



K-State 2025 Strategic Action and Alignment Plan for the School of Leadership Studies

1. What are your mission and vision and how does your organization contribute to achieving the University's vision for K-State 2025?

Mission: Developing knowledgeable, ethical, caring, inclusive leaders for a diverse and changing world

Our mission is to develop knowledgeable, ethical, caring, inclusive leaders for a diverse and changing world. Our purpose is to engage students, faculty, our campus, higher education, and our communities to transform the world in which we live. We bridge academic and student affairs, and we do so in service to an excellent undergraduate educational experience. Leadership Studies seeks to push the margins, explore the edges, and find ways to lead through our curriculum, programs, and organization, in order to meet our mission.

SLS is operating and moving forward having experienced notable success. The vision of our last strategic plan was a home for leadership studies. We built an \$11 million, entirely privately-funded, LEED Gold certified building which is a hive of learning activity on this campus. We became a School of Leadership Studies, becoming administratively independent from, and yet continuing to serve all other colleges. Leadership Studies has a home, and has been welcomed by the university as an essential partner in the recruitment, retention, and education of K-State students. We have evidence that what SLS is doing is valuable and valued, by our many, varied stakeholders. We also know it is still not widely done by others, which puts us in the position of leading. Leading, we understand, requires willingness to risk, to learn, and to change. It also requires us to communicate purpose as well as progress, and we believe the following strategic plan accomplishes both.

Our vision

The Leadership Studies Building is an enormous asset and a powerful statement. And it is not enough. We must build from this foundation. Leadership Studies cannot be defined by a building, but rather the energy that this space generates – and for the greater purpose it serves.

Leadership Studies has a deep commitment to and presence in our community – campus, local, domestic and international. We reject the notion that higher education is remote, or lacks relevance to real-world concerns; rather we are a point of genuine connection, and have great opportunity to contribute in meaningful ways to confronting the daunting challenges that continue to plague our world. We believe there is no time for academic distance.

Our times require real and authentic engagement and leadership. Leadership is desperately needed. Our role is to help students of all academic disciplines, preparing for any profession, to become effective in moving us all forward.

We are committed to offering an undergraduate leadership minor and service-learning/civic engagement programs, believing that we have the opportunity to redefine powerful teaching and learning, to engage students civically, academically, and personally in their educational experience and in a global, inclusive world. We are committed, too, to exploring new ways to engage a broader range of students and stakeholders, and more intentionally pursue a vision of preparing, engaging, and mobilizing leaders for the grand challenges of our times. Leadership Studies has always been and continues to be values-based and applied in orientation. We aim to develop leaders who are academically and practically prepared, known for and defined by their exercise of leadership.

ASSUMPTION: The diverse student population we aim to serve refers to traditional and non-traditional students, including residential, traditional age students, international, distance, first generation, ethnic/cultural minorities, military veteran, transfer, in-state/out-of-state, representing also academic program diversity.

2. What are your *key strategic* activities and outcomes and how do they link to K-State 2025 themes/common elements and outcomes? Identify the University metrics that directly link with your plan in brackets.

Key Activities	Short Term (2013-2015)	Intermediate (2016-2020)	Long Term (2021-2025)
	<i>Key Outcomes</i>	<i>Key Outcomes</i>	<i>Key Outcomes</i>
What we plan to do...	What we expect to happen...	What we expect to happen...	What we expect to happen...
<p><i>I. Expand learning experiences in ways that reflect our values-based mission and prepare students, faculty and alumni to exercise leadership in their professional, civic, and personal lives</i></p> <p>A. Intentionally extend leadership studies community to reach and serve student leadership of diverse student organizations and those advancing civic engagement and social change</p> <p>B. Enhance the timeliness and relevance of leadership learning by incorporating high impact practices, and engaging a broad spectrum of student and alumni voices to guide and advance our curricula and programs</p> <p>C. Expand the learning experiences available to students by</p> <p>a) partnering with other academic units to offer additional curricular programs, such as certificates, secondary majors, and interdisciplinary graduate programs, and</p> <p>b) offering additional opportunities to experience coursework and programs, such as online, short courses, faculty-led study abroad, expanded applied leadership learning experiences, and interdisciplinary co-designed/co-taught/cross-listed courses with campus partners</p> <p>D. Encourage student participation in the full range of leadership learning activities by developing resources for student support</p> <p>E. Encourage alumni to engage current students and contribute to their learning, and to continue their own leadership learning by supporting an emerging alumni network (Wildcats Leadership for Life)</p>	<p>Diverse student organizations collaborate with SLS to advance leadership development and inclusion by convening and piloting a campus summit/institute.</p> <p>A partnership with College of Engineering results in an undergraduate certificate in leadership, serving as a model for other profession/discipline-specific leadership certificates.</p> <p>Two interdisciplinary courses are co-designed and co-taught with campus partners.</p> <p>Faculty development is recognized and rewarded in performance evaluations and merit review.</p> <p>Tenure-track line has been established and filled to anchor leading change/social innovation initiatives. [T5-5]</p> <p>SLS partners with CATL to host annual K-State service-learning institute.</p> <p>SLS has developed 3-4 anchor partners for K-State service-learning. [T4-3]</p> <p>Student and community advisory boards are actively engaged in the campus-wide service-learning initiative.</p>	<p>SLS contributes meaningfully and measurably to the freshman to sophomore retention ratio.</p> <p>Students access a robust fund to support participation in applied leadership learning experiences, such as supervised internships paired with guided reflection, undergraduate field research experiences, as well as team-based service-learning.</p> <p>Membership in Wildcats Leadership for Life (WLFL) has increased (from 12 active members to 30)</p> <p>SLS offers up to 6 faculty development grants annually.</p> <p>A second tenure-track line has been established to support the academic programs and research agenda in leading change. [T5-5]</p> <p>An endowment for the School's directorship supplements the university's commitment to securing leadership necessary to advance the School's ambitious aims. [B-2, T5-2]</p> <p>Every college has one active faculty member-champion for academic service-learning, engaged in campus-wide initiative providing faculty development and recognition programs for faculty, student, and community partners.</p> <p>Annual summer institutes on leading</p>	<p>Number of students experiencing leadership studies coursework increases due to diverse course design and delivery options. (From 1100 in minor to 1350 in academic programs)</p> <p>Number and range of students participating in programs increases due to expanded partnerships and funds secured for applied leadership learning experiences. (From 90 students annually to 200) [B-8, T2-2, T4-1]</p> <p>Kansas State University offers an interdisciplinary graduate program in leading change, with SLS a key partner.</p> <p>Endowment for student opportunities grows to \$1million. [B-2]</p> <p>Endowment for faculty development grows to \$500,000. [B-2]</p> <p>Service-learning is an established piece of the K-State undergraduate educational experience, with 5% of the KSU teaching faculty recognized as service-learning practitioners.</p> <p>SLS maintains strong anchor partnerships with 5 community, 3 national, and 3 international organizations. [T4-3]</p>

<p>II. Build capacity to innovate, lead, and sustain efforts to promote leadership development through interdisciplinary collaboration, engaged teaching and learning, civic engagement, and recruitment and retention of students</p> <ul style="list-style-type: none"> F. Promote, recognize, value and reward faculty for professional development in and contribution to <ul style="list-style-type: none"> a) the emerging discipline of leadership studies b) high impact practices and innovations in teaching and learning c) global understanding of leading change G. Hire, align, develop, and retain excellent, diverse faculty and staff with the capacity to advance engagement and mobilize leadership for the greater good through teaching and research H. Pursue collaborative fundraising and grant-writing opportunities with campus and community partners, and a growing alumni network, to resource research and scholarship, engagement activities, and academic program opportunities I. Partner and collaborate with campus units and programs, including Intercollegiate Athletics, University Honors, K-State First, Center for Advancement of Teaching and Learning, Career and Employment Services, and others to more effectively and efficiently meet shared objectives. <p>III. Create and advance opportunities for enhanced civic engagement, service-learning and leadership development that mutually benefit student learning and community interests</p> <ul style="list-style-type: none"> J. Develop and lead a campus-wide academic service-learning initiative, that works to, <ul style="list-style-type: none"> a) Raise the profile of service-learning practitioners on campus 		<p>change and social innovation attract influential individuals and institutional partners to participate and contribute scholarship.</p>	<p>Journal on leadership and engagement is published by SLS, establishing K-State as a center for scholarship in service-learning, civic engagement, and leading social change.</p>
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<ul style="list-style-type: none"> b) Support engaged faculty, by <ul style="list-style-type: none"> i. Convening communities of practice ii. Establishing faculty development opportunities iii. Linking service-learning as a pedagogy to tenure and promotion structures c) Develop research and publication opportunities for engagement and service-learning scholarship K. Develop and maintain strong community partnerships, locally, nationally and globally that advance leadership development for sustainable, community-led change L. Convene influential partners, including campus, community, national, and international individuals and institutions (cross-sector leadership), to explore and address leading change on social issues 			
2025 Linkages			
<i>2025 Common Elements/Themes</i>	<i>Short Term (1 to 5 Years) 2025 Key Outcomes</i>	<i>Intermediate (6 to 10 Years) 2025 Key Outcomes</i>	<i>Long Term (11 to 15 Years) 2025 Key Outcomes</i>
T1: Research, Scholarly and Creative Activities, and Discovery (RSCAD)	T1-G Successful recruitment, retention, evaluation, compensation, and rewards strategies in place to support RSCAD needs T1-H Enhanced visibility and appreciation for research, discovery, and scholarly and creative activities	T1-I Intellectual and financial capital in place for expanded RSCAD efforts T1-M Increased participation by undergraduates in expanded opportunities in research	T1-Q Competitive amongst our peers in the percentage of undergraduates involved in research
T2: Undergraduate Educational Experience	T2-B Engaged students benefitting from high impact educational practices used by excellent faculty and staff across the university T2-C Increased participation by undergraduates in expanded opportunities for meaningful research T2-E Effective evaluation practices	T2-J Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives T2-L All UG students engaged in a diversity of experiences that expand their viewpoint	T2-O An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities T2-Q Freshman to Sophomore retention ratios comparable to benchmark institutions

<p>T3: Graduate Scholarly Experience</p> <p>T4: Engagement, Extension, Outreach, and Service</p> <p>T5: Faculty and Staff</p>	<p>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-H Improved six-year graduation rates and retention ratios</p> <p>T3-G Broader spectrum and greater overall number of courses offered at the graduate, and especially at the PhD level</p> <p>T4-A Effective 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-D Increased numbers and diversity of faculty and staff participating in Engagement</p> <p>T4-G Enhanced visibility and appreciation for Engagement and its interconnectedness with research and education within our university community</p> <p>T5-D Effective evaluation processes that result in accountable faculty and staff with a clear understanding of their job expectations and how they contribute to the University's mission</p>	<p>T2-N Ongoing improvement of six-year graduation rates and retention ratios</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-K Increased appreciation by K-State graduates for lifelong involvement in engagement and service</p> <p>T4-M Preferred destination for faculty, staff, and students who value Engagement as integral to their academic and personal lives</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>T4-O Nationally and internationally recognized as leaders in Engagement on a global scale</p> <p>T5-H Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers</p>
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<p>T7: Athletics</p> <p>CE-2: Culture CE-3: Diversity CE-4: External Constituents CE-5: Funding CE-6: International</p>	<p>T7-B Enhanced learning environments and relationships promoted by facilities and integrated activities that support interaction between students, student-athletes, and the campus community</p>	<p>T5-G Successful recruitment and retention of a talented and high performing, diverse workforce</p>	<p>T5-I Stable funding available for recruitment and retention of top level faculty and staff</p>
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3. Identify the K-State 2025 Visionary Goal key benchmarks (metrics) that are supported by your action and alignment plan (please check all that apply).

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| <input type="checkbox"/> Total research & development expenditures | <input checked="" type="checkbox"/> Endowment pool | <input type="checkbox"/> Number of National Academy members |
| <input type="checkbox"/> Number of faculty awards | <input type="checkbox"/> Number of doctorates granted annually | <input checked="" type="checkbox"/> Freshman to sophomore retention rate |
| <input type="checkbox"/> Six-year graduation rate | <input checked="" type="checkbox"/> Percent of undergraduate students involved in research | <input type="checkbox"/> None |

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

Response: SLS enjoys active support of current students, has a growing base of engaged alumni, and dedicated faculty and staff. Perhaps our most significant resource is the culture of learning and change our stakeholders have created, which grows from the clear and compelling mission statement that serves as the foundation of the school. Another key asset is our beautiful and functional facility, which provides opportunity not only to meet instructional demands, but also to develop partnerships on campus and in the community.

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

Response: To achieve our vision and meet our goals, we need strong partnerships across campus, in the community, and with an international network of colleagues and institutions. We need a robust and dynamic alumni network. We need financial resources to support student participation in applied learning experiences, including international and domestic service-learning, internships, and undergraduate research. We will need faculty development funds/opportunities, as well as additional instructional faculty, including tenure-track positions, to address growing and new teaching and research expectations. We also need executive leadership with the vision, experience, and energy to move the strategic plan forward, which an endowed directorship would assure for the future.

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

Response: Working with our dedicated KSU Foundation partner, we will communicate with donors and alumni to cultivate private giving. We will partner with other units on campus to submit grant proposals on projects that advance the strategic plan. We will actively develop alumni engagement through Wildcats Leadership for Life. We will also explore revenue-generating leadership development opportunities with external audiences. Current and upcoming faculty/staff transitions also allow for reallocation of internal resources to support changes in faculty composition indicated in the strategic plan.