THE MISSION OF THE KANSAS REGENTS SYSTEM

The Regents system of six public universities exists to help individuals increase their intellectual, social, personal and moral potentials. These institutions impart society's cultural heritage, prepare students for productive activity, open their minds to alternative ways of thinking and living and acquaint them with ways of learning which may be utilized throughout life. The work of the Regents institutions is to make a positive difference in peoples' lives and to improve society through the works of those it educates. Within that orientation there is considerable room for institutional diversity because the educational needs of both individuals and society are multifaceted.

As higher education in the United States enters a period of major change in the size and composition of the student body, the kinds of courses and programs wanted, the technology needed on campus and the growing attention to university activities by external constituencies, institutions need more than ever before to plan their futures and shape the new environment. Unlike the previous two decades, Kansas must now recognize the need to manage change rather than the unbridled growth characterizing former times.

Teaching, research and service occur at each Regents institution, but the extent of these activities is guided by the following assumptions: (1) Institutions deliver instruction and degrees in liberal and professional education from the associate through the doctoral level, but activity below the baccalaureate level is limited; regardless of the degree offered, all programs will be of demonstrable quality. (2) Each regents institution will provide an array of liberal arts courses emphasizing application of critical thinking and the evolution of western thought as fundamental components of the undergraduate degree. (3) Research that enhances the instructional role of faculty is expected at every Regents institution; other research activity occurs primarily at the University of Kansas, Kansas State University and Wichita State University. (4) Service to government, industry and society is an integral part of each institution's role; service and research which enhance the State's economic development are particularly emphasized. The overarching goal of the Board of Regents is to provide a diversity of institutions of higher education, each seeking excellence in its own sphere.

The Board recognizes that program access requires attention to geographic location, convenient scheduling and affordable tuition, supplemented by financial aid. As both an advocate for higher education and a responsible steward for the taxpayer, the Board believes that program access alone is not the goal. Students must have access to quality programs. Therefore, the State must make a firm and continuing commitment to the financing of the Regents system. The foundation of institutional strength rests on improved financial support, particularly as it relates to faculty salaries and operating expenditures. (12-19-86; 6-23-88; 5-16-91)

FORT HAYS STATE UNIVERSITY MISSION AND ROLE STATEMENT

MISSION STATEMENT

FHSU provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

ROLE

INSTRUCTION

As a primary liberal arts university in the Regents System, Fort Hays State University takes great pride in serving as the door of opportunity for generations of students from urban and rural areas. Encouraged by the accessibility and affordability of Fort Hays State University, students discover intellectual challenges and career opportunities offered in a special both wired and wireless electronic-learning environments that merges current technology with small classes and a personal touch. Fort Hays State University focuses on educating students, not only for employment, but also for life, empowering individuals to assume many roles in a diverse and changing 21st century world.

Central to the task of lifelong learning is the undergraduate general education curriculum. This program of study provides the breadth and diversity of basic skills, critical thinking, and knowledge students need to study a discipline in depth and prepare them to take their place in society.

Additionally, Fort Hays State University provides advice and pre-professional study for entry into programs in dentistry, forensics, medicine, osteopathy, optometry, podiatry, law, public administration, theology, veterinary medicine, engineering, forestry, pharmacy and physical therapy.

Experiences outside the classroom contribute to students' ability to make informed personal choices, as well as their sense of community. Within the emphasis on personal touch, students are encouraged to become involved in a variety of organizations and social activities. Students can participate in a wide array of student activities, intramural programs, and NCAA Division II athletic programs designed to reinforce concepts learned in the classroom such as critical thinking, self-esteem, and teamwork.

Fort Hays State University provides a leadership program to challenge the most able and highly motivated students with an array of intellectually exciting options.

- Professional programs at Fort Hays State University build upon the general education curriculum. Students are prepared for graduate school or are provided a competitive edge for entry into the job market, not only in western Kansas, but also throughout the state, nation, and world.
- The College of Arts and Sciences offers the bachelor's degree programs in 16 departments. The 16 departments include art, chemistry, communication, English, geosciences, history, justice studies, leadership studies, mathematics and computer science, modern languages, music, philosophy, physics, political science, psychology, and sociology and social work. The College of Arts and Sciences also provides an Associate of Science degree in General Studies.
- The College of Business and Leadership offers a Bachelor of Business Administration degree with majors in finance, informatics, management, marketing, accounting, and computer information systems, and a Bachelor of Science degree in business, with majors in office administration, business education and business communication.
- o The College of Education and Technology provides programs leading to a Bachelor of Science degree with majors in elementary and industrial education. Kansas alternative teacher certification and endorsement programs are offered in secondary education areas, 16 of which are combination elementary and secondary programming.
- The College of Health and Life Sciences offers Bachelor of Science degree programs in agricultural business and management, agricultural sciences, biology, communication disorders, general science, medical diagnostic imaging, nursing, and physical education. An Associate of Science degree is offered in radiologic technology.
- The Virtual College provides off-campus and electronically mediated courses to students who are remote or at a distance from the campus. The College coordinates with other academic units to offer complete off-campus degrees and selective courses in all other degree programs. Courses in the Virtual College are offered through synchronous and asynchronous means, as well as face-to-face settings in off-campus locations. FHSU is also a participant in the Kansas Board of Regents new off campus initiative called ACCESS U S. Finally, the Virtual College serves as the delivery vehicle for Bachelor of General Science programming through the colleges of Arts and Sciences and Business and Leadership to approximately 3,500 students in different locations in China.

- Oraduate education at Fort Hays State University is designed for individuals seeking master's degrees or advanced skills and knowledge for new employment or career advancement. These programs address regional needs in liberal arts, business, education, and health and life sciences.
- The College of Arts and Sciences provides master's degree programs in communication, English, mathematics, geology, psychology, history, and the fine arts. A college-wide Master of Liberal Studies is also available through the Virtual College. An education specialist degree is also offered in school psychology.
- The College of Business and Leadership offers the college-wide
 Master of Business Administration degree on-campus and on-line.
- The College of Education and Technology offers the master's degree in educational administration, special education, student counseling and personnel services, and education. An education specialist degree is available in educational administration.
- o The College of Health and Life Sciences offers the master's degree in biology; speech-language pathology; health, physical education, and recreation; and nursing. Also a professional science masters in health care administration.

RESEARCH

Research is one of the functions of the university, and special emphasis is placed on the scholarship of teaching and application. Applied research links theory with practice and addresses the needs of western Kansas and all of society. Faculty and students in departments, centers, and institutes conduct research to identify new insights, interpretations, interrelationships, and explore ways to apply this knowledge.

- The Docking Institute of Public Affairs conducts applied public research to meet the needs of governmental and non-profit entities throughout Kansas. The Institute's primary focus is on the economic development needs of western Kansas, especially in the area of telecommunications.
- ° Faculty in the College of Arts and Sciences are engaged in research in the arts, humanities, natural, social, and behavioral sciences. The Information Enterprise Institute coordinates campus-wide technology certification programs.

- ° Faculty in the Small Business Development Center conduct research on the level of growth as it relates to income, employment, and business in western Kansas. The Management Development Center offers programming for business practitioners and scholars.
- o The College of Education and Technology supports Kansas's educators through research on the needs of schools in a diverse multicultural environment. A School-to-Careers partnership with local educational institutions, businesses and government agencies was initiated in September, 2000.
- ° Faculty in the College of Health and Life Sciences study new technology in rural health care, adaptive physical activities for the handicapped, dryland and precision farming practices, and the ecology and evolution of plants and animals both present and prehistoric.
- o The Virtual College provides opportunities for faculty to research state-of-the-art technology delivery modes and their impact on teaching and learning.
- o The Sternberg Museum of Natural History provides facilities and an organizational structure needed to support research in various departments, especially the Departments of Biological Sciences and Geosciences.

PUBLIC SERVICE

Public service is an essential function of Fort Hays State University. Service is regionally oriented, but many faculty also lend their skills and knowledge to state and national concerns and issues.

- The Kelly Center provides comprehensive educational support services and programs to the campus community. These include disability services, personal and career counseling, academic support programs and supplemental instruction, testing services, substance abuse prevention and outreach programs, and programs and services which address multicultural issues. The Kelly Center is also a training site for graduate students in the Department of Psychology, Counselor Education, and others.
- The State Office of the Kansas Small Business Development Center is part of the Fort Hays State University effort to increase small business development in the state of Kansas. The State Office assists centers

- across the state to implement state objectives in developing and supporting small businesses in Kansas.
- ° The University is one of four major partners in a countywide Geographic Information Systems consortium known as ERGO.
- The College of Education provides professional development activities for educational personnel in western Kansas through its various departments and in partnership with the Smoky Hills Educational Service Center in Salina. The College and the Center provide pre-service and in-service development activities for all levels of school personnel.
- o The College of Health and Life Sciences integrates technology in the areas of telemedicine, hospital administration, nursing, and allied health fields and consults with state and federal agencies regarding environmental conservation. It is the home of the Senior Companion Program and the Foster Grandparent Program.
- On The Herndon Speech-Language-Hearing Clinic maintains the only comprehensive center for the diagnosis and treatment of communicative disorders in western Kansas. The nurse-managed Faculty Health Care Clinic is a cooperative effort of Fort Hays State University and Hays Medical Center.
- o The Virtual College primarily all Western Kansas counties. It provides mediated courses across the state of Kansas and is involved in strategic partnerships with other educational providers and public/private sector organizations.
- ° Forsyth Library is an automated research and information center for faculty, students, and citizens of western Kansas. It also serves as the depository for federal government documents used throughout the region.
- The Beach/Schmidt Performing Arts Center hosts national and international creative arts events. Additionally, the Moss-Thorns Gallery of Art, Sternberg Museum, and Gross Memorial Coliseum provide educational, cultural, recreational, and entertainment opportunities, making Fort Hays State University the cultural center for western Kansas.
- As part of its statewide mission of integrating computer and information technology into the educational environment and workplace, Fort Hays State University has developed a packaged curriculum for high schools to use in providing students computer

- coursework which meets the Board of Regents Qualified Admissions requirements.
- The Leadership Studies Program and the Center for Civic Leadership place students in a variety of organizations where students can contribute as volunteers and provide service to Kansas. The Center is the home of the campus American Democracy Project, Tigers in Service, Kansas Youth Leadership Academy camps and many other programs focusing on the development of civic engagement and educating citizens for democracy.
- The Sternberg Museum of Natural History serves an important educational role for school teachers and students across the state of Kansas. Not only are the museum's facilities important for the state's citizens, its traveling exhibits provide unique educational opportunities for visitors from across the nation.

A Duty to Dream

The Development of the Creative University:

A Strategic Map for Fort Hays State University in 2020

In developing a new university, one has to rethink some of the basic design imperatives on which universities have historically been founded. "Change is a law of life and those who look only to the past or present are certain to miss the future." This quote from John Kennedy was part of the opening of the Dare to Dream State of the Campus Address for 2007-2008. It is also a clear admonition why we need to prepare a strategic map for our University in 2020.

Our mission statement reminds us that, "The University's primary emphasis is undergraduate, liberal education," and it should continue to be. We will st rive to produce graduates who, as the mission statement puts it, "are provided an entry into graduate school, for employment requiring well-developed analytical and communications skills, and for lives of ethical and civic responsibility to better understand global complexities and an American society of increasing diversity." How we will accomplish that task most effectively and efficiently is the question of our strategic map.

Our world is changing at astronomic speed. Our old economic and environmental path is leading toward decline and eventual collapse. If our goal is to sustain economic progress and improve Kansas, we have no choice but to move in new directions.

There are several reasons behind this need to change. One, there is strong new evidence that the old western economic model will not work for us or the new developing countries. Two, the tightening oil supply and fast growing demand raises challenging new issues that deserve our attention and will change student behavior. Three, technological advances in the last few years offer exciting new possibilities for the delivery of education and also for reversing environmental trends that are undermining our future.

As Thomas Freeman pointed out in his book, <u>The World is Flat</u>, borders and barriers are disappearing. It is not by accident, but as our University internationalizes our curriculum and educational experiences we have formed meaningful partnerships with institutions in China. China now leads the United States in the consumption of all commodities except for oil.

If China's economy continues to expand at 8% per year, its income per person will reach the current U.S. level in 2030. If we assume that the Chinese consumption level per person in 2030 is the same as in the United States today, then China's projected population of 1.45 billion would consume an amount of grain equal to two-thirds of the current world grain harvest, its paper consumption would be double current world production and it would use 99 million barrels of oil a day . . . well above the current world production levels of 90 million barrels.

The old western economic model is not going to work for China or any nation in the future, including India, which by 2030 is projected to have a population even greater than China, or for the other 3 billion people in developing countries around the world who are also dreaming the "American Dream." In an increasingly integrated world economy, where all countries are

competing for the same oil, grain and mineral resources, the existing economic model will not work for anyone. Knowledge is king today and will become even more important as we are driven from the fossil-fuel-based, automobile-centered, throw-away economy, which has been our life in the past.

The world's population will become a major challenge. Some 42 countries now have populations that are either essentially stable or declining slowly. In countries with the lowest fertilization rates, including Japan, Russia, Germany and Italy, populations will likely decline over the next half century. Their economies will also decline because there is a direct relationship between population and economic decline.

A larger group of countries have reduced fertility to the replacement level. They are headed for population stability after large groups of young people move through their reproductive years. Included in this group are China, the world's most populous country, and the United States, the third most populous country. The third group of countries who are projected to more than double their population by 2050 include Ethiopia, the Democratic Republic of the Congo and Sudan, to name a few.

The most recent mid-level UN demographic projections show world population increasing from 6.1 billion in 2000 to 9.1 billion in 2050. Such an increase it seems highly unlikely, when one considers the deterioration in life support systems now under way in much of the world, that this projection can be met.

Educational levels reflect the deep divide between the rich and the poor. In some industrial countries . . . for example Canada and Japan . . . more than half of all young people now graduate from college with either two-year or four-year degrees. By contrast, in developing countries 150 million youngsters of elementary school age are not in school at all. Although five centuries have passed since Guttenberg invented the printing press, nearly 800 million adults are illiterate. Unable to read, they are also excluded from the use of computers and the Internet. Without adult literacy programs their prospects of escaping poverty are almost non-existent. "In the early 1970s a college graduate earned 45% more than a high school graduate. Today, a

"In the early 1970s a college graduate earned 45% more than a high school graduate. Today, a college graduate earns 84% more than a high school graduate," reported Laura Tyson, chair of President Clinton's Council of Economic Advisers. Given these wage differences, you would think a higher percentage of high school graduates would earn college degrees. But that has not happened.

In the book, <u>The Race Between Education and Technology</u>, Goldin and Katz make the point that, "short-term barriers to college are steeper now than they once were. We need to make sure that students have the financial support to go to college . . . but our system has not." More than half of all undergraduates work more than 20 hours a week and have increasing loan burdens. The FHSU strategy of "affordability" has never been more important.

In Kansas today about 30% of our workforce has a baccalaureate degree. But population and demographics present a major challenge to our state and its economic development. While Kansas currently has 2.7 million people, its economy could support 3.1 million. Our state needs

more workers and needs better educated workers. Fort Hays State University is ideally positioned to contribute to the workforce needs of the state of Kansas.

When one analyzes the ten global industries for our state between now and 2020, it is very clear to see how our current programs are ideally positioned to address the need.

Industry Title		Projected Job Openings
1.	Educational Services	21,330
2.	Aircraft Engineering and Manufacturing	20,360
3.	Ambulatory Health Care Services	19,420
4.	Administrative Leadership and Support Services	18,610
5.	Hospitality, Food Services and Drinking Places	12,930
6.	Nursing and Residential Care Facilities	8,890
7.	Professional, Scientific and Technical Services	8,040
8.	Social Assistance	5,740
9.	Grant-making, Civic, Professional and similar or	rganizations 4,000
10.	Hospitals	3,820

One of the key questions for employers seeking to locate or expand their operations is whether the state has the available educated labor force it needs. Research has shown that between 30-50% of all new employment opportunities go to individuals who did not graduate from high school in Kansas. Research also shows that the higher skilled and higher wage jobs are more likely to be filled by those migrating into Kansas.

In response we want to develop a new model for our University, one that measures academic quality by the education its graduates have received and one where researchers, while pursuing their scholarly interest, also consider the public good; one that does not just engage in community service, but rather takes on a major responsibility for economic, social and cultural health of its community and state.

The task before us is to build new forums of social cohesion appropriate to the emerging "creative age," an age where knowledge is valued more than commodities. We need to foster a different kind of university, a university that is clearly linked to our setting and the needs of Kansas; a university that does not measure its success based on historic or a prescribed set of design elements. We must foster a university that is flexible and a function of its contemporary environment rather than copying whatever other institutions have tried to do or are doing.

This is not a proposal to abandon our commitment to high-tech/high-touch or our affordable success strategies. Those commitments have been enormously successful as we have integrated technology into our teaching and have been committed to using full-time, highly qualified faculty with small classes in our on-campus environments. In comparison, according to figures compiled by AAUP, 48% of all faculty members in the United States teach part-time. We know that hurts learning. We have also demonstrated that affordability and student success will attract more and more students to our institution.

This new strategic map builds on the successes of our previous commitments and proposes various new design elements that reflect the needs of the world we live in. These new design elements must be responsive to the explosion in knowledge productivity, the increased specialization in academic disciplines, the rise of entirely new disciplines and the collapse of disciplinary boundaries that have increasingly taken place during the last twenty years. All of the design elements are a strategic map providing us opportunities to move our University forward and position it as a major contributor to the future development of the state of Kansas.

The foundation elements of the Kansas economy are agriculture and ranching, oil and gas production, manufacturing and the biosciences. But in this time of rapid advances in a knowledge-driven economy, the key to economic development and success is expanding the diversity and size of the workforce. Diversification is possible only with a strong commitment to guarantee a well-educated workforce . . . with the increasing presence of what one cultural observer, Dr. Richard Florida, has termed, "The Creative Class." The Kansas Board of Regents has correctly identified that the growth of the Kansas "Creative Class" is dependent upon our ability to: (1) Align the K through 12 curriculum with the needs of higher education admissions and student success; (2) Increase the number of K through 12 graduates going on to postsecondary educational institutions; (3) Increase the higher education retention and graduation rates; (4) Align the degree programs of our institutions with the needs of the Kansas workforce; and (5) Improve the learner outcomes that support the Kansas workforce needs.

Florida said in his recent book, "The university is perhaps the single most important institution of the creative age. It is certainly what gave the U.S. its huge edge in the twentieth century, by virtue of attracting the best and brightest from all around the world. Unfortunately, it is also the most mismanaged institution in our society. The single worst problem with all universities these days is their apparent inability, and in some cases, a blatant disinterest in educating our population broadly across all social, economic and ethnic demographics."

Fort Hays State University's new strategic map is designed to address the five goals of the Kansas Board of Regents and Richard Florida's challenge to educate our state's entire population broadly across all social, economic and ethnic demographics. To accomplish these strategic directions our University must align with the following realities.

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 reenter 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, <u>The Entrepreneurial Imperative: How America's Economic Miracle Will Reshape the World</u>, 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.

Goal 1- Improve Learner Outcomes

A. Improve essential;/foundation skills

- New York Times Readership Program*
- Tiger Transport*
- Salary increase for Program Specialist*
- Voice Thread Enterprise License*
- ELMO Goes to China*
- Classroom Redesign (6 classrooms) *
- Philips IU22 Ultrasound Main Power Supply Replacement*
- Infusing iPad functionality into faculty work*
- Increase Faculty Development Funds*
- ePortfolio*
- Improve Writing Center*
- Increased Student Labor Funds for Leadership Studies*
- Enhanced ESL Pilot Using Rosetta Stone Software*
- University Assessment Testing Incentives*
- Graduate Assistantships *
- Repair/Replace Lighting System in Felten/Start*
- Digital Radiology Imaging System*
- Replacement High Purity Water System*
- Enterprise Resource Planning Solution*
- Electrochemical Lab Equipment for Teaching and Research*
- General Education Laboratory Equipment Upgrade*
- Manikins for CPR/EMS Education*
- Automatic Swimming Pool Vacuum*
- ISTE Standards Based Faculty Development*
- Marching Band Instruments*
- Upgrade Kilns in Ceramics Lab*
- Smart Board for English Learning Studio (RH 348)*
- University Assessment Budget Enhancement*
- L3-9 Vascular Ultrasound Transducer*
- Complete College Kansas*
- New Instrument for Chemical Analysis*
- Geometer's Sketchpad Upgrade*
- Clinical Simulation Expansion Project*

- B. Implement the Undergraduate Research Experience (URE) Initiative
- Undergraduate Research Experience Funding*
- Departmental Student Research Travel Support *
- Mobile Computing*
- Bone Histology Prep Laboratory*
- Paid Student Historical Archive/Museum Internships*
- Undergraduate Research Journal*
- Technology Research Enhancement*
- FHSU Supercomputer well beyond average*
- C. Civic Engagement/American Democracy Project
- International Alternative Spring Break*
- Additional OOE Funding for Center for Civic Leadership*
- American Association of University Women Chapter*

Goal 2 - Enrollment Growth

- A. Serve more Kansas adult learners
- New Faculty Position in Management (1.0 FTE) *
- Agricultural Business Faculty (1.0 FTE) *
- Construction Management "Jump Start" *
- Nurse Educator Service Scholarship Match*
- UPD Records management system*
- Graduate School Paperless Application System*
- International Recruitment (3.0 FTE)*
- Institutional Effectiveness Coordinator (1.0 FTE)*
- Assistant Professor (Counseling) (1.0 FTE)*
- HESA program faculty position (1.0 FTE)*
- Server System Administrator (1.0 FTE)*
- Network Support Technician (1.0 FTE)*
- IT Security/Compliance Administrator (1.0 FTE)*
- Information Systems Engineering Faculty (1.0 FTE) *
- Assistant Professor (Special Education) (1.0 FTE)*
- Enhanced Public Safety/Add 1 UPD Officer Position (1.0 FTE) *
- Organizational Communication Faculty (1.0 FTE)*
- New Tenure Track Position in Justice Studies (1.0 FTE)*

- Three Tenure-Track Positions for Composition Faculty(1.0 FTE)*
- Foundation Studies tenure track faculty for Math (1.0 FTE)*
- Foundation Studies tenure track faculty for COMM 100 (1.0 FTE)*
- Physics Half Time Temporary Position (0.5 FTE)*
- EFA New Faculty Position (1.0 FTE)*
- Increase Retention: Physics Curriculum Re-Sequencing *
- MIS/Web Development Faculty (1.0 FTE)*
- New Faculty Position in Marketing (1.0 FTE)*
- Web programmer position (1.0 FTE)*
- 1.0 FTE tenure-track Asst. Professor Critical Thinking(1.0 FTE)*
- Assistant Professor (ESOL) (1.0 FTE)*
- Graduate Program Recruitment Initiative
- Curriculum and Capacity Upgrade for NetLab
- Operations Manager for SMEI and KCIE (shared position) (1.0 FTE)*
- B. Increase Hispanic student enrollment
- C. Degree-completion programming
- VC GTA Program Expansion*

Goal 3 – Improve Persistence

- A. Increase retention of traditional freshmen population to 76%
- 2013-2014 Living and Learning Communities*
- Counselor/Psychologist (1.0 FTE)*
- Coordinator of Disability Services(1.0 FTE)*
- AOA Scholarships for Undecided Students*
- Student Labor Funds *
- B. Increase persistence of virtual learners (course completion and year to year)
- Student Loan Default Aversion (SALT)*
- Virtual College Student Immersion Weekend*
- C. Facilitate transfer student success
- D. Develop English competencies for cross-border students

Goal 4 – Continuous Quality Improvement Initiatives

- PC Support & Helpdesk Technician(1.0 FTE)*
- SEAC Advisor (1.0 FTE)*
- Avamar Backup System Additional Disk Storage*
- Scholarships for Dongseo University Students*
- Associate COBE Dean Position (1.0 FTE)*
- Study Abroad Scholarships*
- Assistant Wellness Center Director (0.5 FTE)*
- Cad Software Upgrade to Revit*
- LogRhythm Network Logging System for PCI Compliance*
- Repair/Upgrade Burgundy Curtain Hardware BSPAC*
- Increase Seasonal Funds*
- Evolving Grasslands Exhibition*
- Controls and Video Systems for Mediated Classrooms*
- Bottle Fill Stations*
- ¾ Ton Pickup for Grounds *
- Language Line Services for Student Health*
- Lewis Field Turf Replacement *
- Tractor Mounted Snow Blower *
- Replacement of Legacy Wireless Equipment*
- EQUIS Annual Accreditation Costs*
- Ritual, Leadership, and Politics Study Abroad*
- Tilting Trailer for Physical Plant*
- Upgrade Hearing Assist System in Beach/Schmidt PAC*
- Budget & Planning / Institutional Research Position (1.0 FTE)*
- iPads for Teaching Support Pilot*
- Campus Wiring Upgrades*
- FHSU Portable Line Array Sound System*
- SAN Expansion and Upgrade*
- Sheridan Fountain Repairs *
- High Performance Leadership Skills Using Language as a Tool *
- Graduate Teaching Assistant Position*
- ESL Request for (2) Additional Full-time Teaching Positions*
- University card access security system***
- Assistant Intramural/Aquatics Director (1.0 FTE)*
- After the Dinosaurs Exhibition *
- Facilities Signage Project Continuation*

Goal 5 – The Evolution of Learning: Red Balloon Initiatives

- A. New Models for Institutional Organization and Design
- Tilford Group OOE & Grand Funding*
- Faculty Computer Replacement*
- The Teacher-Scholar Journal*
- Towards the Flipped Classroom: Using Tech to Engage Students*
- Innovation Task Force Action Fund*
- 3D Immersive Learning Classroom/Laboratory*
- B. New Models for Enrollment Management
- Student Authentication Pilot *
- C. New Models for Curriculum
- D. New Approaches to Assessment of Learning Outcomes
- Forward Thinking: Science Learning Spaces for the Future*
- Studiocode*
- E. New Public-Private Partnerships
- IAPP Brazil Program to Develop Univ. Partnerships*
- Columbus Technical College Partnership*
- Intl Higher Educational Trade Fair in Saudi Arabia*
- Teaming Agreement to Expand Corp. Partnerships*

The order of appearance of themes or action plans neither implies nor indicates a priority listing. Funding of individual action plans is dependent on available funds.

- * indicates new university resources required (subject to availability)
- ** carryover from previous year strategic plan
- *** indicates funding from other sources