



K-State 2025 Strategic Action and Alignment Plan (2015 to 2025) (Revised March 2016)

College or Major Unit: College of Human Ecology

Department: School of Family Studies and Human Services

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

Mission: The mission of the School of Family Studies and Human Services is to make a difference in people’s lives through research, teaching, engagement, outreach, service and clinical intervention.

Vision: The School of Family Studies and Human Services, and its innovative and engaged academic and service units, will provide high quality and relevant educational programs, training, clinical interventions and services within its disciplines in order to positively impact the health and life quality of individuals and families in Kansas, the nation, and abroad.

The School of Family Studies and Human Services, through its units, is committed to:

1. Conducting comprehensive research, scholarship, creative activity, and discovery with a **strategic and cohesive focus on mental, physical, relational and financial health and well-being** through multidisciplinary collaborations.
2. Providing **transformational educational experiences** to all undergraduate students. Students in the School will have access to a rich, unique and diverse educational experiences that positively impact their careers and lives.
3. Providing **excellent graduate education**. The faculty within the School will educate students that are highly coveted by private industry, public service agencies, governmental agencies, and academic institutions.
4. Enhancing the well-being of individuals, families and communities through **engaged and collaborative research, teaching and service that address human needs and improve societal conditions**.

2. What are your Department’s key strategic activities and outcomes? Identify [in brackets] which of your Department’s strategic outcomes are directly linked to your College’s/Major Unit’s outcomes.

Key Activities	Short Term (2014 - 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 style="text-align: center;">(THEME 1)</p> <p>RSCAD VISION 1: Conduct comprehensive research, scholarship, creative activity, and discovery with a strategic and cohesive focus on mental, physical, relational and financial health and well-being through multidisciplinary collaborations.</p> <p>GOAL: Each unit of the School will set and reach its bi-annual benchmarks for research, scholarship, creative activity</p>			

and discovery in order to contribute to the School's research mission. Units will participate in and appropriately document:

FACULTY RESEARCH AND SCHOLARSHIP

- Nominate faculty for college, university, national recognitions for research and scholarship.
- Award faculty members competitive travel grants in order to meet and collaborate with federal, national, international funding agencies
- Award faculty members release time for grant writing and proposal submission
- Support grant-writing projects and submissions through commitments of GRAs.
- Support cross discipline and/or senior-junior faculty collaborative research projects.
- Plan and implement targeted increases in research tenths of identified faculty lines.
- Structure and encourage productive mentoring of pre-tenured faculty members and associate professors for increased research, scholarship activity.

RESEARCH PARTNERSHIPS

- Establish partnerships with community and professional organizations that result in support of units' research and scholarship priorities.

Increase the number of submissions for internal and external funded projects with FSHS faculty as the Principal Investigator in comparison to the number submitted in 2016. [T1-A; T1-2; T1-5] **[V1-FF]**

Show an increase from 2016 in the number of submissions for externally funded projects with awards up to \$100,000. [T1-A; T1-I; T1-O; T1-P; T1-2] **[V1-FF]**

Show an increase in FSHS faculty peer-reviewed publications and state/regional, national/international presentations from the number in 2016. [T1-F; T1-H; T1-J; T1-Q; T1-4; T1-5] **[V1-CC]**

Increase in the number of students (UG/Grad) who are contributing authors to publications and state/regional, national/international presentations from the number in 2016. [T1-F; T1-H; T1-J; T1-Q; T1-4; T1-5; T1-M] **[V3-T]**

In collaboration with foundation development officers, identify opportunities to establish relationships with 2-3 funding sources for RSCAD gifts to support equipment, student research initiatives, endowed professorships, technology innovations. [T1-A; T1-I; T1-O; T1-H; T1-Q; T1-5]

Increase by 10% the number of submissions and awarded external funded projects with FSHS faculty as the Principal Investigator in comparison to 2020 milestone. [T1-A; T1-2; T1-5; T1-I] **[V1-FF]**

Achieve an increase in the number of annual externally funded projects of over \$100,000 in comparison to 2020 milestone. [T1-A; T1-I; T1-O; T1-P; T1-2] **[V1-FF]**

Increase by 10% the number of faculty peer-reviewed publications with FSHS faculty with primary authorship in comparison to 2020 milestone. [T1-F; T1-H; T1-J; T1-Q; T1-4; T1-5] **[V1-CC]**

Increase by 10% in the number of students (UG/Grad) with primary authorship (first or second author) of peer-reviewed publications in comparison to 2020 milestone. [T1-F; T1-H; T1-J; T1-Q; T1-4; T1-5; T1-M] **[V3-JJ]**

Establish 1-2 new funding sources for RSCAD gifts that support equipment, student research initiatives, endowed professorships, technology innovations. [T1-A; T1-I; T1-O; T1-H; T1-Q; T1-5] **[V1-GG]**

<ul style="list-style-type: none"> The School will work with the college to offer post doctorate support in areas of research strengths. <p>COMMUNICATE</p> <ul style="list-style-type: none"> Communicate and market the research and scholarship accomplishments of the units, faculty and students. 		<p>Strategic communication plan is implemented among FSHS units to document and communicate prevalence and impact of FSHS research and scholarship. Website tracking of hits and media messages documents communication plan results. [T1-H; CE-1]</p>	<p>Demonstrated record of the impact of research from the school. [T1-H; CE-1]</p>
<p>(THEME 2)</p> <p>TRANSFORMATIONAL UNDERGRADUATE EDUCATIONAL EXPERIENCES VISION 2 : Provide transformational educational experiences to all undergraduate students. Students in the School will have access to rich, unique and diverse educational experiences that positively impact their careers and lives.</p> <p>GOAL: All units of the School will be supportive of transformational undergraduate education and will contribute as is appropriate to high quality teaching, mentoring and transformational experiences offered to FSHS undergraduate students in timely completion of their degrees. Units will participate in and will appropriately document:</p> <p><u>ELEVATE UNDERGRADUTE EDUCATION</u></p> <ul style="list-style-type: none"> Communicate, market, and elevate undergraduate education, and recognize student and teaching faculty accomplishments 		<p>Between 25% and 30% of total number of students enrolled in the school each year will graduate. [T2-R] [V2-BB]</p> <p>Contribute to a 65% six year full-time graduation rate as measured by the number of degrees awarded. [T2-N; T2-Q; T2-R]</p>	<p>Between 25% and 30% of total number of students enrolled in the school each year will graduate. [T2-R][V2-BB]</p> <p>Contribute to a 75% six year full-time graduation rate as measured by the number of degrees awarded. [T2-N; T2-Q; T2-R]</p>

<p><u>EXCELLENCE IN ADVISING</u></p> <ul style="list-style-type: none"> • Participate in the university's First Year program elements and experiences • Recognize and reward quality academic advising of undergraduate students from faculty and staff. • Encourage undergraduate student participation in the college mentoring program, and the college undergraduate student association. • Nominate students for scholarships and competitive awards within their field of study and/or for collaborative practice or research. • Establish an interdisciplinary FSHS undergraduate advisory council. <p><u>EXCELLENCE IN TEACHING/LEARNING</u></p> <ul style="list-style-type: none"> • Faculty teaching mentors are assigned to each GTA so that teaching assistants are trained and expected to model quality critical thinking, analysis, synthesis and evaluation through their teaching and student interactions. • Increase the number of faculty, staff and teaching assistants who participate in the university's Teaching and Learning Center's instructional development trainings and peer support experiences 		<p>Strategic communication plan is implemented among FSHS units which documents and communicates impacts of FSHS undergraduate education. Website tracking of hits and media messages documents communication plan results. [CE-1; T2-O]</p> <p>15% of faculty and staff intend to participate in the university's First Year program. [T2-B; T2-4]</p> <p>50% of juniors and seniors will participate in mentorship and/or leadership experiences in the college or school before graduation. [T2-B; T2-4] [V2-G]</p> <p>25% of undergraduate students will be nominated for scholarships and other recognized awards. [T2-3; T2-5] [V2-LL]</p> <p>Students across undergraduate ranks are appointed to the FSHS interdisciplinary advisory council. [T2-B; T2-Q; T2-4]</p> <p>85% of graduate teaching assistants and teaching faculty participate in and complete teaching and learning professional development opportunities. [T2-B; T2-J; T2-K; T2-P; T2-Q; T2-4] [V3-L]</p> <p>30% of graduating seniors will have completed an internship experience. An additional 20% of graduating seniors will have completed experiential learning inclusive of internships, practica, service-learning or community</p>	<p>Demonstrated record of high quality undergraduate education. [CE-1; T2-O]</p> <p>15% of faculty and staff participate in the university's First Year program. [T2-B; T2-4]</p> <p>70% of juniors and seniors will participate in mentorship and/or leadership experiences in the college of school before graduation. [T2-B; T2-4] [V2-GG]</p> <p>50% of undergraduate students be nominated for scholarships and other recognized awards. [T2-3; T2-5] [V2-LL]</p> <p>Students across undergraduate ranks campaign and are elected to the FSHS interdisciplinary advisory council. [T2-B; T2-Q; T2-4]</p> <p>100% of graduate teaching assistants and teaching faculty participate in and complete teaching and learning professional development opportunities. [T2-B; T2-J; T2-K; T2-P; T2-Q; T2-4] [V3-L]</p> <p>50% of graduating seniors will have completed an internship experience. An additional 30% of graduating seniors will have completed experiential learning inclusive of internships, practica, service-learning or community service. [T2-B; T2-L; T2-2; T2-4] [V2-GG]</p>
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<ul style="list-style-type: none"> Award teaching faculty and graduate teaching assistants for quality teaching and instruction. Ensure that applied, transformational learning experiences (i.e., internships, service learning, practica, shadowing, mentorships) grounded in high impact practices are emphasized in each undergraduate academic program with coordination by a School-based staff designee. <p><u>UNDERGRADUATE RESEARCH EXPERIENCE</u></p> <ul style="list-style-type: none"> Expose undergraduate students to comprehensive research experiences. Undergraduate students will have access to faculty-led, high impact research experiences. <p><u>CROSS-CULTURAL EXPERIENCES</u></p> <ul style="list-style-type: none"> Faculty and instructors will integrate cross-cultural exposure as part of their courses Increase support (financial and otherwise) for faculty and students to experience travel abroad and to unique in-country locations. 		<p>service. [T2-B; T2-L; T2-2; T2-4][V2-F; V2-G]</p> <p>100% FSHS UG majors will have had exposure to the process of comprehensive research/scholarship activities. [T2-C; T2-M][V2-G]</p> <p>Five undergraduate students will participate in the Undergraduate K-State Research Forum and/or college research forum each year. [T2-C; T2-M] [V2-J]</p> <p>25% of undergraduate students in the school will assist faculty-led research projects prior to graduation. [T2-C; T2-M][V2-G]</p> <p>75% of students will have had exposure to a culture not their own or will have diversity experiences. [T2-1; T2-L][V2-L]</p> <p>50% of FSHS graduating students will have had the opportunity for a cross-cultural experience through a study abroad or in-country program. [T2-1; T2-L][V2-L]</p>	<p>100% of FSHS UG majors will have had exposure to the process of comprehensive research/scholarship activities. [T2-C; T2-M][V2-GG]</p> <p>Eight undergraduate students will participate in the Undergraduate K-State Research Forum and/or college research forum each year. [T2-C; T2-M] [V2-J]</p> <p>35% of undergraduate students in the school will assist in faculty-led research project prior to graduation. [T2-C; T2-M] [V2-GG]</p> <p>100% of FSHS UG students will have had exposure to a culture not their own or will have diversity experiences. [T2-1; T2-L][V2-HH]</p> <p>80% of FSHS graduating seniors will have had the opportunity for a cross-cultural experience through a study abroad or in-country program. [T2-1; T2-L] [V2-HH]</p>
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(THEME 3)

**EXCELLENCE IN GRADUATE
EDUCATION VISION 3:**

Provide excellent graduate education that equips PhD students for research-associated careers, and MS students for clinical, practice, therapeutic careers. The faculty within the School will educate students that are highly coveted by private industry, public service agencies, governmental agencies, and academic institutions.

GOAL: All units of the School will be supportive of excellence in graduate education and will contribute as is appropriate to the high quality teaching, mentoring and professional, research experience offered to FSHS graduate students in timely completion of their degrees. Units will participate in and will appropriately document:

ENGAGEMENT AND PRODUCTIVITY IN SCHOLARSHIP

- Host an annual “FSHS Graduate Excellence in Day” which would include the awarding of the “Outstanding MS and PhD Student” awards recognizing graduate student research productivity and quality, and/or student experience in clinical/practice work
- Increase opportunities for graduate students to participate in and undertake comprehensive research.
- Increase opportunities for graduate students to present their research or practice portfolios at state/national/international conferences.

40% of graduate students and faculty mentors participate and/or compete at the annual FSHS Graduate Excellence Day. [T3-C; T3-D; T3-I; T3-5][**V3-H**]

100% of doctoral students and 20% of MS students will participate in research teams/clusters, faculty-led projects. [T3-E]

100% of doctoral students and 20% of on-campus MS students will present their research or practice portfolios at state, national, or international conferences. [T3-C; T3-I; T3-J; T3-5] [**V3-KK**]

75% of doctoral students publish at least one paper in a refereed journal, 50% of doctoral students will publish at least 2 papers in refereed journal, and 20% of doctoral students will publish

80 % of graduate students and faculty mentors participate and/or compete at the annual FSHS Graduate Excellence Day. [T3-C; T3-D; T3-I; T3-5] [**V3-H**]

100% of doctoral students and 25% of MS students will participate in research teams/clusters, faculty-led projects [T3-E]

100% of doctoral students and 25% of MS students present their research or practice portfolios at state, national, or international conferences. [T3-C; T3-I; T3-J; T3-5] [**V3-KK**]

100% of doctoral students will publish at least one paper in a refereed journal, 60% of doctoral students will publish at least 2 papers in refereed journal, and 35 % of doctoral students will public four

PROFESSIONAL PREPARATION

- Increase career and employment consultation so that students can attain employment in fields related to their specific degree.
- Partner with the university's CES to document the employment status or former students.

ACCREDITATION

- Renew accreditation of all clinics, accredited programs as evidence of high quality work and student education.

COMMUNICATION

- Communicate and market the research scholarship, accomplishments of the units, faculty and students.

(THEME 4)

THEME 4: DISSEMINATION AND APPLICATION OF KNOWLEDGE (ENGAGEMENT)

FSHS VISION STATEMENT:

To enhance the well-being of individuals, families and communities at the local, national and international levels, FSHS is engaged in collaborative research,

four or more papers in refereed journals. [T3-C; T3-E; T3-I; T3-J; T3-5] **[V3-T]**

75% of practice/engaged, extension-oriented masters and doctoral students develop and test research informed curricula, programs or clinical protocols., interventions. T3-C; T3-E; T3-I; T3-J; T3-5]

Determine best practice in tracking graduated students for the purposes of collecting employment and career data through university systems. [T3-J; T3-N; T3-O; T3-6] **[V3-GG]**

All programs eligible for accreditation will maintain accreditation as appropriate. [T3-E; T3-L; T3-Q; T3-5] **[V3-N]**

Strategic communication plan is implemented among FSHS units which documents and communicates impacts of FSHS graduate education. Website tracking of hits and media messages documents communication plan results. [CE-1; T2-O]

or more papers in refereed journals. [T3-C; T3-E; T3-I; T3-J; T3-5]**[V3-JJ]**

100% of practice/engaged, extension-oriented masters and doctoral students will develop and test research informed curricula, programs or clinical protocols, interventions. T3-C; T3-E; T3-I; T3-J; T3-5]

Implement best practice to track graduated students for the purposes of collecting employment and career data through university systems. [T3-J; T3-N; T3-O; T3-6]**[V3-GG]**

All programs eligible for accreditation will maintain accreditation as appropriate. **[T3-E; T3-L; T3-Q; T3-5] [V3 N]**

Demonstrated record of high quality graduate education as evidenced by the tracking of graduated students, website hits and media messages. [CE-1; T2-O]

teaching and service to address human needs in order to improve societal conditions.

GOAL: All units of the School will contribute to the dissemination and application of knowledge (i.e., the land-grant mission) through engaged teaching, research and service. Units will participate in and appropriately document:

IDENTIFY and DOCUMENT IMPACT

- Document FSHS's collective commitment of resources (i.e., time, talent, finances, social capital) to engagement activities that benefit individuals, communities and organizations in Kansas, the nation, and the world.

COMMUNICATE

- Communicate the value and impacts that FSHS engagement provides to human health and well-being, community and economic development, public health, civic engagement, sustainability, arts and culture.

BUILD CAPACITY FOR ENGAGEMENT

- Build capacity for quality external engagement activities among FSHS faculty members through FSHS grants (which are similar to the university's CECD engagement grants) to establish external, high impact engagement collaborations.

The school will adopt the shared definition of engagement adopted by the university, college and the Center for Engagement and Community Development. [T4-A; T4-D; T4-F; T4-G; T4-H; T4-I; T4-N]

50% of faculty participate in the university's bi-annual EBT (Engagement Benchmarking Tool) survey in order to document engagement activities. [T4-A; T4-F; T4-G; T4-H; T4-N; T4-P; T4-3; T4-4; TA-5; TA-6][V4-C]

Strategic communication plan is implemented among FSHS units which documents and communicates prevalence of FSHS engagement. Website tracking of hits and media messages documents communication plan results. [CE-1; T2-O; T4-C; T4-F; T4-G; T4-H; T4-N][V4-B]

FSHS faculty engagement awards are established and awarded annually. [T4-C; T4-F; T4-G; T4-M; T4-N; T4-O; T4-P] [V4-CC]

The school will be recognized in the college, the university and the state for its high quality engaged research, teaching and service. [T4-A; T4-D; T4-F; T4-G; T4-H; T4-I; T4-N][V4-AA]

100% of faculty members participate in the university's bi-annual EBT (Engagement Benchmarking Tool) survey in order to document engagement activities. [T4-A; T4-F; T4-G; T4-H; T4-N; T4-P; T4-3; T4-4; TA-5; TA-6] [V4-C]

Increased stakeholder awareness of the value and impacts of FSHS engagement on community and/or societal impacts. [CE-1; T2-O; T4-C; T4-F; T4-G; T4-H; T4-N] [V4-BB]

Increased recognition within the university and throughout Kansas of FSHS engagement excellence. [T4-C; T4-F; T4-G; T4-M; T4-N; T4-O; T4-P] [V4-CC]

<ul style="list-style-type: none"> Build capacity for quality engagement activities among FSHS faculty members through FSHS grants (which are similar to the university's CECD engagement grants) to establish high impact multi-disciplinary, inter-unit engagement collaborations. <p><u>INTEGRATE ENGAGEMENT INTO RESEARCH AND TEACHING</u></p> <ul style="list-style-type: none"> Integrate engagement experiences in research and teaching activities (e.g., internships, service learning experiences, practica, shadowing, mentorships) 		<p>Document annually the number of activities that integrate engagement experiences in research and teaching activities. [T4-A; T4-B; T4-I; T4-J; T4-N; T4-1]</p>	<p>Maintain continuity and sustain FSHS's high level and high quality of engagement activities through gifts from donors [T4-A; T4-B; T4-I; T4-J; T4-N; T4-1]</p>
<p style="text-align: center;">(THEME 5) THEME 5: FACULTY AND STAFF</p> <p><u>FACULTY RECRUITMENT</u></p> <ul style="list-style-type: none"> Provide competitive start-up packages that include well-funded GRA support. Recruit faculty with strategic, designated areas of expertise. Facilitate joint appointments when appropriate. Negotiate qualified spousal hires when appropriate. <p><u>FACULTY RETENTION</u></p> <ul style="list-style-type: none"> Seek sustained funding streams for professional development activities. Increase funding for visiting scholars, faculty exchanges. Build support of faculty with diversified funding sources. 		<p>Total compensation and start-up packages in order to recruit outstanding faculty who support the mission of the school will increase based on FY baseline data. [F-1; T5-3][V5-B]</p> <p>Total number of joint appointments from 2016 baseline.</p> <p>Total number of spousal hires from 2016 baseline.</p> <p>Conduct study to determine comparable pay for comparable responsibilities in Manhattan community.</p> <p>Increase staff salaries and total compensation to be competitive locally.</p>	<p>Total compensation and start-up packages will be at the average of peer institutions. [F-1; T5-3][V5-AA]</p> <p>Total number of joint appointments.</p> <p>Total number of spousal hires.</p> <p>Total compensation packages for faculty and qualified staff will be comparable with peer institutions. [V5-AA]</p>

<ul style="list-style-type: none"> Maintain funding streams for endowed or supplemented professionals to promote faculty retention. <p><u>RECOGNITION</u></p> <ul style="list-style-type: none"> Identify prominent FSHS faculty and staff awards and provide support for award notification and applications. Maintain program to publicize awards and recognize achievements. 		<p>Appoint FSHS faculty awards committee to establish baseline metric and review fields to determine potential awards. Actively nominate faculty and staff members for awards. [V3-R]</p>	<p>National association awards received by FSH faculty and staff will increase by 10%. [T5-1] [V3-HH]</p>
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3a. What resources and/or opportunities exist for your College/Major Unit/Department to achieve its vision and outcomes?

Course fees provide some resources to support activities and outcomes that enhance student experiences.

3b. What resources and/or opportunities are needed for your College/Major Unit/Department to achieve its vision and outcomes?

In order to support the 15-33 recognition, travel, research awards, course fees and foundation donor gifts will need to be used. Undergraduate and graduate students will need to be recruited, admitted and retained through quality advising and high impact learning experiences.

4. How do you propose to acquire the resources needed for your College/Major Unit/Department to accomplish its vision and outcomes?

Through submission of funding requests and allocations, along with collaborations, partnerships and foundation donor gifts.

5. How does your plan link to the K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics? (See below)

5. Departmental Links to K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics

Links to Benchmark Metrics

Links to Common Elements
CE-1 - Communications and Marketing

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>T1-2 - Total sponsored extramural funding expenditures</p> <p>T1-4 - # of refereed scholarly publications per academic year and allocated faculty member</p> <p>T1-5 - Total international research and development expenditures</p>	<p>T1-A - Increased intellectual and financial capital to support RSCAD</p> <p>T1-F - Enhanced and systematic approach for UG research</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-M - Increased participation by undergraduates in expanded opportunities in research</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>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:</p> <p>T2-1 - # and % of undergraduate students participating in a meaningful international experience</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</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</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>T2-2 - # and % of undergraduate students completing an experiential learning experience</p> <p>T2-3 - Total funding awarded for undergraduate scholarship support</p> <p>T2-4 - # and % of students participating in an undergraduate student success program</p> <p>T2-5 - # of students awarded national and international prestigious scholarships</p>		<p>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>retention ratios comparable to benchmark institutions</p> <p>T2-R - Six-Year graduation rates comparable to benchmark institutions</p>
<p>T3 - Graduate Scholarly Experience</p> <p>Theme 3 Metrics:</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-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-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-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-O - World-class reputation as a preferred destination for outstanding graduate students</p> <p>T3-Q - Doctorates Awarded comparable with 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>T4 - Engagement, Extension, Outreach and Service</p> <p>Theme 4 Metrics:</p> <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>T4-4 - # of engagement activities and programs disaggregated by geographic boundaries</p>	<p>T4-A - Enhanced integration between academics and student service learning</p> <p>T4-B - Increased participation by 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>T4-D - Increased numbers and diversity of faculty and staff participating in Engagement</p> <p>T4-F - Recognition as leaders in Engagement within our state and nation</p> <p>T4-G - Enhanced visibility and appreciation for Engagement and its interconnectedness with research and education within our university community</p>	<p>T4-H - Exposure on a national level as a leader/partner engaged in significant social, political, health, economic and, environmental issues</p> <p>T4-I - All undergraduate students engaged in at least one engagement /service learning project</p> <p>T4-J - Increased number of graduate students involved in Engagement</p> <p>T4-M - Preferred destination for faculty, staff, and students who value Engagement as integral to their academic and personal lives</p>	<p>T4-N - Nationally recognized as a leader in and model for a re-invented and transformed land -grant university integrating research, education, and engagement</p> <p>T4-O - Nationally and internationally recognized as leaders in Engagement on a global scale</p> <p>T4-P - Recognized as a leader in Engagement reaching both rural and urban communities</p>

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<p>T5 - Faculty and Staff</p> <p>Theme 5 Metrics:</p> <p>T5-1 - # of national and international faculty awards</p> <p>T5-3 - Competitive compensation packages for faculty and staff</p>			