



K-State 2025 Strategic Action and Alignment Plan

College or Major Unit: **College of Education**

Department: **Educational Leadership**

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 of Educational Leadership is devoted to a wide range of teaching, scholarship, and service goals. Quite purposively, the Department’s mission and goal statements focus on the complex and rapidly changing leadership needs of the world and the State of Kansas. All programs in the Department faithfully reflect the mission of the College of Education.

Relating to programs in educational leadership (P-12 focus), the Department has committed itself to a mission of serving the rapidly changing needs of educational leaders through:

- Graduate level education (including masters and doctoral degrees);
- The translation of research into practice;
- The production and dissemination of professional scholarship;
- The analysis and interpretation of educational policy and practice;
- The provision of professional development services to school-related personnel; and
- Explicating and fostering the evolution of administration to new models of leadership for learning [2003; revised 2013].

Relating to programs in adult and continuing education, the Department has committed to a mission as follows:

- Learning is a continuous process that takes place throughout the life span, and learning occurs in formal and non-formal, traditional and non-traditional, settings. To serve this mission, the faculty provide instruction, consultation, and scholarship which focuses on defining and resolving problems of professional practice in a diverse and pluralistic society. They promote:
 - Ethical decision-making;
 - Methodologies which concentrate on quality and are student- and client-centered;
 - Incorporation of emerging technologies and alternative delivery mechanisms;
 - Utilization of authentic assessment and criterion-based assessment; and emphasize the educational value of clinical experience [2003; revised 2013].

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.)

COE THEME I: Increase quality and quantity of publications and increase extramural funding within the College.

COE THEME III: Provide quality graduate education to produce students that are prepared for leadership positions in educational settings.

COE THEME IV: Provide quality service learning and inter-national experiences of students and faculty and to increase service to communities through systematic engagement of students and faculty (e.g. KELI, PDS, and the military).

COE THEME V: Maintain a high-quality, diverse, and dedicated faculty who demonstrate excellence in teaching, research and service.

| Key Activities | Short Term (2013 - 2015) Key Outcomes | Intermediate (2016 - 2020) Key Outcomes | Long Term (2021 - 2025) Key Outcomes |
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| <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>COE THEME I: Increase quality and quantity of publications and increase extramural funding within the College.</p> <p><i>COE: Hire a diverse faculty with priority on research and sponsored program experience and potential</i></p> <ul style="list-style-type: none"> • The Department will target underrepresented populations at each hiring point. <p><i>COE: Differentiate load assignments to promote research and sponsored project activity while maintaining quality instruction and supervision</i></p> <ul style="list-style-type: none"> • The Department will target grant potential as a required and/or strongly preferred qualification at each hiring point. | <p>Increase diversity proportion of faculty composition by 1 FTE (+8%) from base year by Year 5.</p> <p>50% of all hires made by Year 5 will be based in evidence of promise for grant writing.</p> <p>\$2,500 aggregate average award per faculty member (≥\$32,500 total per year by end of Year 5).</p> | <p>Increase diversity proportion of faculty composition by 2 FTE (+15%) from base year by Year 10.</p> <p>75% of all hires made by Year 10 will be based in evidence of promise for grant writing.</p> <p>\$4,000 aggregate average award per faculty member (≥\$50,000 total per year by end of Year 10).</p> | <p>Increase diversity proportion of faculty composition by 3 FTE (+23%) from base year by Year 15.</p> <p>90% of all hires made by Year 15 will be based in evidence of promise for grant writing.</p> <p>\$8,000 aggregate average award per faculty member (≥\$100,000 total per year by end of Year 15).</p> |

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| <p><i>COE: Develop infrastructure and support for research and scholarly activities within the COE</i></p> <ul style="list-style-type: none"> The Department will emphasize differentiated staffing by assigning select faculty to SRO grant production. <p><i>COE: Implement strategies to develop, support, promote, and reward research and extramural funding within the College</i></p> <ul style="list-style-type: none"> The Department will increase merit reward for refereed publications. | <p><u>See above and below</u></p> <p>Increase number of approved publications by 10% above base year by end of Year 5.</p> | <p><u>See above and below</u></p> <p>Increase number of approved publications by 20% above base year by end of Year 10.</p> | <p><u>See above and below</u></p> <p>Increase number of approved publications by 30% above base year by end of Year 15.</p> |
| <p>COE THEME II: (not applicable): Recruit and graduate ethical caring decision-makers for school and other educational settings at the undergraduate level via our accredited excellent teacher preparation programs</p> | <p>EDLEA is comprised of totally graduate programs</p> <p><u>N/A</u></p> | <p>EDLEA is comprised of totally graduate programs</p> <p><u>N/A</u></p> | <p>EDLEA is comprised of totally graduate programs</p> <p><u>N/A</u></p> |
| <p>COE THEME III: Provide quality graduate education to produce students that are prepared for leadership positions in educational settings.</p> <p><i>COE: Recruit, retain and develop high quality, diverse graduate students</i></p> <ul style="list-style-type: none"> The Department will increase master degree-level partnerships with diverse Kansas school districts statewide. The Department will aggressively advertise online masters degree opportunities to all non-partner diversely populated Kansas school districts. The Department will increase the number of adult education course offerings in online format, with publicity targeted at more diversely populated Kansas organizations, cities, and counties that can benefit from adult education’s statewide mission. The Department will recruit new international adult education students through aggressively advertising online program opportunities. The Department will increase exploration and outcomes of new military partnerships for adult education. <p><i>COE: Increase externally funded graduate assistant positions</i></p> <ul style="list-style-type: none"> The Department will request assignment of graduate assistantships to in part serve diverse populations. The Department will offer to share assistantship costs with the College on a 50/50 basis from internal monies. | <p>Increase identified student diversity within formal university/school district partnerships by 10% above base year by end of Year 5.</p> <p>Increase identified Kansas-based diverse student online enrollments by 10% above base year by end of Year 5.</p> <p>Increase identified Kansas-based diverse student online enrollments in adult education programs by 10% above base year by end of Year 5.</p> <p>Increase identified internationally based online diverse student enrollments in adult education programs by 10% above base year by end of Year 5.</p> <p>Establish 1 new military partnership resulting in enrollments in either online or hybrid format by end of Year 5.</p> <p>1 assistantship in the Department by the end of Year 5.</p> <p>Create 1 assistantship reserved annually to the Department, with the recipient selected on academic merit, financial need, and preference for membership in an under-represented group.</p> | <p>Increase identified student diversity within Kansas formal university/school district partnerships by 20% above base year by Year 10.</p> <p>Increase identified diverse student online enrollments from Kansas school districts by 20% above base year by Year 10.</p> <p>Increase identified Kansas-based online diverse student enrollments in adult education programs by 20% above base year by Year 10.</p> <p>Increase identified internationally based online diverse student enrollments in adult education programs by 20% above base year by Year 10.</p> <p>Maintain (N=1) and/or increase (N=2) the number of adult education military partnerships resulting in enrollments by Year 10.</p> <p>Continue policy goals and practices from Years 1-5. Consider expanding to 2 graduate assistantships.</p> <p>Continue policy goals and practices from Years 1-5. Consider expanding to 2 graduate assistantships.</p> | <p>Increase identified student diversity within formal university/school district partnerships by 30% above base year by Year 15.</p> <p>Increase identified diverse student online enrollments from Kansas school districts by 30% above base year by Year 15.</p> <p>Increase identified Kansas-based online diverse student enrollments in adult education programs by 30% above base year by Year 15.</p> <p>Increase identified Kansas-based online diverse student enrollments in adult education programs by 30% above base year by Year 15.</p> <p>Maintain (N=1 or 2) and/or increase (N=2 or 3) the number of adult education military partnerships resulting in enrollments by Year 15.</p> <p>Maintain (N=1 or 2) and/or increase (N=2 or 3) the number of graduate assistantships in the Department by the end of Year 15.</p> <p>Continue policy goals and practices from Years 5-10.</p> |

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| <p><i>COE: Upgrade /develop quality scholarly experiences for graduate students, focusing on research courses and research experience</i></p> <ul style="list-style-type: none"> The Department will actively identify opportunities and increase nominations of graduate students for national, state, and local awards. The Department will encourage students to publish from dissertations and to present at relevant conferences. Faculty will take leadership for co-authorship of journal articles. The Department will increase total dollars available from internal resources for student travel support to scholarly conferences on a competitive basis. Faculty will conduct research projects with students via internships and by developing doctoral programs of study around real research experiences. | <p>1 student nomination each year by the end of Year 5.</p> <p>1 student dissertation spin-off article accepted each year by the end of Year 5.</p> <p>\$2,000 annual set-aside for student travel allocation from department resources by the end of Year 5.</p> <p>1 graduate student aggregate average per faculty member will engage annually in a research project of externally sponsored significance by the end of Year 5.</p> | <p>2 student nominations each year by the end of Year 10.</p> <p>2 student dissertation spin-off articles accepted each year by the end of Year 10.</p> <p>\$4,000 annual set-aside for student travel allocation from department resources by the end of Year 10.</p> <p>2 graduate students aggregate average per faculty member will engage annually in a research project of externally sponsored significance by the end of Year 10.</p> | <p>3 student nominations each year by the end of Year 15.</p> <p>3 student dissertation spin-off articles accepted each year by the end of Year 15.</p> <p>\$6,000 annual set-aside for student travel allocation from department resources by the end of Year 15.</p> <p>3 graduate students aggregate average per faculty member will engage annually in a research project of externally sponsored significance by the end of Year 15.</p> |
| <p>COE THEME IV: Provide quality service learning and inter-national experiences of students and faculty and to increase service to communities through systematic engagement of students and faculty (e.g. KELI, PDS, and the military).</p> <p><i>COE: Develop set of standards for service learning experiences and promote state, national and international engagement of faculty and students, including study abroad</i></p> <p><i>COE: Support the development and growth of the Kansas Educational Leadership Institute (KELI)</i></p> <ul style="list-style-type: none"> The Department will assist the new Kansas Educational Leadership Institute (KELI) in expanding to also serve first-year Kansas school principals. The Department will assist KELI in expanding to include most experienced Kansas school superintendents and principals in professional growth support. <p><i>COE: Develop collaborative partnerships at local, state, national and international levels (i.e. military and PDS) to further the mission and goals of the College in response to changing needs and priorities.</i></p> <ul style="list-style-type: none"> The Department will increase partnerships with Kansas community organizations and agencies at the local level. Examples include social services, community service organizations. The Department will increase outreach to military interests, including military veterans initiatives. The Department will increase faculty participation and leadership in policymaking, regulatory, and other agencies served by KSU and P-12. Range includes Kansas State Department of Education and state and national | <p><u>N/A</u></p> <p>KELI will engage an average 50 new principals annually in mentorship and professional development by the end of Year 5.</p> <p>Engagement of total average 75 Kansas building-level and district-level leaders by the end of Year 5.</p> <p>KELI will generate 10% of its net operating costs from external sources by the end of Year 5.</p> <p>1 new partnership with an organization or agency not previously partnered for the dual purpose of mutual program impact and generating new enrollments by the end of Year 5.</p> <p>Participation, collaboration, and potential leadership opportunities that may result in new programs and new enrollments.</p> <p>At least 1 faculty member serving on a national or state board by the end of Year 5.</p> | <p><u>N/A</u></p> <p>KELI will expand to include experienced principals and serve all new building and district level leaders statewide in professional development arenas.</p> <p>Engagement of a total average 150 Kansas building- and district-level leaders by the end of Year 10.</p> <p>KELI will generate 20% of its net operating costs from external sources by the end of Year 10.</p> <p>2 new partnerships with organizations or agencies not previously partnered for the dual purpose of mutual program impact and generating new enrollments by the end of Year 10.</p> <p>Increased participation, collaboration, and potential leadership opportunities that may result in new programs and enrollments.</p> <p>At least 2 faculty members serving on national boards by the end of Year 10.</p> | <p><u>N/A</u></p> <p>Continue policy goals and practices from Years 5-10.</p> <p>Engagement of a total average 150 Kansas building- and district-level leaders by the end of Year 10.</p> <p>KELI will generate 30% of its net operating costs from external sources by the end of Year 15.</p> <p>3 new partnerships with organizations or agencies not previously partnered for the dual purpose of mutual program impact and generating new enrollments by the end of Year 15.</p> <p>Continued participation, collaboration, and potential leadership opportunities that may result in new programs and enrollments.</p> <p>At least 3 faculty members serving on national board by the end of Year 15.</p> |

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| <p>organizations such as the University Council for Educational Administration, United School Administrators of Kansas, and numerous learned societies.</p> <ul style="list-style-type: none"> The Department will increase faculty participation and leadership in local, state, national, and international organizations and learned societies relating to adult education. Range includes entities such as American Association of Adult and Continuing Educators, Adult Education Research Conference, Commission of Professors of Adult Education, Council of Accelerated Programs, Comparative International Education Society, and more. <p><i>COE: Develop a comprehensive communications plan designed to engage stakeholders</i></p> <ul style="list-style-type: none"> The Department will assist the College in creating a comprehensive communications plan designed to engage stakeholders, including videos, mass mail program brochures, and new web presence. | <p>At least 1 faculty member serving on a national or international board by the end of Year 5.</p> <p>Web tracking and other counting devices will be used to assess effectiveness of communications plans in recruiting new program applicants and new enrollments. Target 10% increase in web traffic from base year by the end of Year 5.</p> | <p>At least 2 faculty members serving on national or international boards by the end of Year 10.</p> <p>Target 20% increase in web traffic from base year by the end of Year 10.</p> | <p>At least 3 faculty members serving on national or international boards by the end of Year 15.</p> <p>Target 30% increase in web traffic from base year by the end of Year 15.</p> |
| <p>COE THEME V: Maintain a high-quality, diverse, and dedicated faculty who demonstrate excellence in teaching, research and service.</p> <p><i>COE: Recruit, hire and retain a high-quality, diverse faculty dedicated to the mission of the College and demonstrating the capacity for excellence in teaching, research and service (high quality)</i></p> <p><i>COE: Develop strategies to improve compensation packages. Improve compensation packages for faculty and instructional staff over baseline</i></p> <ul style="list-style-type: none"> The Department will increase internal flexible resource allocation for professional development by utilizing revenue-sharing receipts from off-campus programming. The Department will assist the College in recruiting, hiring and retaining a high-quality, diverse faculty dedicated to the mission of the College and demonstrating the capacity for excellence in teaching, research and service (high quality). The Department will encourage external visibility of faculty by increasing merit evaluation expectations for faculty professional development engagement. | <p>Department will provide \$2,000 travel funds average per faculty member from discretionary resources by the end of Year 5.</p> <p>Move all programming off campus by the end of Year 5 in order to increase resource generation and accessibility.</p> <p>1 paper presentation per faculty member annually by the end of Year 5.</p> | <p>Department will increase to \$3,000 travel funds average per faculty member from discretionary resources by the end of Year 10.</p> <p>Maintenance.</p> <p>2 paper presentations per faculty member annually by the end of Year 10.</p> | <p>Department will increase to \$4,000 travel funds average per faculty member from discretionary resources by the end of Year 15.</p> <p>Maintenance.</p> <p>3 paper presentations per faculty member annually by the end of Year 15.</p> |
| <p>COE THEME VI: (not applicable) Facilities and Infrastructure.</p> | <p><u>N/A</u></p> | <p><u>N/A</u></p> | <p><u>N/A</u></p> |

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

Financial resources will come from SRO and other internal resources.

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

See matrix above. The Department pledges its reserves as identified.

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

Resources on hand; College as partner.

**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 |
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| B-1 - Total research and development expenditures B-4 - Number of faculty awards B-5 - Number of doctorates granted annually |

| Links to Common Elements |
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| 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 | | | |
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| 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: T1-1 - # of interdisciplinary research projects, institutes, and centers T1-2 - Total sponsored extramural funding expenditures T1-4 - # of refereed scholarly publications per academic year and allocated faculty member</p> | <p>T1-E - Competitive compensation and support available to GRAs, GTAs, and GAs</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-L - Recognized for prominent and productive placement of our graduates</p> | |
| <p>T3 - Graduate Scholarly Experience</p> <p>Theme 3 Metrics: T3-1 - # and % of graduate students with assistantships, endowed scholarships, and fellowships T3-2 - Total funds awarded for graduate assistantships, endowed scholarships, and fellowships T3-3 - # and % of graduate programs offering competitive compensation and support packages T3-5 - # of graduate students participating in a unique high level learning and experiential training T3-6 - # of graduate terminal degrees</p> | <p>T3-A - Competitive compensation and support available for GRAs, GTAs, and GAs</p> <p>T3-F - Increased capacity to secure funding for graduate research and teaching</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-H - Expanded partnerships with industry and government to provide high level learning and experiential training opportunities for graduate students</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-N - National and international reputation for outstanding graduates with demonstrable career success</p> |

| Links to University Thematic Goals, Outcomes, and Metrics | | | |
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| 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) |
| awarded T3-7 - Total graduate students enrolled by demographic group and degree type T3-8 - Graduate student satisfaction and utilization rates | | | |
| T4 - Engagement, Extension, Outreach and Service Theme 4 Metrics: T4-4 - # of engagement activities and programs disaggregated by geographic boundaries T4-5 - # of participants involved in community-based research and outreach projects | | T4-M - Preferred destination for faculty, staff, and students who value Engagement as integral to their academic and personal lives | |
| T5 - Faculty and Staff Theme 5 Metrics: T5-1 - # of national and international faculty awards T5-4 - # and % of faculty and staff participating in international experiences T5-5 - % of tenure/tenure-track faculty by demographic group | T5-C - Career-long learning recognized by the university and its employees as a shared value and responsibility | T5-F - Faculty and staff current with developments in their fields and the skills needed to achieve excellence in performing their jobs T5-G - Successful recruitment and retention of a talented and high performing, diverse workforce | T5-H - Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers |