

**WINTHROP UNIVERSITY
STRATEGIC PLAN COMMITTEE
INTERIM REPORT (April 2016)**

INTRODUCTION

The original charge to the Strategic Plan Committee was to identify the top five to ten ideas to develop an engaging planning process for the Winthrop community. After our initial meeting with Dr. Mahony, we developed specific objectives for our committee. These included:

- Develop a draft planning process for the institution;
- Identify a list of key (5-10) institutional goals;
- Identify a list of metrics that can be utilized to assess our success in reaching these
- Provide cost estimates, when available
- Utilize input from outside as well as inside the university (i.e., alumni, community, etc.)
Input may well include the work done by the other working groups.

This draft results from a process that has involved several groups and individuals on and off campus and is intended to be a flexible and living document that will undergo further changes and revisions as more stakeholders participate in the strategic planning process.

As of the current date, we've made progress, but our work is certainly not finished. We've completed a very preliminary "process guide" that includes recommendations for institutionalizing the strategic planning process and making that process more transparent and participatory. We've also developed a list of institutional assumptions that we believe should inform strategic planning and contribute to a shared understanding of our competitive advantages and challenges. Finally, we've developed "Visions/Values/Goals" document that includes a list of five key institutional goals as well as some proposed metrics for assessing those goals.

Some of the listed goals may be more fully developed than others. Some of the suggested strategies overlap and, potentially, could address more than one goal. We've seen (and utilized) the draft reports from some of the other working groups and we anticipate that the work that is being developed by these and other committees will be incorporated into our final report. Estimated costs are, in many cases, difficult to ascertain. Some of the recommendations made by other working groups include new or reassigned FTE positions – and, at some point, both the goals and recommendations must be discussed carefully so that capital expenditures, human resources, and operating costs can not only be estimated, but also prioritized, utilizing an agreed-upon rubric that would include categories such as: mission-related, level of complexity and ambiguity, feasibility, potential return-on-investment, and cost-effectiveness.

Throughout our work, we've been guided by Winthrop's history of continuous self-assessment that is responsive to its visions, values, and traditions. We've reviewed past strategic plans and

institutional goals as well as dozens of plans, missions, and vision statements from other institutions. We believe that Winthrop has the leadership and workforce that will be able to meet the challenges that lie ahead and take advantage of new opportunities and initiatives. We're confident that our future planning process and the goals that are developed and finalized will enable us to make strategic choices that will provide the greatest benefits to the University, our academic community, and all of our stakeholders.

Strategic Plan Committee Members: Cindy Cassens, Director, Student Life, Scott McDonald, Associate Director, Athletics; Rob Dellibovi, Asst. Director of Recruitment; Chris Johnson, Sustainability Coordinator; Ray McKetty, Student; Karen Jones, Associate Vice President, Academic Affairs; Pam Wash, Department Chair (CLES, College of Education), Meg Weber, Assistant Vice President, Academic Affairs, Tracy Griggs, Faculty (College of Business); Adolphus Belk, Faculty (Political Science and African American Studies); Tracy Griggs, Faculty (Management, College of Business); Lori Tuttle, Executive Director, Alumni Relations and Annual Fund; Amanda Maghsoud, Associate Vice President, Finance and Business, and David Wohl, Dean, College of Visual and Performing Arts.

A Strategic Planning Process Guide for Winthrop University Strategic Plan Committee (April 2016)

STRUCTURAL:

Recommend the formation of University Strategic Planning Committee representing faculty, staff, students, administration, and external stakeholders.

The Committee's responsibilities would include:

- 1) Advising the President on University planning and on leading the strategic plan development and implementation process;
- 2) Ensuring that all reasonable channels of communication are available to internal and external stakeholders for planning and idea development;
- 3) Ensuring that the strategic initiatives, goals, and objectives drive the decision-making process and everyday operations; and
- 4) Ensuring that a collaborative planning process results in coherency among the ideas and strategies that develop.

MISSION, VALUES, ASSUMPTIONS:

First Steps:

- Re-examine/review institutional vision, mission, and values.
- Identify and reach consensus on values and principles.
- Ensure that structural process is in place to review institutional mission on a regular basis.
- Review and update key assumptions – environmental and cultural scan.

VISIONING:

Seek and receive input from stakeholders (what are and will be their needs?)

Conduct an internal (both bottom up & top down) and external approach to planning: Where do we want to be in 3-5 years?

SITUATIONAL ANALYSIS

Analysis of internal and external data. What does it tell us?

SWOT – Strengths, Weaknesses, Opportunities, Challenges/Threats

What do we do well? What are our competitive advantages? How can we improve?

What do our key assumptions/environmental scan tell us? What does our analysis of our external environment, internal environment, and competitors tell us?

SETTING GOALS AND PRIORITIES

Develop prioritized goals based on the institutional vision, mission, and values, the results of the situational analysis

Assess the goals based on the following metrics:

- Alignment with institutional mission

- Impact on graduate and undergraduate learning
- Impact on student experience
- Competitive advantages
- Informed by key assumptions
- Feasibility – are the outlined implementation steps—including financial, space, and administrative needs—achievable?

DETERMINING COSTS AND RESOURCES NECESSARY TO ACHIEVE SUCCESS

All goals must have realistic costs – identify the human as well as capital resources that are required. Will proposed goal require new funding or will current University programs/activities be discontinued in order to reallocate resources towards new initiatives?

Three categories of assessed value:

1. Highly recommended
2. Recommended but not the highest priority
3. Not recommended

Four categories of implementation complexity:

- Can be implemented quickly at little cost
- Little cost, slow to implement
- Expensive, quickly implemented
- Expensive, slow to implement

DEVELOPING METRICS & DATA BENCHMARKS TO ASSESS AND MEASURE SUCCESS

All goals must have specific metrics to measure progress and success.

To ensure that any strategic plan is effectively implemented, processes must be put in place to track progress on initiatives, align resources and budgets with strategic priorities, and hold units accountable for aligning their work with university goals and priorities.

Ongoing assessment processes should include:

- Annual collection and analysis of evidence of success of university-level initiatives;
- Adjustment of objectives and actions in the Strategic Plan, based on that analysis;
- Review of each unit’s progress reports detailing contributions to the implementation of the Strategic Plan, as well as progress on each unit-level initiative and how it supports the achievement of university objectives; and
- Alignment of resources and budgets with strategic priorities and results of annual assessments.

Major Challenges:

- **Connecting planning and budgeting**
- **Connecting planning with university governance (internal: staff and faculty assemblies, students, etc.; and external priorities: Board of Trustees, business and civic leaders, legislature, etc.)**

**Winthrop University Strategic Plan Committee
Key Assumptions, Draft**

Demographics

- The South will continue to be the most populous region of the nation during the next 30 years.
- Charlotte's metro area's 2010 population of nearly 1.5-1.87 million will grow to between 2.2 and 3.1 million by 2030, by many estimates the largest growth in the U.S., with much of the strongest population increases concentrated in areas north and south of Charlotte. Some estimates predict a growth of **71 percent**. If these predictions are accurate, Metro-Charlotte in 2030 will have a larger population than Orlando, Indianapolis, Cleveland, Cincinnati, Pittsburgh, Kansas City, and Columbus.
- Columbia, SC, ranks #5 in the country in projected growth through 2030.
- While metro-Charlotte will grow significantly, the Census Bureau projects South Carolina's population growth at about the national average through 2030. The bulk of the state's population increase will be in the senior citizen age group.
- The U.S. Census Bureau projects South Carolina will be ranked fifteenth (15) nationally in percentage of seniors by 2030. If this projection holds, it will mean that with the exception of West Virginia and Florida, South Carolina will have the highest percentage of seniors within the historic Southern States. Conversely, our neighboring states of Georgia and North Carolina are projected to be ranked 47th and 44th respectively in 2030.
- South Carolina's Latino/Hispanic population has doubled in the last ten years –from 130,432 in 2004 to 260,950 in 2014, although the bulk of this growth has been in the southern and coastal areas.
- According to the South Carolina Commission on Higher Education (SC-CHE), between 2014 and 2023 undergraduate enrollment is projected to increase:
 - * 11.6 percent to slightly more than 207,000 for all public undergraduate students,
 - * 16.0 percent to slightly more than 49,000 at the research institutions,
 - * 5.8 percent to nearly 50,000 in the comprehensive teaching institutions,
 - * 13.1 percent to nearly 104,000 in the technical colleges, and
 - * 0.9 percent to just under 4,500 at the two-year regional campuses of USC.

- Graduate student enrollment overall has grown at a much slower pace than undergraduate enrollment with significantly more variability. Between 1990 and 2014 total enrollment in all graduate programs has grown only 6.7 percent, or about 0.2 percent per year.
- Enrollment growth for graduate students is projected to grow marginally over the next decade in South Carolina—consistent with national trends. However, there appear to be significantly different outlooks for the research vs. comprehensive teaching institutions. Between 2014 and 2023 graduate student enrollment is projected to:
 - * Increase 7.0 percent to slightly more than 21,500 for all public graduate students,
 - * Increase 2.7 percent to slightly more than 15,700 at the research institutions, and
 - * Increase 20.7 percent to over 5,800 in the comprehensive teaching institutions.
- The number of high school seniors in South Carolina is expected to grow by 9 percent between 2015 and 2024.
- The ethnic distribution of high school graduates in South Carolina will change with the share of White, Non-Hispanic graduates dropping from about 60.4 percent in 2014 to 53.4 percent by 2023. The share of Hispanic graduates will likely grow from 4.8 percent to 11.8 percent while the share of Black high school graduates will slip slightly from 32.6 percent to 31.2 percent. Given that Hispanic high school graduates have historically had lower rates of immediate college enrollment, combined with their projected growth rate in the state, this is likely to limit enrollment growth in S.C. institutions.

Economic

- Net tuition as a percent of total higher education revenue in South Carolina is high and is not likely to decrease. It was 66.7 percent in 2014. The SREB average was 45.4 percent and the national average was 47.1 percent. Higher education will face continuing competition from other state programs for limited resources.
- Wages lagging behind cost-of-living increases and rising tuition rates continue to make higher education less affordable. As the cost of higher education continues to increase, public institutions can expect increased scrutiny from state legislatures and Congress. Student learning outcomes, assessments, productivity, and workforce development success measures are going to continue to be a priority.
- Family reliance on student loans will continue to increase. A typical S.C. graduate had loan debt of over \$29,163 in 2014. Winthrop graduates had an average debt of \$32,165,

the second highest of all S.C. public institutions (Coastal Carolina was # 1 with average debt of \$35,207.)

- With homeschooling increasing in many areas of the South, and mentorships on the rise, parents will be growing increasingly skeptical of paying \$40,000 for an education that may not end in employment.
- Likewise, students will balk at taking on so much debt when there is no real promise of an easy, convenient and fast way to payback those loans.
- Enrollment in higher education in South Carolina grew fairly steadily from 2008 (150,000) to 2013 (172,000) but is expected to increase at a slower pace over the next five years. At the same time, state appropriations for higher education decreased from \$7,000 per FTE to \$4,457 per FTE, the second lowest in the Southeast. Other states: NC: \$8,562, GA: \$7,297. VA: \$4,779. But: Market (and pressures from legislators) will dictate the need for universities to keep tuition and fee costs as low as possible.
- South Carolina's 2014 net tuition revenue per FTE was \$8,432, the second highest in the Southeast. Other states: NC: \$4,317, GA: \$4,468, AL: \$9,905. As other states (especially North Carolina) continue to tighten their belts, state appropriations to higher education may decline at a higher rate than in South Carolina.
- The State of SC recurring appropriations will never return to pre-2008 funding levels. In fact, any increase from current funding levels are likely to be on average less than a percent per year, which will be less than inflation rates
- Relative funding from the state will decline even more rapidly over time in years when the General Assembly approves salary increases for all state employees, because the state only funds a portion (approximately 25 percent) of the University's salaries and benefits. Therefore, costs will increase proportionately more than funding allocations.
- Because revenues from appropriations will likely decline and student fees (per student) will remain relatively flat, other revenue generating opportunities must be pursued. Fundraising opportunities must be developed; enrollments must grow.
- It is likely that there will be increasing pressure on the SC CHE from the state legislature to adopt a performance-based funding model. Metrics used are likely to include ROI data (job attainment & "salary after graduation"), retention & graduation rates, degree efficiency, space utilization, and financial integrity. The same metrics will be utilized by the U.S. Department of Education to "grade" and rank higher education institutions. The emphasis will shift from enrollment to outcomes.

- South Carolina’s unemployment rate has continued to drop since the 2008 recession and currently (November 2015) stands at 5.6 percent, the lowest it has been since 2007. Compared to a year ago, seasonally adjusted, nonfarm jobs were up 57,100.
- Real per capita income in South Carolina has grown at about one percent per year between 1990 and 2014 with moderate dips in 1991 and 2008-2010. This upward trend is likely to have a positive impact on enrollment in higher education in South Carolina

Technology

- Students arrive on campuses today with more portable electronic devices, and they expect their educational experience to meet their technology needs. This includes more mobile applications and increased services and support.
- Specifically: In 2013, 89 percent of high schools students had access to Internet-connected smart phones, while half of all students in grades 3 through 5 had access to the same type of devices. High school student access to tablets topped out at 50 percent and laptops came in at 60 percent. In addition to personal access, about a third of students had access to a device (typically laptops or tablets) in their school.
- The average U.S. millennial (aged 16-30) with Internet access spends 3.1 hours a day on a mobile phone - totaling 21.7 hours a week or 1,128 hours (47 days) a year. Seventy-six percent watch online video on a daily basis; 71 percent use social media; and 55 percent use instant messaging. They spend nearly three hours a day watching on-demand video and TV shows on the Internet. And while they continue to use traditional media such as television, radio and newspapers, *millennials on average spend only 2.9 hours each day consuming content on those platforms.*
- Students are still relatively untutored about the cost that privacy technology exacts.
- Reliance on expensive online resources that students use less and less each year creates a crisis of confidence in these resources.
- Reliance on open source access will become paramount.
- Students and faculty remain largely untutored on copyright laws and intellectual property rights.
- South Carolina and the York County region have many challenges regarding the transition from an economy based (in the past) on textiles, manufacturing, and agriculture to a knowledge-based “creative” economy. Rock Hill’s “Knowledge Park” initiative and our region’s economy as a whole will require a talent pool with increased training in the STEAM disciplines (Science, Technology, Engineering, Arts, and Math).

Competition

- Students, especially the growing population of non-traditional students, are demanding flexibility (non-traditional classroom and pedagogical arrangements), a need that for-profit higher education providers (e.g., University of Phoenix) and community/technical colleges (York Tech) may be more willing and better able to provide than traditional public institutions such as Winthrop. These alternative institutions are increasing their offerings in such occupational gap areas such as health care and computer technology.
- The Tech Colleges in SC are likely to continue to market themselves as a place for students to obtain their first two years of a four-year degree for significantly fewer dollars.
- At its current cost, Winthrop will have challenges attracting students unless it expands its market (non-traditional students, distance learning programs) and/or makes changes to its “brand.”
- Of the approximately 1,800 students who left Winthrop between 2010 and 2015 without completing a degree (excluding graduates) from years prior, approximately 1,300 transferred to another institution in South Carolina. Those schools to which an average of 10 or more students transferred per year were: York Tech (45.7), USC (24.2), Midlands Tech (23.3), Clemson (15.0), and College of Charleston (13.2).

Educational Attainment

- 8.4 percent of South Carolina’s 18-24 year olds have a Bachelor’s degree or higher. 85.5 percent have at least a high school diploma. 46.2 percent have some college or a two-year degree.
- 16.7 percent of South Carolina’s population of adults 25 and older possesses a Bachelor’s degree; 9.6 percent have a graduate or professional degree. Total percentage with bachelor’s or higher = 26.3 percent. The percentage is 28.6 percent for York County.
- Enrollment in South Carolina public elementary and secondary schools is projected to increase by between 5percent and 15 percent through 2019. The projected increase for North Carolina is over 15 percent.
- Many students continue to enter college with weak math skills; many have deficiencies in reading, writing, technology, and critical thinking as well. Universities are increasingly faced with the necessity of preparing students for jobs that require specific majors and skills but are challenged by students who are underprepared to enter certain majors.

Occupational Growth

- According to the Occupational Outlook Handbook, some of the fastest growing occupations in the U.S. between 2012 and 2022 (projected growth rate of 25 percent or faster and with 10,000 or more projected number of new jobs nationally) which require a bachelor's degree include:
 - * Interpreters and Translators
 - * Information Security Analysts
 - * Meeting, Convention, and Event Planners
 - * Market Research Analysts and Marketing Specialists
 - * Personal Financial Advisors
 - * Operations Research Analysts
 - * Biomedical Engineers
 - * Cost Estimators
 - * Actuaries
 - * Petroleum Engineers
 - * Computer Systems Analysts

- The fastest growing occupations in South Carolina requiring a Bachelor's degree (according to the OOC's state data base – the 2012 to 2022 long-term projection) with at least 1,000 or more projected new jobs are:
 - * Information Security Analysts
 - * Personal Financial Advisors
 - * Market Research Analysts and Marketing Specialists
 - * Meeting, Convention, and Event Planners
 - * Cost Estimators
 - * Computer Systems Analyst
 - * Software Developers, Systems Software
 - * Medical and Health Services Managers
 - * Civil Engineers
 - * Architects, Except Landscape and Naval
 - * Securities, Commodities, and Financial Services Sales Agents
 - * Management Analysts

- For occupations requiring a master's degree, the fastest growing in SC are (min: 500)
 - * Physician Assistants
 - * Nursing Instructors and Teachers, Postsecondary
 - * Physical Therapists
 - * Nurse Practitioners

- * Healthcare Social Workers
 - * Surgeons
 - * Art, Drama, and Music Teachers, postsecondary
 - * Speech-Language Pathologists
- The highest paying occupations in 2012 for which Winthrop may have relative degrees (most of the top 10 were in health care) were Chief Executives at \$168,140 per year, Computer and Information System managers at \$120,950 per year, Marketing Managers at \$119,480 per year.

**WINTHROP UNIVERSITY
STRATEGIC PLAN COMMITTEE
INTERIM REPORT: VISION, VALUES, AND INSTITUTIONAL GOALS**

OUR STRATEGIC VISION:

Our focus on student learning and development, in academic and personal terms, epitomizes the Winthrop community. We believe that lifelong learning results from engagement in an educational experience that blends and infuses the most pertinent aspects of the liberal arts, professional preparation, and citizenship throughout the curriculum and co-curricular opportunities. We believe that education can and should be a transformational experience. We commit to ongoing professional and personal development, indicating a common understanding that what we learn is as important as what we teach. We share a strong sense of place -- a beautiful, historic campus with a collegial, caring atmosphere. To this end, we expect all individuals to be reflective, accountable, and mutually respectful. We cherish the gifts of all people and value individuals for the creations, achievements, and contributions with which they enrich our campus.

Strategic planning, by its very nature, provides clarification and re-definition of institutional missions, visions, and values. Winthrop provides academic, co-curricular, and support programs that are personalized, challenging, and relevant to 21st century students and which meet the economic and societal needs of the state of South Carolina, our region, the country, and the world. The financial support we provide to students helps to ensure access, equity, and affordability. Winthrop is dedicated to creating a diverse and inclusive academic community whose demographics are regionally and globally aligned and reflect a commitment to underserved populations.

To that end, Winthrop will be a national model for providing a supportive, high quality and affordable educational experience that has a positive impact on the students and the community.

OUR VALUES:

- Our institutional actions are characterized by integrity and honesty;
- We embrace multiculturalism, global learning, and the broadest possible diversity of people and perspectives;
- We accept change and welcome innovation;
- We foster environments and relationships supportive of learning, wellness, and personal growth;
- We are responsible and accountable to our diverse communities;
- Our people matter most.

We've developed five strategic goals that support our vision and values:

Goal # 1: Expand Winthrop’s impact on students and our communities through enrollment growth and increases in retention and graduation rates.

We will achieve this goal by continuing to provide and develop high-impact learning experiences for our students that actively engage them and ensure that they can adapt to an increasingly complex, diverse, and technological world. We will develop programs geared towards meeting the needs of 21st-century learners and a 21st-century economy, including curricula specifically designed for non-traditional and post-traditional students. We are committed to developing and enhancing student success programs that improve student learning outcomes and career preparation.

The future economic development and viability of our state and our region depends upon a better-educated citizenry. South Carolina must increase its college-going and college-completion rate by targeting both traditional-age university students as well the existing adult workforce. Increasing our retention and completion rates as well as broadening and diversifying our student body and our curriculum will increase our productivity, generate new revenue streams, and help us be more responsive to the educational needs of our communities.

Additionally, the academic curriculum at Winthrop University must continue to adapt to an increasingly complex, diverse, and technological world. Winthrop students and graduates must be able to think critically, communicate effectively, and make connections between and among disciplines; they will understand and respect human differences and view the world from a global perspective; they will be knowledgeable users and developers of new technologies; and they will contribute to the economic, social, and cultural viability of society. Specific recommendations include high impact practices such as:

1. Improve college readiness of all entering students (both first-time and transfer) by providing accurate and timely data to advisors and by developing a comprehensive readiness assessment plan. Continue to evaluate academic advising process (especially orientation and first-year advising) and make changes as needed.
2. More effectively integrate academic and career advising.
3. Development of summer preparatory programs.
4. Strengthen partnerships with prioritized “feeder” high schools and York Tech; increase # of articulation agreements and work on ways to become more “transfer-friendly.”
5. Expand online learning approaches that have positive impact on retention.
6. Re-design our institutional program review process so that all programs are reviewed regularly to determine whether new programs (academic, academic support, student support, etc.) are needed and/or existing programs need to be modified or phased out. (Note: This is not meant to create extra work for academic programs that are nationally accredited and which periodically develop self-studies that demonstrate compliance with discipline-specific standards. However, some accreditation agencies emphasize compliance with their standards and ignore

- institutional priorities such as productivity, consistency with institutional mission, and (at times) assessment and career-readiness. The purpose of this objective is to ensure that all institutional programs—academic and non-academic—are reviewed internally on a regular basis using consistent metrics and outcomes).
7. Develop a systematic plan to expand capacity through extended learning programs that meet the needs for continuing education and retraining of working men and women, particularly in areas that promote the knowledge economy.
 8. Continue to broaden the University's global learning initiative through:
 - Increased emphasis on international perspectives within the curriculum;
 - Expanded development of cooperative relationships with foreign universities and colleges; and
 - Increased opportunities for student travel and study abroad.

Assessment metrics may include:

- Undergraduate and Graduate Headcount
- Retention Rates (cohort tracking)
- Overall Undergraduate Retention Rate
- Graduation Rates (undergraduate and graduate)
- Student Satisfaction
- Graduate Job placement and professional/graduate school enrollment rates

Goal # 2: Build a culture of creativity, innovation, entrepreneurship, and global, community and civic engagement.

We will meet this goal by providing student and faculty opportunities to participate in community engagement experiences through academic coursework, service-learning, internships, research, collaborations, and co-curricular experiences. We will strengthen and expand our community partnerships with business, education, the arts, and economic development initiatives and will develop incentives that expand interdisciplinary programs, global learning and activities that link knowledge communities and cross traditional academic boundaries. We will maximize our capacity to better organize our academic and co-curricular programs in order to meet the needs and expectations of students, employers and the community and provide the best preparation possible for entry to professional and graduate schools.

Recommendations for this goal include the development of objectives and strategies which focus on economic development, STEAM programs, community partnerships/collaborations, interdisciplinary activities, graduate and undergraduate research, and global learning. Examples include:

1. Increase student opportunities to participate in community engagement experiences through academic coursework, service-learning, internships, research, and co-curricular experiences.
2. Increase faculty and staff development opportunities that can expand community engagement and outreach programs and service-learning opportunities for Winthrop students.
3. Strengthen and expand our community partnerships with business, education, the arts, and economic development.
4. Develop incentives that expand interdisciplinary programs and activities that link knowledge communities and cross traditional academic boundaries. Increase collaboration across colleges and disciplines by eliminating barriers and promoting cooperation.

Assessment metrics may include:

- Percentage and number of students participating in engaged learning experiences such as internships for credit and service learning activities
- Percentage and number of students participating in study abroad programs
- Number of outreach, service, and engagement contacts made with individuals and organizations in providing knowledge and expertise to improve lives and benefit communities
- The number of programs that engage students and faculty across disciplines that foster collaborations in academic or research experiences for a given academic year
- The number of students actively engaged in research, scholarship, and creative activities.

Goal # 3: Attract and retain high quality and diverse students, faculty, staff, and administrators.

We will meet this goal by institutionalizing diversity planning in order to enhance our status as an university that fully embraces diversity and inclusive excellence as core values and provides an environment that (1) can attract and retain a diverse faculty, staff, and administration; and (2) welcomes students and community members from different backgrounds and cultures. We will provide market-competitive salaries to effectively attract and retain our faculty, staff and administrators and manage salary compression and inversion issues. We will establish a culture that supports members of the campus community in achieving work-study-life balance. We will create welcoming and comfortable interior and exterior spaces that promote collaboration and interdisciplinary study.

The quality of faculty, staff and administrators is the cornerstone Winthrop's past and future success and the University must be committed to providing competitive compensation for all of its employees and finding the resources to do so. Winthrop must be able to provide market-competitive salaries and effectively manage salary compression and inversion issues if institutional competitiveness and quality are to be preserved.

Additionally, in order to foster excellence and continual self-improvement, professional development programs should be connected to strategic planning and be able to respond to the changing needs of faculty and staff. The University must provide time and resources so that its workforce can develop new skills and knowledge and create new programs and curricula that will respond to increasingly complex needs.

Some of the issues that this goal focuses on will undoubtedly become the work of Winthrop's expanded Human Resources unit. An uncomfortable truth is that many faculty and staff are unprepared to discuss and confront issues of race, gender, and diversity. We recognize that these conversations are difficult, but it is essential that these conversations must begin.

Recommendations for this goal include

1. Increase formal and informal curricular and co-curricular programs that promote discussions and activities about race, diversity and inclusivity;
2. Provide formal diversity training (emphasizing recruitment) for all faculty, staff, managers, and supervisors, including training on explicit (conscious) and implicit (unconscious) bias and training on how to create working and learning environments that are conducive to diversity recruitment and retention;
3. Increase diversity in number, proportion and retention in all workforce position categories including faculty, where representation is less than proportionate, to create a more inclusive work environment;
4. Increase the number of international students on campus;
5. Determine what changes are necessary in our hiring and retention strategies in order to recruit and retain a diverse faculty and staff;
6. Implement competitive compensation plan; and
7. Create and institution-wide professional development plan for staff, faculty, and administrators. (This may not involve new initiatives but rather collecting and publishing a manual of all of the existing professional development activities offered by the University and its various units.)

Assessment metrics may include:

- Percentage of Students who are Multicultural/Post-Traditional/Minority/International
- Percentage of Faculty/Staff/Administrators who are Multicultural/Post-Traditional/Minority/International

- Average salaries and compensation of faculty, staff, and administrators & comparison with CUPA and other data.

Goal # 4: Provide facilities, technology and programs that support our academic mission and the health and wellness of our students, faculty, staff and administrators.

We will achieve this goal by providing technology-rich facilities and a safe, healthy, efficient, and effective environment in support of our teaching, research, recreational, residential, and community service programs. We will create a campus culture supporting energy efficiency, resource conservation and sustainability. We will maintain and improve our facilities and continue update our technology resources to support the needs of a 21st century learning environment.

This goal relates specifically to Winthrop's operations, facilities and infrastructure and programs that support health and wellness. Driven by its academic mission, the University should create guidelines and procedures that focus on the institutional priorities regarding teaching, research and academic support as well as residential and recreational priorities and programs. It also addresses linkages with local community plans and goals.

Strategies:

1. Develop a needs assessment process focusing on the development of new buildings and facilities as well as proposed building renovations and/or additions that insures input from all appropriate units.
2. Develop and implement a 10-20 year master capital and infrastructure plan based on appropriate opportunities, enrollment and program priorities, and sustainability that inform the budget planning process.
3. Develop a prioritized list of deferred maintenance & renovation projects that insures input from all appropriate units.
4. Develop and implement a facilities renovation and maintenance master plan based on identified priorities. (This includes a systematic plan for renovating and/or replacing office and classroom furniture.)
5. Provide a robust infrastructure for campus-wide IT systems needed to support the academic programs and administrative services.
6. Continue to ensure a safe and secure campus environment.
7. Continue to work closely and collaborate with city and county officials on community development plans that impact the University, its people, and its programs.

8. Continue to provide programs that enhance the health and wellness of our entire campus community.

Assessment metrics may include:

- Dollar amount of IT spending divided by the number of students during the fall semester
- Number and percent of technology enabled classrooms
- Expenditures for physical facilities and infrastructure projects identified as capital improvements
- Expenditures for deferred renovations to physical facilities projects
- Number of campus programs that support health and wellness

GOAL # 5: Ensure financial stability and sustainability to support our goals.

We will achieve this goal by enhancing access, equity, and affordability. We will expand and nurture our “culture of philanthropy” and initiate entrepreneurial auxiliary enterprises. We will increase the number of need-based and merit-based scholarship through new and innovative fundraising and revenue-generating plans, methods, and efforts. We will adapt to an increasingly competitive educational environment by developing a unified and comprehensive communications and marketing plan that will promote Winthrop’s strengths and advantages. We will develop a participatory budgeting process that encourages a bottom-up and transparent process in which faculty, staff, and administrators are active contributors.

The Philanthropy Working Group has recommended dozens of strategies, both large and small, that might contribute to this goal. Their recommendations focused on areas such as communication and collaboration, data and research collection, special alumni-focused programs, targeted fund-raising campaigns, and increased utilization of faculty, just to name a few.

Assessment metrics may include:

- Total Expenditures per FTE
- Percentage/Total Revenue from Net Tuition
- Unrestricted Net Position
- WU Debt Total/Annual Expense
- Institutional Debt per Student
- Average amount of unmet financial need per student.
- Endowment per Student
- Alumni giving participation rate (percentage)