

PART I

EASTERN KENTUCKY UNIVERSITY

In 1906 a group of public-minded citizens, concerned with the provision of public higher education in the Commonwealth, convinced the Kentucky General Assembly to create Eastern Kentucky State Normal School.

Historic Richmond, where the Bluegrass region meets the foothills of the Cumberland, was chosen as the site of the new, two-year school. Higher education had begun in the community some 32 years earlier with the founding in 1874 of Central University. The Central University campus, which had served from 1901 to 1906 as the grounds for Walters Collegiate Institute, became the physical plant for the normal school.

An urban college community of about 25,000, Richmond is in a rich farming area. Inter- and intra-state highway systems enhance Richmond's accessibility. Interstate 75 (north-south) passes within a mile of the campus, and I-64 (east-west) is only 30 minutes away. The Blue Grass and Mountain Parkways are also less than an hour's drive from Richmond.

Places of historic and scenic interest surround the University. Richmond, 20 miles south of Lexington on I-75, is within easy driving distance of Boonesborough State Park, Kentucky Horse Park, Herrington Lake, Cumberland Falls, the State Capitol at Frankfort, Natural Bridge State Park, and My Old Kentucky Home in Bardstown.

The normal school at Richmond soon began the development that culminated in the granting of university status in 1966. Eastern became a four-year institution in 1922, and its name was changed to Eastern Kentucky State Normal School and Teachers College.

Eight years later the words "Normal School" were dropped, and in 1935 Eastern offered its first graduate-level degrees. The first nonprofessional degrees were offered in 1948, when the General Assembly removed "Teachers" from Eastern's name.

On February 26, 1966, a state law was signed renaming the institution Eastern Kentucky University. With university status came the approval of graduate degrees in fields other than education.

Today, Eastern Kentucky University stands as a testimonial to its founders, a multi-purpose institution with a history of service to its students, the Commonwealth, and the nation. Its role expanded beyond the original mission of teacher preparation, Eastern now seeks to fulfill higher education's threefold purpose: teaching, research, and public service; and emphasizes the three in that order.

Eastern Kentucky University's interest in teaching is twofold. Besides the preparation of teachers for elementary, secondary, and college classrooms, the University is deeply concerned with the quality of instruction that takes place within its own halls.

It is difficult to find a program at Eastern Kentucky University that cannot be construed as public service. The University's existence can be justified only in terms of the benefits reaped by the society that created it. However, certain functions can be described as public service in nature. These include extended campus courses, the University radio stations, and workshops and institutes for professional, in-service personnel.

As a regional university, Eastern Kentucky University is charged with the responsibility of providing services to the people of the region. As an example, Eastern specializes in areas such as local government; law enforcement, recreation, public health, business administration, and ecology provide consultative services to the communities of the Commonwealth.

Many Eastern professors engage in scholarly research in their disciplines. In the early years, research was predominantly education oriented. However, since the institution gained university status, the research activities of individual faculty have become much more diverse as well as more numerous.

**Eastern Kentucky University
2006-2010 Strategic Plan**

EXECUTIVE SUMMARY

During the past century, Eastern Kentucky University met all challenges, and it is now undergoing a transformation from being an excellent regional, comprehensive university to becoming one of leadership and influence throughout the Commonwealth and also in the nation. Where does the University go from here? What steps should be taken to prepare for the future? The current strategic plan is the roadmap that will guide us throughout our transition. It delineates a vision statement, a mission statement, core values, five institutional goals, and twenty-one strategic directions with accompanying key performance indicators to empirically measure the University's progress.

The Strategic Planning Committee (SPC) developed this plan by using an inclusive strategic planning process, with participation from faculty, staff, students, and representatives from the broader University community. In a university setting, in particular, an effective planning process is highly contingent upon widespread university participation. As a result of scanning the contextual environment, the plan represents the SPC's and constituents' perceptions of current and anticipated challenges to, and opportunities for, EKU as well as EKU's strengths and areas needing further attention. The plan was also distributed electronically to all members of the University and feedback was solicited, a process that led to further revisions of the strategic plan. The SPC recognizes that planning must be continuous, flexible, and democratic to ensure that the institution remains open and responsive to a changing environment.

The first section of our plan reaffirms our commitment to students and high-quality work, as well as to our service region and the nation through a delineation of our vision statement, our mission statement, our core values, and our institutional goals that orient us as we learn, work, live and play together. This section also contains a short description of EKU and some of its demographic characteristics.

The second section presents our strategic plans for the 2006-2010 planning cycle, which includes our strategic directions and key performance indicators and ties them to institutional goals. To direct the University's actions toward achieving its vision and fulfilling its mission to achieve its goals – to function effectively within an environment of challenges and opportunities – strategic directions and key performance indicators are articulated.

The final part of this document is an appendix that includes information on the environmental scan, definitions of important terms used in this planning document, a more detailed account of characteristics of EKU, and in-depth information about the planning process and how the 2006-2010 plan was developed.

This is an exciting time at Eastern Kentucky University as we begin the journey of **MOVING FORWARD TOGETHER.**

DESCRIPTION OF THE UNIVERSITY

Eastern Kentucky University is a regional, coeducational public institution of higher education offering general and liberal arts programs, pre-professional and professional training in education and various other fields at both the undergraduate and graduate levels. Located in Richmond, Madison County, Kentucky, Eastern has a distinguished record approaching one hundred years of educational service to the Commonwealth.

Since February 26, 1966, when Governor Edward T. Breathitt signed into law a bill granting Eastern university status and sanctioning the awarding of graduate degrees beyond education, Eastern Kentucky University has increased rapidly in size and stature. Beginning with a few students engaged in short review and certificate courses, the University today serves thousands of Kentuckians, citizens from most other states, and individuals from all over the world. The curricula lead to associate degrees, baccalaureate degrees, and an expanding graduate program that currently offers degrees at the master's level in many fields, and the specialist degree in education and psychology. In addition, Eastern offers cooperative doctoral programs with the University of Kentucky. Currently, Eastern Kentucky University serves more than 16,000 students and an alumni base of 89,000.

VISION STATEMENT

The vision statement expresses the ideal to which the University aspires and toward which it continually works. The vision statement for the 2006-2010 University Strategic Plan was developed after gathering input from external and internal constituents, including top-down and bottom-up perspectives on EKU's future.

Eastern Kentucky University will hold national distinction as a leading, comprehensive university focused on students and learning.

MISSION STATEMENT

For more than a decade, a mission statement approved by the Council on Postsecondary Education (formerly the Kentucky Council on Higher Education) has guided the University. The mission statement in the current document was refined to be more succinct and to better reflect our dynamic and ambitious vision for EKU as we move into the twenty-first century. The new mission statement incorporates many elements of previous mission statements, but the new statement combines them in a more concise way.

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

The faculty and staff of EKU value their connections to our Appalachian service area. It is important to realize that a commitment to extend our regional focus does not diminish the strength of EKU's commitment to the Appalachian region. Rather, it recognizes a much broader role for EKU in the years ahead. EKU has always focused strongly on its role in educating students. In the 1959-60 catalogue of our ancestor institution, Eastern Kentucky State College, the "Purpose Statement," a precursor to our modern mission statement, listed "preparing only worthy teachers" first among its efforts to meet its obligations to its service area and the Commonwealth. Although our mission is now much broader, the commitment to educating students remains strongly imbedded in the institutional culture. Thus, the word "student-centered" is included as a reminder that students and their education come first and will remain the primary focus at EKU. This emphasis on teaching does not mean that scholarship and service will be slighted. Universities function best when the creation of, discovery, dissemination, and application of knowledge happen in concert. Although the relative importance given to central activities such as instruction, scholarship, or service can vary between institutions, the members of the EKU community will always strive for the highest possible quality in all their undertakings. The members of the SPC believe that the changes we have made in the 2003-2006 document reflect well a new vision for EKU and better summarize the role that EKU will play in the years ahead in its service area, the Commonwealth, the nation, and the world.

CORE VALUES

Since its inception in 1874, Eastern Kentucky University (then known as Central University) has been driven by core values. Although its mission has evolved and expanded to meet the changing needs of the citizens of the Commonwealth (and increasingly of other places in the world), core values are still an integral part of the University community. Values are the code of organizational conduct. They guide decision-making in all parts of the University. They direct our actions and must inspire all of us in the EKU community to be true to them. The EKU community is committed to embodying these values in our policies and procedures and in our day-to-day activities to accomplish our mission and achieve our vision. EKU has been and will continue to be guided by the following values when planning strategies and implementing decisions regarding the University community's teaching, scholarly, and service activities.

Civic Responsibility and Civility

We believe that it is the duty of Eastern Kentucky University to deliver to our students an understanding of how the knowledge taught to them can benefit the citizens of southeastern Kentucky, the Commonwealth of Kentucky, the nation, and the world. Civic responsibility is a value that will show those who acquire it how to influence democratic decision-making and to reap the rewards of participatory democracy and active citizenship. At the heart of civic responsibility lies another value: civility. The University community strives to propagate the understanding and practice of civility in public discourse and social life by encouraging the adoption of techniques of democratic conflict resolution that rely on reason and public debate rather than on violence and aggression.

Dignity and Diversity

Members of the EKU community expect one another to adopt high moral principles and professional standards both inside and outside of the university setting. We hold ourselves to the responsibility of dignity as exemplified by a proper sense of pride and self-respect in fulfilling the University's mission. We honor and pursue a university community climate that respects and celebrates the diversity of peoples and seeks to embrace all individuals and prohibit judgments based on race, ethnicity, religion, socioeconomic status, gender, sexual orientation, and physical disabilities.

Excellence and Innovation

Achievement of high standards can only be attained through ongoing assessment and continuous improvement. The promotion of academic excellence is the foundation for institutional excellence and vice versa. An environment that fosters innovation at all levels and rewards creativity is critical to the success of the University and its population.

Opportunity and Access

The EKU community is dedicated to the idea that its history and tradition are embedded in Appalachian values, foremost of which are the belief in sovereignty and uniqueness of the individual and the belief that a university education is of great value and should be available to anyone who wants to pursue it.

Shared Governance and Collaboration

The EKU university community accepts as true that leadership characterized by vision and embedded with participatory decision-making at all levels is the emblem of an effective university. We are committed to providing an atmosphere in which we pursue our joint aspirations in the spirit and practice of collegiality and collaboration at all levels of our community.

Student Success

The EKU community acknowledges that its students, faculty, staff, and alumni are the source of its strength: They determine the spirit, eminence, and efficacy of the institution. The future of EKU directly hinges on the success of its students, so our most central core value is "student success" – in the classroom, at work, and on the world stage where students will represent the collective efforts of the EKU community.

INSTITUTIONAL GOALS

Eastern Kentucky University's institutional goals give substance to our core values, vision statement, and mission statement. The goals impact all the facets of university life, and accomplishment of them helps Eastern to become a leading comprehensive university in the Commonwealth with a national reputation for excellence. *(These goals are not listed in any particular order or suggested priority as accomplishment of each one is a necessary step toward the successful achievement of our vision and fulfillment of our mission.)*

- To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.
- To continuously assess and improve the services and infrastructure of the University to support and maintain high-quality programs.
- To promote learning through high quality programs, research and support services.
- To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for the University community.
- To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

STRATEGIC DIRECTIONS AND PERFORMANCE INDICATORS

To direct the University's actions toward achieving the Vision, to support the University's Mission and Institutional Goals, and to function effectively within an environment of challenges and opportunities, Eastern Kentucky University has selected the following Strategic Directions for the 2006-2010 Strategic Plan. These Directions serve to focus our work to realize our Goals and will guide us over the next three years.

In addition, central to our plan and its Strategic Directions are Key Performance Indicators. As the Strategic Directions are linked to the Institutional Goals, the plan provides measurable indicators that will permit evaluation of progress. Key Performance Indicators provide us with the data necessary to evaluate progress toward goal achievement and supply the foundation for continuous program improvement. *(Please note: the Goals and Strategic Directions are not listed in any particular order or suggested priority).*

GOAL 1: To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.

STRATEGIC DIRECTION 1.1: Enhance a climate that supports diversity.

STRATEGIC DIRECTION 1.2: Increase recruitment and retention of a diverse faculty, staff, and student body to reflect the diverse society.

Performance Indicators

Strategic Direction 1.1

- Increase Diversity Index by 1 percentage point per year.
- Student, faculty and staff responses to the campus climate survey will show:
 - A climate that is supportive of diversity.
 - A positive perception of University efforts to enhance a climate supportive of diversity.
- Increase number of and participation in campus events with diversity themes.

Strategic Direction 1.2

- Increase by 2% per year, the matriculation rate of targeted and admitted student populations.
- Progress toward a mean ACT score of 21 for entering freshmen
- By 2010, 10% of entering freshman will be diverse students
- By 2010, 10% of new enrolled transfer students will be racially diverse
- By 2010, 60% of new enrolled transfer students will be from KCTCS
- Increase the freshman to sophomore retention rate to 75% by 2010
- Increase the six year graduation rate to 40% by 2010
- Increase by 1% per year, the freshman to sophomore retention rate of diverse students
- Achieve 7 of 8 goals on the KY plan by 2010
- In any year, the percentage of diverse faculty with fewer than five years of service returning should be greater than or equal to the overall percentage of faculty with fewer than five years of service returning

- In any year, the percentage of diverse staff with fewer than five years of service returning should be greater than or equal to the overall percentage of staff with fewer than five years of service returning
- Each year meet or exceed university's target for affordability

GOAL 2: To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.

STRATEGIC DIRECTION 2.1: Enhance technology to ensure access to and appropriate and secure technology for all faculty, students, and staff.

STRATEGIC DIRECTION 2.2: Continue a model to improve institutional effectiveness by utilizing shared governance and stakeholder participation in the strategic planning, budgeting, and assessment process.

STRATEGIC DIRECTION 2.3: Increase base budget funding for deferred maintenance annually.

STRATEGIC DIRECTION 2.4: Increase financial flexibility.

STRATEGIC DIRECTION 2.5: Implement a comprehensive and systematic enrollment planning process to balance student enrollment with campus physical and academic capacities, including numbers of faculty and staff.

Performance Indicators

Strategic Direction 2.1

- Annually, ITDS will demonstrate progress made on priority technology projects
- 100% of classrooms will have appropriate technology by 2010
- Secure wireless access will be available on all ECU campuses by 2010
- 100% of University owned computers will be no more than 4 years old by 2010
- 80% of faculty, staff, and students surveyed will report satisfaction with ECU technology support
- 80% of faculty, staff and students surveyed will report satisfaction with the adequacy of technical facilities

Strategic Direction 2.2.

- 100% of reporting units will identify and assess planning and educational objectives that are measurable, actionable, and of a number appropriate to their respective missions
- 100% of reporting units will demonstrate that they have used assessment results to improve their respective programs, services, and/or operations as appropriate
- 100% of approved strategic budget requests will demonstrate direct linkages to appropriate University strategic directions

Strategic Direction 2.3

- By 2010, increase base budget amount for deferred maintenance to an appropriate cost per building square foot.
- The percentage amount spent on deferred maintenance to the amount budgeted for deferred maintenance should be at least 90% annually.

Strategic Direction 2.4

- Increase amount of contingency fund so that by 2010 it will equal 5% of the annual operating budget.
- Maintain an unallocated unrestricted budget reserve of no less than \$2 million.

Strategic Direction 2.5

- Increase the head count enrollment to 20,000 by 2010
- Maintain an overall student to faculty ratio at or less than 19 to 1
- Increase number of student credit hours generated by distance education and each of the extended campuses by 10% per year

- Update the capital and facilities plan to facilitate proposed growth

GOAL 3: To promote learning through high quality programs, research and support services.

STRATEGIC DIRECTION 3.1: Enhance student learning through excellence in instruction.

STRATEGIC DIRECTION 3.2: Enhance student learning through excellence in research and scholarship.

STRATEGIC DIRECTION 3.3: Enhance student learning through excellence in community service.

STRATEGIC DIRECTION 3.4: Enhance student learning through excellence in support services.

STRATEGIC DIRECTION 3.5: Improve compensation, working conditions, and support for research to attract and retain high quality faculty and staff.

STRATEGIC DIRECTION 3.6: Develop and implement a Quality Enhancement Plan (QEP) involving faculty, staff and students.

STRATEGIC DIRECTION 3.7: Identify and implement a resource/funding reallocation plan to maximize effective academic program support

STRATEGIC DIRECTION 3.8: Identify and implement a combination of academic programs to meet the current and future workforce needs of ECU students.

Performance Indicators

Strategic Direction 3.1

- 100% of academic departments will effectively evaluate faculty with multiple measures of teaching effectiveness
- 100% of academic departments will demonstrate use of results of teaching evaluations to improve student learning
- 100% of academic departments will demonstrate use of student learning outcome results
- The pass rate of ECU students taking licensure or certificate exams will be at or above the state or national average
- 85% of students who complete general education courses will achieve the assessed learning objectives for that course
- 85% of respondents to the Graduating Senior Survey will rate the items related to instruction as “excellent” or “good”
- 85% of respondents to the Survey of Graduate Degree Candidates will rate the items related to instruction as “excellent” or “good,” “very much” or “quite a bit,” or “very challenging” or “challenging,” as appropriate to the response scale of the item
- 85% of respondents to the alumni survey will rate ECU faculty good or excellent regarding quality of instruction, content expertise, and knowledge of real work expertise
- 85% of respondents to the alumni survey will rate the content of their academic degree program as good or excellent and challenging or very challenging
- Maintain the Education Professional Standards Board (EPSB) Quality Performance Index (QPI) at or above 3.50

Strategic Direction 3.2

- Create and implement a mechanism to collect information on number of faculty, staff, and student publications, presentations and research citations to establish baseline data

Strategic Direction 3.3

- Develop and implement methods to document number of university-sponsored community service activities

- Develop and implement methods to document number of university-sponsored Service Learning Courses
- Increase the number of student participants in university-sponsored community service activities
- Increase the number of student participants in university-sponsored Service Learning Courses.

Strategic Direction 3.4

- 100% of administrative and educational support units will demonstrate that they have assessed their performance on their educational objectives and used the results to improve their programs, services, and/or operations as appropriate.

Strategic Direction 3.5

- In any given year, the number of OSHA (Occupational Safety and Health Administration) recorded incidents will not exceed 3% of the total number of university employees
- At least 85% of EKU's academic, service and residence hall square footage will attain a "condition and needs assessment" rating of remodeling-B or higher by facilities services, and at least 80% of square footage will attain a rating of A
- Develop and implement a system to track the rate at which vacancies are filled with the top candidates
- In any year, the percentage of turnover of non-exempt staff, with fewer than 5 years in service, will be equal to or less than 10%
- In any year, the percentage of turnover of exempt staff, with fewer than 5 years in service, will be equal to or less than 11.5%
- In any year, the percentage of full-time faculty with fewer than 5 years in service who return will be greater than or equal to 90%
- EKU will reach and maintain compensation package norms in rank and discipline comparable to benchmark CUPA averages accounting for cost of living
- Increase support for Office of Sponsored Programs comparable to universities with similar grant awards
- Increase compensation packages (stipends, tuition waivers, insurance, research support, etc.) for graduate assistants to a level comparable to benchmark institutions

Strategic Direction 3.6

- By the year 2010, an acceptable QEP will be developed and implemented
- 100% of all Reporting units with Educational Learning Objectives will include a goal, learning outcome or key performance indicator in their 2006-2010 Strategic Plan related to critical and creative thinking and/or communication

Strategic Direction 3.7

- Implement and enhance the Resource/Funding reallocation plan
- Maintain or increase the current faculty to staff FTE ratio funded by institutional dollars

Strategic Direction 3.8

- 100% of academic planning groups (Colleges) will demonstrate external workforce constituent involvement in developing and assessing academic programs
- Explore and develop doctoral programs that satisfy the mission of the University
- 85% of respondents to the alumni survey will agree or strongly agree their education at EKU prepared them for employment

GOAL 4: To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.

STRATEGIC DIRECTION 4.1: Enhance professional development opportunities.

STRATEGIC DIRECTION 4.2: Enhance facilities, resources and opportunities for faculty, staff, and students to pursue creative endeavors and research.

STRATEGIC DIRECTION 4.3: Develop and implement a plan to increase the amount of time available for faculty and staff to pursue professional activities, creative endeavors, and research.

Performance Indicators

Strategic Direction 4.1

- 100% of planning groups will develop a professional development plan with demonstrated progress towards measurable outcomes
- 90% of faculty and staff will participate in at least one professional development activity annually
- Increase by \$500/person annually university-level financial support for tenure track and library faculty participation in professional development activities to reach \$2,500 per person by 2010
- Increase financial support for university-level faculty development opportunities by 10% per year
- Human Resources in consultation with Staff Council will create, implement and fund a plan to address staff professional development needs as identified

Strategic Direction 4.2

- The percentage of freshman who intend to and seniors who completed work on research projects with a faculty member outside of course or program requirements, will not be more than 3 percentage points below the national average, according to NSSE data.
- Increase external research and public service expenditures per full-time faculty and staff by 10% annually
- To encourage research productivity resulting in promotion the university will increase the stipend for promotion by:
 - \$300/year for Assistant Professor/Assistant Librarian for a target of \$1,800 by 2008
 - \$400/year for Associate Professor/ Associate Librarian for a target of \$3,000 by 2008
 - \$500/year for Full Professor/University Librarian for a target of \$4,500 by 2008

Strategic Direction 4.3

- 100% of planning groups' professional development plans will include a strategy to address faculty reassigned time and/or staff time for scholarly and creative endeavors
- Increase by 10 percentage points, the percentage of faculty with reassigned time specifically for scholarly and creative endeavors by 2010
- By 2010, all faculty actively pursuing scholarly and creative endeavors will receive a one 3-credit hour course reassigned time per year

GOAL 5: To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

STRATEGIC DIRECTION 5.1: Increase net external funding.

STRATEGIC DIRECTION 5.2: Enhance partnerships with business, community, and educational entities.

STRATEGIC DIRECTION 5.3: Enhance external and internal marketing and public relations to increase visibility.

STRATEGIC DIRECTION 5.4: Enhance EKU's sense of stewardship of place by increasing its commitment to Southeastern Kentucky.

Performance Indicators

Strategic Direction 5.1

- Increase net external funding in grants and contracts by 5% annually to reach \$80 million by 2010
- Increase net external funding in private support by 9% annually to reach \$4 million by 2010
- Each year, increase percentage of the Alumni of record who give to the university to reach 13% by 2010

- Increase the percentage of faculty and staff participating in externally sponsored programs to 25% by 2010
- Reduce the net internal review time for grants and contracts to an average of 5 business days

Strategic Direction 5.2

- Increase number of collaborative projects with business by 10% annually
- Increase number of collaborative projects with community/government 10% annually
- Increase number of projects with educational entities 10% annually

Strategic Direction 5.3

- Design and implement a plan for marketing and public relations, with measurable outcomes, intended to increase and enhance external constituency engagement
- Increase the broadcast news coverage Advertising values by 5% per year to reach \$4,547,315 by 2010
- Increase the print news coverage Advertising values by 5% per year to reach \$2,110,396 by 2010

Strategic Direction 5.4

- Maintain current institutional monetary support awarded to residents of EKU's service region
- Increase retention by 0.5% per year, and graduation rates by 1% per year for students from EKU's service region
- Increase number of collaborative projects with businesses in EKU's service region by 10% annually
- Increase number of collaborative projects with communities/governments in EKU's service region by 10% annually
- Increase number of collaborative projects with educational entities in EKU's service region by 10% annually
- Increase research dollars specifically targeting issues in EKU's service region
- Continue to offer at least 6 courses per semester with EKU's service region as a content focus.
- Increase monetary support for mentoring, tutoring, and other academic support for students from EKU's service region
- The majority of EKU students will come from the University's service region
- The Eastern Committee on Responsible Environmental Stewardship (ECRES) will create and implement a plan for increasing campus environmental stewardship