

Winston-Salem State University
*Strategic Plan 2016-21 Experiencing
Academic Distinction: Transforming
Learning for the 21st Century*

Strategic Plan Close-Out Report
December 2, 2020

Acknowledgments

Planning, executing, assessing, and evaluating an institutional strategic plan requires the ongoing leadership, participation, and engagement of the entire university community and its stakeholders. This closeout report is possible because of the commitment and dedication of these individuals. On behalf of Chancellor Elwood Robinson and Dr. Anthony Graham, Provost and Vice Chancellor for Academic Affairs, we would like to thank Dr. Kathy Stitts, Associate Provost and Dean of University College and Lifelong Learning, for her tireless leadership of the closeout process for the *Strategic Plan 2016-21*. Additionally, we would like to acknowledge Mr. Calvin Riley who has served as a consultant on the closeout process. We express our sincere appreciation to the WSSU Board of Trustees and WSSU Foundation Board for their ongoing support and encouragement throughout the implementation of the university's *Strategic Plan 2016-21*. We also acknowledge Dr. Carolynn Berry, Senior Associate Provost of Strategic Planning and Institutional Effectiveness, and the staff of the Institutional Assessment and Research (IAR) under the leadership of Dr. Becky Mussat-Whitlow for their data collection and analysis prowess. Most importantly, we acknowledge the many university administrators, faculty, staff, and students as well as university alumni, partners, and external stakeholders who have worked collaboratively with WSSU. Below we identify these individuals by the goal areas for which they worked during the execution of the strategic plan.

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Executive Summary

Accomplishments

In 2016, Winston-Salem State University launched the *Strategic Plan 2016-21 Experiencing Academic Distinction: Transforming Learning for the 21st Century*. Chancellor Robinson articulated this premise as the core of the strategic plan: “In this plan, WSSU will work to ensure that our students are allocated the resources they need to bridge gaps between them and their ability to engage education. The plan reflects our commitment to produce graduates who are critical thinkers, analytical problem solvers, effective communicators, and innovative and creative collaborators who will become the leaders of the future.”

Since the inception of this plan, university employees have worked tirelessly and collaboratively to create an institutional climate where they executed a shared vision to transform the learning environment to promote student learning. With an explicit outcome to enhance the essential skills of their students, university faculty and staff have leveraged liberal education, high-impact practices, social justice, and community engagement as vehicles to drive undergraduate and graduate student development. By articulating Student Learning Outcomes aligned with the institution’s essential skills, university employees have assessed student progress toward achieving these goals and have leveraged these data to engage in continuous improvement throughout the life course of the strategic plan. This strategic plan yielded significant accomplishments that have propelled the university to national prominence as a catalyst for equity, inclusivity, and upward mobility. These achievements include the following:

Goal 1: Strengthen Liberal Education

- WSSU recruited and hired 80 new highly qualified full-time faculty and collaborated with the UNC System to leverage the appropriated \$40,000 per year in faculty recruitment and retention funds to support faculty recruitment and retention efforts.
- One hundred percent of the general education courses implemented a Student Learning Outcome to measure student learning during the general education revision process.
- WSSU launched EAB Navigate Student Success Collaborative and Degree Works as tools for faculty, staff, and students to leverage to improve student persistence, retention, and completion rates.
- WSSU initiated two new joint disciplinary degree programs.
- According to research conducted by the Education Policy Initiative at Carolina (EPIC), the Educator Preparation Program at WSSU had the highest rates of graduates teaching in North Carolina public schools who returned to the same school (>78.5 percent), especially in rural and high poverty schools serving the highest proportions of low-income students and students of color, among UNC System universities.

Goal 2: Enhance Quality of Graduate and Professional Programs

- WSSU has successfully recruited, retained, and graduated graduate and professional students while concurrently increasing the number of graduate and professional students at the university, achieving the highest graduate enrollment in the university's history in the fall 2020.
- One hundred percent of graduate and professional programs offer transformative academic experiences and community engagement as a signature aspect of their curricula.
- One hundred percent of the programs in the School of Health Sciences integrated health equity focused activities into their curricula.
- Graduate students and faculty participated in transformative academic experiences, including a 15% increase in supervised research projects and over 60 presentations at state and national conferences.

Goal 3: Build Commitment to Social Justice through Enhanced Community Engagement

- WSSU Center for the Study of Economic Mobility has funded research opportunities for 12 Faculty Fellows and 20 students to study barriers to economic mobility with a \$3 million grant from the Thurgood Marshall College Fund Center for Advancing Opportunity.
- WSSU's Center for Entrepreneurship and the SG Atkins Community Development Corporation provide technical assistance to a community of 46 entrepreneurs-in-residence at The Enterprise Center and experiential learning for 77 students.
- The First Year Experience curriculum integrates social justice in all courses.
- WSSU Spatial Justice Studio obtained an NSF grant (\$249,000) that is integrating Data Science into the Urban Studies curriculum.
- WSSU and WFUSM have a five-year grant from National Institutes on Aging to engage underrepresented minorities in aging research that includes health disparities and discrimination. Nineteen students have participated.

Goal 4: Enhance Revenue and Stewardship of Resources

- Gifts and grants from donors and university stakeholders have increased 59% over the course of the strategic plan.
- Infrastructural expense on fundraising increased 2% and increased campus-wide revenue by 55%.
- New research awards increased by 155%, which is 98% growth from FY19 to FY20.
- WSSU exceeded annual targets of 3% to 5% growth on all metrics.
- The percentage of incoming students who ranked WSSU as their “first choice institution” increased from 42% in fall 2016 to 62% in fall 2019.
- According to national rankings, WSSU’s national reputation has improved significantly, including its ranking as the #1 public HBCU for value in the United States according to *Money Magazine* in 2019-20, the #1 public university in North Carolina for graduating Black students in nursing and health professions according to *Diverse: Issues in Higher Education* in 2018, recipient of the Social Mobility Innovator Award by *CollegeNET* in 2017, 2018, and 2019, and recipient of the Higher Education Excellence in Diversity Award by *INSIGHT Into Diversity Magazine* in 2018 and 2019.

Goal 5: Enhance the Quality of Physical and Operational Structure

- One hundred percent of students, faculty, and staff have access to a high speed redundant wired and wireless network, virtual computing, and engagement platforms for remote learning.
- Strengthened student support and retention service by implementing EAB software applications.
- To comply with Federal and State information security standards, 100% of employees were enrolled in 2-Factor Authentication as an Information Security improvement.
- The Campus Master Plan was updated in 2018, bringing the 2012 Master Plan in alignment with the 2016-2021 Strategic Plan
- The Covington Living-Learning Residence Hall and New Sciences Building were completed.
- There was 100% participation in performance management processes for both staff and management.
- University managers completed 100% of university staff Performance Management Plans, which increases employee awareness of responsibilities and expectations.
- A policy dashboard was created to facilitate regular review and revision of the institution’s 168 policies.
- Ninety-four percent of units identified by SACSCOC standard 7.3 (N=17) have an outcome defined for “efficiency” and/or “effectiveness” and 70.6% of these units met or exceeded their target on the last result reported for the “efficiency” and/or “effectiveness” outcome.

Strategic Plan Checklist 2016 – 21

Goal 1: Strengthen Liberal Education

Winston-Salem State University has successfully repositioned itself as a recognized liberal education leader in the nation. Faculty have integrated essential skills into the Student Learning Outcomes of their general education and major courses, and university employees in Academic Affairs and Student Development and Engagement have worked collaboratively to integrate high impact practices into curricular and co-curricular experiences. As a result of these strategic activities, WSSU has experienced a 20% increase in the percentage of incoming students who indicate that WSSU is their “first choice institution” as approximately 62% of our students rate us their first choice. WSSU has also experienced positive outcomes in terms of its student enrollment, retention rates, and completion rates. These outcomes are a direct result of streamlined curricula, strategic supplemental academic support services, and a stimulating intellectual community.

Objectives	Achieved	Partially Achieved	Not Achieved
1.1 The University will recruit and retain exceptional faculty members committed to the principles of liberal education and equity		✓	
1.2 Institutional Learning Outcomes (Essential Skills) will be evident across all courses in both general education and majors.		✓	
1.3 Engaged and high-impact practices will be evident across the undergraduate curriculum.		✓	
1.4 The university will cultivate a stimulating intellectual community that fosters and supports scholarship, including sponsored research and creative works.	✓		
1.5 The curriculum will be relevant, coherent, and diverse and will offer students a broad exposure to academia and the ways knowledge is produced.	✓		
1.6 Opportunities to become global citizens will be integrated throughout the learning experience.		✓	
1.7 Advisory and academic services will be ubiquitous, proactive, and collaborative to empower students to achieve success through liberal education.		✓	
1.8 Opportunities for co-curricular engagement focused on developing essential skills will be developed and supported across the educational experience for all populations.	✓		
1.9 The Educator Preparation Program (undergraduate and graduate) will be strengthened to accomplish social justice, equity, and urban education goals.	✓		

Considerations for the Institution's Next Strategic Plan

As administrators, faculty, staff, students, and stakeholders position the university for its next strategic plan, there are several “key takeaways” from Goal 1 that the campus community should consider as building blocks. These considerations will ensure that the university remains on an upward trajectory relative to achieving high levels of student success, improving the institution’s intellectual climate, employing highly qualified faculty committed to student learning, and advancing the university’s academic curriculum.

- **Consideration #1:** The university should sustain its emphasis on essential skills with liberal education and high-impact practices as the drivers to student development and professional growth.
- **Consideration #2:** The university should leverage its technological tools to disaggregate student performance data by subgroup to provide more targeted, strategic, and differentiated support resources to its student body and to create a personalized, responsive educational experience that untaps the potential of individual students. Relatedly, University leadership should consider creating an Office of First Year Experience and an Office of Second Year Experience to retain first- and second-year students. Additionally, university administrators might consider employing “College Life Coaches” or “Resilience Coaches” where upper division undergraduate students receive individualized personal coaching to assist them with their transition into their respective upper division program, which may positively impact student persistence, retention, and completion rates in the upper division.
- **Consideration #3:** University administrators and faculty must remain committed to employing highly qualified faculty who illustrate explicitly that their professional experiences, scholarly and creative activities, and engagement experiences bolster the learning outcomes of their students; thus, new faculty hires, faculty professional development, and faculty accountability models must be grounded in a “faculty for the future” philosophy designed to impact student learning and raise the profile of the institution by enhancing the university’s intellectual climate.
- **Consideration #4:** The university must increase its partnerships through intentional, strategic design whereby external stakeholders impact the academic curriculum, student growth, faculty professional development, and the learning facilities; these partnerships should include increased participation on departmental-level advisory boards, scaled partnerships with local businesses and industries, and increased partnerships with global organizations that support study abroad.
- **Consideration #5:** University administrators, faculty, and staff must work collaboratively to ensure that the strategic plan is interwoven into the vision, mission, and annual strategic priority of every institutional unit and each department actively collects data on these outcomes; thus, it may behoove the institution to consider establishing an “Office of Strategic Planning and Accreditation” to lead, manage, and support intentional, ongoing data collection, analysis, and dissemination to key stakeholders that align explicitly to the institution’s strategic plan. This approach will ensure that the institution’s strategic plan is interwoven into the vision, mission, and annual strategic priorities of each unit and ensure each department collects data on these outcomes.

Goal 2: Enhance Quality of Graduate and Professional Programs

Historically known more for its undergraduate degree programs, Winston-Salem State University is emerging as an institution that serves graduates and professional students. Leveraging a more strategic enrollment model to increase graduate and professional students, WSSU experienced a 3.6% average annual growth rate from fall 2016 to fall 2020; the graduate student proportion of university enrollment increased from 8% in fall 2017 to 9.2% in fall 2020. Additionally, the percentage of Black or African American graduate students increased from 38% in fall 2017 to 44.5% in fall 2020, and the percentage of Hispanic graduate students increased from 3.4% in fall 2017 to 4.7% in fall 2020. A renewed commitment to faculty-guided research has also positively increased prospective student interest in the university’s programs. The number of faculty-supervised research projects in the School of Health Sciences increased by 15% with students having more opportunities to work with faculty on impactful research. Additionally, the faculty in the College of Arts, Sciences, Business, and Education supervised 132 graduate students in research projects between 2016 and 2019, and 61 graduate students co-presented with faculty at national and state conferences. Administrators and faculty also worked tirelessly to integrate community engagement opportunities into 100% of all graduate and professional degree curricula. A signature initiative that illustrates the university’s commitment to graduate and professional degree programs and their impact on community is the launch of the institution’s second mobile unit, which expanded the university’s outreach to the number of people served in the Winston-Salem community particularly in underresourced areas.

Objectives	Achieved	Partially Achieved	Not Achieved
2.1 Transformative academic experiences for all graduate and professional programs will be offered.	✓		
2.2 The health equity theme will be evident throughout the health sciences program.	✓		
2.3 Community engagement will be a signature aspect of graduate and professional programs.	✓		
2.4 Joint disciplinary programs within the School of Health Sciences and between the School and the College of Arts, Sciences, Business and Education will allow students to pursue novel learning opportunities.		✓	
2.5 A diverse population of graduate students will be recruited, retained, and graduated.	✓		
2.6 Graduate international programs or program components will be expanded.			✓

Considerations for the Institution's Next Strategic Plan

As administrators, faculty, staff, students, and stakeholders position the university for its next strategic plan, there are several “key takeaways” from Goal 2 that the campus community should consider as building blocks. These considerations will ensure that the university invests appropriately into its graduate and professional programs.

- **Consideration #1:** To increase the overall student enrollment, university administrators, faculty, and staff must continue to refine its enrollment strategy to build a more diverse graduate student population. Because the percentage of male students enrolled in graduate programs remained unchanged from 22.4% in fall 2017 to 22.5% in fall 2020, the institution should consider strategic investments to increase this population. Additionally, there are opportunities to increase the institution's share of Hispanic students who enroll into its graduate and professional degree programs.
- **Consideration #2:** Administrators and faculty should engage in a critical analysis of its graduate and professional degree program offerings and what the critical employment needs are in the Piedmont Triad region and throughout the state of North Carolina to determine where there are opportunities to initiate new graduate and professional degree programs such as public health, analytics, and health psychology.
- **Consideration #3:** University administrators and faculty should assess if there are opportunities to launch existing and new graduate degree programs via a 100% online asynchronous platform, creating a Division of Online Learning responsible for executing a “WSSU Online” initiative.
- **Consideration #4:** University administrators and faculty should consider expanding the “equity” theme beyond the graduate and professional health programs, integrating in a very intentional way the concept of “equity” into all undergraduate, graduate, and professional degree programs. Relatedly, it may behoove the university to employ a dedicated, experienced full-time Director of Study Abroad to ensure that global experiences are intentionally interwoven into the university's operation if the institution sustains its focus on expanding international opportunities for students and faculty, which will assist with deepening students' understanding of diversity, equity, inclusivity, and social justice.
- **Consideration #5:** If the university commits to expanding its graduate degree offerings or providing additional support for its graduate and professional students, university administrators should reconsider a standalone Graduate School that is responsible for graduate student enrollment and graduate and professional student development.

Goal 3: Build Commitment to Social Justice through Enhanced Community Engagement

Winston-Salem State University continues to assert itself as a national leader in social justice. With our institutional motto, “Enter to Learn, Depart to Serve,” university employees and students engage in community-based activity designed to improve the quality of people’s lives. The university has launched various research centers like the Center for the Study of Economic Mobility (CSEM) and the Center of Excellence for the Elimination of Health Disparities (CEEHD) that serve as synergistic entities, bringing together faculty, students, and community to study critical equity issues. CSEM, a \$3 million funded grant initiative supported by the Thurgood Marshall College Fund Center for Advancing Opportunity, has funded research opportunities for 12 Faculty Fellows and 20 students to student barriers to economic development. Additionally, CSEM has produced research data on local public transportation usage showing that the average Forsyth County bus rider spends 12 hours per week commuting, which serves as a potential barrier to economic mobility. CFE and CDC also engage faculty and students to provide technical assistance to forty-six community entrepreneurs-in-residence. Faculty in the School of Health Sciences and the College of Arts, Sciences, Business and Education have also integrated social justice concepts into their curricula; thus, students engage in the analysis of disparity and inequity data and explore strategies to address these injustices.

Objectives	Achieved	Partially Achieved	Not Achieved
3.1 Institutional centers will provide opportunities for research and service that impact student learning and communities in ways that enhance social justice.	✓		
3.2 The curriculum will provide opportunities to promote social justice learning.	✓		
3.3 Community engagement will be a signature aspect of graduate and professional programs.	✓		

Considerations for the Institution’s Next Strategic Plan

As administrators, faculty, staff, students, and stakeholders position the university for its next strategic plan, there are several “key takeaways” from Goal 3 that the campus community should consider as building blocks. These considerations will ensure that the university creates a strategic, intentional design that orients all employees to critical concepts in the institution’s vision and mission statements as well as integrates these ideas into its accountability model.

- **Consideration #1:** University administrators and faculty should sustain its institutional emphasis on analyzing how power, privilege, and oppression impact people’s social identities and lived experiences while advocating for the distribution of resources in an equitable way for all members of society.

- **Consideration #2:** WSSU should continue to leverage its existing Centers and community partnerships to create intentional opportunities that impact student learning and enhance social justice while concurrently seeking opportunities to create new Centers such as a Center for Educational Equity or laboratories such as an Equity Innovation Laboratory.
- **Consideration #3:** The university should consider developing strategic approaches to secure funding that will support the hire of additional faculty, staff, and students committed to the institution's vision of social justice.
- **Consideration #4:** University administrators and faculty might consider implementing intentional learning experiences (i.e., professional development, seminars, workshops, Town Halls, speaker series) where all people have opportunities to learn more about social justice, equity, inclusivity, and mobility then leverage this knowledge to impact instruction, scholarship, and community engagement.
- **Consideration #5:** University leadership must work collaboratively with faculty, staff, students, alumni, and stakeholders to design and execute ongoing professional development and intentional learning experiences (i.e., workshops, seminars, Town Halls, speaker series, data sharing sessions, and other related initiatives) where all people have opportunities to learn more about social justice, equity, inclusivity, and mobility then leverage this knowledge to impact instruction, scholarship, and community engagement.

Goal 4: Enhance Revenue and Stewardship of Resources

Winston-Salem State University prioritizes the development, implementation, management and safeguarding of its resources to support its commitment to academic excellence. The university’s brand is prominent on local, regional, and national platforms, and financial resources continue to increase through donations, sponsorships, partnerships, and grants. The university’s branding and reputation scores continue to exceed targeted metrics, growing 3% to 5% annually. Since 2016, gifts and grants have increased 59%, and there has been a 155% increase in new research awards. The university continues to create an infrastructure for faculty and staff to foster a shared responsibility for stewardship of resources. Ninety-eight percent of institutional functional units utilize RamTech, 82% use SU Express, 76 % use Banner Finance, and 64% use Mainsaver. These resources support streamlining university business operations and increase employee efficiency. The enhanced visibility, additional funding, and commitment to resources allow the university to support student scholarships and other university priorities that advance the university’s vision of developing leaders who advance social justice by serving the world with compassion and commitment.

Objectives	Achieved	Partially Achieved	Not Achieved
4.1 All plans, policies, practices, and reward structures will reflect a commitment to stewardship of resources.	✓		
4.2 Increased funds will be available to support university priorities.	✓		
4.3 Scholarships and grants will be provided to offset educational costs especially for those with financial hardship.		✓	
4.4 Processes and procedures for the strategic application of resources will be evident.			✓
4.5 The University brand will enhance the reputation of the university among key audiences and support revenue generation opportunities in support of strategic priorities.	✓		

Considerations for the Institution’s Next Strategic Plan

As administrators, faculty, staff, students, and stakeholders position the university for its next strategic plan, there are several “key takeaways” from Goal 4 that the campus community should consider as building blocks. These considerations will ensure that the university positions itself strategically to increase human and financial capital that will benefit its students, employees, and infrastructure.

- **Consideration #1:** Given the university’s brand and its increased national recognition as an institution that significantly impacts upward mobility and social justice outcomes, university administrators should leverage the institution’s positionality and engage in a major capital campaign designed to attract financial resources that will support student learning, employee professional development, facilities improvement, and transformational research and scholarly creativity.

- **Consideration #2:** Winston-Salem State University should consider developing a more intentional approach in its fundraising efforts to focus on focuses on the social, racial, economic, and environmental injustices that impact students and their families.
- **Consideration #3:** The university should consider developing an explicit stewardship strategy, or a systematic, planned “high-touch” and engaged approach to effectively cultivate and enhance relationships with all stewards of resources, including donors, faculty, staff, students, alumni, and other campus partners to move to more relational involvement with the university.
- **Consideration #4:** The university should create a visible Statement on Stewardship accompanied by a “living” cross-campus resource dashboard that regularly informs university stakeholders and partners how all resources are being acquired, managed, and safeguarded across campus.
- **Consideration #5:** The university might consider the development of a shared Enrollment Management and Advancement Scholarship Coordinator position to fully support University scholarship initiatives.

Goal 5: Enhance the Quality of Physical and Operational Infrastructure

Winston-Salem State University has grown from a one-room frame structure to a campus of more than 39 buildings located on 117-acres. The university is proud of its safe, attractive, and well-maintained physical and technological facilities as well as its intentional commitment to a process that promotes faculty and staff excellence and facilitates a campus environment that achieves its academic and professional goals. One hundred percent of students, faculty, and staff have access to a high speed redundant wired and wireless networks, virtual computing, and engagement platforms for remote learning, cutting edge desktops/laptops, cloud-based applications, and a learning management system with real-time student information system integration. Ninety percent of residence halls have been updated to support and enhance student learning opportunities, and 100% of employees were enrolled in 2-Factor Authentication as an Information Security improvement. There was 100% participation in performance management processes for both staff and management, and university managers completed 100% of university staff Performance Management Plans, which increases employee awareness of responsibilities and expectations.

Objectives	Achieved	Partially Achieved	Not Achieved
5.1 Information and learning technologies will be current, ubiquitous, mobile, and adequate to support learning and business operations across the campus.		✓	
5.2 Technology will be used to efficiently manage transactional processes, freeing staff to focus on customer service with an equity-minded approach.		✓	
5.3 Academic facilities and learning environments will support high-impact teaching practices and student learning.		✓	
5.4 Living and learning environments within the residence halls will have facilities available for students to support and enhance learning opportunities.	✓		
5.5 Staff will be highly trained and committed to excellence.		✓	
5.6 Operational excellence will be evidenced by results-oriented goals, policies, procedures, and assessments.	✓		
5.7 Organizational structures will be aligned to foster and sustain strategic goals.		✓	

Considerations for the Institution’s Next Strategic Plan

As administrators, faculty, staff, students, and stakeholders position the university for its next strategic plan, there are several “key takeaways” from Goal 5 that the campus community should consider as building blocks. These considerations will ensure that the university prioritizes the investments in the physical and operational infrastructure to support student learning, growth, and development inside and outside the traditional classroom.

- **Consideration #1:** Winston-Salem State University should consider the development and implementation of a WSSU Intranet for faculty and staff to provide a one-stop, private, internal resource to inform daily operations.
- **Consideration #2:** The university should prioritize developing a plan to become a digitally transformed campus that addresses a growing set of diverse learning needs and behaviors and new and emerging data and information-gathering opportunities.
- **Consideration #3:** As Winston-Salem State University enhances its physical, operational, and technological infrastructure, a shared, equity-minded approach should be utilized that supports systemic and cultural shifts in advancing student success.
- **Consideration #4:** Winston-Salem State University must maintain ongoing plans for improvement that sustain high levels of effectiveness and flexibility until future funding opportunities arise.

Additional Considerations:

The Strategic Plan 2016-21 created a variety of learning opportunities for university administrators, faculty, staff, students, and stakeholders. As the university engages in planning efforts for its new institutional strategic plan, there are thoughts that university leadership may contemplate in addition to the key considerations.

- Articulate long-term outcomes if university personnel and stakeholders successfully implement the strategic plan at the onset of its implementation then leverage this information to articulate annual targets with an assessment and evaluation plan.
- Condense the strategic plan to a more manageable number of goals and objectives that allow for focused investments, streamlined assessment and evaluation, and dissemination of outcomes.
- Convene constituents at the beginning of each academic year to learn about the institution's strategic priorities and receive updates about the institution's current progress toward university goals within the strategic plan (i.e., "State of the University").
- Publish an annual report card on the university's website and disseminate this information to key stakeholders such as alumni and strategic partners to update stakeholders on the institution's progress as well as to inform them of opportunities for collaboration.
- Streamline concepts within the strategic plan to focus on no more than four key ideas (i.e., the "Mount Rushmore" of concepts) that will advance the institution and commit to intentional ongoing professional development opportunities where university administrators define and unpack stakeholders to those concepts critical to the success of the strategic plan and examine why they are essential to WSSU's vision, mission, and values.
- Ensure greater inclusion of stakeholders on Strategic Plan Goal Committees across institutional units (i.e., Department Athletics, Finance and Administration, Facilities, Police and Public Safety, Advancement, and so forth) to facilitate ownership and execution of the strategic plan by the entire campus community.