



# K-State 2025 Strategic Action and Alignment Plan

College or Major Unit: Education

Department: Curriculum and Instruction

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 department's teaching mission is the creation of educators who are knowledgeable, ethical, caring, decision-makers for a diverse and changing world. Our undergraduate programs prepare practitioners for teaching positions in K-12 education, and our graduate programs prepare teacher leaders for the K-12 environment and scholars and teacher educators for higher education.

The department's research mission is the discovery of original knowledge (basic and applied) concerning the teaching and learning processes and the dissemination of such knowledge in ways to influence schools and schooling at the state, national, and international levels. The department embraces the challenge of achieving top-50 status in all aspects of our mission.

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>
<u>Theme I</u>			
1. Establish a standing committee on research and scholarship to develop systems of support for faculty scholarship and monitor scholarly output [T1]	Increase amount of external funding received by faculty members with primary appointments to C&I by 10% above base year by end of year 5 [1-A]	Increase amount of external funding received by faculty members with primary appointments to C&I by 20% above base year by end of year 10 [1-A]	Increase amount of external funding received by faculty members with primary appointments to C&I by 30% above base year by end of year 15 [1-A]
2. Implement an equitable system of differentiated faculty loads that preserves and rewards our tradition of excellent teaching while fostering ever-increasing scholarly output [T1]	Increase refereed scholarly publications by faculty members with primary appointments to C&I by 10% above base year by end of year 5 [1-B]	Increase refereed scholarly publications by faculty members with primary appointments to C&I by 20% above base year by end of year 10 [1-B]	Increase refereed scholarly publications by faculty members with primary appointments to C&I by 30% above base year by end of year 15 [1-B]
	Increase diversity of UG population from 157 to 165 (14% to 16%) [2-C]	Increase diversity of UG population from 165 to 180 [2-C]	Increase diversity of UG population from 180 to 200 [2-C]
	Improve retention rates by 2% over baseline and maintenance of 6-year graduation rates [2-D]	Improve retention rates by 5% over baseline and maintenance of 6-year graduation rates [2-D]	Maintain retention rates and 6-year graduation rates [2-D]
<u>Theme II</u>			
3. In concert with the Center for Student and Professional Services, develop and implement a system of recruiting and retention, with particular focus on underrepresented groups and STEM	Increase the number of STEM teachers produced from 48-53 [2-H]	Increase the number of STEM teachers produced from 53-60 [2-H]	Increase the number of STEM teachers produced from 60-75 [2-H]
	Increase the number of UGs with approved research experience [2-E]	100% of graduates completing approved research experiences [2-E]	Maintain 100% research experiences [2-E]
	Increase the number of graduate students from diverse backgrounds by 5% [3-I]	Increase the number of graduate students from diverse backgrounds by 10% [3-I]	Increase the number of graduate students from diverse backgrounds by 15% [3-I]

<p>students [T2]</p> <p>4. Establish a task force with representation of Clinical Instructors, Cooperating Teachers, and research faculty to align the current internship portfolio with UG research expectations [T2]</p>	<p>Increase number of EdD and PhD graduates by 5% [3-L]</p> <p>Gather baseline data on graduate student awards, publications, presentations, and the positions accepted by EdD/Phd graduates [3-L]</p> <p>Increase the number of graduate courses and programs available through distance learning from baseline</p>	<p>Increase number of EdD and PhD graduates by 10% [3-L]</p> <p>Increase in graduate student awards, publications, presentations, and other recognitions [3-L]</p> <p>Increase the number of graduate courses and programs available through distance learning from year five</p>	<p>Increase number of EdD and PhD graduates by 15% [3-L]</p> <p>Increase in graduate student awards, publications, presentations, and other recognitions [3-L]</p> <p>Increase the number of graduate courses and programs available through distance learning from year ten</p>
<p><u>Theme III</u></p> <p>5. The Graduate Faculty, under the direction of the Graduate Executive Committee, will develop a comprehensive recruitment and recognition system in support of graduate studies in C&amp;I [T3]</p> <p>6. Develop and implement a system of tracking and evaluating graduate student awards, publications, presentations, and other recognitions, as well as positions accepted by PhD/EdD graduates. [T3]</p> <p>7. Develop a comprehensive and robust departmental approach to distance-delivery instruction [T3]</p>	<p>Increase the number of students participating in international experience from 40 to 50 [4-M]</p> <p>Implement a formal service learning requirement [4-M]</p> <p>Explore opportunities to expand reach of our PDS Partnerships; monitor and evaluate the quality of the Partnerships. [4-O]</p> <p>Increase number of diverse faculty by 1 FTE. [5-Q]</p> <p>Increase number of Clinical Instructors from currently underrepresented groups by 1. (At this point, males are an underrepresented group in this population.) [4-O]</p>	<p>Increase the number of students participating in international experience from 50-75 [4-M]</p> <p>100% of UG students engaged in service learning experiences in conjunction with existing coursework [4-M]</p> <p>Expand the reach of the PDS partnership; monitor and evaluate the quality of the Partnerships. [4-O]</p> <p>Increase the number of diverse faculty by 2 FTE. [5-Q]</p> <p>Increase number of Clinical Instructors from currently underrepresented groups by 2. [4-O]</p>	<p>Increase the number of students participating in international experience from 75-100 [4-M]</p> <p>Maintain 100% service learning participation [4-M]</p> <p>Maintain and continue to evaluate the PDS partnerships; monitor and evaluate the quality of the Partnerships. [4-O]</p> <p>Increase number of diverse faculty by 3 FTE. [5-Q]</p> <p>Increase number of Clinical Instructors from currently underrepresented groups by 3. [4-O]</p>
<p><u>Theme IV</u></p> <p>8. Under the direction of the Center for Intercultural and Multilingual Advocacy, develop, implement, assess, and maintain a system of tracking and supporting international experiences (including study abroad) [T4]</p> <p>9. Under the direction of the Office of Field Experiences, establish a working group to align existing professionalism/volunteer requirements</p>			

with the departmental program(s) of study to enhance service learning opportunities as an extension of the existing programs. [T4]

10. Monitor, evaluate, and where possible, expand our award-winning Professional Development School Partnerships [T4]

Theme V

11. The department will target underrepresented populations at each hiring point [T5]

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

The department has a talented group of faculty eager to accept the challenges identified above.

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

The department will need stable leadership and successful hires in key positions.

We will need strong collaborative efforts with the Center for Intercultural and Multilingual Advocacy, the Center for Student and Professional Services, and the Office of Field Experiences in order to address certain of the outcomes and metrics.

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

Increased external funding.

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-5 - Number of doctorates granted annually B-7 - Six-year graduation rate B-8 - Percent of undergraduate students involved in research

Links to Common Elements
CE-2 - Culture CE-3 - Diversity CE-4 - External Constituents CE-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-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-M - Increased participation by undergraduates in expanded opportunities in research</p>	<p>T1-O - Extramural funding competitive with our benchmark institutions</p> <p>T1-Q - Competitive amongst our peers in the percentage of undergraduates involved in research</p>
<p><b>T2 - Undergraduate Educational Experience (UEE)</b></p> <p><b>Theme 2 Metrics:</b></p> <p>T2-1 - # and % of undergraduate students participating in a meaningful international experience</p> <p>T2-6 - % of undergraduate enrollment by demographic group</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-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-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-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><b>T3 - Graduate Scholarly Experience</b></p> <p><b>Theme 3 Metrics:</b>  T3-1 - # and % of graduate students with assistantships, endowed scholarships, and fellowships  T3-6 - # of graduate terminal degrees awarded  T3-7 - Total graduate students enrolled by demographic group and degree type</p>	<p>T3-E - Expectation of excellence for the graduate scholarly experience</p> <p>T3-G - Broader spectrum and greater overall number of courses offered at the graduate, and especially at the PhD level</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-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-Q - Doctorates Awarded comparable with benchmark institutions</p>
<p><b>T4 - Engagement, Extension, Outreach and Service</b></p> <p><b>Theme 4 Metrics:</b>  T4-1 - # and % of undergraduate students participating in engagement/service learning  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-I - All undergraduate students engaged in at least one engagement /service learning project</p>	
<p><b>T5 - Faculty and Staff</b></p> <p><b>Theme 5 Metrics:</b>  T5-1 - # of national and international faculty awards  T5-5 - % of tenure/tenure-track faculty by demographic group  T5-6 - % of fulltime staff by demographic group</p>		<p>T5-G - Successful recruitment and retention of a talented and high performing, diverse workforce</p>	<p>T5-H - Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers</p>