

## **Strategic Planning Committee Environmental Scanning Framework**

The proposed environmental scanning model that will guide the work of the Strategic Planning Committee in its effort to develop an operational plan is derived from the “regional competence” framework as presented by the Chancellor in his State of the University Speech (February 20, 2007). Specifically, the Chancellor defined “regional competence” as a referent for the competitive quality of all key elements of a region’s life from the economy, to political leadership, health care, education, cultural activities, and the environment.

Additionally, the framework should consider two other related themes that emanate from the University of North Carolina System Office and the Board of Governors. First, the Chancellor discussed the need to consider our activities in relationship to the new leadership at the system level. Erskine Bowles and the Board of Governors are focusing increasingly on effectiveness, efficiency, and outcomes assessment—especially in key areas such as the quality of education we give and in retention and graduation rates. Second, the UNC system is engaged in a very significant effort to answer the question: “What do the people of North Carolina need from their universities over the next twenty years?” The Chancellor makes the following statement when considering this question:

*This is the most important initiative that has been undertaken by the system during my 12 years in North Carolina, and it will be the basis for establishing the future direction of each institution in the system. I would anticipate that the UNC system will be much more directly focused on the needs of the people of the state in the 21st century and that there will be a much more differentiated system of institutions that do not unnecessarily duplicate other institution’s roles—this analysis will have a fundamental impact on the nature of the system.*

**Overarching Question: What major environmental trends provide opportunities or pose threats to WCU?**

<b>Category</b>	<b>Leader</b>	<b>Major Question(s)</b>
Demographic/Social	Marilyn Chamberlin	<p>What is the demography of our consumers (traditional and non-traditional)? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Age/Gender/Race</li> <li>▪ Home Location</li> <li>▪ WCU Program Trends</li> <li>▪ Standards and average levels of education</li> </ul>
Healthcare	Scott Higgins	<p>Describe the health care industry/major healthcare issues in our market(s). How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Aging population</li> <li>▪ Hospital bed capacity</li> <li>▪ Primary care</li> <li>▪ Medical devices</li> <li>▪ Biotechnology activity</li> </ul>
Cultural Activities	Richard Beam	<p>What is the cultural nature of the environment(s) in our market(s)? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Beliefs and religions</li> <li>▪ Evolving lifestyles of our target consumers</li> <li>▪ Nature of consumerism in our target markets</li> <li>▪ Leisure activities</li> </ul>
Technology	Bob Orr	<p>How is technology affecting conditions in our market(s)? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Access to technology</li> <li>▪ Workforce skills</li> <li>▪ Employment in high-tech industries</li> </ul>
Economic	Jeanine Newman	<p>What are the economic conditions in our market(s)? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Levels of average disposable income</li> <li>▪ Taxation policy in the target market</li> <li>▪ Economic indicators such as inflation levels, interest rates, exchange rates, and unemployment</li> </ul>
Education	Michael Dougherty	<p>Define the organization's market(s) in the area of education (primary/secondary). How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Is the market growing? How much?</li> <li>▪ What are the major market segments?</li> <li>▪ Who are the major competitors?</li> <li>▪ What are the major channels for bringing products to markets?</li> <li>▪ What type of market structure does the organization compete in?</li> </ul>

Category	Leader	Major Question(s)
Environment	Jane Adams-Dunford	<p>What are the major environmental issues in our market(s)? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Sustainable development</li> <li>▪ What are the surrounding communities advocating/undertaking to address these issues?</li> </ul>
Political/Regulatory	William Frady/Rep from Advancement & Development - TBD	<p>What are the major political/regulatory (national, state, local) issues affecting our market(s)? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Accountability</li> <li>▪ Access</li> <li>▪ Funding</li> </ul>
Industry/Buyer Behavior	Steve Henson -Student Support from SPC	<p>What is the nature of competition (higher education) in our target markets? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Our competitors' level of success/their number/concentrations/program trends</li> <li>▪ Relative strengths/weaknesses and marketing plans/strategies of our competition</li> </ul> <p>What is the nature of our 'customer'? How are patterns changing?</p> <ul style="list-style-type: none"> <li>▪ Their needs and how we satisfy them</li> <li>▪ Their buyer decision process and consumer behavior</li> <li>▪ Their perception of our brand and loyalty to it</li> <li>▪ Nature of segmentation, targeting and positioning in our markets</li> <li>▪ What customers 'value' and how we provide that 'value'?</li> </ul>

**Support Resources (with contact person, if applicable):**

Office of Institutional Research and Planning (Ray Barclay)

Office of Assessment (Melissa Wargo)

Institute for the Economy and the Future (GIS expert, Joe Harley)

Educational Outreach (Pat Brown)

Office of Regional Affairs (Tom McClure)

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