

**Five-year strategic plan for Eastern Illinois University**  
**Executive summary**  
**Endorsed by the Board of Trustees, March 1, 2012**

**Introduction**

The strategic plan outlined in the following pages is a collaborative work, a snapshot of our collective wisdom. This plan is a rededication to our mission, a reaffirmation of who we are, and a reflection on our accomplishments. This plan embodies the deep passion and appreciation that students, faculty, staff, alumni, and friends have for Eastern Illinois University, and it expresses our joint expectation of excellence in all we do.

President Perry and the steering committee that guided the planning process asked the campus community to reflect on our challenges and provide guidance on how to achieve a sustainable academic and financial future. During these discussions, we refined our shared vision for the next stage of Eastern's continued evolution. With this strategic plan, we commit to creating a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support our students' academic success. The future of Eastern Illinois University is our collective responsibility, and more collaboration, hard work, and creative thinking will be asked of the campus community as we implement this plan during the next five years.

## Mission

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

## Vision

Eastern Illinois University will be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support students' academic success.

## Core values / Who we are

Eastern nurtures student success, and we expect our students to achieve their fullest academic and personal potential.

Our actions are guided by four core values:

- We uphold **excellence** in all we do.
- We value **personal relationships**, and we strive to strengthen the personal experience at Eastern for all members of our campus community and all whom we serve.
- We believe in the **accessibility** of an Eastern education and the opportunities it creates.
- We support **service** to each other and to our community, region, state, nation, and world.

Eastern Illinois University has become a top-tier regional comprehensive university because of our commitment to these core values, our passion for working with students, and our drive to excel. Eastern is at the forefront of achievement and innovation in higher education, and our accomplishments are many.

- We are the university that is home to the 2011 Illinois Professor of the Year.
- We are the university that has five alumni who have been recognized as Illinois Teacher of the Year.
- We are the university that has embraced integrative learning, annually sending more than 20 students to present their original research at the National Conferences on Undergraduate Research.

- We are the university that has more graduates continue their educations and earn doctoral degrees than any other Illinois master's institution, and we rank in the top 5% nationally on this metric.
- We are the university that received the 2011 Award for Innovation in Promoting Success in Graduate Education from the Council of Graduate Schools (CGS) and the Educational Testing Service (ETS).
- We are the university that for three consecutive years has won Student Emmy Awards for broadcast journalism.
- We are the university that has a world-class fine arts center designed by Antoine Predock, recipient of 2006 American Institute of Architects Gold Medal for Lifetime Achievement.
- We are the university that built one of the nation's largest campus biomass gasification projects without additional taxpayer funds or tuition dollars.
- We are the university that for two consecutive years has won the Ohio Valley Conference Commissioner's Cup for overall athletic achievement.

## Process and Timeline

Patrick Sanaghan's *Collaborative Strategic Planning in Higher Education* served as the guide for Eastern's strategic planning process. Sanaghan has shared his expertise on strategic planning, leadership development and facilitation techniques with more than 100 colleges and universities during the past 25 years. Sanaghan and his frequent collaborator Larry Goldstein, President of Campus Strategies, served as consultants for the planning process.

The planning process took place during calendar year 2011 and had five phases:

### Phase I: Getting organized (October 2010–January 2011)

President Perry, in consultation with the President's Council, appointed three co-chairs to lead the strategic planning effort: Assege HaileMariam, Professor of Psychology; Ken Baker, Director of Campus Recreation; and William Weber, Vice President for Business Affairs. An open invitation to serve was issued to the campus community, and a 28-member steering committee was appointed. The steering committee reflected the diversity of the University community, and the majority of members were veteran, mid-career and early career faculty from the Colleges and Booth Library. Trustees Robert Webb and Leo Welch served as representatives of the Board of Trustees.

### Phase II: Data gathering and engagement (February–May 2011)

In this phase, the steering committee meaningfully engaged stakeholders, both on and off campus, in discussions about our core values, the current and future challenges that we face, and the critical issues that we must proactively manage. More than 900 individuals participated in more than 60 engagement sessions. Data generated during this phase were compiled and posted on the strategic planning website to help ensure transparency of the process.

### Phase III: Making sense of the issues (June–August 2011)

The main goal for the third phase was to identify and develop the dominant strategic themes that emerged from the planning exercises and discussions of the prior phase. In a daylong meeting, the steering committee reviewed the information gathered from stakeholders and distilled it into a manageable number of strategic priorities. Six strategic themes were identified:

- Academic Excellence
- Global Competition and Changing Demographics
- Emerging Technologies
- Campus and Community Life
- Financial Sustainability
- Marketing and Communication

Steering committee members prepared a concept paper on each of the identified strategic priorities. The concept papers summarized the information gathered from the previous phase

and presented the relevant issues in a clear and understandable way for both internal and external stakeholders.

#### Phase IV: Vision conference (September–October 2011)

A vision conference was organized to give stakeholders, both internal and external, the opportunity to review and discuss the strategic priorities. The vision conference had three main stages: review and discussion of the concept papers, sharing of stakeholder group interests and perspectives, and outlining a shared vision for the university's future. The outcomes for the vision conference were shared with the university's governance groups and with the campus community in open sessions. These discussions resulted in a new university vision statement.

#### Phase V: Goals conference (November 2011–January 2012)

About 80 representatives from across campus, including the steering committee members and representatives from governance groups, met in a daylong goals conference. The assembled group drafted strategic goals for each of the concept paper themes and action plans to achieve each of the identified goals. The steering committee refined these ideas, and drafts of the strategic plan were shared with the campus community through governance groups and open sessions.

### **About this Executive Summary**

The resulting strategic plan was presented to the Board of Trustees in their January 2012 meeting for a first reading and is outlined on the following pages of this executive summary. For each of the six strategic themes, the plan includes a guiding vision for the theme, three supporting goals, recommended actions for achieving those goals, and estimates of any one-time or continuing financial requirements.

### **Implementation**

A five-year timeframe is envisioned for implementation of this strategic plan, and the President's Council has the primary responsibility for the implementation. Timing of the implementation depends on the availability of funding and the alignment with other existing initiatives. In this executive summary, each recommended action is identified as being part of Implementation Phase I, Phase II or Phase III. Phase I actions are of critical importance and/or align well with existing initiatives. Phase II actions require longer time frames for planning, consultation, and discussion. Phase III actions will take the longest to implement because of significant funding requirements, major procurement needs, or reliance on completion of other goals. Phase I goals are expected to be completed by the end of calendar year 2013, Phase II goals are expected to be completed by the middle of calendar year 2015, and Phase III goals are expected to be completed by the end of calendar year 2016. The strategic planning website will be used to track implementation progress, and regular updates will be provided through the campus governance structure.

## Academic Excellence

Eastern Illinois University will provide its students, whether residential, off-campus or online, with rigorous, relevant curricula and personal attention in a collaborative, supportive educational environment. Academic programs will be increasingly integrative and interdisciplinary, developed by an accomplished faculty who use their research and creative activities to inform their teaching and engage students.

### Goals and Actions

Be the institution that creates a culture of academic rigor.

- Link rigor to program identity, with academic programs identifying their own unique and distinctive hallmarks of rigor within the larger context of integrative learning, student-faculty research/creative activity, study abroad, and practicum/internships. *Implementation Phase II. Estimated cost, \$260,000 annually.*
- Review and update advisement processes to ensure that all students are intentionally advised to participate in an identified program of rigor at the designated key points during their academic curriculum. *Implementation Phase II.*
- Conduct a longitudinal study of critical thinking in order to provide a substantive report on the issues that contribute to the development of critical thinking among Eastern students. *Implementation Phase III. Estimated cost, \$25,000.*

Be the institution of opportunity and access for students, both traditional and non-traditional, who seek rigorous academic programs.

- Develop a flexible continuum of 100 new scholarships and/or tuition-waiver programs specifically directed toward increasing yields from a wide variety of student populations. *Implementation Phase I. Estimated cost, \$200,000–\$500,000 annually for each of four years.*
- Create an enrollment leadership group to work strategically and collaboratively to tap into emerging educational markets and improve Eastern's application, marketing, and yield strategies. *Implementation Phase I. Estimated cost, \$25,000.*
- Conduct a longitudinal access study to provide data on the value of our high-impact learning opportunities (e.g., integrative learning experiences such as student research, study abroad, internships, and practica) and how they impact enrollment. *Implementation Phase III. Estimated cost, \$25,000.*

Be the institution that creates the best opportunities for success including degree completion, advanced studies, and career preparation.

- Form a task force to conduct a thorough analysis of those factors that contribute to the success of Eastern students in areas such as degree completion, pursuit of advanced study, career entry, and professional advancement. *Implementation Phase II.*

- Create a mentoring excellence program to analyze faculty mentoring strategies that foster student success and provide training and development programs to assist faculty in adopting best practices in mentoring. *Implementation Phase II. Estimated cost, \$30,000 annually.*
  
- Establish a center for emerging studies that examines emerging academic needs in the economy and helps the university to re-structure its existing degree programs to meet emerging needs within the context of its mission. *Implementation Phase III. Estimated cost, \$30,000 annually.*

## Global Competition and Changing Demographics

Eastern will be home to an increasingly diverse community of students, faculty and staff who are globally aware and globally connected. Eastern will equip its graduates with the skills, knowledge and abilities they need to be productive and successful in an interdependent world.

### Goals and Actions

Develop and expand national and international partnerships so that students and faculty have the widest exposure possible to a globally diverse community.

- Continue research into the needs of community college transfer students, and increase the number of dual enrollment, degree completion options, and other programs that reduce the barriers to transfer. *Implementation Phase II.*
- Develop new markets for recruiting international students, and expand financial support for students who study abroad. *Implementation Phase II. Estimated cost, \$100,000 annually.*
- Increase participation in National Student Exchange and study abroad, and expand participation in faculty exchange programs and develop new partnerships with other universities worldwide. *Implementation Phase II. Estimated cost, \$30,000 annually.*

Enhance efforts promoting campus understanding of student diversity.

- Create a data-rich knowledge base of student characteristics, with summary statistics accessible by all faculty and staff. *Implementation Phase II.*
- Promote campus-wide understanding of the significant characteristics of our student body. *Implementation Phase I.*
- Continue comprehensive campus dialogues on the many facets of diversity (e.g., race and ethnicity, socio-economic status, sexual orientation and gender identification, veteran status, students with disabilities, non-traditional students, international students), with a special focus on expanding engaged campus-wide participation in these dialogues. *Implementation Phase II.*

Strengthen the university's commitment to diversity and its global impact.

- Enhance our efforts to recruit and retain faculty, staff and students who will represent and strengthen the university's commitment to diversity and global awareness. *Implementation Phase II. Estimated cost, \$100,000 annually.*
- Expand our use of best practices in diversity programming (e.g., speaker series, visiting distinguished community and business leaders, professional enrichment programs). *Implementation Phase II. Estimated cost, \$120,000 annually.*
- Strengthen our support structures that serve students and employees with disabilities, significant personal challenges, and other special needs. *Implementation Phase III. Estimated cost, \$120,000 annually.*



## Emerging Technologies

The university will continually explore emerging technologies based on the needs of its students, faculty and academic programs. The university will strive to support its academic and administrative functions with reliable, seamless information technology services.

### Goals and Actions

Make targeted investments in our technology infrastructure.

- Assess the trends in demand for learning technologies and the university's ability to respond to the growing demand for ubiquitous learning (any time, anywhere, any device). *Implementation Phase II.*
- Develop a new technology investment plan that outlines the infrastructure investments required for continued support of best practices and innovation in learning technologies. *Implementation Phase II.*
- Address identified infrastructure needs (e.g., expanded wireless access, off-site data disaster recovery), with support from consultants as needed. *Implementation Phase III. Estimated cost, \$2,000,000.*

Increase transparency of technology funding.

- Develop a dashboard that provides summary data on technology expenditures. *Implementation Phase I.*
- Analyze the current technology-funding model and determine if any systemic inequities result from the current system. *Implementation Phase II.*
- Explore alternative models for administering technology funding and expenditures, and adopt changes that enhance end-user support and reduce overall costs. *Implementation Phase III.*

Centralize and standardize select technology services with clear and uniform policies and procedures.

- Complete a comprehensive inventory of technology assets. *Implementation Phase II. Estimated cost, \$50,000.*
- Review and refine the core set of standardized technology services provided by Information Technology Services. *Implementation Phase II.*
- Review and assess the effectiveness of the current administrative structure for technology to provide core services and support specialized technology needs with minimal duplication of effort. *Implementation Phase III.*

## Campus and Community Life

Eastern will be a regional economic development partner and cultural center that recognizes its responsibility to the area's economic development and enriches the community with academic, artistic and athletic events. Students and the community will benefit from a vibrant campus life with a strong tradition of volunteerism and community service, and faculty will guide students to reflect on how their co-curricular activities connect to their classroom learning.

### Goals and Actions

Enhance participation and community collaboration in campus activities, service and engagement through an effective and streamlined planning process.

- Form a core leadership group to gather information, review current offerings, and coordinate event scheduling. *Implementation Phase I.*
- Promote increased sharing and coordination of resources between the campus and community. *Implementation Phase II.*
- Develop a marketing plan to enhance and increase participation in campus events and service activities. *Implementation Phase II. Estimated cost, \$30,000.*

Create a collaborative landscape/streetscape plan from the Neal Welcome Center to 18th Street to more strongly connect campus and community and to provide a welcoming corridor along Lincoln Avenue.

- Identify and partner with those in the community who are already working on improvements along Lincoln Avenue. *Implementation Phase I.*
- Establish a campus/community coalition to identify and prioritize needs and resources. *Implementation Phase II.*
- Create a phased plan for improvements. *Implementation Phase II. Estimated cost, \$50,000.*

Establish a new campus landmark to enhance tradition and school pride across campus and community.

- Select and fund a project from the campus landscape master plan that can be leveraged to result in a new, engaging, campus-wide symbol. *Implementation Phase I. Estimated cost, \$150,000.*
- Engage the campus community in the process of designing, selecting, and constructing the landmark. *Implementation Phase II.*
- Create campus events around the new landmark to increase school spirit. *Implementation Phase III.*

## Financial Sustainability

University resources will be allocated based on strategic priorities established within a structure of shared governance. Stable enrollments, sound business practices and increased philanthropy from alumni and other friends of the university will help ensure financial sustainability.

### Goals and Actions

Maintain stable enrollments consistent with previous studies on institutional capacity (11,600–11,800 headcount).

- Determine the optimal mix of residential, international, off-campus, and online students. *Implementation Phase I.*
- Mobilize a marketing/recruitment program that is congruent with our academic profile. *[Coincides with a Marketing and Communication action.]*
- Provide scholarships to attract and retain students interested in academic rigor. *[Coincides with an Academic Excellence action.]*

Increase gifts and endowments, and strategically target the effective use of these funds.

- Continue efforts to achieve a successful and early completion of “EI&U: The Campaign for Eastern.” *Implementation Phase I.*
- Conduct a formal review of the campaign. *Implementation Phase II. Estimated cost, \$30,000.*
- Begin the stewardship phase of the campaign, and initiate new specialty campaigns to fund strategic initiatives. *Implementation Phase III. Estimated cost, \$250,000 annually.*

Eliminate academic and administrative programs and positions that are neither financially sustainable nor academically central to our mission.

- Mobilize transparent, comprehensive budgeting and planning efforts. *Implementation Phase I.*
- Assess relevance to core mission to provide guidance; develop guidelines and benchmarks for program and function evaluations. *Implementation Phase II.*
- Review for possible reduction or elimination those academic programs, academic support functions, and administrative programs that may not be sustainable or central to the university’s emerging mission. *Implementation Phase III.*

## Marketing and Communication

The campus and surrounding communities will take pride in the university's many accomplishments and in the successes of our students, faculty, staff and alumni. Prospective students will increasingly identify Eastern as their first choice.

### Goals and Actions

Effectively communicate who we are.

- Implement select recommendations from enrollment management consultants. *Implementation Phase I. Estimated cost, \$250,000 annually.*
- Enhance our institutional image with our prospective student markets. *Implementation Phase II.*
- Identify and promote centers of excellence. *Implementation Phase II.*

Develop a structure to enhance communication about marketing and branding.

- Create a marketing action team. *Implementation Phase I.*
- Leverage internal marketing expertise and create an online community of campus marketing advocates to enhance the university's presence on social networks. *Implementation Phase I.*
- Assess marketing activities for the impact they have on student recruitment. *Implementation Phase II.*

Increase communication with alumni, donors, and external audiences.

- Distribute a hard copy of a new newsletter-style publication to all alumni and donors every year, aligned with the university's recruiting cycle. *Implementation Phase II. Estimated cost, \$50,000 annually.*
- Distribute a hard copy of the alumni magazine to all alumni and donors every year. *Implementation Phase I. Estimated cost, \$50,000 annually.*
- Create an online clearinghouse for select EIU publications. *Implementation Phase II.*

## University Metrics

The following university metrics have been tracked since Fiscal Year 2008 and will continue to provide quantitative data to assess progress towards university goals during the five-year planning horizon. For each group of metrics, the relevant strategic themes are noted. These metrics supplement and do not replace other assessments of the quality of our programs and services.

- Enrollment (*All strategic themes*)
  - Total enrollment
  - Full-time enrollment
  - Part-time enrollment
  - Full-time equivalent (FTE) enrollment
  - Undergraduate enrollment
  - Graduate enrollment
  - Minority enrollment
  - Percentage of undergraduates who are first-generation students
  - Percentage of undergraduates who are Pell Grant recipients
  - Average Pell Grant paid per recipient
  
- Degrees conferred (*All strategic themes*)
  - Total degrees conferred
  - Bachelors degrees conferred
  - Post-bachelors certificates conferred
  - Masters degrees conferred
  - Post-masters certificates (specialists) conferred
  
- Applications, acceptances, and yield rates (*All strategic themes*)
  - Applications from first-time freshmen
  - Acceptances for first-time freshmen
  - Enrollment by first-time freshmen
  - Yield rate (enrollment/acceptances) for first-time freshmen
  - Applications from undergraduate transfer students
  - Acceptances for undergraduate transfer students
  - Enrollment by undergraduate transfer students
  - Yield rate (enrollment/acceptances) for undergraduate transfer students
  
- Annual tuition, fees, and total cost of attendance (*Financial Sustainability*)
  - Annual tuition for new undergraduates (based on 15 credit hours per semester)
  - Annual tuition for new graduate students (based on 12 credit hours per semester)
  - Total tuition and fees for new in-state undergraduates living on campus
  - Housing costs for students living on campus
  - Miscellaneous costs for attending the university
  - Total annual cost of attendance for new in-state undergraduates living on campus

- Percentage of class sections that are small (*Academic Excellence*)
  - Percent of class sections with fewer than 30 students, excluding independent studies
- Employment following graduation (*Academic Excellence, Global Competition and Changing Demographics, Campus and Community Life*)
  - Alumni survey
- Faculty demographics (*Global Competition and Changing Demographics*)
  - Faculty by time status and rank
  - Faculty by ethnicity/race
  - Faculty rank by college
  - Faculty average age
  - Faculty gender by rank
  - Faculty tenure status
  - Faculty with terminal degrees
  - Student-to-faculty ratio
- Faculty salaries and compensation (*Academic Excellence*)
  - Average faculty salary by rank
  - Average faculty compensation package by rank
- Budget trends (*Financial Sustainability*)
  - General Revenue Funding (GRF) appropriated by the state
  - Total revenues from tuition and fees
  - Expenditures by function (e.g., instruction, research, public service)

## **Concluding Remarks**

Change is abundant, often evolutionary but sometimes revolutionary. Any institution that wants to achieve and sustain excellence must periodically take an honest look at its current realities, reassess its priorities and its vision for the future, and identify new strategies for success within its ever-changing environment.

This strategic plan focuses on six robust strategic themes that we have collectively identified as priorities for the next five years: academic excellence, global competition and changing demographics, emerging technologies, campus and community life, financial sustainability, and marketing and communication. The strategic plan also identifies a collection of goals and actions, directly related to the six strategic themes, for the university community to accomplish during the next five years. During this time, other goals and actions consistent with the strategic themes may emerge and will be evaluated. Members of the campus community will continue to be engaged in any subsequent goal development.

Much of the value of our collaborative strategic planning process is found outside of the pages of this executive summary. The planning process has been an inclusive, yearlong process with numerous discussions that have been insightful, rich, and productive. The planning process has strengthened our communications and interactions, enhanced our understanding of other perspectives, and resulted in some new personal connections among the university's students, faculty, staff, alumni, and friends. Above all, the planning process has revealed the incredible passion and support that so many of us have for Eastern Illinois University.