



K-State 2025 Strategic Action and Alignment Plan Template for Departments

College or Major Unit: Education

Department: Special Education, Counseling, and Student Affairs

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 Special Education, Counseling, and Student Affairs supports the mission of the College of Education by preparing professional educators (e.g., special education teachers, school counselors, academic advisors, student affairs professionals and administrators, counselor educators, university faculty) for the state, nation, and beyond. The programs prepare professional educators who are knowledgeable, ethical, caring decision-makers who are sensitive and responsive to the needs of diverse students and a diverse world. The mission is fulfilled through:

- The delivery of exemplary instruction to students at the undergraduate and graduate levels;
- Production, interpretation, and dissemination of sound and useful research, scholarship, and other creative works;
- Leadership, collaboration, and service within the profession; and
- Promotion, understanding, and celebration of diversity.

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
<p><i>What we plan to do...</i></p> <p><u>Theme I – Increase quality and quantity of publications and increase extramural funding within the college</u></p> <p>1. SECSA is currently comprised of 14 tenure-track faculty; eight are female and two are racially diverse. SECSA will seek to recruit and hire faculty from underrepresented populations.</p> <p>2. SECSA will include and emphasize successful potential for external funding as a required qualification for tenure-track faculty searches.</p> <p>3. SECSA maintains balanced loads as per the needs in departmental programs and to meet student needs. If needed, faculty members are allowed to earn overload based on department needs. The department chair, in conjunction with the Dean, makes final decisions on teaching courses on overload. Decisions are based on department needs and consideration of the</p>	<p><i>What we expect to happen...</i></p> <p>By the end of Year 5, increase the diversity of tenure-track faculty by 1 FTE.</p> <p>By Year 5, new hires for tenure-track positions will have demonstrated successful experiences with external funding or evidence of strong potential to garner external funding. [1-A]</p> <p>By Year 5, tenure-track faculty will submit, single author or as a collaborative partner, a proposal for external funding. [1-A]</p> <p>By the end of Year 5, SECSA faculty will increase the number of approved refereed publications in traditional or electronic/digital formats and other creative/innovative scholarly works by 10% above base year. [1-B]</p> <p>SECSA will increase the number of graduate students from diverse backgrounds by 1% from baseline. [3-I]</p>	<p><i>What we expect to happen...</i></p> <p>By the end of Year 10, increase the diversity of tenure-track faculty by 2 FTE from base year.</p> <p>By Year 10, new tenure-track faculty will have demonstrated successful experiences with external funding. [1-A]</p> <p>By Year 10, tenure-track faculty will submit, as a single author or collaborative partner, at least two funding proposals. [1-A]</p> <p>By the end of Year 10, SECSA faculty will increase the number of approved refereed publications in traditional or electronic/ digital formats and other creative/innovative scholarly works by 20% above base year. [1-B]</p> <p>SECSA will increase the number of graduate students from diverse backgrounds by 2% from baseline. [3-I]</p>	<p><i>What we expect to happen...</i></p> <p>By the end of Year 15, increase the diversity of tenure-track faculty by 3 FTE from base year.</p> <p>By Year 15, new tenure-track faculty will have demonstrated successful experiences with external funding. [1-A]</p> <p>By Year 15, tenure-track faculty will submit, as a single author or collaborative partner, a major funding proposal. [1-A]</p> <p>By the end of Year 15, SECSA faculty will increase the number of approved refereed publications in traditional or electronic/digital formats and other creative/innovative scholarly works by 30% above base year. [1-B]</p> <p>SECSA will increase the number of graduate students from diverse backgrounds by 3% from baseline. [3-I]</p>

<p>professional interests of faculty.</p> <p>4. SECSA currently requires all tenure-track faculty to engage in scholarly publication and encourages grant writing. SECSA will consider increasing merit reward for refereed publications.</p> <p>5. SECSA currently encourages faculty to seek external funding and rewards productivity for external revenue generation through appropriate release time.</p> <p>6. SECSA will emphasize external funding by recommending that tenure-track faculty be involved in the submission of a proposal bi-annually. This emphasis will be reflected in departmental policies and practices.</p> <p>7. SECSA will increase merit reward for funded external projects.</p> <p><u>Theme III - Provide quality graduate education to produce students that are prepared for leadership positions in educational settings</u></p> <p>8. SECSA will enhance recruitment efforts across all programs through:</p> <ul style="list-style-type: none"> • Partnerships with NACADA • Marketing of Online Academic Advising program • Enlisting current students as ambassadors for recruitment in the Athletics program • Exploring untapped military and ELL markets • Investigating and developing more Online courses <p>9. SECSA will increase externally funded graduate assistantships by:</p> <ul style="list-style-type: none"> • Assignment of assistantship to meet diverse students' needs • Collaboration with the Dean and Foundation to identify secure funding sources 	<p>SECSA will grow the Academic Advising Online program by 2 international graduate students from baseline. [3-I]</p> <p>SECSA will provide five \$500 graduate student travel stipends for research or scholarly presentations at professional conferences. [3-J]</p> <p>SECSA will increase assistantship by one to facilitate and support 2025 endeavors. [3-K]</p> <p>SECSA will select two Graduate Students of the Year (one in the Fall and one in the Spring, master's or doctoral students, criteria to include scholarly/research activity). [3-L]</p> <p>SECSA will increase the number of undergraduate and graduate students participating in engagement/ service learning activities and study abroad experiences (establish baseline). [4-M]</p> <p>Establish baseline for number of quality relationships and partnerships for service learning. [4-M]</p> <p>Establish baseline for the number of service learning opportunities used by faculty. [4-M]</p> <p>Assess impact of outreach plan and make appropriate adjustments</p> <p>Establish baseline on the number of collaborative partnerships that impact students and faculty and support the mission of the department. [4-O]</p>	<p>SECSA will grow the Academic Advising Online program by 4 international graduate students from baseline.ds from 180 to 200 [3-I]</p> <p>SECSA will provide seven \$500 graduate student travel stipends for research or scholarly presentations at professional conferences. [3-J]</p> <p>SECSA will maintain assistantship to facilitate and support 2025 endeavors. [3-K]</p> <p>SECSA will select two Graduate Students of the Year (one in the Fall and one on the Spring, master's or doctoral student, criteria to include scholarly/research activity). [3-L]</p> <p>By Year 10, increase number of students participating in engagement/ service learning activities to 25% above baseline. [4-M]</p> <p>By Year 10, increase the number of quality relationships and partnerships for service learning by 25% above baseline. [4-M]</p> <p>By Year 10, increase the number of service learning opportunities used in instructional practices by 40%. [4-M]</p> <p>Assess impact of outreach plan and make appropriate adjustments.</p> <p>By Year 10, increase the number of collaborative partnerships by 30% above baseline. [4-O]</p>	<p>SECSA will grow the Academic Advising Online program by 6 international graduate students from baseline. [3-I]</p> <p>SECSA will provide nine \$500 graduate student travel stipends for research or scholarly presentations at professional conferences. [3-J]</p> <p>SECSA will maintain assistantship to facilitate and support 2025 endeavors. [3-K]</p> <p>SECSA will select two Graduate Students of the Year (one in the Fall and one on the Spring, master's or doctoral students, criteria to include scholarly/research activity). [3-L]</p> <p>By Year 15, increase number of students participating in engagement/ service learning activities to 50% above baseline. [4-M]</p> <p>By Year 15, increase the number of quality relationships and partnerships for service learning by 50% above baseline. [4-M]</p> <p>By Year 15, increase the number of service learning opportunities used in instructional practices by 60%. [4-M]</p> <p>Assess impact of outreach plan and make appropriate adjustments.</p> <p>By Year 15, increase the number of collaborative partnerships by 60% above baseline. [4-O]</p>
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10. SECSA will:
- Develop and provide webinars in collaboration with NACADA
 - Implement strategies to encourage graduate student presentations and professional organization memberships
 - Develop and deliver Chet Peters program
 - Develop fundraising strategies
 - Plan and develop criteria for an annual departmental graduate student of the year award

Theme IV - Provide quality service learning and international 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

11. Develop a survey to collect data from undergraduate and graduate students regarding service-learning experiences. Evaluate existing relationships and partnerships in the community and abroad for establishing serving learning opportunities (collect needs assessment data).

12. Survey faculty regarding their use of service learning opportunities in their instructional practices.

13. Develop an outreach plan to engage stakeholders and increase service learning opportunities.

14. Develop collaborative partnerships at local, national, and international levels to further the mission and goals of SECSA.

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

Financial resources will come from SRO; Key leadership selection

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

The College needs stable leadership and successful hires in key positions

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

Align financial needs to capital campaign connections; increase 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-1 - Total research and development expenditures 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-1 - Communications and Marketing CE-3 - Diversity CE-4 - External Constituents CE-5 - Funding CE-6 - International CE-8 - Technology

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: T1-1 - # 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-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-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-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>T2 - Undergraduate Educational Experience (UEE)</p> <p>Theme 2 Metrics: T2-1 - # and % of undergraduate students participating in a meaningful international experience T2-2 - # and % of undergraduate students completing an experiential learning experience T2-3 - Total funding awarded for undergraduate scholarship support</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-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-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>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-E - Effective evaluation practices that recognize and reward teaching, advising, and life-long learning/professional development</p> <p>T2-F - Effective system in place that supports and promotes teaching excellence</p> <p>T2-G - Successful recruitment and retention strategies that address our entire student population</p>		
<p>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>T3-7 - Total graduate students enrolled by demographic group and degree type</p>	<p>T3-A - Competitive compensation and support available for GRAs, GTAs, and GAs</p> <p>T3-B - Tuition waivers for all GRAs</p> <p>T3-D - Outstanding mentoring for our graduate students</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-I - Increased participation by our graduate students in unique high level learning and experiential training</p> <p>T3-K - Increased funding for graduate research and teaching</p>	<p>T3-O - World-class reputation as a preferred destination for outstanding graduate students</p> <p>T3-P - Stable funding for graduate research and teaching competitive with benchmark institutions</p>
<p>T4 - Engagement, Extension, Outreach and Service</p> <p>Theme 4 Metrics:</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>T4-N - Nationally recognized as a leader in and model for a re-invented and transformed land -grant university integrating 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>T4-1 - # and % of undergraduate students participating in engagement/service learning</p> <p>T4-3 - # of partnerships by sector and geographic boundary supporting collaborative research, education, and engagement</p>	<p>T4-C - Increased recognition of our services as a source of expertise, information, and tools for disciplines worldwide</p>	<p>T4-J - Increased number of graduate students involved in Engagement</p>	<p>education, and engagement</p>
<p>T5 - Faculty and Staff</p> <p>Theme 5 Metrics:</p> <p>T5-3 - Competitive compensation packages for faculty and staff</p> <p>T5-5 - % of tenure/tenure-track faculty by demographic group</p> <p>T5-6 - % of fulltime staff by demographic group</p>	<p>T5-A - Total compensation competitive with aspirant university and regional employers for faculty and staff in high priority areas</p> <p>T5-C - Career-long learning recognized by the university and its employees as a shared value and responsibility</p>	<p>T5-E - Total compensation competitive with aspirant university and regional employers for all employees</p> <p>T5-F - Faculty and staff current with developments in their fields and the skills needed to achieve excellence in performing their jobs</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> <p>T5-I - Stable funding available for recruitment and retention of top level faculty and staff</p> <p>T5-J - Optimal number of faculty and staff comparable with our benchmark institutions</p>
<p>T6 - Facilities and Infrastructure</p>	<p>T6-C - Robust and reliable information technology ensuring business continuity and consistent with the achievement of the highest quality levels of support for research, instruction, student services, and administration</p>	<p>T6-D - Adequate office space for all K-State employees equipped to support their work and productivity</p>	<p>T6-G - High quality, technology enabled, flexible and adaptable classroom space appropriate to the evolving needs of the learning environment and readily available to K-State faculty and students</p>