cohorts to 25 students per cohort [C1, C2]		
4. Increase the diversity in all our graduate programs – MS, MAB and PhD	D. Develop a plan to attract and recruit students from diverse ethnic backgrounds into our graduate program and establish the benchmark recruitment number as the average from 2010-2014 = 12 or 13.6% <sup>4</sup> [C1, C2]	D. Implement our recruitment plan with the view of having 17 minority students in our graduate program by 2020 [C1, C2]	D. Continue implementing recruitment plan to increase number of minority students in our program to 22 students by 2025 [C1, C2]
5. Develop our MAB program into the most-preferred postgraduate professional education program in agribusiness globally	E. Conduct an update of our competitive situation against other agribusiness professional graduate programs to isolate our core competitiveness [C1, C2]	E. Use the results to improve our marketing and our program content and delivery framework to ensure we achieve the objective of being the most-preferred postgraduate professional program, measured by growth in application and an improvement in our admission rates [C1, C2]	E. Continue improving our marketing, program content and delivery framework to sustain our application numbers and improvement in our admission rates [C1, C2]
6. Wherever feasible and appropriate, incorporate a global focus into all relevant graduate course syllabi	F. Track the extent of global focus in relevant graduate courses and determine support faculty needs to expand global focus of their courses [G4]	F. Track the extent of global focus in the identified courses and determine support faculty needs to expand global focus of their courses [G4]	F. Track the extent of global focus in the identified courses and determine support faculty needs to expand global focus of their courses [G4]
7. Increase the amount and diversity of grants and contracts secured by faculty to support their research, the graduate program and the post-doctoral trainee program	G. Analyze the types and sources of grants and contracts over the past five years and develop a plan to diversify and increase these grants [A3, E3, E4]	G. Implement the plan to diversify and increase number of grants by 20% and double grant value with a view to increasing the number of graduate students and post-doctoral trainees [A3, E3, E4]	G. Continue implementing the plan to increase number and value of grants by 25% and 50% respectively from the intermediate period value with a view to increasing the number of graduate students and post-doctoral trainees [A3, E3, E4]
8. To the extent possible and feasible, include graduate student training support in all grant proposals	H. In conducting the analysis above, determine the number of graduate students and value of funding targeted to graduate students in each grant by type [E5]	H. Increase the number of graduate funding included in grants and contracts received by faculty and staff [E5]	H. Continue to increase the number of graduate funding included in grants and contracts received by faculty and staff [E5]
9. Expand our post-doctoral traineeship programs	I. Develop a better understanding of how we can increase and expand our post-doctoral traineeship programs and baseline the number of trainees in 2014 [A3]	I. Increase the number of post-doctoral trainees in the department by 10% of the 2014 baseline [A3]	I. Increase the number of post-doctoral trainees in the department by 10% of the 2020 number [A3]
10. Develop and inculcate a publication culture among our graduate students by encouraging them to pursue all their coursework research papers as potential peer-reviewed articles	J. Establish 2014 as a benchmark for student research papers using papers accepted for presentation at professional meetings and increase that number by 10% [G1]	J. Increase the proportion of student papers presented at professional meetings that are completed for peer reviewed journal submission to 50% within a year of the professional meeting [G1]	J. Increase the proportion of student papers presented at professional meetings that are completed for peer reviewed journal submission to 80% within a year of the professional meeting [G1]
11. Accelerate the grantsmanship capability of senior graduate students and post-doctoral trainees	K. Develop a workshop targeting PhD students on extramural funding training [H1]	K. Increase the number of student- and post-doctoral trainee-led extramural funding procured by two [H1]	K. Increase the number of grant applications and grants won that are led by students and post-doctoral trainees by five [H1]

<p>12. Provide our PhD students a broad and high quality exposure to classroom teaching and undergraduate student engagement</p>	<p>L. Develop a comprehensive strategy to increase the number of our PhD students who gain classroom teaching and undergraduate student engagement with an objective to promote their success as teachers and mentors</p>	<p>L. Have 25% of our PhD students in classroom and/or in some formal mentoring engagement with undergraduate students</p>	<p>L. Have 50% of our PhD students in classroom and/or in some formal mentoring engagement with undergraduate students</p>
<p><b>[3] Expand outreach and engagement initiatives</b></p>	<p><b>Position to deliver relevant and high impact programs to industry in the numerous areas of agriculture, food and agribusiness</b></p>	<p><b>Offer the best professional development programs in the agriculture, food and agribusiness sector in the nation</b></p>	<p><b>Offer the best professional development programs in the agriculture, food and agribusiness sector anywhere</b></p>
<p>1. Establish a Departmental Management Office for Outreach and Engagement Programs</p>	<p>A. Develop the business plan for the Ag Economics Outreach and Engagement Programs Office to facilitate the management of all the programs described below</p>	<p>A. Staff the Ag Economics Outreach and Engagement Programs Office with funding support from grants, donations and internal sources</p>	<p>A. Increase Ag Economics Outreach and Engagement Programs Office staff to ensure adequate support as we expand programs, ensuring its ultimate positive financial contribution to the Department's teaching mandate</p>
<p>2. Develop the Agri-Food Executive Development Program to enhance the food and agribusiness sector's management capacity</p>	<p>B. Develop the business and marketing plan and the curriculum for the K-State Agri-Food Executive Development Program and identify faculty members interested in participating in the program [J1, J2]</p>	<p>B. Present the inaugural K-State Agri-Food Executive Development Program by end of 2017 [J1, J2]</p>	<p>B. Continue building the K-State Agri-Food Executive Development Program, expanding program faculty beyond our faculty as instructors to give it a broader appeal to a global audience [J1, J2]</p>
<p>3. Develop the Agricultural Policy Institute as a national training program for commodity and industry association staff</p>	<p>C. Develop the business and marketing plan and the curriculum for the K-State Agricultural Policy Institute and identify faculty members interested in participating in the program [J1, J2]</p>	<p>C. Present the first K-State Agricultural Policy Institute by the summer of 2018 [J1, J2]</p>	<p>C. Continue growing the K-State Agricultural Policy Institute, expanding program faculty beyond our faculty as instructors to give it a broader appeal to a national audience [J1, J2]</p>
<p>4. Expand MAST – our excellence in farm management program – to a national audience</p>	<p>D. Develop a strategic plan to take MAST national and develop the investment necessary to support such an expansion [J7]</p>	<p>D. Launch the national MAST by fall 2018 [J7]</p>	<p>D. Continue growing the national offering of MAST and entrench it as the farm management program of choice around the globe using local expertise under K-State branding [J7]</p>
<p>5. Expand Risk and Profit – our annual producer conference – to a national audience</p>	<p>E. Develop a strategic plan to make Risk and Profit a national producer conference with national appeal and develop the investment necessary to support such an expansion [J7]</p>	<p>E. Launch the national Risk and Profit conference by fall 2019 [J7]</p>	<p>E. Continue to grow the national Risk and Profit and begin considering its internationalization in collaboration with local institutions and expertise under – State branding [J7]</p>
<p><b>[4] Recruit, promote and retain dynamic, diverse, creative and ethical staff</b></p>	<p><b>Become the organization of choice for brilliant and creative agricultural economists and agribusiness professionals seeking to do important relevant work</b></p>	<p><b>Become the organization of choice for brilliant and creative agricultural economists and agribusiness professionals seeking to do important relevant work</b></p>	<p><b>Become the organization of choice for brilliant and creative agricultural economists and agribusiness professionals seeking to do important relevant work</b></p>
<p>1. Become the best place for applied economists in the agricultural economics and agribusiness profession globally</p>	<p>A. Use this strategic plan document to initiate a conversation among faculty and staff about the Department's culture, technology and other resources, and the skills, capabilities and competencies it needs to achieve its</p>	<p>A. Begin building a radically exciting, creative, collaborative and collegial community in the department that is attractive to people seeking to do great work in agricultural economics and agribusiness and publicize our activities through graduates and PhD alumni,</p>	<p>A. Continue publicizing our culture, marketing our achievements and building our brand so that the best applied economists would choose us as their professional home [L5]</p>

	strategic objectives and attain the vision [L5]	professional associations and funding partners [L5]	
2. Recruit the best applied economists to support the Department's strategic initiatives	B. Conduct a human resource needs assessment based on the projected growth in teaching, research and outreach and extension activities to facilitate a plan to guide faculty and staff recruitment to support our strategic initiatives [L1]	B. Implement the human resource capacity building plan, working closely with the College, the University and our donors and supporters, and using various instruments, including project contracts, endowed chairs, professorships and other innovative tools [L1]	B. Sustain the momentum in the Department's operations and performance by continuing the implementation of our human resource capacity plan, working closely with donors and using our performance indicators as evidence to justify increased support [L1]
3. Develop and implement innovative mentoring programs to facilitate the continued growth of all faculty and staff	C. Conduct a survey of all faculty and staff to determine their professional development needs [O]	C. Implement a carefully-organized mentoring program that involves both local and outside peers to work with our faculty and staff to ensure their continued growth to world-class status [O]	C. Continue implementing our mentoring program, using feedback from participants to improve the program and its continued growth to world-class status [O]
4. Implement innovative recognition and incentive programs that protect our development investments in our best talent	D. Strike a task force to identify the most effective recognition and incentive programs that would motivate faculty and staff to not only excel but deepen their loyalty to the Department and to K-State [L6]	D. Implement the Task Force's recommendations, working with the College and the University to find innovative programs to fund the recognition and incentives to achieve the stated outcomes [L6]	D. Continue exploring innovative approaches and funding to recognize excellence in ways that contribute to achieving the stated outcomes [L6]
5. Increase the Department's average of faculty-published peer-reviewed journal articles	E. Establish the Department's average faculty-published peer-reviewed journal articles for the 2009-2014 period as the baseline [G1, G2]	E. Increase the Department's average faculty-published peer-reviewed journal articles by 10% of the baseline metric [G1, G2]	E. Increase the Department's average faculty-published peer-reviewed journal articles by 10% of the intermediate metric [G1, G2]
6. Increase the average h-index for the department <sup>5</sup>	F. Establish the average h-index for assistant, associate, and full professors, for the period 2009-2014 as baseline and benchmark them against the best in our peer group [G1, G2]	F. Increase the average h-index for each faculty rank by 5% of the baseline value but with a keen focus on peer group performance [G1, G2]	F. Increase the average h-index for each faculty rank by 5% of the baseline value but with a keen focus on peer group performance [G1, G2]
7. Encourage faculty to invite their research partners to spend time at K-State as visiting scholars to support research and graduate education	G. Organize a webinar/seminar for faculty on the benefits of inviting their research collaborators to K-State as visiting scholars while determining how we build visiting scholar program into our culture [J4, J7]	G. Include hosting visiting scholars contributing to research, teaching and outreach programs in the recognition profile and other incentives for faculty [J4, J7]	G. Continue building and growing our visiting scholar program, working to internationalize it and include visitors in our teaching program, and work with the College to secure special funding for it if necessary [J4, J7]
8. Expand the international research, teaching and outreach activities by our faculty	H. Organize frequent departmental seminars and brown bag get-together in which faculty members doing international work present their work and discuss international opportunities [J4]	H. Use the seminar forum as an engagement process for increasing number of faculty members participating in international research, outreach and/or teaching [J4]	H. Continue engaging and encouraging international participation by faculty until at least 60% of our faculty are engaged in international research, outreach and/or teaching [J4]
9. Provide opportunities for faculty and staff to engage international organizations (USAID, FAO, CGIAR, etc.) in collaborative research and other initiatives	I. Encourage faculty with international research and outreach funding to invite their grant partners to visit the Department and talk about	I. Encourage and reward faculty working on international programs to engage at least one of their colleagues not currently involved in international	I. Expand the incentives and celebrate the successes so the initiative gains and runs on its own momentum [J7]

<sup>5</sup> London School of Economics has estimated that the average economists' h-index ranged from 3.11 for Assistant professor (lecturer) to 7.6 for professor (<http://blogs.lse.ac.uk/impactofsocialsciences/the-handbook/chapter-3-key-measures-of-academic-influence/>). For the original article, see Hirsch (2005), available at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1283832/>.

<p>10. Work with the College to develop an incentive/reward program specifically targeting faculty and staff who are overwhelmingly teachers and extension professionals</p>	<p>opportunities, how to win them and why they are important for faculty and students [J7]</p> <p>J. Develop a task force to develop a baseline of scholarship among faculty and staff who are overwhelmingly teaching and extension and produce an innovative development and incentive program to enhance teaching and extension scholarship [G4, L6]</p>	<p>research and outreach to jointly develop an international proposal [J7]</p> <p>J. Implement the recommendations of the task force to significantly enhance scholarship among overwhelmingly teaching and extension faculty and staff [G4, L6]</p>	<p>J. Collect performance indicators on scholarship improvement among overwhelmingly teaching and extension faculty and staff and make the necessary improvements in the task force's recommendation to accelerate performance in overwhelmingly teaching and extension faculty scholarship [G4, L6]</p>
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**4a. What resources and/or opportunities exist for your College/Major Unit/Department to achieve its vision and outcomes?**

- a. Our talented faculty and staff
- b. Our current and potential financial resources from grants, College and University transfers, contracts and private donors
- c. Our network of alumni who are passionate about the department
- d. Our energetic undergraduate and graduate student recruitment staff and committees
- e. Our very effective advising program
- f. Our communication and marketing staff with their focused attention to tell our success stories
- g. Our diverse research program that is very competitive in the national competitive grant system
- h. Our collaborative faculty and their willingness and ability to form strong partnerships and alliances with others across the university and in the international arena to generate resources to support our programs and initiatives.

**4b. What resources and/or opportunities are needed for your College/Major Unit/Department to achieve its vision and outcomes?**

- a. Additional faculty and staff lines to meet our planned expansion in student numbers, especially with respect to advising and recruitment
- b. Effective recruitment incentives especially for the recruitment of staff
- c. More office space for faculty and staff
- d. Effective recognition resources to retain high performing faculty and staff
- e. More classroom facilities with the appropriate instructional technologies and support for planned increase in student population
- f. More space for group study for undergraduate students
- g. More individual work spaces and group meeting spaces for graduate students
- h. Scholarship funds to support disadvantaged and international students, especially in our efforts to recruit minorities to achieve our diversity objectives for both undergraduate and graduate programs
- i. Institutional support in enhancing our competitiveness by eliminating differential tuition for out-of-state students

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

- a. Work with the College and the University to provide a proportion of tuition fees to support additional faculty hires
- b. Work with the College and the University to provide funding to support non-tenure track undergraduate teaching and advising faculty and provide some relief for tenure-track faculty to focus on research and grants
- c. Work with the College and the University to retain a higher proportion of overhead associated with grants and contracts that will go into a departmental fund to support teaching faculty and the associated support staff
- d. Actively engage our alumni, benefactors and other supporters in raising seed funding directed specifically towards supporting education, training and outreach/extension programs of interest to these potential contributors
- e. Engage the College and the University to provide infrastructural improvement funding for classrooms, study rooms, discussion/meeting rooms enhancements and the procurement and installation of the necessary technologies for these facilities
- f. Actively engage the College, the University and our benefactors for named scholarships to support specific categories of students to contribute to achieving our diversity objectives
- g. Work with K-State Foundation to develop special endowed funding to recognize high-performing faculty members and staff to enhance our retention

and increase our recruitment

- h. Develop strong and productive strategic alliances and collaborative working relationships with our colleagues across the College and the University as well as in other institutions in the U.S. and around the world
- i. Internally generate funds from our activities to support our extension, teaching and research initiatives.

**6. How does your plan link to the K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics?  
(See below)**



**6. 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-2 - Endowment pool B-4 - Number of faculty awards B-5 - Number of doctorates granted annually B-6 - Freshman-to-sophomore retention rate B-7 - Six-year graduation rate B-8 - Percent of undergraduate students involved in research

Links to Common Elements
CE-1 - Communications and Marketing CE-3 - Diversity CE-4 - External Constituents CE-5 - Funding 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></p> <p>T1-2 - Total sponsored extramural funding expenditures</p> <p>T1-4 - # of refereed scholarly publications per academic year and allocated faculty member</p> <p>T1-5 - Total international research and development expenditures</p>	<p>T1-A - Increased intellectual and financial capital to support RSCAD</p> <p>T1-C - Increased funding for investigator-based research, research centers, and graduate training grants</p> <p>T1-D - Tuition waivers for all GRAs</p> <p>T1-E - Competitive compensation and support available to GRAs, GTAs, and GAs</p> <p>T1-F - Enhanced and systematic approach for UG research</p> <p>T1-G - Successful recruitment, retention, evaluation, compensation, and rewards strategies in place to support RSCAD needs</p> <p>T1-H - Enhanced visibility and appreciation for research, discovery, and scholarly and creative activities</p>	<p>T1-I - Intellectual and financial capital in place for expanded RSCAD efforts</p> <p>T1-J - Greater proportion of nationally and internationally recognized award-winning faculty in RSCAD programs</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-O - Extramural funding competitive with our benchmark institutions</p> <p>T1-P - Research and development expenditures competitive with benchmark institutions</p> <p>T1-Q - Competitive amongst our peers in the percentage of undergraduates involved in research</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><b>T2 - Undergraduate Educational Experience (UEE)</b></p> <p><b>Theme 2 Metrics:</b></p> <p>T2-1 - # and % of undergraduate students participating in a meaningful international experience</p> <p>T2-2 - # and % of undergraduate students completing an experiential learning experience</p> <p>T2-3 - Total funding awarded for undergraduate scholarship support</p> <p>T2-5 - # of students awarded national and international prestigious scholarships</p> <p>T2-6 - % of undergraduate enrollment by demographic group</p> <p>T2-7 - Student satisfaction and utilization rates</p>	<p>T2-A - Excellent, customized academic advising and services available to all students to support their success and degree completion</p> <p>T2-B - Engaged students benefitting from high impact educational practices used by excellent faculty and staff across the university</p> <p>T2-C - Increased participation by undergraduates in expanded opportunities for meaningful research</p> <p>T2-D - Successful integration of undergraduate education and meaningful research is standard practice</p> <p>T2-E - Effective evaluation practices that recognize and reward teaching, advising, and life-long learning/professional development</p> <p>T2-F - Effective system in place that supports and promotes teaching excellence</p> <p>T2-G - Successful recruitment and retention strategies that address our entire student population</p> <p>T2-H - Improved six-year graduation rates and retention ratios</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 their viewpoint</p> <p>T2-M - Increased undergraduate contributions in the creation of scholarship through research</p> <p>T2-N - Ongoing improvement of six-year graduation rates and retention ratios</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-Q - Freshman to Sophomore retention ratios comparable to benchmark institutions</p> <p>T2-R - Six-Year graduation rates comparable to benchmark institutions</p>

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<p><b>T3 - Graduate Scholarly Experience</b></p> <p><b>Theme 3 Metrics:</b></p> <p>T3-1 - # and % of graduate students with assistantships, endowed scholarships, and fellowships</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>T3-7 - Total graduate students enrolled by demographic group and degree type</p> <p>T3-8 - Graduate student satisfaction and utilization rates</p>	<p>T3-A - Competitive compensation and support available for GRAs, GTAs, and GAs</p> <p>T3-B - Tuition waivers for all GRAs</p> <p>T3-C - Engaged graduate students integrated in university life with enhanced visibility and appreciation</p> <p>T3-D - Outstanding mentoring for our graduate students</p> <p>T3-E - Expectation of excellence for the graduate scholarly experience</p> <p>T3-F - Increased capacity to secure funding for graduate research and teaching</p> <p>T3-H - Expanded partnerships with industry and government to provide high level learning and experiential training opportunities for graduate students</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>T4-2 - Total extramural-funded expenditures for Engagement 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-A - Enhanced integration between academics and student service learning</p> <p>T4-C - Increased recognition of our services as a source of expertise, information, and tools for disciplines worldwide</p> <p>T4-D - Increased numbers and diversity of faculty and staff participating in Engagement</p> <p>T4-E - Increased extramural funding</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-J - Increased number of graduate students involved in Engagement</p> <p>T4-L - Increased capacity to respond to emergencies worldwide</p> <p>T4-M - Preferred destination for faculty, staff, and students who value Engagement as integral to their</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>

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T4-4 - # of engagement activities and programs disaggregated by geographic boundaries	<p>for Engagement initiatives at the local, state, national, and international level</p> <p>T4-F - Recognition as leaders in Engagement within our state and nation</p> <p>T4-G - Enhanced visibility and appreciation for Engagement and its interconnectedness with research and education within our university community</p>	academic and personal lives	
<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>T5-4 - # and % of faculty and staff participating in international experiences</p> <p>T5-5 - % of tenure/tenure-track faculty by demographic group</p> <p>T5-6 - % of fulltime staff by demographic group</p> <p>T5-7 - % of faculty and staff reporting satisfaction in the work environment</p>	<p>T5-A - Total compensation competitive with aspirant university and regional employers for faculty and staff in high priority areas</p> <p>T5-D - Effective evaluation processes that result in accountable faculty and staff with a clear understanding of their job expectations and how they contribute to the University's mission</p>	<p>T5-E - Total compensation competitive with aspirant university and regional employers for all employees</p> <p>T5-G - Successful recruitment and retention of a talented and high performing, diverse workforce</p>	<p>T5-I - Stable funding available for recruitment and retention of top level faculty and staff</p> <p>T5-J - Optimal number of faculty and staff comparable with our benchmark institutions</p>

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<p><b>T6 - Facilities and Infrastructure</b></p> <p><b>Theme 6 Metrics:</b> T6-5 - % of faculty, staff, and students reporting satisfaction with facilities and infrastructure</p>	<p>T6-A - Responsive, timely, and strategic facilities services aligned with campus operational needs as well as future planning and implementation</p>	<p>T6-D - Adequate office space for all K-State employees equipped to support their work and productivity</p>	<p>T6-G - High quality, technology enabled, flexible and adaptable classroom space appropriate to the evolving needs of the learning environment and readily available to K-State faculty and students</p>