



K-State 2025 Strategic Action and Alignment Plan

College or Major Unit: Arts & Sciences

Department: Political Science

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 mission of the department is to provide students with a foundation for the systematic study of government and politics in the major fields of comparative politics, international relations, political thought, U.S. government, and public administration, in preparation for national and international careers in the public and not-for-profit sectors, the legal profession, the private sector, and education. To accomplish this mission, the department’s degree programs provide students with the flexibility to tailor their studies within a field to meet their career goals and intellectual interests. The department also has significant service obligations to other programs in support of the university’s mission to facilitate the development of engaged citizens who understand governmental and political processes. The department’s final mission is to produce scholarship that contributes to Political Science and Public Administration. Our faculty members recognize the important linkage between research and quality instruction. The department is a student-centered, research-based learning community.

Vision: to be recognized as a Top 50 department among public universities by measures of: per capita faculty publication in leading journal and book outlets; per capita faculty citation levels; total volume of publication in leading journals and citation rates; quality undergraduate education; extramural research funding; # of MPA and PhD students graduating; placement rate and quality of placement of MPA and PhD 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>Thematic Goal I. RSCAD</p> <p>1A. Increase <u>faculty size</u> to approach mean of peer departments. Peer mean is 24 tenure track faculty, while KSU Political Science has 17 (T1-A; T1-I). We are the smallest department among peer institutions. The next smallest, with 19 FTEs, has no graduate programs. Note that the 106 political science departments included in 2011 National Resource Council (NRC) data average 32 faculty. Immediate department faculty needs are:</p> <p>*political thought, we have one faculty member in concentration while peer institutions average 2 FTEs in this area (min</p>	<p>1A. University resources marshaled for additional faculty lines. [Theme I and II in the College plan]</p>	<p>1A. Intellectual capital in place for expanded RSCAD efforts (T1-I). [Theme I and II in the College plan]</p> <p><u>Measure:</u> Total number of FTE faculty members, increase of 2-3 FTEs.</p>	<p>1A. Increased visibility in discipline from: greater total volume of publication (T1-H) enhanced presence at national and international conferences (T1-H). [Theme I and II in the College plan]</p> <p><u>Measure:</u> Total number of faculty publications in ISI journals (NRC measure, T1-4) and in peer reviewed books; total number of conference presentations (APSA, ASPA, ISA, MPSA, etc.).</p>

<p>= 1, max =3) *comparative politics, we have three faculty members in concentration while peers average 4.14 FTEs in this area (min =3, max =6).</p> <p>1B. Leverage the development of <u>research clusters</u> in the department to build the department’s national reputation. Existing clusters are in quantitative international conflict (Cluster 1—7 faculty members) and US state government and policy (Cluster 2—6 faculty members). With additional faculty lines, the department aims to add research clusters in comparative politics (Cluster 3) and political thought (Cluster 4) to strengthen and support the existing clusters and increase the department’s research visibility. The research clusters will engage in and support research activities within college level interdisciplinary research centers. The broader objective is to maintain disciplinary breadth and <u>excellence</u> in all major fields of political science (T1-B).</p> <p>*Cluster 1 includes Bell, J. Johnson, Kisangani, Long, Machain, Pickering, and Stapley. *Cluster 2 includes Aistrup, Bernick, Birkhead, Heidbreder, Schafer, and incoming PA hire. *Cluster 3 includes Ciftci, Herspring, Kisangani and forthcoming faculty lines. *Cluster 4 includes L. Johnson and forthcoming faculty lines.</p> <p>1C. The department will adopt a policy supporting <u>differential faculty loads</u>, allowing faculty who choose to devote more of their time to instructional or administrative duties to do so and be fairly and adequately compensated in annual merit considerations. The instructional and administrative paths will be respected paths within the department, since they provide <i>invaluable</i></p>	<p>1B.Increased visibility in sub-disciplines for research clusters and department overall. [Theme I and II in the College plan]</p> <p>Measure: Increase in number of cluster publications in ISI journals (NRC measure, T1-4); increase in number of cluster citations (NRC measure).</p> <p>1C. We will craft language to include in the departmental governance document on this change. Increased synergy in the department: allowing strong teachers who want to teach more to do so and be respected, appreciated, and rewarded while potentially reducing teaching responsibilities for research focused individuals to produce</p>	<p>1B. Increased visibility continued. [Theme I and II in the College plan]</p> <p>Measure: Exceed NRC average annual ISI journal publications per capita in clusters (.30) (T1-4); exceed NRC average citations per article/book in clusters (.85).</p> <p>1C. Increased total departmental research output and improved department reputation for high quality teaching (T2-J, T2-K). [Theme I and II in the College plan]</p> <p>Measures: RSCAD measures from 1B; improved student evaluations of courses (TEVALS, etc., T2-7) along with</p>	<p>1B. Increased visibility and national prominence. [Theme I and II in the College plan]</p> <p>Measure: Exceed average NRC top 50 rated programs in ISI journal publications per capita in clusters (.43) (T1-4); exceed NRC top 50 rated programs in citations per article/book in clusters (1.26).</p> <p>Also, increase in number of invited talks by faculty to prestigious institutions</p> <p>1C. Increased total departmental research output (T1-4) and improved department reputation for high quality teaching (T2-J, T2-K). [Theme I and II in the College plan]</p> <p>Measures: RSCAD measures from 1B; improved student evaluations of courses (TEVALS, etc., T2-7) along with</p>
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<p>service for the collective. Choosing to go on either the “teaching path” or the “administrative service path” will be voluntary and flexible (i.e. not permanent).</p>	<p>additional research output.</p> <p>Effective evaluation practices that reward teaching to be developed (T2-E). [Theme I and II in the College plan]</p>	<p>qualitative reputation as an excellent teaching department. [Theme I and II in the College plan]</p>	<p>qualitative reputation as an excellent teaching department. [Theme I and II in the College plan]</p>
<p>1D. Once outcomes from 1A and 1B are realized, levels of <u>extramural funding</u> will increase. In our discipline, Pls must have a strong publication record in prestigious outlets to successfully compete for extramural funding.</p>	<p>1D. No outcomes in short term, must achieve 1A and 1B. [Theme II in the College plan]</p>	<p>1D. No outcomes in intermediate term, must achieve 1A and 1B. [Theme II in the College plan]</p>	<p>1D. Level of extramural funding equal to top 50 institutions in NRC. NRC measures this by counting the percentage of faculty members in a department who have extramural support from grants or contracts. At least 37% of faculty members in Top 50 programs have extramural funding. [Theme II in the College plan]</p> <p><u>Measure:</u> Annual count of faculty members with extramural support (NRC measure).</p>
<p>1E. Overarching Goal for 1B, 1C, and 1D: <u>expanded department publication volume in high ranking journal and book outlets</u>, as identified by ISI impact factor ratings and by surveys of scholars in the discipline (i.e., Giles and Garand 2009; Moore 2010 for political thought, similar future publications in <u>PS</u>, etc.). Publication in leading outlets will boost citation rates, as well as extramural funding opportunities and rates (see 1A, 1B, and 1D above). Qualitatively, it will enhance the national reputation of department.</p>	<p>1E. Improving visibility of department. [Theme II in the College plan]</p> <p><u>Measure:</u> Data is not collected on publication in high ranking outlets by department in discipline –thus no direct measure.</p>	<p>1E. Improving visibility of department. [Theme II in the College plan]</p> <p><u>Measure:</u> Data is not collected on publication in high ranking outlets by department in discipline –thus no direct measure.</p>	<p>1E. Improving visibility and prominence of department. [Theme II in the College plan]</p> <p><u>Measure:</u> Data is not collected on high ranking publications by department in discipline –thus no direct measure. Eventually, inclusion in NRC and Top 50 NRC rating.</p>
<p>1F. Participate in the College of Arts and Sciences’ (COAS) development of interdisciplinary research centers focusing on global problems. We have strengths in a host of political, global, and area studies issues.</p>	<p>1F. Help to plan relevant research centers. [Theme X in the College plan]</p>	<p>1F. Help to develop and launch relevant research centers. [Theme X in the College plan]</p>	<p>1F. Participate in relevant research centers and help to facilitate their continued growth. [Theme X in the College plan]</p>

Thematic Goal II. Undergraduate Educational Experience

2A. Develop and refine a new advising system, with advising responsibilities divided among two strong and committed advisors: a professional advisor and the Director of Undergraduate Studies.

2A. Consistent, excellent advising for undergraduate majors and minors (T2-A). [Theme V in the College plan]

Measure: Center for the Advancement of Teaching and Learning (CATL) advising surveys.

2A. Consistent, excellent advising for undergraduate majors and minors (T2-A) *as well as:* increased student credit hour (SCH) production in the department via growing numbers of majors and minors; enhanced ability to identify students that are potentially competitive for national scholarships such as the Truman, Marshall, Rhodes, etc. (T2-O). [Theme V in the College plan]

Measures: CATL advising surveys; Office of Planning and Analysis (OPA) data on SCH production; number of majors and minors; number of students that are finalists for nationally prestigious scholarships (T2-5).

2A. Consistent, excellent advising for all undergraduate students (T2-A) *as well as:* increased SCH, enhanced ability to identify students that are potentially competitive for national scholarships such as the Truman, Marshall, Rhodes, etc. (T2-O), *and* six year graduation rates exceeding benchmark institutions. [Theme V in the College plan]

Measures: CATL advising surveys; # of students winning prestigious scholarships (T2-5); Office of Planning and Analysis (OPA) data on SCH and six year graduation rates.

2B (same as 1C). 1C. The department will adopt a policy supporting differential faculty loads, allowing faculty who choose to devote more of their time to instructional or administrative duties to do so and be fairly and adequately compensated in annual merit considerations. The instructional and administrative paths will be respected paths within the department, since they provide *invaluable* service for the collective. Choosing to go on either the “teaching path” or the “administrative service path” will be voluntary and flexible (i.e., not permanent).

2B. See 1C [Theme II in the College plan]

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2C. POLSC majors will have improved grasp of potential careers in the major and enhanced networking opportunities with successful graduates. Activities: department website will list career and employment stories from alumni; department will use COAS professional development funds to

2C. Enhanced student recruitment and enhanced SCH generated by the department. [Theme II and V in the College plan]

Measures: Number of undergraduate majors and minors; OPA SCH data.

2C. Enhanced student recruitment, enhanced SCH generation and improved retention rates (T2-G) with growing student satisfaction with major. [Theme II and V in the College plan]

Measures: number of undergraduate majors and minors; OPA SCH data;

2C. Enhanced student recruitment, enhanced SCH, and retention rates (T2-Q) exceeding benchmark institutions. [Theme II and V in the College plan]

Measures: Number of majors and minors; graduation data (benchmark institutions graduated 83 majors on

bring successful alumni back to campus for networking opportunities.		OPA retention data.	average in 2010); OPA SCH and retention data.
<p>2D. While continuing to require that all students are exposed to the four subfields in our discipline at the introductory level, we will consider altering current undergraduate major requirements to allow students to take courses in three of the four subfields at the upper level (500 and above), allowing them more opportunity to specialize.</p> <p>Thematic Goal III: Graduate Scholarly Experience</p>	<p>2D. Careful study and exhaustive discussion of this possibility. [Theme II and V in the College plan]</p>	<p>2D. Possible outcomes include:</p> <p>The attraction of more students to the major. Some students might prefer the ability to take more courses in a specific area of interest/focus.</p> <p>With flexibility in course requirements, there would be less need to offer courses in all four subfields every semester, allowing us to reduce some teaching loads in the department, which should result in increased department RSCAD production.</p> <p>Enrollment in some 500 level courses may decline while others may rise. Overall department enrollment levels should remain steady given the same total number of credit hours required to earn the major. If we attract more majors with the new curriculum, SCH production will increase. [Theme II and V in the College plan]</p> <p><u>Measures:</u> Numbers of majors; OPA data on SCH production; RSCAD measures from 1B, 1D, and 1E.</p>	<p>2D. If more flexibility in undergraduate requirements is implemented, it may:</p> <p>Lead to outcomes outlined in previous column, plus provide limited help with student retention rates (T2-G). A presumably small number of students may drop out of the major (or even the university) because they dislike the study of one or more of our subfields, while they simultaneously have a passion for a different subfield or subfields. [Theme II and V in the College plan]</p> <p><u>Measures:</u> Measures identified in previous column, plus OPA retention data.</p>
<p>3A. Fully develop and implement online graduate certification in Public Administration, which will be attractive to working professionals across Kansas and neighboring states that may not have proximity to universities with graduate level offerings. The program will tap into a new pool of students for our program – those that may not otherwise have access to quality graduate education from a well-established “brick and mortar” institution (T3-I, T3-J).</p>	<p>3A. Launch and begin to fine tune course delivery and program options. [Theme III and VI in the College plan]</p>	<p>3A. Continue to refine program and its relation to full MPA degree. Increase in graduate student enrollment because of growing enrollment in graduate PA certificate. Certificate may also function as a “gateway” program with graduates applying to the MPA program.</p> <p>Use DCE resources flowing back to department to fund adjunct faculty and graduate students to assist with certificate course offerings (T3-5). [Theme III and VI in the College plan]</p>	<p>3A. Stabilized graduate enrollment at substantially higher level than previously. Expanded reputation for our graduate public administration program across state and regionally (T3-J, T3-N). [Theme III and VI in the College plan]</p> <p><u>Measure:</u> Overall graduate student and certificate enrollment data; graduate program application rates; GPAs of matriculating graduate students; need for increased selectivity in accepting</p>

		<u>Measure:</u> Overall graduate student and certificate enrollment data.	certificate and other graduate students.
3B. Develop 3+2 combined BA/BS and MPA degree. Such a program would be unique in the region and should be a major attraction for students to both our undergraduate and MPA degrees.	3B. Develop program. [Theme V and VI in the College plan]	3B. Implement program. [Theme V and VI in the College plan]	3B. Increase the number and quality of students in MPA program; expanded reputation for outstanding graduates with critical skill sets (T3-J, T3-N). [Theme V and VI in the College plan] <u>Measure:</u> Enrollment and graduation numbers (4 benchmark schools with MPA/MPP degrees graduate an average of 23.5 students annually); incoming student GPAs; increased ease of graduate placement and placement in better positions (latter data collected by department).
3C. Increase the number of GTA-ships, GRA-ships, and Fellowships to level comparable to benchmark institutions (T3-F, T3-K, T3-P). KSU POLSC has 60% fewer funded GTAs than the average in peer departments (10 to 24.5).	3C. Identify college and department level resources to fund expansion. [Theme VI in the College plan]	3C. Increased number and quality of graduate students (increased numbers of GTAs should signal program robustness and quality to potential recruits). [Theme VI in the College plan] <u>Measure:</u> Increased stipend levels; increased number and % of students with assistantships and fellowships (T3-1, T3-2); higher incoming student GPAs.	3C. Increased number and quality of graduate students (T3-N). [Theme VI in the College plan] <u>Measure:</u> Increased number and % of students with assistantships and fellowships (T3-1, T3-2); higher incoming student GPAs.
3D. Provide stipends for GRAs and GTAs that are competitive with benchmark institutions. KSU MA level GTA stipends are 8.4% below the average stipend in peer departments and our PhD stipends are 43% below the average provided in peer departments (\$9,050 to \$16,010).	3D. Identify college and department level resources for funding stipends. [Theme VI in the College plan]	3D. While gradually securing additional funding, begin to attract higher quality graduate students and improve graduate student satisfaction results (T3-J, T3-P). [Theme VI in the College plan] <u>Measure:</u> Incoming GPA of graduate students; graduating student satisfaction data (T3-8).	3D. Attract higher quality graduate students, improve graduate student satisfaction rates, and improve placement results (T3-J, T3-P). [Theme VI in the College plan] <u>Measure:</u> Incoming GPA of graduate students; graduating student satisfaction data (T3-8); Career and Employment Services (CES) and our own data on placement.

<p>3E. Following achievement of 3C, PhD (Security Studies) graduation numbers to exceed levels at benchmark institutions and compare favorably with the NRC average (T3-6, B-5). Direct contribution to 2025 benchmark metric B-5.</p>	<p>3E. Develop pipeline of PhD students.</p>	<p>3E. Maintain pipeline and mentor students through program.</p>	<p>3E. Graduate PhD students at rate of benchmark institutions (3 average per year) and eventually at rate of top 50 NRC programs (5.95 per year) (T3-Q; T3-6; B-5)</p> <p><u>Measure:</u> graduation rates (T3-6).</p>
<p>3F. Develop outstanding PhD placement rate, which will increase reputation, profile and interest in program.</p>	<p>3F. No outcomes - collect data on benchmark program PhD placement. [Theme VI in the College plan]</p>	<p>3F. Achieve PhD placement rate comparable to benchmark institutions. [Theme VI in the College plan]</p> <p><u>Measure:</u> CES and our own placement data and qualitative placement quality information.</p>	<p>3F. Achieve PhD placement rate superior to benchmark institutions; expanded reputation for outstanding graduates with critical skill sets (T3-J, T3-N). [Theme VI in the College plan]</p> <p><u>Measure:</u> CES and our own placement data and qualitative placement quality information.</p>
<p>3G. We will study the potential merger of our MA and Master of Public Administration programs into a combined MPA (Master of Public Affairs) program which would include strengths of both our current MA and MPA. Rationale: we are supporting a large number of graduate degrees (MA, MPA, MASS, PhD) compared to our peer departments (4 to the average of 1.5) while having 30% fewer faculty members than the average in peer departments.</p> <p>The MA in Public Affairs may help us to develop a unique identity for our MA level degree that allows us to “brand” it in a way that is marketable to students across the region.</p>	<p>3G. Careful study and exhaustive discussion of this possibility.</p>	<p>3G. If we decide to create a MA in Public Affairs program, begin development and implementation.</p> <p>First, the ability to offer current MA and MPA courses less frequently (such as on a two year rotation rather than every year), may allow a reduction in teaching loads within the department and the potential for a correlating increase in research output.</p> <p>A second potential outcome may be the development of a niche program in the region, which provides students with the traditional, marketable skills provided in core PA courses along with different tracks for special emphasis. One track might be a conventional administrative local/state government path. A second might be an international track that would perhaps have sub-tracks focusing on security issues (with ties to our MASS) and non-profit/non-state issues, for example. POLSC 821 and 841 might be required courses for all international tracks.</p>	<p>3G. If a MA in Public Affairs has been developed, one result will be an enhanced regional reputation for our MA level program.</p> <p>Increased enrollment numbers in the MA in Public Affairs and improvement in the quality of students attracted to the program. Higher quality students with marketable skills may result in enhanced job placement rates and outcomes.</p> <p>If the course load for a single MA program is less onerous than it is for two MA level programs, which should be the case, then slightly reduced teaching loads in the department and a correlating increase in research output may result.</p> <p><u>Measures:</u> Research output measures presented in 1A, 1B, and 1D; enrollment numbers comparable to MPA/MA in Public Affairs programs at peer institutions; GPAs of matriculating students; CES placement data.</p>

		<p>A third outcome with a unique, niche program may be strong placement rates for our graduates, which would enhance the marketability of the program. The MPA already has robust placement rates and this should remain steady in the existing administrative track (or tracks). Given that some students in the international track may be military students or have connections to DOD contractors, placement rates may be high for students in this track as well.</p>	
<p>Thematic Goal IV. Engagement and Extension</p> <p>No department specific initiatives.</p> <p>Thematic Goal V. Faculty and Staff</p> <p>No department specific initiatives. Department strongly supports the university's efforts to improve faculty and staff salaries.</p> <p>Thematic Goal VI. Facilities and Infrastructure</p>			
<p>6A. Sufficient quality, contiguous work space for all department faculty (see 1A) and graduate students. Currently, MA level students have no campus work space (T6-D) and faculty members are spread out across two campus buildings.</p> <p>Goal VII. Athletics</p> <p>No department specific initiatives.</p>	<p>6A. No outcomes – university wide efforts to fund building improvements outlined in campus master plan. [Theme VI in the College plan]</p>	<p>6A. No outcomes – university wide efforts to fund building improvements outlined in campus master plan. [Theme VI in the College plan]</p>	<p>6A. Waters Hall renovation completed consistent with university master plan, providing high quality, technology enabled office space for all faculty and graduate students with contiguous offices in one building (T6-D, T6-I, T6-K). [Theme VI in the College plan]</p> <p><u>Measure:</u> completion of new work space.</p>

4a. What resources and/or opportunities exist for your Department to achieve its vision and outcomes?

We have a limited ability to expand development income, based upon the list of our “gold star” donors. We think that we have strong potential to greatly expand departmental DRA income as enrollment in the online graduate PA certificate grows and additional MPA courses are placed online. Given the extremely high profile journal outlets that many of our junior faculty are publishing in, we also think that we will have the ability to expand our extramural grant funding (SRO) in the not too distant future. We feel that extremely prestigious publications correlate with both visibility in the discipline and probability of securing extramural grant dollars.

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

For faculty lines and building improvement, substantial investment is required from KSU central administration and/or the state of Kansas. The President has stated repeatedly that his three priorities for expansion and improvement at KSU are faculty lines, faculty salaries, and infrastructure. We require the use of such expanded resources to meet our fundamental priorities as outlined in 1A and 6A above.

For increased numbers of GTAs and enhanced GTA stipends, we hope to generate substantial DRA income from our graduate PA certificate and MPA program to help fund additional GTAs and increase GTA stipends. Support from the college may also be needed.

The remaining plans outlined above do not require additional resources, but have the potential to add to the resource base of the college and university. These resources will flow from 1) tuition dollars generated from a vibrant, regionally well-known MPA program; a vibrant, well-known PhD program in a growing niche (Security Studies); increasing undergraduate enrollment in POLSC (hopefully drawn from regionally competitive universities, not other KSU departments) and 2) enhanced extramural funding.

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

1. Continue efforts to publicize and raise profile of our online graduate PA certificate and MPA program. As enrollments in these programs grow, departmental DRA income should expand.

2. Follow items 1A to 1E above to produce more robust research profile for department, with increasing extramural funding eventually being the result.

3. Increase developmental activities, a process which has been initiated.

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-4 - Number of faculty awards B-5 - Number of doctorates granted annually B-7 - Six-year graduation rate

Links to Common Elements
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>T1 - Research, Scholarly and Creative Activities, and Discovery (RSCAD)</p> <p>Theme 1 Metrics: 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-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-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>T2 - Undergraduate Educational Experience (UEE)</p> <p>Theme 2 Metrics: T2-5 - # of students awarded national and international prestigious scholarships 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-E - Effective evaluation practices that recognize and reward teaching, advising, and life-long learning/professional development</p> <p>T2-G - Successful recruitment and retention strategies that address our entire student population</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-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>

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>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>T3-5 - # of graduate students participating in a unique high level learning and experiential training</p> <p>T3-6 - # of graduate terminal degrees awarded</p> <p>T3-8 - Graduate student satisfaction and utilization rates</p>	<p>T3-A - Competitive compensation and support available for GRAs, GTAs, and GAs</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-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-N - National and international reputation for outstanding graduates with demonstrable career success</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>T6 - Facilities and Infrastructure</p>		<p>T6-D - Adequate office space for all K-State employees equipped to support their work and productivity</p>	<p>T6-I - Well-maintained buildings, utilities, IT infrastructure, and grounds consistent with the expectations and image of a highly ranked land grant research and teaching institution</p> <p>T6-K - Signature facilities that promote collaborative learning and working environments, multidisciplinary work, and integrated interaction between students, faculty, researchers, staff, and administrators</p>