



K-State 2025 Strategic Action and Alignment Plan

College or Major Unit: Arts & Sciences

Department: English

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

The English Department at Kansas State University is committed to enhancing the intellectual and cultural lives of its students, its faculty, and the citizens of the region, the nation, and the globe. Through high-quality and award-winning instruction, research, and service, it works to sustain a deep level of critical and creative thinking about literature and the world and to encourage habits of mind that serve as the foundation for a variety of future careers for Kansas State undergraduate and graduate students.

2. What are your Department’s key strategic activities and outcomes?

3. Identify [in brackets] which of your Department’s strategic outcomes are directly linked to your College’s/Major Unit’s outcomes. (If your Department or similar unit is not in a College or Major Unit, skip this question.)

Key Activities	Short Term (2013 - 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>Goal 1: Develop the Writing Center to serve the university community</p> <ul style="list-style-type: none"> Activity 1.1: Establish sustainable infrastructure (physical space, technology, staffing, and budget) for the Writing Center comparable with Top 50 public research universities Activity 1.2: Foster research, scholarship, & creative activity in writing center pedagogy by peer writing tutors and Writing Center faculty 	<ul style="list-style-type: none"> 1.1a: Tutors: Increase number of undergrad/grad peer writing tutors from 25 to 35. [V, VIII] 1.1b: Faculty: Hire tenure-line faculty member in Comp/Rhet and Writing Center Admin as Director (1.0). Hire Online Tutoring Coordinator (.25). [I, VIII] 1.1c: Physical space: Maintain current satellite locations in Hale and Leadership Studies; add two additional. Identify possible locations near English for expansion of current space. [IV] 1.2a: Increase number of undergrad/grad tutors and faculty attending & presenting at conferences and submitting manuscripts for peer-reviewed publication from 30% to 40%. [II, V, VI] 	<ul style="list-style-type: none"> 1.1a: Tutors: Increase number of undergrad/grad peer writing tutors from 35 to 45. [V, VIII] 1.1b: Faculty: Hire two Assistant Directors (.5 each). Hire Undergrad Tutor Coordinator (.25) and Grad Tutor Coordinator (.25). [I, VIII] 1.1c: Physical space: Maintain existing number of satellite locations. Expand current space near English to accommodate increased staff and student visitors. [IV] 1.2a: Increase number of undergrad/grad tutors and faculty attending & presenting at conferences and submitting manuscripts for peer-reviewed publication from 40% to 50%. [II, V, VI] 	<ul style="list-style-type: none"> 1.1a: Tutors: Increase number of undergrad/grad peer writing tutors from 45 to 60. [V, VIII] 1.1b: Faculty: Hire tenure-line faculty member in Comp/Rhet and Writing Center pedagogy (1.0). Hire EFL/ESL Tutor Coordinator (.5). [I, VIII] 1.1c: Physical space: Use of newly expanded space comparable to Writing Centers at peer Top 50 institutions. Maintain existing number of satellite locations. [IV] 1.2a: Increase number of undergrad/grad tutors and faculty attending & presenting at conferences and submitting manuscripts for peer-reviewed publication from 50% to 60%. [II, V, VI]

<ul style="list-style-type: none"> · Activity 1.3: Enhance professional development opportunities for peer writing tutors 	<ul style="list-style-type: none"> · 1.3a: Initiate peer writing tutor alumni database, starting with Class of 2012, to track career paths of tutors. [V] 	<ul style="list-style-type: none"> · 1.3a: Develop peer writing tutor alumni database. Establish mentoring network of alum and current tutors. [V] 	<ul style="list-style-type: none"> · 1.3a: Maintain peer writing tutor alumni database. Host mentoring sessions between peer tutor alums and current peer tutors. [V]
<ul style="list-style-type: none"> · Activity 1.4: Foster a culture of writing at Kansas State comparable to Top 50 Land Grant institutions 	<ul style="list-style-type: none"> · 1.3b: Increase community partnerships for tutor volunteers from 2 to 4. [V] 	<ul style="list-style-type: none"> · 1.3b: Increase community partnerships for tutor volunteers from 4 to 6. [V] 	<ul style="list-style-type: none"> · 1.3b: Increase community partnerships for tutor volunteers from 6 to 8. [V]
<ul style="list-style-type: none"> · Activity 1.4: Foster a culture of writing at Kansas State comparable to Top 50 Land Grant institutions 	<ul style="list-style-type: none"> · 1.4a: Increase number of students assisted from 2% to 3% of students enrolled at K-State. [V, VIII, IX] 	<ul style="list-style-type: none"> · 1.4a: Increase number of students assisted from 3% to 5% of students enrolled at K-State. [V, VIII, IX] 	<ul style="list-style-type: none"> · 1.4a: Increase number of students assisted from 5% to 10% of students enrolled at K-State. [V, VIII, IX]
<ul style="list-style-type: none"> · Activity 1.4: Foster a culture of writing at Kansas State comparable to Top 50 Land Grant institutions 	<ul style="list-style-type: none"> · 1.4b: Increase campus constituents involved in Totally Tutoring sessions from 10 to 15. 	<ul style="list-style-type: none"> · 1.4b: Increase campus constituents involved in Totally Tutoring sessions from 15 to 20. 	<ul style="list-style-type: none"> · 1.4b: Increase campus constituents involved in Totally Tutoring sessions from 20 to 25.
<p>Goal 2: Enhance professional profile for research, scholarship, and creative activity of faculty in English</p>			
<ul style="list-style-type: none"> · Activity 2.1: Fund faculty travel for research, scholarship, and creative activity 	<ul style="list-style-type: none"> · 2.1a: Increase annual university funding of conf /research travel for faculty from \$20K to \$40K. [II, XI] 	<ul style="list-style-type: none"> · 2.1a: Increase annual university funding of conf /research travel from \$40K to \$70K. [II, XI] 	<ul style="list-style-type: none"> · 2.1a: Increase annual university funding of conf /research travel from \$70K to \$100K. [II, XI]
<ul style="list-style-type: none"> · Activity 2.2: Enhance external grant activity with assistance of current department external grants committee 	<ul style="list-style-type: none"> · 2.2a: Increase cumulative number of external grant applications by tenure-line faculty per year from 10% to 15% (~3 applications per year to ~5 applications per year). [II] 	<ul style="list-style-type: none"> · 2.2a: Increase cumulative number of external grant applications by tenure-line faculty per year from 15% to 25% (~5 applications per year to ~8 applications per year). [II] 	<ul style="list-style-type: none"> · 2.2a: Increase cumulative number of external grant applications by tenure-line faculty per year from 25% to 35% (~8 applications per year to ~11 applications per year). [II]
<ul style="list-style-type: none"> · Activity 2.3: Institute competitive pre-tenure course releases for junior faculty and summer research awards for all faculty 	<ul style="list-style-type: none"> · 2.3a: Increase number of one-time pre-tenure course releases from 0 to 2, offered at the point of hire or awarded competitively before the third year. [II] 	<ul style="list-style-type: none"> · 2.3a: Increase number of one-time pre-tenure course releases from 2 to 4, offered at the point of hire or awarded competitively before the third year. [II] 	<ul style="list-style-type: none"> · 2.3a: Increase number of one-time pre-tenure course releases from 4 to 6, offered at the point of hire or awarded competitively before the third year. [II]
<ul style="list-style-type: none"> · Activity 2.3: Institute competitive pre-tenure course releases for junior faculty and summer research awards for all faculty 	<ul style="list-style-type: none"> · 2.3b: Increase number of one-time summer research awards (\$2,500 each) from 0 to 2 annually. [II] 	<ul style="list-style-type: none"> · 2.3b: Increase number of one-time summer research awards (\$2,500 each) from 2 to 4 annually. [II] 	<ul style="list-style-type: none"> · 2.3b: Increase number of one-time summer research awards (\$2,500 each) from 4 to 6 annually. [II]
<ul style="list-style-type: none"> · Activity 2.4: Develop public presence of faculty research, scholarship, and creative activity 	<ul style="list-style-type: none"> · 2.4a: Revise department web pages to highlight faculty research, scholarship, and creative activity. [I] 	<ul style="list-style-type: none"> · 2.4a: Identify public venues within the local community (local media, community organizations, 	<ul style="list-style-type: none"> · 2.4a: Identify public venues within the national and international community (media, business/non-

		schools) for disseminating faculty research, scholarship, and creative activity. [I]	profit/government organizations) for disseminating faculty research, scholarship, and creative activity. [1]
· Activity 2.5: Advocate for competitive faculty salaries commensurate with Top 50 public research institutions.	· 2.5a: Identify for Dean's Office and Central Administration areas of salary compression and inversion within and between current faculty salaries. [III]	· 2.5a: Reduce salary compression and inversion by 50% for each affected faculty member with monies from Dean's Office and Central Administration. [III]	· 2.5a: Reduce salary compression and inversion by 100% for each affected faculty member with monies from Dean's Office and Central Administration for 100% of affected faculty. [III]
Goal 3: Establish a Digital Humanities Center			
· Activity 3.1: Establish sustainable infrastructure (physical space, online presence, technology, staffing, and budget) for a Digital Humanities Center comparable with Top 50 Land Grant institutions	· 3.1a: Technology: Identify technology infrastructure (hardware, software) needed to support initial 4-5 digital projects. [IV]	· 3.1a: Technology: Acquire and install necessary technology infrastructure (hardware, software) needed to fully launch initial 4-5 digital projects. [IV]	· 3.1a: Technology: Maintain necessary technology infrastructure (hardware, software) for initial 4-5 projects and acquire technology needed for another 10 projects. [IV]
	· 3.1b: Faculty and staff: Hire/appoint tenure-line faculty member as DH Coordinator (.2 time).	· 3.1b: Faculty: Hire/appoint tenure-line faculty member as Director (.25 time). Hire Project Manager (.5), Technology Support (.25), and 2-3 Graduate Research Assistants. [I]	· 3.1b: Faculty: Hire tenure-line faculty member in Digital Humanities (1.0). [I]
	· 3.1c: Physical space: Identify possible locations in ECS or near English. [IV]	· 3.1c: Physical space: Prepare and launch physical space in ECS or near English. [IV]	· 3.1c: Physical space: Maintain physical space in ECS or near English. [IV]
	· 3.1d: Online presence: Create preliminary web pages for DH Center and portal for current DH projects. [I]	· 3.1d: Online presence: Revise web pages to reflect additional projects/growth of DH Center. [I]	· 3.1d: Online presence: Revise web pages to reflect additional projects/growth of DH Center. [I]
	· 3.1e: Initiate cross-campus partnerships with Hale Libraries and Computer Science. [XI]	· 3.1e: Continue cross-campus partnerships with Hale Libraries, Computer Science, and others. Initiate cross-institutional partnerships with other regional/national/international DH Centers. [XI]	· 3.1e: Continue cross-campus partnerships with Hale Libraries, Computer Science, and others. Continue cross-institutional partnerships with other regional/national/international DH Centers. [XI]

<p>· Activity 3.2: Provide training/professional development for faculty and students in Digital Humanities</p>	<p>· 3.1f: Initiate membership with Centernet and Alliance of Digital Humanities Organizations. Participate in “Day of Digital Humanities” and “Day of Digital Access.” [XI]</p>	<p>· 3.1f: Continue membership with Centernet, Alliance of Digital Humanities Organizations, and other consortia. Participate in “Day of Digital Humanities” and “Day of Digital Access.” Seek MLA Scholarly Edition Award for DH project. [XI]</p>	<p>· 3.1f: Continue membership with Centernet, Alliance of Digital Humanities Organizations, and other consortia. Participate in “Day of Digital Humanities” and “Day of Digital Access.” Seek MLA Scholarly Edition Award for DH project. [XI]</p>
	<p>· 3.2a: Fund participation of 2 faculty members and 2 graduate students to attend the Digital Humanities Summer Institute at U of Victoria or comparable event. [VI]</p>	<p>· 3.2a: Fund participation of 1 faculty member and 1 graduate student per year to attend the Digital Humanities Summer Institute at U of Victoria or comparable event. [VI]</p>	<p>· 3.2a: Fund participation of 1 faculty member and 1 graduate student per year to attend the Digital Humanities Summer Institute at U of Victoria or comparable event. [VI]</p>
	<p>· 3.2b: Offer one DH-infused course in English for undergrad/grad students to foster research and professional internships in DH. [V, VI, VIII]</p>	<p>· 3.2b: Offer one DH-infused course in English each year for undergrad/grad students to foster research and professional internships in DH. [V, VI, VIII]</p>	<p>· 3.2b: Offer one DH-infused course in English each year for undergrad/grad students to foster research and professional internships in DH. [V, VI, VIII]</p>
	<p>· 3.2c: Host two half-day introductory DH workshops for K-State faculty and students. [V,VI]</p>	<p>· 3.2c: Host half-day and full-day introductory and advanced DH workshops each year for K-State faculty and students. [V,VI]</p>	<p>· 3.2c: Host half-day and full-day introductory and advanced DH workshops each year for K-State faculty and students. [V,VI]</p>
<p>· Activity 3.3: Secure external funding to match internal funding for launch and dissemination of projects</p>	<p>· 3.3a: Apply for “NEH Digital Humanities Start-up Grant.” [II]</p>	<p>· 3.3a: Implement “Start-Up Grant” and apply for “NEH Digital Humanities Implementation Grant.” [II]</p>	<p>· 3.3a: Implement “Implementation” grant for fully operational DH center. [II]</p>
<p>Goal 4: Enhance professional development resources for undergrad majors/minors & MA students</p> <p>· Activity 4.1: Establish administrative infrastructure to foster internships for undergrad majors, minors, and MA students.</p>	<p>· 4.1a: Appoint faculty member to serve as Internship Coordinator (.2) to review current procedures and assessment of existing for-credit internships; to develop online resources for prospective employers and student interns; to discuss internships with department faculty and students; and to begin tracking post-grad</p>	<p>· 4.1a: Maintain and grow contacts between Internship Coordinator and prospective employers to facilitate pairing students with internship opportunities. Continue to refine internship application procedures, appointments of faculty advisors, and assessment. Continue to track post-grad career paths of students completing</p>	<p>· 4.1a: Appoint Internship Coordinator (.4) to supervise all internships in consultation with department faculty. Continue to track post-grad career paths of students completing internships and to update online internship resources. Host annual internship open house for prospective students and employers,</p>

	professional career paths of students completing internships. [V,VI]	internships. Update/revise online resources to reflect past and potential internships for audience of prospective employers, current students, and prospective students. [V,VI]	showcasing successful intern/internship pairings and fostering new internship opportunities. [V,VI]
	· 4.1b: Increase number of internships per year from 4 to 8. [V,VI]	· 4.1b: Increase number of internships per year from 8 to 15. [V,VI]	· 4.1b: Increase number of internships per year from 16 to 24. [V,VI]
· Activity 4.2: Develop additional courses in professional/tech writing for undergrad majors, minors, and MA students	· 4.2a: Develop courses at the 400-600 level in "Editing for Literary Publishing" and "Writing for the Web" and pilot initial course offerings on campus and through DCE. Hire tenure-line faculty members in Professional Writing and in Comp/Rhet with emphasis on service learning. [I, VIII]	· 4.2a: Offer courses in "Editing for Literary Publishing" and "Writing for the Web" in rotation across three semesters on campus and through DCE. Hire tenure-line faculty member (1.0) in Visual/Multi-Media Rhetorics, and develop new course offering in "Multi-Media Rhetorics." [I, VIII]	· 4.2a: Offer courses in "Editing for Literary Publishing," "Writing for the Web," and in "Multi-Media Rhetorics" in rotation across three semesters on campus and through DCE. [VIII]
· Activity 4.3: Establish an undergraduate certificate in Professional Writing.	· 4.3a: Assess requirements for creation of new undergrad certificate for campus and online delivery and develop proposal for approval at K-State and BOR. Recruit 5 undergraduate students for certificate. [V,VIII]	· 4.3a: Recruit 10-15 undergraduate students for certificate. [V,VIII]	· 4.3a: Recruit 30-40 undergraduate students for certificate. [V,VIII]
Goal 5: Enhance recruitment and retention of undergraduate majors/minors & MA students			
· Activity 5.1: Develop outreach programs in English for prospective K-State students.	· 5.1a: One day outreach programs: Working with direct contacts, visit 1-3 high schools in Kansas per year to recruit new English majors and minors. [X]	· 5.1a: One day outreach programs: Working with direct contacts, visit 4-6 high schools in Kansas per year to recruit new English majors and minors. [X]	· 5.1a: One day outreach programs: Working with direct contacts, visit 7-10 high schools in Kansas per year to recruit new English majors and minors. [X]
	· 5.1b: Short-term summer outreach programs: Assess requirements for creation of summer outreach program in creative writing for local high school students (5-10 days, on campus or with community	· 5.1b: Short-term summer outreach programs: Offer annual summer outreach program in creative writing for local high school students (5-10 days, on campus or with community partnership), funded by donor	· 5.1b: Short-term summer outreach programs: Offer 2-3 annual summer outreach programs each year in multiple content areas for local high school students (5-10 days, on campus or with community partnership), funded by

<ul style="list-style-type: none"> Activity 5.4: Advocate for competitive GTA stipends commensurate with Top 50 public research institutions while seeking donor support for grad scholarships. 	<ul style="list-style-type: none"> 5.4a: Identify for Dean's Office, Graduate School, and Central Administration shortfall between current GTA stipends in English and Top 50. [VI] 5.4b: Identify potential donors for endowed scholarship of \$30K. [VI, VII] 	<ul style="list-style-type: none"> 5.41a: Raise GTA stipends in English with monies from Central Administration by 50% of shortfall. [VI] 5.4b: Identify contributions for first of two \$30K scholarships. [VI, VII] 	<ul style="list-style-type: none"> 5.4a: Raise GTA stipends with monies from Central Administration by 100% of shortfall. [VI] 5.4b: Identify contributions for second of two \$30K scholarships. [VI, VII]
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4a. What resources and/or opportunities exist for your Department to achieve its vision and outcomes?

In addition to resources from the College and central administration for salaries (\$3.3m) and operating expenses (\$89k), the department also has limited resources on hand and pledged towards the development of the Writing Center (\$30k) and other program development (\$20k). For FY13-FY15, the department is also receiving monies from SCTE/SGA to support the hire of undergrad peer tutors and other resources for the development of the Writing Center (\$26,500). Thanks to the new \$8/credit hour A&S fee, the department will also receive annually some resources (~\$15k) to use towards classroom technology and undergraduate and graduate student research.

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

As enumerated in the College 2025 plan and as noted above in the department plan, resources are needed to address faculty salary compression/inversion (\$100k) and GTA stipends (\$100k). New permanent salary monies are needed to hire 6 new tenure-line faculty (\$390k) as well as regularized instructors (FTE 3.0, \$120k) to allow for faculty time reassigned from teaching to program development for Goals 1, 3, 4, and 5. New student salary monies (\$30k) are needed to grow the staff for the Writing Center. Monies needed to enhance faculty research/creative activity total \$80k per year by 2025 for conference/research travel, total \$15k per year by 2025 for summer research awards, and total \$24k per year by 2025 for term instructor salary monies(to provide one-time course releases to tenure-line faculty to enhance research/creative activity). Monies for new grad student scholarships total \$60k. Resources for the new Digital Humanities Center total ~\$50K. Finally, as noted in the College 2025 plan, resources are needed to provide improved and consolidated space for the English Department, including the Writing Center and the new Digital Humanities Center. (~\$10m).

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

For the development of the Writing Center, we will invest the department monies already pledged for its development and look to the Colleges and central administration for additional resources, given the Writing Center's role in other dept/college 2025 plans for recruitment/retention of students. For the development of the Digital Humanities Center, we will seek external grants for planning and start-up. For the two new grad student scholarships, we will solicit the assistance of alumni and friends. For faculty and GTA salaries, building renovation/construction, and faculty research monies, we will look to the College and central administration for assistance.

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
<p>B-1 - Total research and development expenditures</p> <p>B-2 - Endowment pool</p> <p>B-4 - Number of faculty awards</p> <p>B-6 - Freshman-to-sophomore retention rate</p> <p>B-7 - Six-year graduation rate</p> <p>B-8 - Percent of undergraduate students involved in research</p>

Links to Common Elements
<p>CE-1 - Communications and Marketing</p> <p>CE-2 - Culture</p> <p>CE-3 - Diversity</p> <p>CE-4 - External Constituents</p> <p>CE-5 - Funding</p> <p>CE-6 - International</p> <p>CE-8 - Technology</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>T1 - Research, Scholarly and Creative Activities, and Discovery (RSCAD)</p> <p>Theme 1 Metrics:</p> <p>T1-1 - # of interdisciplinary research projects, institutes, and centers</p> <p>T1-2 - Total sponsored extramural funding expenditures</p> <p>T1-3 - # of juried, adjudicated, or externally vetted performances, shows and designs</p> <p>T1-4 - # of refereed scholarly publications per academic year and allocated faculty member</p>	<p>T1-A - Increased intellectual and financial capital to support RSCAD</p> <p>T1-B - More clusters/centers of collaborative RSCAD focus</p> <p>T1-C - Increased funding for investigator-based research, research centers, and graduate training grants</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,</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-K - Nationally and internationally recognized research centers</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-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>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>T2 - Undergraduate Educational Experience (UEE)</p> <p>Theme 2 Metrics:</p> <p>T2-2 - # and % of undergraduate students completing an experiential learning experience</p> <p>T2-4 - # and % of students participating in an undergraduate student success program</p> <p>T2-6 - % of undergraduate enrollment by demographic group</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-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-Q - Freshman to Sophomore retention ratios comparable to 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-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>T3 - Graduate Scholarly Experience</p> <p>Theme 3 Metrics:</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>T3-5 - # of graduate students participating in a unique high level learning and experiential training</p>	<p>T3-A - Competitive compensation and support available for GRAs, GTAs, and GAs</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-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>T4 - Engagement, Extension, Outreach and Service</p>	<p>T4-A - Enhanced integration between academics and student service learning</p> <p>T4-B - Increased participation by</p>	<p>T4-J - Increased number of graduate students involved in Engagement</p>	

Links to University Thematic Goals, Outcomes, and Metrics

<p align="center">Links to 2025 Thematic Goals and Metrics</p>	<p align="center">Links to Short Term Outcomes (2011 – 2015)</p>	<p align="center">Links to Intermediate Outcomes (2016 – 2020)</p>	<p align="center">Links to Long Term Outcomes (2021 – 2025)</p>
<p>Theme 4 Metrics:</p> <p>T4-1 - # and % of undergraduate students participating in engagement/service learning</p> <p>T4-5 - # of participants involved in community-based research and outreach projects</p>	<p>undergraduates in expanded opportunities for meaningful Engagement experiences</p> <p>T4-C - Increased recognition of our services as a source of expertise, information, and tools for disciplines worldwide</p>		
<p>T5 - Faculty and Staff</p> <p>Theme 5 Metrics:</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-A - Total compensation competitive with aspirant university and regional employers for faculty and staff in high priority areas</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-J - Optimal number of faculty and staff comparable with our benchmark institutions</p>
<p>T6 - Facilities and Infrastructure</p> <p>Theme 6 Metrics:</p> <p>T6-2 - Total expenditures for physical facilities and infrastructure projects</p>		<p>T6-D - Adequate office space for all K-State employees equipped to support their work and productivity</p> <p>T6-E - Enhanced campus community experience and collaborative learning and working environments promoted by facilities that support multidisciplinary work and integrated interaction between students, faculty, researchers, staff, and administrators</p>	<p>T6-H - High-quality research laboratories and specialty spaces that enhance research and scholarly activities</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)
T7 - Athletics	<p>T7-A - Outstanding academic and athletic success by our student-athletes</p> <p>T7-C - Enhanced integration between academics and athletics</p>	T7-G - Outstanding student-athletes prepared to excel in their chosen careers and community and personal lives	