

Council on Postsecondary Education
Proposal for the:

Regional Stewardship Program
University Infrastructure Grant

Submitted by:

Eastern Kentucky University
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Eastern Kentucky University

I Proposal Narrative

a. Mission/Vision/Strategic Priorities

- i. Describe the extent to which campus leaders have incorporated an emphasis on public engagement into the mission, vision, and strategic priorities of your university. Does your university's mission statement communicate the importance of public engagement? Does the overall vision for your university include plans for strengthening campus/community partnerships and addressing regional problems? Do university strategic priorities establish a clear expectation that each academic unit is responsible for serving the full breadth of the teaching, research, and public engagement mission? Are departmental units expected to set goals for public engagement and is unit performance measured against those goals? Do campus communications, such as the state of university address, reflect the importance of public engagement?

Eastern Kentucky University campus leaders in conjunction with the University community have emphasized public engagement throughout the 2006-2010 Strategic Plan. The University mission statement reflects this commitment by recognizing service as a high priority. The mission statement reads, "Eastern Kentucky University is a student-centered, comprehensive public university dedicated to high-quality instruction, scholarship, and service." Of the university's six core values in the plan, three address public engagement: Civic Responsibility and Civility, Opportunity and Access, and Shared Governance and Collaboration. At EKU we believe that it is the duty of our 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.

The vision of the University, expressed through the strategic plan, encourages academic and other units to promote and reward public engagement by highlighting these values in two of the five University goals. Goal three is "To promote learning through high-quality programs, research, and support services." The strategic directions linked with this goal include enhancing student learning through excellence in community service and implementing academic programs that meet the current and future workforce needs. Both of these strategic directions will be measured with key performance indicators directly linked to public engagement by requiring departments to involve students in community service and offer courses incorporating service learning. Goal five is the most direct link aiming "To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky." The strategic directions encourage enhancing partnerships with business,

community and educational entities and enhancing EKU's sense of stewardship of place by increasing its commitment to southeastern Kentucky.

All units across campus are required to tie their action plans to the University's strategic plan and therefore incorporate public engagement and stewardship into their goals and objectives. Throughout the 2006-2010 strategic plan, service, engagement and stewardship are all valued and rewarded.

- ii. **Describe how your university's mission, vision, and strategic priorities will change with implementation of the regional stewardship program.**

As noted above, the 2006-2010 University Strategic Plan fully integrates regional stewardship into its vision, mission, and planning documents. Consequently, no significant changes in the University's strategic planning documents are anticipated as a result of the Regional Stewardship Program. The University will focus its efforts on modifying its internal structures and processes to provide more effective coordination and support for the University's regional stewardship activities

- iii. **What is the expected timetable for completion of changes to the university's mission, vision, and strategic priorities described above?**

This task has already been completed.

b. **Planning/Budgeting**

- i. **Describe how current planning and budget processes at your university reflect the importance of public engagement. Does your university's budget contain allocations or competitive grant programs to support engagement efforts? Please identify revenue streams that currently provide incentives for individual faculty and departmental units to become involved in stewardship work.**

Presently, the budgeting processes for strategic planning targets various regional stewardship engagement efforts and programs that have been identified in the University's strategic plan. However, aside from planning and programs contained in the strategic planning process, regional stewardship and public engagement activities and programs have not historically been elevated to an appropriate level of importance within the University's regular budget planning and processes.

The University's budget contains allocations that directly support engagement activities through the Division of Continuing Education and Outreach. The Office of Graduate Education and Research also provides funding on a competitive basis for faculty research, including activities that support community engagement.

The University's Division of Continuing Education and Outreach supports community involvement in educational endeavors and provides a variety of programs supporting regional stewardship, as do some other University

programs and departments. The Mission Statement of the Division of Continuing Education and Outreach states: *“It is the mission of the Division of Continuing Education and Outreach of Eastern Kentucky University to provide high-quality student and client-centered educational opportunities and services to enhance the quality of life for the diverse communities we serve.”*

Goals of the Division include: 1) to increase and enhance internal and external partnerships and collaborations; 2) to continuously improve systems and processes of Continuing Education and Outreach; 3) to provide high quality student and client-centered support services to enhance learning; and 4) to develop and enhance an environment that supports diversity and stimulates intellectual and cultural growth.

With regard to competitive grant programs, The Division of Sponsored Programs under the Office of Graduate Education and Research heads the University’s efforts to identify funding sources and assist faculty and staff in securing funds for sponsored research and service projects. The mission of the division states in part: *“...The Division of Sponsored Programs (DSP) is committed to providing support and resources to the campus community to assist in submitting proposals and securing external funding. The DSP is responsible for establishing and nurturing a dynamic environment to maximize external funding for research, scholarly, service, and creative pursuits while ensuring that the university’s financial, contractual, and regulatory exposures are minimized. DSP provides guidance and support to the university community in its sponsored efforts and creates an administrative environment that fosters team work, continual learning, sustainability, and customer service...”*

The Division of Sponsored Programs can identify projects that promote regional stewardship within the state of Kentucky, and specifically, the Eastern Kentucky University service region. Faculty members are encouraged to pursue sponsored activities that benefit the state and region and may obtain reassigned time from teaching in order to conduct sponsored research and service.

Following is information detailing sponsored research and service projects, by college or university administrative area, commencing since July 1, 2005. These projects are specifically related to the Eastern Kentucky University service region and the state of Kentucky. Any sponsored activity that was clearly not related to these areas has been removed from this analysis.

College Arts & Sciences:	\$3,913,364
College of Business & Technology:	\$1,599,066
College of Education:	\$10,717,357
College of Health Sciences:	\$5,297,387
College of Justice & Safety:	\$59,001,101
Support & Administrative Areas:	<u>\$6,653,013</u>
Total:	\$87,181,288

This total represents approximately 291 sponsored agreements. The funding sources for these sponsored projects include the Commonwealth of

Kentucky (state funds), the United States Government (federal funds) and other entities (private funds). A small sampling of variety of work identified in the sponsored projects supporting regional stewardship includes agricultural and biological research, mental health and substance abuse training, rural hospital flexibility program, and rural community police training.

There are presently no identifiable university revenue streams that specifically provide incentives for individual faculty and departmental units to become involved in stewardship work. However, departments with faculty who are doing work on sponsored agreements may receive revenue from the sponsor in the form of facilities and administration indirect cost recovery agreements.

ii. Describe how your university's planning and budget processes will change with implementation of the regional stewardship program.

The Regional Stewardship Program will become part of the University's annual planning and budgeting processes. Most likely, the implementation of the regional stewardship program will not significantly change the current planning and budget process; however, it will allow for additional funding of initiatives that may not be strategic in nature, but that do engage the University's service region and regional community. A significant change will be found in the elevation of importance of regional stewardship in the University's planning and budget processes.

The process for funding regional stewardship initiatives will parallel the University's current strategic planning process. The Strategic Planning Committee (SPC) is comprised of 29 members of the University community representing various areas of the University and includes students, faculty, staff and administrators. The Committee is diverse in composition, allowing more involvement across academic and non-academic areas. Each University area develops an action plan that connects initiatives to strategic goals and objectives, performance indicators, and results, and submits a formal funding request to the Committee. The Committee evaluates formal written requests for funding and determines which initiatives might be funded.

Total funding for the SPC is determined by the University's Budget Advisory Council in accord with established University budget guidelines. When it is determined that University funds are available for strategic initiatives, the Budget Advisory Council awards funds to the SPC. The SPC then notifies the specific University area of funding. Only those initiatives that are directly related to the University's strategic plan are funded.

The Regional Stewardship Advisory Board might serve in a role similar to the University's SPC by formulating and developing regional stewardship initiatives and programs. The Board would then evaluate all initiatives and programs, determining the total funding for each. Initiatives that are approved and funded by the Board would then be submitted into the University's planning and budgeting processes via the University Regional Stewardship Center.

Stewardship funds are anticipated to arrive as part of the University's state appropriation. These funds would be segregated from other appropriations in order to appropriately account for the funds. Additional funds received in subsequent years that are designated for stewardship will also be segregated and added to the funds available for the University Regional Stewardship Center.

Approved budgets for the Regional Stewardship Program will be loaded into the University's administrative system, where appropriate monitoring and tracking mechanism are already in place. Regional Stewardship Program initiatives and projects will be monitored and tracked within the administrative system with the use of organization, program, and activity codes.

iii. **What is the expected timetable for completion of changes to the university's planning and budget processes described above?**

It is anticipated that these changes will be implemented for the 2007-2008 planning and budget cycle. Work for this budget cycle is already underway.

c. **Engagement Infrastructure**

i. **Describe your university's current public engagement infrastructure. Does the formal organizational structure of your university support public engagement activities? Does your university have an office of public outreach that supports engagement activities? Does your university have any centers or institutes that organize knowledge around problems rather than disciplines, or that have a strong outreach component? Does your university provide faculty with adequate release time and support staff to facilitate public engagement work?**

Currently, Eastern Kentucky University's public engagement infrastructure is distributed throughout the institution. Public engagement activities relating to teaching, research and service exist in every college, as do programs related to external engagement. The formal organizational structures within ECU support public engagement activities in a variety of ways. Most of these structural units are housed within Academic Affairs. The Service Learning initiative (see section f below) is coordinated through the Office of the Associate Vice President for University Programs. Support for faculty and staff seeking external funding for stewardship programs is provided by the Division of Sponsored Programs under the Associate Vice President for Research and Dean of the Graduate School. This office also is responsible for the University's Faculty Research Grants program that provides institutional resources for faculty scholarship, including projects that direct the University's research capabilities toward regional issues. The Division of Continuing Education and Outreach, under the Dean of Continuing Education and Outreach, also provides central support to a range of public engagement activities. These activities include Adult, Community, and Workforce Education, Distance and Online Learning and Conferencing and Events, among others. The Division is also responsible for the coordination of Eastern Kentucky University's branch campuses located throughout the service region.

The Colleges of Arts and Sciences, Business and Technology, Education, Health Sciences, and Justice and Safety, along with the University Libraries, also support regional stewardship through a wide range of initiatives and centers. Of particular note are the Center for Economic Development, Entrepreneurship, and Technology (CEDET) housed within the College of Business & Technology, The Justice and Safety Center and the Training Resource Center in the College of Justice and Safety, and the Bluegrass Farmworker Health Center managed by the College of Health Sciences. CEDET provides assistance to businesses, organizations and communities in the areas of strategic planning, rural business development, grant writing, and training. The Justice and Safety Center is at the national forefront in developing interdisciplinary approaches to the area of homeland security. The Training Resource Center is responsible for the management of a wide range of externally supported service projects including the Department of Corrections Training Project, The Juvenile Justice Training Center, the University Training Consortium, and the National Partnership for Juvenile Service. The Bluegrass Farmworker Health Center provides primary health care services to migrant and seasonal farm workers in central Kentucky. All of these centers utilize approaches that transcend disciplinary boundaries in addressing areas of need throughout our service region and beyond.

All of these activities take place without a formal structure for providing release time to faculty engaged in stewardship activities. Faculty who have been successful in attaining external funding for their stewardship activities are given the opportunity to obtain course release through their grant funds. The University has outlined a goal of providing more course release time for engagement in scholarly activities, including scholarship directed toward regional stewardship, as part of its 2006-2010 Strategic Plan.

ii. **Describe how your university's engagement infrastructure will change with implementation of the regional stewardship program.**

Eastern Kentucky University is fully committed to the goals and objectives of the Regional Stewardship Program. Regional stewardship is a key component of the 2006-2010 Strategic Plan and the depth and breadth of activities conducted by ECU faculty and staff demonstrate that commitment. Perhaps the greatest challenge is not so much fostering stewardship, but rather in coordinating and targeting these activities. Regional stewardship activities now are generally conducted independently. A typical example is when a faculty or staff member with particular expertise may contact, or be contacted by, an entity or agency to address a specific problem. While these efforts are important, they aren't always targeted toward the areas of greatest need. Furthermore, the efforts tend to be limited to a specific discipline or narrow set of disciplines when most of the substantive challenges for the region require a broader, interdisciplinary approach.

Eastern Kentucky University's proposed regional infrastructure plan consists of two key components. The first will be the appointment of a Director for Regional Stewardship. The director will be responsible for coordinating the regional stewardship activities conducted by ECU faculty and staff and will work with key campus constituency groups, the Regional Stewardship Workgroup, and the Regional Advisory Committee. The Regional Stewardship Workgroup is a campus-wide committee of key faculty and administrators

appointed by the President that will continue to serve as a campus resource in promoting the stewardship agenda. The workgroup, in collaboration with the Director of Regional Stewardship, will be responsible for making budgetary recommendations for faculty development funds, stewardship grants, and support lines in order to more fully align the institutional priorities and resources to support the stewardship initiative. The Regional Advisory Committee, as specified in the program guidelines, will consist of community and education leaders, business and industry representatives, policy professionals, interest groups and citizens from the region served by Eastern Kentucky University. The Regional Advisory Committee will be responsible for identifying strategic directions for regional stewardship initiatives and providing ongoing assessment of regional stewardship programs developed under the strategic plan.

The second component will be the appointment of a faculty regional stewardship coordinator in each of the academic colleges at Eastern Kentucky University. Each faculty coordinator will receive half reassigned time (a 2-course reduction per term) to devote to the stewardship initiative. The faculty coordinators will serve on the Regional Stewardship Workgroup and work in collaboration with the Director of Regional Stewardship to foster and promote faculty and staff engagement and to develop interdisciplinary teams to address critical areas of need as identified by the Regional Advisory Committee and the Regional Stewardship Workgroup. The direct involvement of the faculty coordinators will establish the centrality of regional stewardship activities among their faculty colleagues within their respective colleges and across campus, and help provide the recognition and visibility for faculty and staff engaged in these activities.

Taken together, these two components will provide a much-needed focus to the stewardship activities that are currently being conducted by faculty and staff from across the campus. It will also produce the critical infrastructure for engagement with the community, promote the expansion of stewardship activities, and provide the visibility and recognition at the college and University levels that are essential to achieve broader faculty participation in regional stewardship initiatives.

iii. **What is the expected timetable for completion of changes to the university's engagement infrastructure described above?**

Changes to the University's engagement infrastructure will be initiated by the University's Regional Stewardship Workgroup immediately upon notification of receiving the infrastructure award. The workgroup will begin the search process for the Director of Regional Stewardship. Faculty coordinators from within the academic colleges will be recruited while the search is being conducted. The expectation is that the appointment of the Director and faculty coordinators will be completed within 4 to 6 months.

d. Recruitment/Professional Development

i. **Describe how recruitment and professional development activities at your university reflect the importance of public engagement. Is a demonstrated ability to provide leadership in the public engagement arena an important**

critterion for selecting presidents, provosts, deans, and chairs? Do recruitment ads and position descriptions for administrative, faculty, and staff positions make it clear that public engagement is a key component of the university's overall mission? Is leadership in community involvement a component of faculty and administrator performance evaluations? Does the university's budget provide allocations for professional development in public engagement related areas?

With regard to recruitment, there are currently no uniform guidelines for addressing public engagement as a systematic component of the University's recruiting procedures. However, the University has placed increased emphasis on the potential to conduct significant scholarship, including the scholarship of application that is central to the regional stewardship focus, for all faculty candidates. Specific service expectations are listed as qualifications on many of the advertisements for faculty positions, particularly in those colleges with professional programs most clearly tied to involvement in community initiatives. One measure of EKV's contribution to regional stewardship is given by the outstanding record of public service grants obtained by faculty and staff at Eastern Kentucky University.

Commitment to regional stewardship is an explicit expectation for all higher-level administrative appointments at the University. Copies of the University's Strategic Plan, which specifically identifies the centrality of regional stewardship to the academic mission of the University, are made available to all candidates for these positions. In the University's current search for Provost and Vice President for Academic Affairs, all recruiting materials explicitly list a "commitment to outreach, public service and stewardship in keeping with the University's academic mission" as one of the main qualifications for the position. All of the academic deans play active roles in promoting and engaging in regional stewardship activities commensurate with their responsibilities as campus leaders.

Regional stewardship activities are included in performance evaluations for some faculty and academic administrators. There is, however, a perceived lack of uniform recognition in the existing promotion and tenure and merit evaluation processes. The University's new tenure and promotion policy, currently in the final stages of review by the Faculty Senate (see section e, below), specifically recognizes these activities for campus-wide recognition through the promotion and tenure, and merit review processes.

Support for professional development in stewardship initiatives is mixed. Professional development funds are allocated to faculty through their academic units. Funds must be used in accordance with broad guidelines but the use of the funds is mainly at the discretion of the individual faculty member. The University is seeking to increase funding for professional development activities. One of the responsibilities of the proposed Director of Regional Stewardship will be to provide guidance on the use of these funds to support professional development in community service related activities.

- ii. Describe how your university's recruitment and professional development activities will change with implementation of the regional stewardship

program.

Changes in recruitment strategies that will support civic engagement are currently underway. These changes stem from three factors: 1) the increasing emphasis on scholarship, including the scholarship of application that is central to regional stewardship, in the recruiting of new faculty; 2) the explicit recognition of these activities in the pending promotion and tenure policy; and 3) the central place of regional stewardship in the University's 2006-2010 Strategic Plan.

The Regional Stewardship Program itself is more likely to have its greatest impact on broadening the scope of professional development activities to include regional stewardship. The proposed Director of Regional Stewardship will work with the leadership of Academic Affairs to provide guidelines for the use of professional development funds that directly support civic engagement and regional stewardship activities.

iii. What is the expected timetable for completion of changes to the university's recruitment and professional development activities described above?

Changes to the University's recruitment strategies are ongoing. Reshaping the University's support for professional development on a formal level is expected to result from the implementation of the Regional Stewardship Program. General guidelines for the use of existing professional development funding to support regional stewardship should be established prior to the implementation of Phase II of CPE's Regional Stewardship Initiative.

e. Incentive/Reward System

i. Describe the extent to which your university has established incentive programs or reward systems that encourage public engagement activity for administrative leaders, faculty, and staff. Has your university implemented any outreach incentive programs that promote community involvement? Do these programs provide incentives at both the individual and departmental levels? Has your university made any changes regarding faculty salary, promotion, and tenure decisions to encourage engagement activity? Are faculty members publicly recognized for contributions to the community through ceremonies or awards?

At the present time, there is wide variation among academic departments regarding appropriate recognition of community service related activities within the University's tenure and promotion and merit review procedures. While most academic programs give consideration to appropriate community engagement activities, there is no uniform recognition of these activities. An effort to remedy this situation was initiated in 2003 with the publication of a report by the University's ad hoc Committee on Tenure and Promotion. The result of the report was a comprehensive review of the University's policy on tenure and promotion conducted by the Faculty Senate.

The Faculty Senate throughout the 2005-2006 academic year reviewed a draft of a comprehensive Tenure and Promotion policy. The policy is now in its final stages of revision and passage by the Senate is expected during the Fall 2006 term. The new policy explicitly recognizes the types of activities envisioned under the Regional Stewardship Initiative. The new policy, when implemented, will formalize on a University-wide level appropriate recognition of stewardship activities in the promotion, tenure, and merit review processes. The importance of formal recognition of civic engagement activities in the promotion and tenure process cannot be overstated. The new policies along with the University's increasing emphasis on scholarship in general, and the scholarship of application to regional issues in particular, will provide greater incentives for faculty to engage in activities that support and strengthen our service region

Beyond tenure and promotion and merit evaluation processes, there are currently no formal incentives at the departmental or individual level directly targeted to regional stewardship. It is clear however, from the breadth and depth of the University's engagement in these activities, that departments and faculty members have taken it upon themselves to be actively involved in service to the region. Faculty and professional staff have sought and succeeded in obtaining external funding to support many of these activities. The University's Center for Economic Development, Entrepreneurship and Technology, the Environmental Research Institute and the Martin County Water Project are just a few examples of grant-supported projects that have played vital roles in addressing critical areas of need in Eastern Kentucky. The University supports many of these projects by providing matching funds for externally funded projects.

- ii. Describe how your university's incentive and reward system, including salary, promotion, and tenure policies, will change with the implementation of the regional stewardship program.

Because of the progress currently underway, the implementation of the Regional Stewardship Program itself is expected to have limited impact on further changes in the reward and incentive structure. However, the implementation of the Regional Stewardship Program should play a substantial role in coordinating and promoting these activities so that many of the current projects receive broader recognition by the University and the community.

- iii. What is the expected timetable for completion of changes to the university's incentive and reward system described above?

Passage of the University's revised tenure and promotion policy is expected in Fall 2006. Colleges and departments will then assume responsibility for reviewing and revising existing promotion, tenure, and merit policies to conform to the general guidelines of the revised University policy. While there is no firm timetable currently established for departmental and college review, many academic units have already begun the process and changes to the policies within the academic units should be completed within 12 months of adoption of the revised University policy.

f. Learning Environment

- i. Describe the extent to which public engagement has been incorporated into the learning environment of your university. Has public engagement been integrated into the curriculum of the university? Are students afforded opportunities for service-learning projects or other forms of community-based learning? Do graduation requirements require some level of community involvement?

Public engagement is actively being incorporated into the learning environment of Eastern Kentucky University. Many of the University's academic programs include courses with strong service-learning components. Some of the programs with the strongest service-learning components cut across all academic colleges at ECU and include Curriculum and Instruction, Baccalaureate and Graduate Nursing, Communication, Occupational Therapy, English and Theater, and Government. In this regard, a university-wide Civic Engagement and Service Learning Advisory committee was established during the 2005-2006 academic year. A campus-wide survey was conducted during the spring of 2006 to assess the level of service-learning and civic-engagement activities imbedded in the curriculum throughout the academic programs offered by the University. The survey also identified nearly 50 community partners supporting civic engagement and over 70 community partners supporting service-learning programs.

In response to the survey, the advisory committee developed a campus-wide proposal to support the ECU Service Learning Project. The project was developed as part of the University's Quality Enhancement Plan that is guiding our ongoing SACS reaffirmation process. The goal of the Service Learning Project is to promote faculty engagement in projects with external partners in order to provide assistance to an external partner, particularly in relation to economic, community and business development. Additionally, the Project strives to enhance student development as informed, critical and creative thinkers who communicate effectively, and through service learning and civic engagement. All courses offered through this project will include the following student learning objectives:

- Students will demonstrate an understanding of a subject matter and how it applies to real problems
- Students will demonstrate an appreciation of the complexity of a social problem through the synthesis and evaluation of various ideas
- Students will demonstrate oral communication skills through reflective discussions and project presentations
- Students will demonstrate communication skills through reflective written assignments
- Students will demonstrate the basic skills necessary for critical and creative thinking

Student learning objectives will be assessed through various assignments developed by the individual instructors, as well as an assessment tool developed by the Civic Engagement and Service Learning Advisory Committee, based on the widely used Service Experiences (SE) Survey.

Common to each is a service component and a connection to a constituent external to the university. The academic and/or institutional activities entered into with an external partner must address a need linked to economic development, livable communities, social inclusion, improved K-12 schools, creative governance and/or civic participation through public engagement. It is expected that regional stewardship activities address needs identified by external partners who seek assistance from the University, and not vice versa.

- ii. Describe how your university's learning environment will change with implementation of the regional stewardship program. How will curriculum development, service-learning opportunities, or graduation requirements change as a result of the program?

Given that service learning has been identified as one of the areas of emphasis under EKU's Quality Enhancement Plan, integration of service learning and civic engagement will continue to move forward as part of our normal curriculum review process. The implementation of the Regional Stewardship Program is expected to strengthen and broaden the University's ongoing activities in these areas. The Director of Regional Stewardship and representatives from the faculty coordinators in the academic colleges will serve as members of the Service Learning Advisory Council. The role of the Director of Regional Stewardship will be to serve as an advocate for the continued expansion of service learning activities throughout the curriculum.

- iii. What is the expected timetable for completion of changes to the university's learning environment described above?

The timeline for the implementation of the Service Learning Quality Enhancement Plan begins next fall. Broader integration of service learning will take place as part of the University's ongoing curriculum review process. In particular, service learning and civic engagement are expected to be important criteria in our program review process, at both the graduate and undergraduate levels.

g. Information/Reporting Systems

- i. Describe any data collection and reporting systems that your university uses to track public engagement activities or scan its regional environment. Does your university have a database for tracking campus/community interactions? What key indicators of community involvement are collected? Does your university engage in environmental scanning activities to help identify pressing regional problems or opportunities? What key indicators are used to determine quality of life in your region?

Eastern Kentucky University (EKU) has implemented a fully-functioning, comprehensive, and integrated process for the planning, assessing, and reporting by academic programs and departments, and by administrative and educational support units. This process incorporates the setting of meaningful goals and objectives, development and implementation of

multiple direct and indirect measures to ensure that objectives are being accomplished, and the use of the results of those measures to direct improvements in academic programs and educational support operations. The University has identified as one of its primary goals in the 2006-2010 Strategic Plan to increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern Region of Kentucky. To accomplish this goal several strategic objectives have been articulated. Two specific objectives to enhance regional stewardship have been identified: *To enhance EKU's sense of stewardship of place by increasing its commitment to southeastern Kentucky,* and *"To enhance partnerships with business, community and educational entities (2006-2010 EKU Strategic Plan)."* Through the university's planning, assessment, and reporting infrastructure, individual units are required to show linkages to each of the primary goals and strategic directions of the University, including those that enhance regional stewardship.

EKU's mission focuses on high quality instruction, service, and scholarship, all of which center around student learning and student success. Every unit – both academic departments and educational support units – documents the degree to which it is achieving both educational objectives and planning objectives, and how it is using the results of its measures to improve student learning and support services. Both campus and community interactions that foster contributions to diversity initiatives, enhance constituency engagement, and enhance community and business partnerships are collected. The university utilizes a specific software application (Trac-Dat®) to maintain a centralized repository of information. Individual academic and administrative units submit data for review via this electronic repository.

In addition to Trac-Dat®, another database may prove to be effective for the purposes of tracking campus and community interactions. The College of Business & Technology in conjunction with Information Technology & Delivery Services, are piloting *Digital Majors*, a software program designed to assist faculty in tracking their research, scholarship, and service activities. Assuming the pilot is successful, this software will serve as another source in the gathering of faculty engagement activities with the community/region.

Individual academic and administrative units submit data for review via Trac-Dat®. Both campus and community interactions that foster contributions to diversity initiatives, enhance constituency engagement, and enhance community and business partnerships are collected.

Currently, there is not a centralized, university-wide process for scanning our regional environment. At present, environmental scanning activities occur individually, at the faculty, department, and/or administrative office level.

The Quality of Life indicators for EKU's service region are not all that different from the rest of the Commonwealth, or the nation as a whole. Key indicators include degree of educational attainment, per capita income, cost of living index, environmental quality, quality and strength of local governments and service organizations, availability of economic opportunities, and the health of its citizenry, to name a few. The challenges

for our region lay not so much in the uniqueness of these indicators, but rather in the depth and scope of the challenges that need to be addressed. In most of these areas, the citizens of Eastern Kentucky are at a significant disadvantage in comparison to other regions of the Commonwealth.

- ii. Describe how your university's data collection and reporting systems will change with implementation of the regional stewardship program.

With the implementation of the Regional Stewardship Program, the existing planning, assessment, and reporting infrastructure will be revised to create a more formal and central system to incorporate specific reporting requirements to measure EKU's success in meeting needs as identified by the Regional Stewardship Advisory Committee.

One of the primary responsibilities of the Director for Regional Stewardship will be to monitor the data collected from both campus and off-campus constituencies to identify and target areas of emphasis for regional stewardship activities.

- iii. What is the expected timetable for completion of changes to the university's data collection and reporting systems described above?

Upon approval by CPE of EKU's proposed infrastructure to support regional stewardship initiatives, the 2006-2007 academic year will be dedicated to the establishment of a formalized and centralized infrastructure for tracking public engagement activities and scanning the regional environment. The University community will be notified and data collection can begin as early as the beginning of the 2007-2008 academic year.

h. Campus/Community Interaction

- i. Describe the extent to which interactions between your campus and the surrounding community have become institutionalized. Does your community have any planning or advisory groups that cross traditional governance boundaries to address regional problems? Do campus leaders participate in a formal way in these regional planning organizations? Does the group have a strategic plan for the region? What is the university's role in helping to bring that plan to fruition? Does your university involve the community in its strategic planning process, in its selection of key institutional leaders, or in its program review or institutional effectiveness efforts?

EKU has a rich history of commitment to the region and communities that we serve and EKU's faculty, staff and students engage frequently and purposefully with a variety of constituencies throughout the Commonwealth. Since "service" is clearly addressed in EKU's mission statement, participation in such engagement is part of the fundamental fabric of our institution. The six core values stated in EKU's "Moving Forward Together Strategic Plan 2006-10" are closely related to this service element of our mission. These include: 1) Civic Responsibility and Civility, 2) Dignity and Diversity, 3) Excellence and Innovation, 4) Opportunity and Access, 5) Shared Governance and Collaboration, and 6) Student Success. When examined even more closely,

these core values result in a wide variety of Key Performance Indicators that relate to the learning outcomes, curricula, student activities, faculty and staff participation, and administrative policies and procedures. This system assures that "service" is included and evaluated within every departmental and unit plan of our institution. Rather than detail each of these various activities, this response will focus upon two key types of EKU engagement with our surrounding communities: 1) seeking community inclusion in EKU's "internal" planning processes, and 2) having EKU faculty, staff, and administrators included in planning efforts of the "external" communities.

Prior to the development of EKU's "Moving Forward Together Strategic Plan 2006-10," several external "stakeholders" were invited to participate in a series of public forums to help us conduct a "360 SWOT" analysis. Members of the business and industry community, representatives from city, county, and state government agencies, and the public-at-large were invited to participate in these discussion sessions that were held at different times in each of the communities where EKU has a campus or center. The results of these discussions were then summarized and used in the strategic planning process. This quest for information went well beyond the more highly structured mechanisms such as the Board of Regents, program-specific advisory boards and councils, and other department-specific bodies that are composed of members of the communities served. EKU uses these structured advisory boards and councils to gain input and guidance as we develop plans on the departmental and unit level aimed at service to our region. In addition to the boards and councils currently existing, the EKU campuses in Corbin, Danville, Lancaster, Hazard, and Manchester are in the process of forming similar community-based advisory boards. It is through these and other contacts with the communities we serve that EKU is able to gain more accurate input relating to the needs of our communities. Then we can adapt our own plans to better meet these needs.

While gaining input from the communities served for EKU's "internal" planning is vital to making EKU responsive to community/regional needs, it is also incumbent upon the leadership of EKU to foster the strategic planning efforts of our constituents as well. Toward this end, many campus leaders participate in planning or advisory groups that transcend traditional governance boundaries to address regional problems. A representative listing of such involvement would include the following.

- Dr. Norman Powell is Director of KECSAC
- Dr. Dorothy Combs chairs the state level P-16 Council
- Dr. William Thames is the Director of SE/SC and the Kentucky Teacher Internship Program
- Dr. Nancy Thames is the Director of the Student Service Consortium Center for Americacorps
- Ms. Tammy Cole serves as an officer in the Bluegrass Business Consortium
- Dr. Byron Bond and Ms. Cheryl Stone serve on the Madison County Economic Development Commission
- President Joanne Glasser, Dr. Robert Rogow, and Dr. Byron Bond serve on the Richmond/Madison County Chamber of Commerce Board (Dr.

Byron Bond is the Vice-President for Economic Development of the Chamber)

- Directors of the ECU campuses in Corbin, Danville, and Manchester serve on local P-16 Councils

The list of these sorts of involvement in community and regional planning groups could go on, but it may suffice to say that the above listing is only a small sample of such activity. In many of these cases, the agencies are striving to develop strategic plans to address specific or general needs of the region. In addition to leadership and involvement, ECU, often provides facilities/space for meetings, secretarial support and, in some cases, budget management for these efforts.

ii. Describe how campus/community interactions will change with implementation of the regional stewardship program.

As can be concluded from the discussion above, ECU is clearly dedicated to providing appropriate leadership and stewardship for the region served. Campus leaders from nearly every segment of the University seek to build and deepen their relationships with the community/region served in an effort to positively impact the economy and quality of life within the region. While this involvement is purposeful and widespread, one element that appears to be lacking is an over-all coordinating agency/entity within the structure of ECU to coordinate and provide oversight to these efforts. One of the positive results of this absence of over-all coordination and oversight is that there is direct involvement of many academic faculty and administrators since they see "ownership" of the resulting plans, etc. However, one of the negative results is that many separate entities with very similar missions perform similar functions, resulting in duplication of efforts, fiscal inefficiencies, and, often, confusion of responsibilities. It will be necessary for ECU to shed this traditional model of engagement and outreach if we are to prepare our region to engage more fully in a knowledge-based economy.

ECU intends to follow the national trend that is clearly in the direction of an academically decentralized and administratively centralized structure. This is very similar to what the majority of our peer institutions in Kentucky and ECU's benchmark institutions have moved to recently. It is seen that such a structure will retain/maintain the direct involvement of academic faculty and administrators while providing enhanced coordination of public service, continuing education, and all stewardship activities. This structure will enhance revenues by increasing efficiencies in the use of resources, including human resources, materials, and infrastructures. In short, this structure will provide each of the entities involved in stewardship with a more complete "portfolio" of services in order to better meet the needs of the communities served. Also, these entities will have a more unified "voice" for determining institutional strategic directions and appropriate institutional change and will provide for a more effective "focus" of our efforts. Finally, this structure will provide for a single point-of-contact for external constituencies seeking information and services from ECU.

iii. What is the expected timetable for completion of changes to campus/community interactions described above?

Clearly, the enrichment of interaction between EKU and the communities/region served will be an on-going and continuing process. It is anticipated that the new internal structure will be implemented immediately upon receipt of CPE funds. At that time, the internal "coordination" network will be established within two months. The next step will be extending our "advisory" network to include a group representative of each of the communities where EKU has a campus, which will serve to provide input specific to the identification of community/regional needs, how EKU's stewardship efforts can better address these needs, and how we can appropriately assess our efforts. The formation of these groups will begin in January 2007 and the network should be completed by March. At that time, the detailed discussions will begin and appropriate planning timetables will be developed for each of the areas of most significant need.

II. Financial Information

a. Proposed Budget

Using the table below, please identify proposed infrastructure pool expenditures for 2006- 07 and 2007-08 by natural object category. Program guidelines specify that infrastructure pool funds may be used for two categories of expenditure: (a) personnel expenses for a stewardship coordinator and staff; and (b) operating expenses directly attributable to the support and operation of stewardship program activities. Each institution is eligible to receive a maximum allocation of \$200,000 per year in infrastructure funds. It is anticipated that in subsequent biennia these funds will become recurring to the institution.

Category	2006-07	2007-08
Personnel (Director)	\$85,000.00*	\$87,550.00*
Personnel (Faculty)	\$70,000.00	\$70,000.00
Operating Expenses (Colleges)	\$35,000.00	\$35,000.00
Operating Expenses (Director)	\$10,000.00	\$7,450.00
TOTAL	\$200,000.00	\$200,000.00

* Includes fringe benefits

b. Budget Narrative

Please provide a detailed description of proposed infrastructure pool expenditures for each year of the biennium. For personnel-related expenses, indicate the number of positions supported, job titles, position descriptions, full- or part-time status, and budgeted expenditure levels for each position.

For operating expenses, identify the kinds of expenditures supported (e.g., professional development; public awareness/marketing campaigns; computer equipment and software; travel; meeting expenses, including facilitator fees; and consultant fees) and the budgeted expenditure levels for each. Also, demonstrate that these expenses are directly attributable to the support and operation of stewardship program activities.

Personnel (Director)

The largest portion of the personnel budget will be for the new position of Director for Regional Stewardship. The Director will have responsibilities for coordinating regional stewardship activities on campus, including the faculty coordinators and the Regional Stewardship Workgroup. The Director will also serve as the point of contact and institutional representative to the Community Advisory Board and will coordinate budget and strategic planning for Regional Stewardship initiatives. The salary of \$85,000 per year is comparable to that of other Director positions within the University and includes all fringe benefits. There is an estimated 3% salary increase budgeted for the 2007-2008 fiscal year.

Personnel (Faculty)

The proposal requests additional funding to provide reassigned time of two courses per term for each faculty coordinator within the academic units. The units include the College of Arts & Sciences, the College of Business and Technology, the College of Education, the College of Health Sciences, the College of Justice and Safety, the Division of Continuing Education and Outreach, and University Libraries. The faculty coordinators will be responsible promoting regional stewardship activities within their respective units, building collaborative teams from across units directed at targeted stewardship activities, and working with the on- and off-campus advisory boards in setting specific objectives for stewardship initiatives.

Operating Costs (Colleges)

Each faculty coordinator will assume responsibility for managing an operating budget of \$5,000 per year for regional stewardship activities. The use of funds will be primarily restricted to travel to meet with community leaders and potential funding agencies, and support for professional development for faculty and staff participating in the Regional Stewardship Program.

Operating Costs (Director)

The Director of Regional Stewardship will assume responsibility for the operating budget of the Director's office. Some of the funds during the first year are expected to be one-time start-up costs to establish the office (computer and software). The majority of the remaining budget is expected to go toward travel and meeting costs associated with the activities of the Community Advisory Board.

Please mail the infrastructure plan to Jim Applegate, Vice President for Academic Affairs, Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601 by close of business October 1, 2006.