

Faculty Senate Report
September 2007
David Eakin, Chair

I would like to welcome all members of Faculty Senate back for the 2007-2008 academic year. Your Executive Committee met on August 27, 2007 and I would like to review the major discussions of that meeting.

As a follow-up to Senate discussion in our May meeting, I invited Jaleh Rezaie to share some background regarding the language change of “teaching, service and scholarship” to “teaching, scholarship and service”. As part of the background history, she shared with us two documents: [1] Strategic Directions and Performance Indicators, and [2] Comparison of the 2003-2006 Strategic Plan with the 2006-2010 Strategic Plans. Both documents were shared previously with the entire faculty and the campus community. Dr. Rezaie also indicated that the Senate Chairperson [at that time it was Dr. Carolyn Siegel] was in support of the word change.

I have attached the updated version of the information for the faculty senate. **The most important part of the information is the list of questions developed during our meeting. What is needed is for senators to take these questions to their departments and discuss them with the faculty they represent.** Since our meeting the provost has indicated that his office - through the graduate school and TLC - will be organizing roundtable sessions and faculty focus groups to further discuss these issues. Dr. Rezaie has agreed to be at the faculty senate meeting on Monday. Let me emphasize that the intent of the Executive Committee and Dr. Rezaie is to use this information and discussions to move EKU forward to achieve the university’s strategic planning goals. We are looking forward and not backward.

I also invited Sherry Robinson, Special Assistant to the Provost, to discuss two issues: [1] development of a policy on policies, and [2] the Senate’s promotion and tenure recommendations [passed October 2006].

A template for the new Policy on Policies was sent with the agenda for our meeting on September 10. Ms. Robinson said she would be asking for our help as Faculty Senate in reorganizing and reformatting the Faculty Handbook. She will not be able to be with us on September 10 due to previous commitments.

With regard to the Senate’s recommendations for promotion and tenure, I would remind you that we passed a motion in our May 2007 meeting asking for the P & T recommendations to be presented at August 2007 Faculty-at-large meeting. To me, this reflects a deep disappointment on the part of faculty that the P & T recommendations have not been voted on by the Board of Regents. I must remind you that technically there is no existing requirement for these to have come before the Faculty-at-large. However, some feel that these recommendations are of such monumental importance to faculty that they should go before the Faculty-at-large before going to the Board. Certainly, our motion in May could not have sent a stronger message.

Unfortunately, our recommendations were not at a point to go to the September meeting of the Board and were not included at the August meeting of the faculty-at-large. Yet we were so close. They are going to the Board of Regents as an informational item at the September 8, 2007 meeting. As a part of our discussion in the Executive Committee, Dr. Frisbie suggested that we ask the University Counsel to review the proposal again to double check it before it went to the Board. As it turns out, there are a few inconsistencies that must be addressed – including one or two legal ramifications. Rather than send this back to the entire Senate, I have asked the Executive Committee, along with the Rights and Responsibilities Committee, to work with our Counsel, Cheryl Harris, to address these issues. We then expect the recommendation to be passed by the Board of Regents at the January 2008 meeting.

Questions related to the new ECU Mission statement

1. What does the ECU's mission statement mean?
2. How do we define scholarship at ECU?
3. What is the relationship between Scholarship and Service at ECU?
4. How do we document Service?
5. How do scholarship and service relate to faculty workload?
6. What does graduate education mean at ECU?
7. What type of credentials should be used to classify a faculty member as a "graduate faculty"?

2006-10 Strategic Plan

Background/History

See the attached appendices B and H taken from the 2006-10 Strategic plan.

From 2003-06 plan to 2006-10 plan

The attached document titled “From 2003-06 plan to 2006-10 plan” highlights the changes that were made to the elements of the 2003-06 plan to produce the 2006-10 plan. Below are the summary of those changes:

Core Values:

After examining the Core Values the committee decided that there was no need to change our core values

Vision Statement:

But with the Vision Statement, the Committee decided to present the idea of “Students come first” in a more inclusive way of saying “focused on students and learning”.

Mission Statement:

And the major change in the mission statement is the order of instruction, scholarship and service. Where in 2003-06 plan service came before scholarship, but there was strong feeling among the faculty to change that order.

Goals:

As I mentioned before, we combined the goals 1 and 6 on diversity without reducing the strategic directions and KPIs that measure our progress towards these goals. Goal 3 was revised to include the words **research** and **support** to better reflect the new mission statement. And we Changed “Appalachia” in Goal 5 to “Southeastern Kentucky”. Other rewordings of the goals were made for clarification and to better reflect the focused plan.

Strategic Directions:

The Strategic Directions were rewritten to provide for measurable performance indicators. For example, the first SD for Goal 3 addressed enhancement of student learning through excellence in teaching, scholarship, and service. For the new plan this SD was divided into 3 SDs to cover teaching, scholarship and service separately and that in turn provides much more focused and measurable KPIs for each objective. We also added new SDs to goal 3 related to QEP, reallocation of resources and funding, and new Academic programs to meet the workforce needs. In Goal 4 we added a SD related to the amount of time available to faculty and staff for professional growth and development. And in Goal 5 we added the SD to emphasize the stewardship of place with KPIs that focused on our service region.

Key Performance Indicators:

As I mentioned before the majority of the changes to the plan has taken place at the Key Performance Indicator level. One thing we learned from the assessment of 2003-06 plan was that the KPIs **MUST** be focused and measurable, otherwise we would not be able to document any meaningful progress of our plan.

APPENDIX B

Eastern Kentucky University
2006-2010 Planning Process

INTRODUCTION

In August 2004, the University Strategic Planning committee (SPC) (see Appendix C) was charged with the task of creating a new iteration of the Strategic Plan for 2006 – 2010. The committee has worked for 15 months in fulfilling this task. The 2006-10 Strategic Plan is based on the current plan (2003 - 2006), what we have learned from implementing the current plan, how our environment has changed, and what our environment is going to look like in 2010.

THE PROCESS

To start the process, we created two research sub-committees (see Appendix D); the one called the “Environmental Scan” sub-committee, gathered and analyzed the internal and external data related to our planning. The other sub-committee called the “People” sub-committee organized focus groups and analyzed the data gathered from our internal and external constituency groups. Fifty-three (53) participants representing the EKU Foundation Board of Directions, EKU Alumni, extended campus representatives, local business/industry/political leaders, external educational constituents, faculty, staff, and students attended the focus group meeting. We also took into consideration what is happening at the CPE and where EKU fit into their Strategic Plan.

Once all the data was gathered and analyzed, the SPC members met for a two-day-facilitated retreat on February 24 and 25, 2005. They reviewed all the data and the analysis of them, discussed the elements of the current plan and drafted revised vision and mission statements plus 5 goals; which are essentially the same goals as the current plan with goals 1 & 6 combined. The slight wording changes in some of the goals and Strategic Directions are based on the idea of making the goals broad, but being more specific with the Strategic Directions and even more focused at the Key Performance Indicator (KPI) level. Following the retreat, the work was divided among 5 sub-committees (see Appendix E). Each sub-committee concentrated on a different part of the plan.

The first draft of the plan (not including KPIs) was ready by April 29, 2005 and it was reviewed by Faculty Senate (May 2, 2005), Staff Council (May 10, 2005), the Chairs Association (May 18, 2005), Provost Council, the Student Senate, President (May 31, 2005), and the Board of Regents (June 25, 2005). The SPC members in consultation with the President decided to continue the work on the Plan specifically the KPIs and finalize it by Dec. 2005.

During the summer months and large part of the Fall 2005 semester, the KPI sub-committee worked on defining, revising and fine tuning KPIs for each of the Strategic Directions in the plan. The sub-committee members met with campus community members most knowledgeable about each Strategic Direction and received input on specific KPIs for those Strategic Directions.

The plan consists of 89 KPIs, however not all KPIs will necessarily be measured each year. For strategic directions that have several KPIs, those KPIs will likely be staggered so that a portion of them are measured each year, covering all KPIs in a two- or three-year cycle.

On November 9, 2005, through an email message from the Provost (see Appendix H), the campus community was once more asked to review the plan and provide input to the Strategic Planning Committee. They were asked to send comments to their representative on the Strategic Planning Committee (Appendix G). The comments were summarized and presented to the committee and several changes were made to the plan as the result of those inputs. On Friday December 16, 2005 The SPC members voted on the final draft of the plan. The complete plan will be presented to the Board during their January Meeting. Once the plan is approved by the Board it will be available to all university community for creating their 2006-2010 Strategic Plan. All 2006-2010 plans will go into effect on July 1, 2006.

APPENDIX H

INPUT FROM CAMPUS COMMUNITY

From: Academic Affairs Campus Mailing

Sent: Wednesday, November 09, 2005 12:38 PM

Dear Members of the ECU Academic Community,

The elements of the 2006-10 Strategic Plan, Goals, Strategic Directions, and Key Performance Indicators (KPI), have been posted on the University Strategic Plan's web site <http://www.oie.ecu.edu/spc/> for your review, and the link can be found in the bottom left hand of Welcome message. Input from members of the ECU community has been an essential element in the creation of our Strategic Plan, and we need your input once more to complete the plan. Please take a few minutes to review the plan and send your comments to your representative on the Strategic Planning Committee by **Thursday November 17, 2005**. You can find your representative's name on the list of Strategic Planning Committee members at <http://www.oie.ecu.edu/spc/members2005.php>.

The 2006-10 Strategic Plan is based on the current plan as well as on what we have learned from implementing the current plan, how our environment has changed, and what our environment will look like in 2010.

The members of the Strategic Planning Committee have gathered and analyzed the internal and external data related to our planning. They have conducted focus groups and analyzed the data gathered from our internal and external constituency groups. They have also taken into consideration trends at the Council on Postsecondary Education (CPE) and where ECU fits into their strategic plan. There also has been extensive communication and collaboration between the Strategic Planning Committee and the Quality Enhancement Plan committee of the SACS reaffirmation team.

The Strategic Planning Committee drafted revised vision and mission statements in addition to five goals, which are essentially the same goals as the current plan, with goals 1 and 6 combined. The slight wording changes in some of the goals and strategic directions are based on the idea of making the goals broader. The strategic directions are more specific, and even more focused are the Key Performance Indicators (KPI's). The goals are not listed in priority order and are numbered for reference purposes only.

The committee worked on designing KPIs which are precise, focused, and measurable. For each KPI, the committee has worked with those with expertise in that specific area. Not all Key Performance Indicators will necessarily be measured each year. For strategic directions that have several KPIs, those KPIs will likely be staggered so that a portion of them are measured each year, covering all KPIs in a two- or three-year cycle. For questions and clarifications, please contact your representative on the committee or Dr. Jaleh Rezaie (jaleh.rezaie@ecu.edu).

I very much appreciate your time and effort in helping us create a plan for a better future for ECU.

Jim Chapman

Interim Provost and Vice President for Academic Affairs

From 2003-06 Plan to 2006-10 Plan

2003 – 06 Plan

Vision Statement

Eastern Kentucky University will be the leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where **students come first**.

Mission Statement

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

Goals

- **To promote and support a climate that respects and celebrates diversity.**
- To continuously improve the programs, services, and infrastructure of the university through the use of inclusive and innovative processes.
- To promote learning through high quality programs and services.
- To provide intellectual and cultural opportunities which will develop and enhance scholarship and intellectual curiosity.
- To increase and enhance external and internal constituency engagement, while maintaining a connection with Appalachia.
- **To attract, develop, and educate an increasingly diverse student body.**

2006 – 10 Plan

Vision Statement

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

Mission Statement

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

Goals

- **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 members of the university community.
- To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

2003 – 06 Plan

Strategic Directions

GOAL 1: To promote and support a climate that respects and celebrates diversity.

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 global society.

GOAL 2: To continuously improve the programs, services, and infrastructure of the University through the use of inclusive and innovative processes.

STRATEGIC DIRECTION 2.1: Enhance faculty and staff use of technology.

STRATEGIC DIRECTION 2.2: Improve institutional effectiveness by utilizing a strategic planning, budgeting, and assessment process that incorporates shared governance.

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

STRATEGIC DIRECTION 2.4: Increase financial flexibility.

2006 – 10 Plan

Strategic Directions

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.

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 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.

2003 – 06 Plan

Strategic Directions

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

STRATEGIC DIRECTION 3.1: Enhance student learning through excellence in **teaching, scholarship, and service.**

STRATEGIC DIRECTION 3.2: Improve compensation to attract and retain high quality faculty and staff.

STRATEGIC DIRECTION 3.3: Increase opportunities for and participation in learning experiences inside and outside the classroom.

2006 – 10 Plan

Strategic Directions

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.

2003 – 06 Plan

Strategic Directions

GOAL 4: To provide intellectual and cultural opportunities which will develop and enhance scholarship and intellectual curiosity.

STRATEGIC DIRECTION 4.1: Enhance professional development opportunities.

STRATEGIC DIRECTION 4.2: Enhance resources and opportunities for faculty/staff/student collaboration in scholarly and creative activities.

GOAL 5: To increase and enhance external and internal constituency engagement, while maintaining a connection with Appalachia.

STRATEGIC DIRECTION 5.1: Increase net external funding with emphasis on grants, contracts, private support, and economic development activities.

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

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

2006 – 10 Plan

Strategic Directions

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

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.