



# K-State 2025 Strategic Action and Alignment Plan (Revised June 2016)

College or Major Unit: College of Human Ecology

Department: General Human Ecology

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.

The mission of General Human Ecology is to unify and provide a conceptual and theoretical foundation for instruction, research, and extension/outreach that meets basic human needs and improves the human condition.

The vision of General Human Ecology is to advance the College of Human Ecology and Kansas State University by improving the quality of living for individuals, families and communities.

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><b>THEME I; RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES AND DISCOVERY</b></p> <ul style="list-style-type: none"> <li>Conduct and disseminate research regarding historical development, philosophy and theories that undergird Human Ecology as a discipline and profession.</li> </ul> <p><b>THEME II: UNDERGRADUATE EDUCATIONAL EXPERIENCE</b> Improve freshman to sophomore retention and six-year graduation rate.</p> <ul style="list-style-type: none"> <li>Assist undeclared students who choose General Human Ecology as an exploratory major, and those who choose General Human Ecology as their academic major in making sound academic decisions.</li> </ul> <p>Incorporate undergraduate research and cross-cultural experiences into the B.S. in Human Ecology curriculum.</p> <ul style="list-style-type: none"> <li>Strengthen B.S. in Human Ecology requirements to better prepare graduates for careers requiring integrated multi-disciplinary content and skills.</li> </ul> <p>Increase the number of students completing Family and Consumer Sciences teacher licensure requirements.</p> <ul style="list-style-type: none"> <li>Communicate the high need for Family and Consumer Sciences educators and</li> </ul>	<p>R-4 There will be an increase of 10 percent (compared to 2012 baseline data) in the grant and philanthropic funding to support research focused on Human Ecology.</p> <p>U-1 Dean’s Office staffing will increase by one unclassified professional to increase needed advising services in support of students in the Human Ecology major.</p> <p>U-3, U-4 B.S. in Human Ecology curriculum requirements will be examined for modifications needed to align with 2025 goals for the undergraduate educational experience.</p> <p>Using Fall 2012 enrollment as baseline, the number of FCSED majors will increase by 25%.</p>	<p>R-4 There will be an increase of 15 percent (compared to 2012 baseline data) in the grant and philanthropic funding to support research focused on Human Ecology.</p> <p>U-1, U-2 75% of exploratory students will be prepared to enroll in a major that matches their strengths and career goals and facilitates progress to graduation. [V2-A]</p> <p>75% of those choosing Human Ecology as a major will engage in meaningful planning for their academic program.</p> <p>Freshman to sophomore retention rate will match the College of Human Ecology goal (87%). Six-year graduation rate will match the College of Human Ecology goal (65%). [V2-BB]</p> <p>U-3, U-4 B.S. in Human Ecology degree requirements will be modified to improve the undergraduate educational experience by incorporating greater academic rigor, focused supporting courses, experiential learning, research experience, and cross-cultural experience.</p> <p>Using Fall 2012 enrollment as baseline, the number of FCSED majors will increase by 50%.</p>	<p>R-4 There will be an increase of 20 percent (compared to 2012 baseline data) in the grant and philanthropic funding to support research focused on Human Ecology.</p> <p>U-1, U-2 90% of exploratory students will be prepared to enroll in a major that matches their strengths and career goals and facilitates progress to graduation. [V2-A]</p> <p>100% of those choosing Human Ecology as a major will engage in meaningful planning for their academic program.</p> <p>Freshman to sophomore retention rate will match the College of Human Ecology goal (90%). Six-year graduation rate will match the College of Human Ecology goal (70%). [V2-BB]</p> <p>U-3, U-4 B.S. in Human Ecology graduates will effectively articulate their professional strengths for employment or post-baccalaureate study resulting in at least 90% placement rate.</p> <p>Using Fall 2012 as baseline, the number of FCSED majors will increase by 100%.</p>

<p>their impact on improving the quality of life.</p> <ul style="list-style-type: none"> <li>Recruit highly qualified students and provide increased scholarship support to increase their retention.</li> </ul>			
<p><b>THEME IV: ENGAGEMENT, EXTENSION, OUTREACH AND SERVICE</b> Establish a full-time position of CHE Engagement Advocate to support and promote faculty engagement activities, advocate for and promote engagement efforts to internal and external stakeholders, and increase integration of engagement within research and education.</p>	<p><b>E-1</b> The number of BHE and BFCSED students participating in engagement and/or service learning experiences that integrate content knowledge with application to family and community well-being will increase by 10 percent.</p>	<p><b>E-1</b> The number of BHE and BFCSED students participating in engagement and/or service learning experiences that integrate content knowledge with application to family and community well-being will increase by 20 percent. <b>[V2-G]</b></p>	<p><b>E-1</b> The number of BHE and BFCSED students participating in engagement and/or service learning experiences that integrate content knowledge with application to family and community well-being will increase by 30 percent. <b>[V2-GG]</b></p>
<p><b>THEME V: FACULTY AND STAFF</b></p> <ul style="list-style-type: none"> <li>Employ optimum number of well-qualified faculty and graduate assistants to instruct and advise students in General Human Ecology and Family and Consumer Sciences programs (including a 1.0 FTE position in the College of Education)</li> <li>Assure stable, sustainable funding for General Human Ecology courses and programs</li> <li>Organize General Human Ecology instruction, research and outreach in a manner that is visible and sustainable.</li> <li>Develop and implement a doctoral program and post-doctoral certificate program to prepare Human Ecology administrators with expertise in leadership or teacher education.</li> <li>Showcase the historical, theoretical and philosophical foundations of Human Ecology to unify faculty and students in a community of purpose.</li> </ul> <p>Support continued state and national leadership and professional development of General Human Ecology faculty.</p>	<p><b>F-2</b> Faculty (1.25 FTE in CHE), graduate assistant (1.0 FTE) and staff positions in General Human Ecology will be established and sustained at a level that supports academic excellence, student recruitment and retention in undergraduate courses and programs.</p>	<p><b>F-2</b> Faculty positions (1.5 FTE in CHE), graduate assistant (1.0 FTE) and staff positions in General Human Ecology will be increased to support academic excellence, student recruitment and retention in undergraduate courses and programs. <b>[V5-A]</b></p>	<p><b>F-2</b> Faculty (2.0 FTE in CHE), graduate assistant (1.0 FTE) and staff positions in General Human Ecology will support academic excellence, student recruitment and retention in undergraduate courses and programs. <b>[V5-A]</b></p>
	<p><b>F-3</b> Graduate and undergraduate student support for General Human Ecology programs and courses will be adequate to support instruction, education and outreach.</p>	<p><b>F-3</b> Graduate and undergraduate student support for General Human Ecology programs and courses will be adequate to support instruction, education and outreach.</p>	<p><b>F-3</b> Graduate and undergraduate student support for General Human Ecology programs and courses will be adequate to support instruction, education and outreach.</p>
	<p><b>G-4 &amp; F-2</b> Develop and recruit an initial cohort of students for a doctoral program in Human Ecology via the Great Plains Interactive Distance Education Alliance (GP-IDEA) with tracks to prepare administrators and teacher educators.</p>	<p><b>G-4 &amp; F-2</b> Appoint 1.0 FTE graduate faculty in addition to course instructors to administer, expand and enhance a doctoral program in Human Ecology via the Great Plains Interactive Distance Education Alliance (GP-IDEA) with tracks to prepare administrators and teacher educators. <b>[V3-LL]</b></p>	<p><b>F-4 &amp; F-2</b> Provide 2.0 FTE graduate faculty, including major advisors, dissertation committee members, and course instructors to administer, expand and enhance a sustainable and prestigious doctoral program in Human Ecology via the Great Plains Interactive Distance Education Alliance (GP-IDEA) with tracks to prepare administrators and teacher educators. <b>[V3-LL]</b></p>

**3a. What resources and/or opportunities exist for your College/Major Unit/Department to achieve its vision and outcomes?**

Numerous **opportunities exist** for the General Human Ecology programs administered in the College of Human Ecology Office of the Dean. Undergraduate enrollment growth in GNHE 210: Foundations of Human Ecology and the transition from approximately 25 to more than 550 students annually creates an additional need for faculty and graduate teaching assistant(s). Stable enrollment in GNHE 310: Human Needs reflects service to Human Ecology and General Education students. The enrollment in GNHE 410: Seminar in Human Ecology is stable. Faculty appointed to each of the courses must have expertise in Human Ecological Theory and the specializations that comprise Human Ecology as a discipline and a profession. ] At this time, **available resources** include part of the assignment of an Assistant Dean, a faculty position that is funded by the Provost, a graduate teaching assistant for Human Needs on the Manhattan campus funded by the Dean's Office, and a part-time student assistant funded by distance education revenue from Human Needs in summer session. These positions need a stable source of funding. In addition, there is **opportunity** to increase national leadership by creating programs that meet national needs in Human Ecology. This includes the need for doctoral programs to prepare faculty for General Human Ecology and professional development for current faculty to learn the philosophical and theoretical foundations of Human Ecology.

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

Resources needed include a faculty position, a graduate teaching assistant and a graduate or undergraduate student assistant. Funds for professional development and national leadership are needed.

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

The base funding should be funded by the Provost or Dean of the College of Human Ecology. With stable and sustainable funding, faculty and graduate assistants will have an opportunity to seek grant funding and philanthropic gifts that contribute to excellence in the college.

**5. How does your plan link to the K-State 2025 University Benchmark Metrics, Common Elements, 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
B-2 - Endowment pool B-5 - Number of doctorates granted annually B-6 - Freshman-to-sophomore retention rate B-7 - Six-year graduation rate B-8 - Percent of undergraduate students involved in research

Links to Common Elements
CE-3 - Diversity CE-4 - External Constituents CE-5 - Funding CE-6 - International

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<b>T1 - Research, Scholarly and Creative Activities, and Discovery (RSCAD)</b>	T1-A - Increased intellectual and financial capital to support RSCAD  T1-F - Enhanced and systematic approach for UG research  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-L - Recognized for prominent and productive placement of our graduates  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
<b>T2 - Undergraduate Educational Experience (UEE)</b>  <b>Theme 2 Metrics:</b> T2-1 - # and % of undergraduate students participating in a meaningful international experience T2-2 - # and % of undergraduate students completing an experiential learning experience T2-4 - # and % of students participating in an undergraduate student success program T2-6 - % of undergraduate enrollment by demographic group T2-7 - Student satisfaction and utilization rates	T2-A - Excellent, customized academic advising and services available to all students to support their success and degree completion  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-D - Successful integration of undergraduate education and meaningful research is standard practice	T2-J - Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives  T2-M - Increased undergraduate contributions in the creation of scholarship through research  T2-N - Ongoing improvement of six-year graduation rates and retention ratios	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  T2-R - Six-Year graduation rates comparable to benchmark institutions

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-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><b>T4 - Engagement, Extension, Outreach and Service</b></p> <p><b>Theme 4 Metrics:</b> T4-1 - # and % of undergraduate students participating in engagement/service learning</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-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><b>T5 - Faculty and Staff</b></p> <p><b>Theme 5 Metrics:</b> T5-3 - Competitive compensation packages for faculty and staff</p>	<p>T5-A - Total compensation competitive with aspirant university and regional employers for faculty and staff in high priority areas</p>	<p>T5-E - Total compensation competitive with aspirant university and regional employers for all employees</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>