

Design Element 1: Commitment to Growth

Every university is geographically situated and oriented. Fort Hays State University is the only university or college in the western half of our state. We must leverage our place, leverage our unique locale and its culture. We must embrace the cultural diversity of western Kansas, its economic and cultural heritage, its social dynamics and the aspirations of its citizens. The policy decisions that we make today will determine the quality of our environment in 2020 and for years to come. It is the primary objective of the University to grow the high quality students we serve from our projected enrollment of 10,000 in 2010 to 20,000 by 2020. A significant part of that objective is to grow our Hays campus enrollments from 5,000 to 7,500 students. That growth can be accomplished through the following initiatives:

1. Redefine our primary service area to be regional and not limited by state boundaries. Our region will run from the Eisenhower Tunnel on the west to the Truman Library on the east.
2. Increase our enrollments from this new region -- Kansas, Colorado, Nebraska, Oklahoma and Missouri by 500 students.
3. Add 100 new out-of-state students (from the other 45 states) per year, thereby increasing enrollments on campus by 1,000 students.
4. Increase our international student population so that it represents 10% of the Hays on-campus student enrollment. This would produce 500 new international students.
5. Increase the number of graduate students on the Hays campus by 250.
6. Improve student retention on the Hays campus, thereby producing 250 more registered students per year.

A significant part of this growth is tied to new marketing strategies. We would develop and integrate a group of strategies that target success in all six areas of our growth objective. The City of Hays, western Kansas and our entire state would benefit substantially from this growth in our Hays campus environment.

Design Element 2: Commitment to Lifelong Learning

Fort Hays State University must be more than an institution that serves students on the Hays campus. We must become an institution that has a worldwide and ubiquitous presence and is a driving force . . . not only for our state and region but also nationally. We must also become a lifelong presence in the lives of our alumni as well as citizens all across the state of Kansas and around the world that need our Virtual College services.

In an era of increased specialization, universities can no longer be places where students spend four years and then leave when they are done. The educational model of an elementary experience, followed by a middle school and high school experience, followed by a

postsecondary educational experience and then followed by practicing a profession for the rest of one's life is no longer applicable in today's world. Citizens of Kansas and the world will re-enter the postsecondary educational environment three or more times in their lifetime and only remain competent and able to contribute to society through continual commitments to lifelong learning.

To accomplish this objective of lifelong learning, we need to structure and expand our Virtual College so that we can accommodate 12,500 virtual students by 2020. These students, like our on-campus students, should benefit and be served from the same support systems. However, we need to recognize and respond to the unique needs that the virtual student brings to our University. To accomplish this end, a thorough review of the way in which we deliver services to virtual students should be completed and new strategies implemented.

To successfully grow the Virtual College, we also need to look at the teaching models that we are currently using. We need to create new models that utilize the content expertise and supervision of our current full-time faculty in partnership with expanding graduate student assistants. Such a model would protect our quality as well as significantly expand the number of full-time graduate students on the Hays campus.

Design Element 3: Commitment to Entrepreneurship

A modern university needs to be a powerful engine for economic transformation. Fort Hays State University needs to move away from the paradigm that it is just an agency of state government. We must move towards the paradigm that casts the University as an efficient enterprise responsible for its own fate, an enterprise which state government charters, empowers and invests in because of what it is contributing to the state's economy.

Between now and 2020 we must commit ourselves to exploring the entrepreneurial potential of university teaching and research. The University should be encouraged to own and operate businesses that support our mission, thereby becoming entrepreneurial in the truest sense of the term . . . that is risking our time, money and resources for the benefit of the citizens of Kansas. These changes will be critical to the creation of a risk-taking capacity that must be developed within the University environment.

We need to act now to guarantee that our University can breed entrepreneurship and become a hotbed for innovation and the modern-day equivalent of a renaissance university in a renaissance city within a renaissance state; a state where active citizens, scientists, artists, designers, engineers, financiers, marketers and a sundry of entrepreneurs feed off of each other's knowledge, energy and capital to make new products, develop new services and whole new industries. Our faculty and graduates have already proved their skills to accomplish these ends. We just need to develop a better platform for their growth and development.

The impact of these changes would be dramatic in Ellis County and western Kansas. If the University is successful in becoming an entrepreneur, it will expand job opportunities and have a tremendous positive effect on the economy of our region and state.

To accomplish this end, Fort Hays State University must make learning about entrepreneurship a part of the educational experience. Dr. Carl J. Schramm, President of the Kaufman Foundation, in his book, The Entrepreneurial Imperative: How America's Economic Miracle Will Reshape the World, suggests, "The University should be encouraged to own and operate businesses, especially high technology businesses," that will drive a growing economy. Entrepreneurial capitalism along with increasing our workforce produces expanding economies.

Design Element 4: Commitment to Intellectual Fusion

Knowledge knows no boundaries. The core disciplines are just one element of our intellectual identity. The traditional disciplinary organization of the University may not be the optimum way to organize knowledge, or to organize the institution itself, or to teach students, or to sell social, economic and technical challenges confronting our state. We want to encourage teaching and research but as interdisciplinary, multidisciplinary and transdisciplinary. We want to encourage the convergence of disciplines where appropriate, a practice that may be more accurately described as intellectual fusion.

No assessment can convey the unique strengths of programs that involve multi- departments and schools, bringing together scholars from different disciplines to respond to one of our state's needs. In order to overcome the limitations inherent in traditional scholarship, we want to help the University undertake strategic new combinations of complementary academic units to create institutes that both maximize strengths, facilitate the creation of new knowledge and better meet Kansas' new workforce needs.

The motivation in creating interdisciplinary institutes is not to eliminate disciplines, as we know them, or to transform core fields. It is no longer adequate to neatly equate disciplines with academic departments. Rather, we must think in terms of programs comprised of disciplines spread across department and school boundaries.

To advance knowledge in the face of rapidly changing times and explore a new knowledge basis, we propose the creation of three institutes under the guidance of one of our academic undergraduate colleges.

1. Leadership Institute under the guidance of the College of Arts and Sciences.
2. Information Assurance Institute under the guidance of the College of Business.
3. Math and Science Education Institute under the guidance of the College of Education and Technology.

This last institute will also be the home of the Kansas Academy of Math and Sciences. The Academy is a special new initiative that will involve faculty from three undergraduate colleges and numerous disciplines. The Academy will serve the needs of some of Kansas' best and brightest high school students and provide a vehicle for them to enter our workforce better prepared and at a faster pace.

The other two institutes will also be staffed with faculty from various departments and colleges. The primary purpose for existing is to directly respond to the specific needs within the Kansas workforce. By housing the institutes in existing colleges, we have created structure and stability under the guidance of seasoned academic leaders.

Creativity is organic. You can't plan for it. You can allow the room and freedom to grow . . . you can fertilize it with education and new experiences. We can't force creativity on students. We can just allow it to flourish, reward it, and reinforce it. Our educational system brings people together who might not otherwise interact and in the more social sense it can be extremely useful as an incubator of creativity. Our K-12 system, and even some of our universities now to some extent, is still stuck in an Industrial Age mindset, turning out the same kind of workers for a knowledge assembly line that served us well 50 years ago. Our new institute structure will help us respond to the creative economy and to continue to produce new workers and educated citizens to respond to our state's challenges.

Design Element 5: Commitment to Social Relevance

As we seek to cultivate the excellence of our academic programs, it is our intent that we examine their relevance to society and the needs of the state of Kansas. We need to structure our academic programs in ways that not only advance knowledge, but directly serve the needs of the citizens of Kansas, as well as the larger national and international communities we are a part of. Fort Hays State University must continue to meet the needs of our western Kansas communities. If we don't respond to their needs, no one will. But, there is a much broader social obligation we must meet. As members of the academic community, we believe we must share our expertise globally to help alleviate a host of problems that beset our increasingly complex world. We have a responsibility to develop world leaders. We have a responsibility to consider not only the value and relevance of our research, but also its impact on all the citizens of Buckminster Fuller's "spaceship earth." The University is a social incubator. We must engage the society that is evolving before our eyes. We must find new ways to embrace difference and move ahead of social and intellectual currents. We must think of new ways to govern and promote democracy in all of our academic programs. We must foster new concepts in the arts and all spheres of culture. It is paramount that all these things must be done in an environment of openness and free discourse.

To accomplish the objectives of this design element a number of academic changes are necessary. First, the College of Education and Technology has grown and evolved over recent years. With new leadership and an expanded Virtual College presence, a new and better way to align the College to student and state needs has been developed. However, future challenges remain. Kansas faces a tremendous shortage in teachers and by the year 2020 we must find new ways to meet the expanding demand for teachers in all grade levels. This requires the cooperation of academic units in all of our colleges. It will also demand the highest level of institutional commitment and priority. We have no choice but to be successful in expanding the number of teachers we produce for Kansas schools.

Second is the creation of a new program in Hospitality Management. The Kansas economy has been growing extremely fast in this service sector. There is a tremendous need for hospitality-management-trained business students. Currently there is only one other degree program in the Regents' system targeted at this demand need. A couple of community colleges have two-year associate programs with which we could affiliate. This College of Business initiative is critical to our success and an excellent example of responding to Kansas workforce needs.

The third change addresses the need for well trained problem solvers in the biotech-based industries. The Professional Science Masters (PSM) programs are useful tools for helping companies meet the increased need in this key area. The PSM is an innovative new degree program designed to provide advanced training in science while simultaneously developing important business-oriented workplace skills. In partnership with the Kansas Bioscience Authority, we need to mount a very successful Professional Science Masters program.

There are other new academic programs that the Kansas economy will need. New programs in environmental health science, petroleum geology, international business and economics, and political leadership are in their infant stages. These are just some of the new programs that Fort Hays State University is going to need to mount if we are truly going to be responsive to Kansas' workforce needs in the future. Important discussions will take place throughout this ten-year time line with departments that seem to be appropriate to pursue these new kinds of program initiatives. Whatever we do as an institution, we need to find ways to be timelier in our response to the workforce needs of the changing Kansas economy.

In addition to new academic initiatives and programs, Fort Hays State University needs to pursue a new "community engagement" elective classification offered by the Carnegie Foundation. The new classification for community engagement is an elective classification, meaning it is based on voluntary participation by institutions of postsecondary education. Whereas the Foundation's all inclusive classifications involve secondary analysis of existing national data sources available for all institutions, elective classifications involve additional data collection and documentation with substantial effort invested by the participating institution. Because of the voluntary nature, elective classifications do not represent a comprehensive national assessment: an institution's absence from the community engagement classification would not be interpreted as reflecting a judgment about the institution's commitment to its community or location. The community engagement classification describes collaboration between institutions of higher education and their larger communities for mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity. This special Carnegie classification includes three categories:

- (1) Curricular Engagement -- includes institutions where teaching, learning and scholarship engage faculty, students and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

(2) Outreach and Partnerships – includes institutions that provide compelling evidence of one or both of the two approaches to community engagement. Outreach focuses on the application and the provision of institutional resources for community use with benefits to both the campus and the community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration and application of knowledge, information and resources.

(3) Curricular Engagement and Outreach and Partnerships -- a category that includes institutions with substantial commitments to both the above described categories.

It is Fort Hays State University's objective to qualify as a Community- Engagement classified Carnegie Institution. This classification fits our institutional mission and clearly responds to the commitment to social relevance of our University.

Design Element 6 – Commitment to Global Engagement

Research and scholarship know no disciplinary boundaries. Nor do research and scholarship stop at borders. Global engagement is critical to the advancement of Fort Hays State University, the state of Kansas and our nation. Just as our cultures and societies are increasingly intertwined so, too, are the economies of the world. In order to enhance global engagement, we must seek to understand it, and become increasingly aware of issues and developments around the world. We must develop tools to facilitate learning and engage in dialogue to discern the complexities of our global engagement.

Fort Hays State University historically has played a significant role in these patterns. It is difficult to imagine our University today without its global partners. The mechanisms that are available to facilitate global engagement are numerous, but will take time to design and deploy. During the interim, we will focus on building linkages and new partnerships, as well as expanding the capacity of some of our existing programs to act more effectively on a global basis.

The rest of the post-secondary education community in Kansas has taken notice of our success in becoming a global player. The present surge of interest in international education will pass us by unless we redesign and recommit to global education and assure the highest quality education outcomes for on- and off- campus students alike.

If Fort Hays State University is going to be successful in reaching the goal of 10% of our campus students coming from countries around the world, we are going to have to address the deficiencies in the structure and mechanism that support these students. A new office to coordinate the efforts, information clearing, brokering, and strengthening of services, marketing and international research needs to be created. This new entity will take a number of years to develop but our success in internationalizing our campus will be dependent upon the new resources that we can make available to respond to this need.

With our expanding emphasis on global education and the projected growth of international students, we need to make some changes that will make us more efficient and effective. Fort Hays State University also needs multi-year discussions about the overlap between internationalization and multicultural education. We believe that through new leadership and collaborative strategies, the historical divide between internationalization and multi-cultural education can be eliminated. While recognizing that there are different views on this issue, we believe that multicultural education and internationalization can complement and enhance one another.

We also need to expand the opportunities for our faculty and students to travel abroad. Almost every world leader has gone on record reaffirming a commitment to promote educational opportunities that enable their citizens to study abroad and to encourage international students to take part in their educational system. The “Gathering Storm Report” called for a new federal program that encourages, rather than inhibits, the flow of international students seeking to attend U.S. universities as well as encourage U.S. students to study abroad.

Design Element 7– Commitment to Learner Outcomes

One of the most talked about challenges facing universities today is measuring and increasing fundamental learner outcomes. These outcomes really address the need for improvement in college graduates’ basic communication skills. At Fort Hays State University we are concentrating on three of these basic communication skills: writing skills, oral communication skills and computing skills.

Under Faculty Senate leadership, a new major initiative is beginning to enhance writing skills of our students. This “Writing Across the Curriculum” initiative will be fundamental to our success in enhancing communication skills. In addition, another new plan would be developed to enhance oral communication skills. We currently have a required course that addresses this subject, but only through an interdisciplinary, across-the-curriculum program can we bring about the positive changes in oral communication that our institution seeks.

Last, but not least, is our institution’s long-term commitment to produce graduates who are computer literate and computer flexible. We are the only institution of higher education in the state of Kansas that requires students to demonstrate proficiency to make technology work for them. This sets us apart and provides our graduates a competitive advantage in the workplace.

Technology is a powerful tool, and only through proficiency and understanding of that technology can our students continue to be leaders. Technology alone in this creative age is not going to turn our economy around. . . . make it more positive. We need to bring in the kind of creative entrepreneurs who can make great ideas into sustainable business models. We also need aesthetic creativity and we need to pull in political and cultural knowledge that will assist us in positioning our institution for success. Only then will we get the real positive economic growth we are seeking.

Epilogue – Dream No Small Dreams

In this plan, we have tried to frame the strategic map that will lead our institution into a very successful and productive future. Lester R. Bittel, a management professor, observed: “Good plans shape good decisions. That’s why good planning helps to make elusive dreams come true.” We have created and evaluated our dream . . . now we have a duty to make it a reality, a duty to lead our University strongly into the next decade.

The 2012 Strategic Plan Action Plans

Goal 1 - Improve Learner Outcomes

A. Improve essential/foundation skills

- New Computers for RH206*
- Increase Faculty Development Funds*
- Inventory and Authority Control Software*
- New York Times Readership Program (Political Science)*
- Kognito Interactive*
- Analytical Instrument for Teaching and Research*
- Classroom Redesign (3 Classrooms)*
- Study Abroad Scholarships*
- Position Upgrade to Accommodate Increased Enrollment*
- Tiger Transport*
- Upgrade Painting Lab Ventilation, RH107*
- Technology Upgrades – Tiger Tots*
- Music Education Materials*
- 802.11n Wireless Network Upgrade for Wiest & Custer***
- Academic Affairs OOE Budget Restoration*
- Academic Affairs Student Labor Restoration*
- Graduate Assistantships for Institutional Research*
- Testing Services Computers*
- Software Update for MAC cart*
- Computer Lab Upgrade*
- Sebelius Lecture Series*
- Computer Lab Update*
- Mobile Radiography Imaging System*
- Laboratory Safety Equipment*

B. Implement the Undergraduate Research Experience (URE) Initiative

- Undergraduate Research Experience Funding*
- GIANTS Exhibit*
- Stable Isotope Prep Lab*
- Undergraduate Research Summer Scholars Program*
- Stable Isotope Prep Laboratory*
- Student Research Travel Support (Art and Design)*

- Experimental Molecular Biophysics Laboratory*
- Equip Research Lab-Wetlands*
- Undergraduate Research Journal*
- Exercise Physiology Laboratory Equipment*

Goal 2 - Enrollment Growth

A. Serve more Kansas adult learners

- Upgrade Sheridan Telecomm System*
- Newspaper Clipping Service*
- Campus Master Plan*
- New Tenure Track Position in Justice Studies (1.0 FTE)*
- New Administrative Assistant in Justice Studies (1.0 FTE)*
- PC Support & Helpdesk Technician*
- Graduate School Degree Analyst (1.0 FTE)*
- International Admissions Specialist*
- Parking Management System*
- Video Equipment for HD sports and University coverage*
- Campus Firewall & Packet Shaper*
- International Student Recruitment & Advertising*
- Horizons (Multicultural Student Orientation)*
- Assistant Professor of Special Education (1.0 FTE)*
- Payment Card Industry (PCI) Compliance*
- Upgrade Two Way Radio Repeaters*
- Replace Blackboard Servers*
- Freshman Recruitment Initiatives*
- Instructor in Communication Disorders (1.0 FTE)*
- Wireless Authentication Gateway Upgrade*
- DB2 Monitor *
- Physical Plant Maintenance Bucket Truck*
- Replacement University Police Vehicle*
- Field Research Vehicles for Sternberg Museum*
- Avamar Backup System – Additional Disk Storage*
- Competitiveness/Position Upgrade*
- Transfer Student Marketing & Recruitment*
- Faculty Position for Program Quality Restoration (1.0 FTE)*
- International Freshman Recruitment Scholarships*
- Administrative Messaging System*
- Center for Networked Learning Facility*

- Parking Improvements***
- McMIndes Window Replacement***
- Indoor Practice Facility * / ***
- Campus Electrical Improvements*
- Sidewalk Replacements*
- HVAC Repairs/Replacement*
- Carpet Replacement*
- Asbestos Abatement*
- Steam Generation & Distribution Upgrades*
- Exterior Utility Repair/Replacement*
- Life Safety Systems Repair & Maintenance*
- Beach Precast Panel & Window Sealant*
- Rarick VAV Replacement, 3rd Floor*
- Tomanek Hall Condensate Pump Replacement*
- Replace Campus Emergency Sirens*
- Cunningham Central Corridor Improvements*
- Utility Tunnel Top Replacement, FL to HH*
- Farm Dairy Cottage Septic System Replacement*
- Old Power Plant Life Safety Improvements*
- Malloy Hall Chiller Replacement*
- Utility Tunnel Top Replacement, PH to Sheridan*

B. Increase Hispanic student enrollment

- Student Labor - Financial Assistance*

Goal 3 - Alignment: Facilitate alignment with North Central Technical College (NCKTC)

- Davis Hall CAD Lab Make-Over*
- Laser Level for Construction Management*

Goal 4 - Improve Persistence

A. Increase retention of traditional freshmen population to 76%

- FYE/First Year Seminar OOE*
- First Year Experience Director*
- 2012-13 Living & Learning Communities*
- Coordinator of Disability Services*

- Assistant Intramural/Aquatics Director (1.0 FTE)*
- Funds to Implement AlcoholEdu for 4 Years*
- Counselor/Psychologist - Kelly Center/KAMS*
- Cultural Mentors*
- Career Exploration Resources – AACE*
- Scholarship Management System*
- AOA Scholarships for Undecided Students*
- Assistant Wellness Center Director (0.5 FTE)*
- Graduate Assistant – AACE*
- Student Labor – AACE*
- Computer Replacement – AACE*

B. Increase persistence of virtual learners (course completion and year to year)

- Virtual College Student Engagement and Advising Center*
- Financial Aid Equipment*
- Senior Administrative Assistant - Financial Assistance*

C. Facilitate transfer student success

- 1.0 Instructor of POLS-PHIL China*

D. Develop English competencies for cross-border students

- Additional Faculty for ESL*

Goal 5 - Red Balloon Initiatives

A. Develop and implement innovative departmental, college, and division Red Balloon programming

- CTELT Director/Instructional Designer*
- Development of an Integrated Learning Center*
- Faculty Computer Replacement*
- Tilford Group OOE & Grant Funding*
- Nursing Faculty Salary Equity*
- Educational Field Trips – KAMS*
- Wyandotte High School Posse Project*

B. Facilitate the development of "Next Generation Faculty" and "Course Design and Redesign"

- Increased OOE Allotment for Justice Studies*
- Acquiring and Demonstrating Effective Innovative Tech*
- Electronic Devices to Enhance Educational Programs*
- The Teacher Scholar Journal*
- Designs on E-Learning Conference*
- Learning Studio – RH 348*
- Technology Curriculum Enhancement*

* indicates new general use fund resources (subject to availability)

** carryover from previous year strategic plan

*** indicates funding from other sources