Western Carolina University

2020 VISION: *Focusing our Future*

Progress Report

2017-18

Table of Contents

4

From the Chancellor

Western Carolina University has now completed its sixth and final year under the guidance of the *original* 2020 Vision strategic plan. This is the final report detailing progress towards achievement of the plan's original strategic initiatives. We celebrate the strong progress made, with 32 completed initiatives, and 108 of the 116 strategic initiatives at least 50% completed.

A strategic plan revision process was initiated in May 2017 and is in its final stages of completion. The purpose of the revision is to ensure our strategic plan's currency and relevancy, and to keep WCU focused on key and emergent priorities. The revised 2020 Vision strategic plan will be presented to the Board of Trustees at its June, 2018 meeting for implementation beginning in fall, 2018.

In this report, you will find information on the status of each goal and initiative including progress made over the most recent three years. My gratitude goes out to the entire WCU community, who are the driving force behind the achievements described herein.

This year's highlights include:

- Record enrollment of 11,034, with record freshmen enrollment of 1,980.
- $1.23 million commitment to scholarships from David and Susan Belcher.
- Establishment of twenty-one new scholarships, and $8.3 million committed to established scholarships.
- Completion of the Brown Hall renovation and expansion project, providing 55,000 square feet of dining and office space for residential living and campus services.
- Implementation of faculty and staff salary increases.
- Elimination of all unfunded mandates, at a cost of $1.4 million.
- Strengthened external partnerships, including the regional broadband internet initiative and a renewed vision for Jackson County Green Energy Park.
- Thirty Inclusive Excellence programs, with over 4,000 student participants.
- Continued athletic success, with the men's track team winning their 5th consecutive SoCon indoor track championship, and football achieving their third 7-win season in the past four years.
- Cherokee culture and community as the campus learning theme resulted in 11 Cherokee cultural programs, with over 1,300 student participants.
- A 20% increase in sponsored research proposals submitted and a 39% increase in awards.
- A 32% increase in alumni engagement events and activities.
- Opening of the Catamount Lab School, serving 55 sixth through eighth graders.
- Greatly improved employee satisfaction with WCU-provided professional development opportunities and flexible work schedules.
- Over $46 million raised towards the comprehensive development campaign, representing 77% of the campaign goal.

I'm very proud of what has been accomplished over the past six years. We celebrate our progress and look forward to the opportunities ahead.

Sincerely yours,

Alison Morrison-Shetlar
Acting Chancellor

Strategic Direction 1: Fulfill the Educational Needs of our State and Region

Accomplishment Highlights

- **Record enrollment** - Total enrollment in Fall 2017 of 11,034 set a new record high. Freshmen enrollment also set a record high at 1,980. WCU programs in Asheville achieved a record high enrollment of 641 students.
- **Graduation rate improves** - The most recent 6-year graduation rate improved to 58.8%, an increase of nearly 3% from the previous year.
- **New faculty hires** - Twenty new tenure-track faculty positions were created to support student success in high-priority areas.
- **New degree programs planned** - New degree programs being developed include a Bachelor of Science in Integrated Health Science (Fall 2018), Doctor of Psychology (Fall 2019), and a Master of Athletic Training (Fall 2020).
- **Program expansions in Asheville** - The Master of Social Work added a cohort at Biltmore Park. The Doctor of Physical Therapy is adding a cohort at Biltmore Park in Fall 2018. Educational Outreach expanded its professional development and continuing education offerings at Biltmore Park by 25%.
- **Continued growth in scholarship funding** - Twenty-one new scholarships were established this year, and $8.3 million was committed to established scholarships. Dr. and Mrs. Belcher committed $1.23 million to scholarships.
- **Graduate School scholarship funding** - $100,000 was allocated to fund Graduate School Excellence Award scholarships, providing eight graduate programs scholarships for six students each.
- **Increased support for transfer students** - The advising center made nine visits to community colleges, interacting with over 272 potential transfer students, hosted Western Day at Southwestern Community College to provide information on the transfer process, and held a Community College Drive-in conference.
- **Growth in study abroad participation** - A total of 267 WCU students participated in study abroad programs in 2017-18, representing a 14% increase from the previous year.

	Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
	GOAL 1.1: Deliver high-quality academic programs (undergraduate, graduate, and professional) designed to promote regional economic and community development.				
	Initiative 1.1.1 Undertake a rigorous and inclusive process to prioritize all undergraduate and graduate programs based on universally applied criteria, including quality, regional need, demand, enrollment trends, retention and graduation rates, and alignment with the University mission and the following integrated curricular focus areas: creative arts, education, environment, health, innovation and technology, and recreation and tourism.	Provost	Associate Provost for Undergraduate Studies	**80%** 2015-16 2016-17 2017-18	The data gathering and analysis stages of the academic program prioritization process was concluded in the summer of 2013. Implementation of the results, including creation and execution of action plans, was conducted in 2013-14 academic year. Teach-out plans for students enrolled in programs that were being discontinued were in place by the end of the fall semester, 2013. Departmental actions arising from the program prioritization process are ongoing in some departments, e.g., World Languages revitalization; discussions with certificate programs in Educational Outreach regarding teaching English to speakers of other languages to address the needs from discontinuing the TESOL program. The program prioritization process concluded in 2012 with an in-depth analysis of all 130 programs and recommendations for re-investment, maintenance, or action plan/elimination. Following that process, steps are under way to merge data sets and analysis around enrollment, academic quality, demographics, etc. The development of Catalytics (institutional analytics software) and, most recently, exploration into Tableau, a data visualization software, continue to help us grow in this area. Alignment of appropriate, program level data that are available to stakeholders continues. Program assessment and review are established processes which are utilized to strategically prioritize program support.
	Initiative 1.1.2 Develop visionary strategic plans for each of the curricular focus areas through inclusive processes to accomplish the following: 1) Position and market WCU as the cultural heart of Western North Carolina in the creative arts. 2) Fulfill WCU's historic and continuing commitment to be the regional leader in teacher education. 3) Assume regional leadership in the study of the environment and environmental policy. 4) Position WCU as the premier regional provider of baccalaureate and graduate education in the health professions with an emphasis on culturally sensitive, integrative, and intergenerational health care. 5) Establish WCU as a hub of innovation, facilitating interdisciplinary connections among academic programs in such disciplines as business, the sciences, engineering, technology, and entrepreneurship and external collaboration with industry, start-up companies, research institutes, nonprofit organizations, and government agencies. 6) Advance the recreation and tourism industries of Western North Carolina.	Chancellor	Provost, Deans	**95%** 2015-16 2016-17	WNC LEAD conferences continued this year with focus areas that included Healthcare, Education, the Environment, Innovation and Technology, the Creative Arts, and Hospitality and Tourism. WNC LEAD events brought in leaders from across the region to join faculty and staff in discussion and action planning. New hires included Hired Jill Granger as Dean of the Honors College and Farzaneh Razzaghi as Dean of Hunter Library. Almost 50 new faculty members were hired across the university. We continued to deepen and strengthen the curriculum with a revitalized online M.S. in Sport Management and efforts to offer a degree completion program in Hospitality and Tourism at our Biltmore Park instructional site. Strategic planning is underway in the College of Fine and Performing Arts and International Programs and Services. The new WCU website has greatly improved our online presence and increased the marketing of our programs. The LEAD:WNC Advancing Our Economy:Preserving Our Environment conference was held October 2016 bringing together leaders from across the region to join faculty and staff in discussion and action planning. The 2017 LEAD:Tourism Conference focused on outdoor tourism in the region. Nearly 60 new faculty were hired across the university and a new Director for the School of Music was selected. Searches are underway for an Executive Director for Community and Economic Engagement and Innovation and a Dean of the College of Education and Allied Professions. The B.S. in Hospitality and Tourism was expanded to Biltmore Park as a degree completion program and a new articulation agreement with Isothermal Community College was signed. New programs under development with UNC General Administration include a B.S. in Integrated Health Sciences, M.S. in Athletic Training and a Psy.D. degree.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	Twenty new tenure-track faculty lines were created to support student success in high-priority areas. Arthur Salido was hired as Executive Director for Community and Economic Engagement and Innovation, Kim Winter named Dean of the College of Education and Allied Professions, search underway for new Dean of the College of Business. BS Integrated Health Science approved for Fall 2018. New Doctorate in Psychology program approved by Board of Governors with implementation planned for Fall 2019, search for PsyD Director is underway Spring 2018. The Master of Social Work expanded to add a cohort at Biltmore Park. Proposed expansion of the Doctorate of Physical Therapy cohort to Biltmore Park for Fall 2018. Online Program Task Force recommendations to be delivered by end of academic year. Adoption of Strategic Plan to 2020 2.0 provides an opportunity to reset efforts on this initiative which are ongoing for a dynamic institution like WCU.
Initiative 1.1.3 Position WCU as a preferred provider of graduate and professional programs in the greater Asheville-Hendersonville area in fulfillment of its historic commitment to this vital part of the Western North Carolina region.	Provost	Executive Director of Programs at Biltmore Park, Deans	50% 2015-16	With the assistance of the Graduate School, WCU Biltmore Park (WCU BP) significantly increased its marketing reach for its monthly open houses increasing attendance five-fold. Several of the WCU BP programs have also reached accreditor-imposed capacity limits. Two new programs were approved to be added to WCU BP in the fall of 2016 including an extension of the Hospitality & Tourism program in a degree-completion model as well as the addition of an arts management certificate program. Additionally, the Division of Educational Outreach began a significant increase in its professional development class offerings in Asheville, doubling what has been offered in years past.
			2016-17	WCU continues to evaluate market trends and competition in graduate education in the Asheville Metro Region. This year's evaluation is leading to the expansion of Social Work's Fall 2017 Cohort with the addition of tele-video classrooms which will allow the program to offer an Asheville-only option for students. Similarly, planning is underway to expand Physical Therapy's Fall 2018 cohort to also have an Asheville-only option. Additionally, the Division of Educational Outreach has significantly expanded professional development offerings at WCU Biltmore Park from 6 program/year to nearly 40 programs/year in a variety of fields. Last, work is underway to explore the addition of a graduate certificate in Data Analytics for possible implementation for Fall 2017.
			2017-18	WCU's Programs in Asheville saw record enrollment in 2018-19 with a Fall headcount of 641 and Student Credit Hour (SCH) generation of 5473. Both are records at Biltmore Park and the SCH generation is believed to be the largest since WCU opened its programs in Asheville in 1937. In 2018-19, Social Work nearly doubled its student body to include an Asheville-only cohort in addition to its Cullowhee cohort. The Doctorate of Physical Therapy will conduct a similar expansion in the Fall of 2019. Counseling and the Doctorate in Education are also expected to have notable growth for Fall 2018, as well. The Division of Educational Outreach continued to expand professional development and continuing education offerings at WCU Biltmore Park to some 50 programs this year, up nearly 25 percent from 2016-17. Work continues in developing a graduate certificate in Data Analytics for possible implementation in Spring 2019.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 1.1.4 Provide access to academic programs at off-campus sites in Western North Carolina within available resources and as dictated by data-based needs analyses.	Provost	Deans	80% 2015-16 2016-17 2017-18	Educational Outreach continues to search and implement new opportunities for academic programs. There is an outreach coordinator in the NC Foothills region. The coordinator visits each community college in the region once per semester. Educational Outreach meets with leaders from community colleges each semester to discuss new programs, existing programs, transfer policies and to hear concerns of out community college partners. These programs have increased understanding of the process by the community colleges and WCU. These programs lead to communication at a institutional level with one community college about transfer. Educational Outreach continues to look for new opportunities at off-campus sites. Four proposals for off campus programs were submitted in 2015-2016. Two of these proposals have been implemented. Educational Outreach has increased the communication and interaction with the community colleges in the Piedmont. Also, we began meeting with community college beyond the Piedmont to recruit students for distance programs. A goal of increased activity with military bases was set and achieved as well as to increase military students by 10%. This goal was achieved by 15%. Educational Outreach reviewed the current practices in outreach to community colleges through conversations with Admissions, Advising, Distance Learning Council and distance Program Directors. The conversations led to the schedule of recruitment events either with Admissions visits or private visits scheduled with Community Colleges. The Division also continued the meeting with piedmont area community colleges each semester. These semester meeting continue to be well attended and prompted Stanly Community College to request hosting a meeting at their location which will occur in April 2018.
Initiative 1.1.5 Align departments, colleges, and divisions, as appropriate, to support the strategic vision of the University.	Chancellor	Executive Council	80% 2015-16	The College of Business consolidated from four departments in to three schools and reduced the number of directors from four to three. Development and Alumni Affairs and Academic Affairs have been working more closely together to ensure that we are meeting the needs of the institution in development and alumni affairs and the Colleges and units in academic Affairs. As a result there has been in increase in endowed scholarships, outreach and reengagement of alumni and an increase in internship and shadowing opportunities for our students. The offices within Student Success have been working on a strategic planning process to better align departments with a focus on programmatic changes that lead to better student success and support. Tony Johnson, Exec. Director of Millennial Initiatives, has been working closely with graduate program directors and the graduate school to bring graduate programs to the attention of regional businesses who support professional development for their employers. this will increase community workforce development and graduate students at WCU. Biltmore Park instructional Site Exec. Director Kevan Frazier and Educational Outreach Exec. Director Susan Fouts have worked with many departments to develop certificates and day and weekend long workshops for our region on topics to support workforce development. Ricardo Nazario-Colon was hired as WCU's first Chief Diversity officer and who will work collaboratively with the whole campus on diversity and inclusion.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	Student Success Strategic plan: development and completion of the written document was approved (100% complete) and implementation of the plan is underway. An increased focus on Student Success through the deepening and strengthening of existing programs and the development of new programs to enhance advising (updating Grades First etc.) are underway. Searches for the Exec. Director of Community Engagement, Economic Development and Innovation and for the Dean of the College of Education and Allied Professions are in the final stages of completion. Increase in Certificate and Workforce Development Workshops increased from 5 (2015-16) to 30 (2016-17) at the Biltmore Park Instructional Site. Most highly attended where Grant Writing, Crisis Communication, Event Planning and Certified Non-Profit Professional. Collaboration with Marketing and External Relations has increased the recruitment of students in 8 Graduate Masters level programs across disciplines within Academic Affairs: Health Sciences, Construction Management, Sport Management, Entrepreneurship, Public Affairs, English, History and Higher Ed Student Affairs. This collaborative effort resulted in an additional 141 Master's level students recruited to WCU at a cost of $175,000. Academic Affairs Website Launch: 60% complete overall. Academic Departments within AA are complete in their transition to the new web interface (100% complete) Other units within AA are still in transition (60% complete).
			2017-18	No update
Initiative 1.1.6 Identify and develop integrated, cross-disciplinary centers/institutes of study and outreach, where appropriate, based on the curricular focus areas.	Provost	Deans	50%	
			2015-16	The Dean of the College of Business has completed reactivation of the M.S. in Sport Management to an online degree program that incorporates Master of Project Management (MPM) courses into the M.S. in Sport Management curriculum. The Dean of the College of Health and Human Sciences is overseeing the beginning transition of the B.S. in Athletic Training program to a M.S. in Athletic Training that will include a broader curriculum likely to be taught in year-round course offerings. The Dean of the College of Education and Allied Professions is pursuing the development of a Doctorate in Psychology (Psy. D.) that will include a broader curriculum.
			2016-17	The Dean of the College of Business has completed reactivation of the M.S. in Sport Management to an online degree program that incorporates Master of Project Management (MPM) courses into the M.S. in Sport Management curriculum. There were 37 graduate students enrolled on census day in the M.S. Sport Management program in the Spring 2017 semester. The Dean of the College of Health and Human Sciences is overseeing the transition of the B.S. in Athletic Training program to a M.S. in Athletic Training that will include a broader curriculum likely to be taught in year-round course offerings. In the Spring 2017 semester, the Request Proposal to Plan has been approved by UNC General Administration and the development of the Request to Establish document is underway with a due date of June 2017. The Dean of the College of Education and Allied Professions is pursuing the development of a Doctorate in Psychology (Psy. D.) that will include a broader curriculum. In the Spring 2017 semester, the Psy. D. Request Proposal to Plan has been approved by UNC General Administration and the development of the Request to Establish document is underway with a due date of May 2017.

11

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	The Dean of the College of Health and Human Sciences is overseeing the transition of the B.S. in Athletic Training program to a M.S. in Athletic Training that will include a broader curriculum likely to be taught in year-round course offerings. In Fall 2017, the Request to Establish document was submitted and approved by the UNC System Office. The program is awaiting SACSCOC approval before moving to the Athletic Training accrediting body fro review and approval. The anticipated start date of the first cohort is Fall 2020.
Initiative 1.1.7 Increase the total number of WCU graduates by 25 percent by 2020 to meet the regional need for an educated work force.	Provost	Assistant Vice Chancellor for Student Success, Deans	50% 2015-16 2016-17 2017-18	As our retention rate has increased, we expect to see an increased graduation rate as well. Western Carolina University continues to ensure students are supported from admission until graduation. WCU has seen an increase in its six-year graduation rate and it feels it is on target to increase the number of WCU graduates. The 6-year graduation rate for the 2011 cohort (most recent available) is 58.8%-- an increase of almost 3% from the previous cohort.
GOAL 1.2: Fully integrate into the curriculum an emphasis on those core abilities expected of all WCU students:				
Initiative 1.2.1 Hire faculty and staff who understand and will contribute to WCU's core educational values, its holistic academic mission, its commitment to outreach and engagement, and the achievement of the institution's strategic priorities.	Provost, Vice Chancellors	Associate Vice Chancellor for Human Resources, Deans, Provost, Vice Chancellor for Student Affairs, Vice Chancellor for Administration and Finance	90% 2015-16 2016-17 2017-18	Key hires in 2015-16 included the Dean, Honors College; Dean, Fine & Performing Arts; Chief Compliance Officer; Associate Vice Chancellor for Human Resources & Payroll; Chief Diversity Officer; and the Vice Chancellor for Development & Alumni Engagement. In addition, several faculty positions have been filled with outstanding professionals to include the hiring of two Distinguished Professors. Key hires in 2016-17 included the Dean, Graduate School and Research; Director of Cherokee Center; Director of Academic Resources & Business Operations; and the inaugural Gimelstob/Landry Distinguished Professor in Regional Economic Development. In addition, multiple faculty positions have been filled with highly qualified professionals. A total of 51 qualified faculty were hired during the past year. Key faculty and staff hires during the past year included the Executive Director of Advancement Services; Director, School of Music; Director, School of Nursing: Director of Intercultural Affairs; and the Executive Director for Residential Living.
Initiative 1.2.2 Develop and implement effective, faculty-led mentoring programs for students, aided and	Provost	Assistant Vice Chancellor for Student Success, Deans, Associate Provost for Academic Affairs	50% 2015-16 2016-17 2017-18	The Office of First Year Experience created a program for first generation faculty to be paired with first generation students in a mentoring program. The MAPS office is in the beginning stages of developing a faculty/staff - student mentoring program for first-generation college students. The Mentoring & Persistence to Success office offers the Whee First Mentor program for first-generation students, which connects them to a faculty or staff member on campus who is invested in the student's success. Participation in this program is growing.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 1.2.3 Incorporate writing and research into all levels of the curricula.	Provost	Deans	100% 2015-16	Over the academic year 2015-16, librarians have taught 299 information literacy sessions to 6588 students. A couple of those were general workshops such as a Zotero workshop available to all students. All others are requested by course instructors across campus and librarians work closely with those instructors to tie the library sessions with the course's information literacy objectives and the course curriculum. Students are usually working on a project such as a research paper or presentation and need to find, evaluate, and use information effectively and understand information literacy concepts. Many of our sessions are devoted to undergraduate courses that build general information literacy and critical thinking and writing skills. 111 sessions were for English 101/202, the Writing, Rhetoric, and Critical Studies courses. All sessions are tailored to the course objectives and assignments. 19 sessions for University Studies (USI) and Counseling 140. The purpose is to introduce students to university life, study skills, etc. Our Undergraduate Experience Librarian provides a class and tour to introduce students to the library. 4 sessions for International Students. There were a total of 165 classes for upper level, subject specific courses in college of Education and Allied Professions, College of Business, Health and Human Sciences, Arts and Science, and College of Fine and Performing Arts.
			2016-17	Through February 28, 2017, librarians have taught 276 information literacy sessions to approximately 6288 students. Others are requested by course instructors and librarians work closely with those instructors to tie the library sessions with the course's information literacy objectives and the course curriculum. Students are usually working on a project such as a research paper or presentation and need to find, evaluate, and use information effectively and understand information literacy concepts. Many of our sessions are devoted to undergraduate courses that build general information literacy and critical thinking and writing skills. In addition to our face-to-face sessions, librarians provide online tutorials and learning objects for instructors to use in class and to link to from their blackboard courses. Librarians work closely with faculty to design these tutorials around the writing and research outcomes of their courses. Most tutorials are also available via our Research Guides (and often YouTube) platforms in order to provide access to all students and faculty. Librarians also identify cross-curricular opportunities and provide workshops and tutorials accordingly. Examples from the past year include a guide to spotting fake news, a drop-in workshop about citation management software, a research guide for the campus theme, Africa! More than a Continent, and an interactive guide to finding quality news sources.
			2017-18	Hunter Library directly supports writing and research in the curriculum by providing information literacy instruction to students. Between July 1, 2017 and February 28, 2018), we taught 268 information literacy sessions to approximately 6215 students. In each session, we teach students transferrable skills such as source evaluation strategies as well as concepts related to the specific discipline or course. Many sessions are devoted to undergraduate courses that build general information literacy and critical thinking and writing skills.
Initiative 1.2.4 Ensure that all academic programs incorporate the core abilities detailed in Goal 1.2.	Provost	Associate Provost for Undergraduate	85% 2015-16	As we continue to assess our liberal studies program, results demonstrate that our students are meeting our core learning objectives.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
		Studies	2016-17	Annual assessment plan templates include the five global learning outcomes/core abilities for academic departments to address as part of their curriculum.
			2017-18	No update
Initiative 1.2.5 Incorporate into the formal evaluation of faculty work a consideration of how curricula, pedagogies, and scholarship successfully advance the University learning outcomes.	Provost	Associate Provost for Academic Affairs, Associate Provost for Undergraduate Studies, Deans	100% 2015-16	Faculty handbook language modified for clarity and support of faculty success. Formative assessment in collegial review process is more robust and recognized. Modifications to DCRDs for post-tenure review with five-year directional goals are underway.
			2016-17	Faculty handbook language modified for clarity and support of faculty success. Formative assessment in collegial review process is more robust. Revised post-tenure review (PTR) with five-year directional goals reflected in DCRDs. Revised PTR process implemented this year.
			2017-18	All departments have Collegial Review Documents (DCRD) outlining faculty expectations of teaching, scholarship, and service. DCRDs are updated periodically as professions evolve, expectations are modified, or policies change.
GOAL 1.3: Ensure that all programs include cross-curricular, experiential, applied, and international/global awareness opportunities for all students.				
Initiative 1.3.1 Reduce, and where possible eliminate, bureaucratic and financial barriers to cross-curricular design and team-teaching.	Provost	Associate Provost for Academic Affairs, Associate Provost for Undergraduate Studies, Deans	50% 2015-16	The Curriculog system has improved the collaborative review process for cross-curricular program development. For example, a proposed undergraduate certificate in Arts and Entrepreneurship is under review that will connect arts and business curriculum to support working and aspiring artisans in the area. A new Health Sciences degree that includes collaboration across the institution is under development and will be put forward for campus and General Administration approval this semester. Development of the curriculum has included broad discussions across colleges and will provide alternative pathways for students interested in a range of Health Science professions.
			2016-17	The Curriculog system has improved the collaborative review process for cross-curricular program development. A new undergraduate certificate in Arts and Entrepreneurship has been created. A Request to Plan a new Integrated Health Sciences degree that includes collaboration across the institution has been submitted to UNC General Administration. The Department of Social Work is growing to meet regional demand by leveraging technology and developing teaching opportunities to deliver course content simultaneously at Biltmore Park and Cullowhee. Coulter Faculty Commons conducted a preliminary study of team teaching at peer institutions and identified that significant barriers exist in the development of practice and policies. The study suggests that additional research and analysis is required to overcome those barriers.
			2017-18	The Curriculog system has improved the collaborative review process for cross-curricular program development. A project is underway to review the curriculum approval process to improve flexibility and efficiency to make curriculum changes. The Integrated Health Sciences program begins Fall 2018. The MSW program was expanded to offer synchronous delivery of courses in Cullowhee and Biltmore Park. An expansion of the DPT program to Biltmore Park in Fall 2019. Barriers to team teaching practice and policy remain, but have not been a focus-area for reform efforts.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 1.3.2 Incorporate expectations for experiential and applied learning opportunities, including undergraduate research opportunities, in the curricular review process.	Provost	Associate Provost for Academic Affairs, Associate Provost for Undergraduate Studies	95% 2015-16	Continue to improve the process and implementation of applied learning pedagogies and assessment in the curricular review process. Service Learning and other engagement pedagogies are considered in curriculum review. Activities like the Research and Scholarly Activity Celebration (RASC) was developed as a partnership between the Provost's Office, Honors College, and Graduate School to highlight undergraduate research. A faculty committee looking at ways to enhance undergraduate research across campus has been reconstituted, with a subgroup attending a workshop on building and sustaining undergraduate research programs.
			2016-17	Continue to improve the process and implementation of applied learning pedagogies and assessment in the curricular review process. Service Learning and other engagement pedagogies are considered in curriculum review. Activities like the Research and Scholarly Activity Celebration (RASC) highlight undergraduate research. A request was submitted through the 2016-2017 budget process to fund the establishment of an office of undergraduate research to further increase student research opportunities.
			2017-18	Work is ongoing to improve the process and implementation of applied learning pedagogies and assessment in the curricular review process. Comprehensive review of curriculum approval process is underway. Service Learning and other engagement pedagogies are models that could be applied to other curriculum categories in the review process. Efforts continue to secure funds for an office of undergraduate research. This year, several of the undergraduate research programs moved from the Honors College to under the Provost Office with a part time undergraduate research coordinator managing the programs (e.g., RASC, APG, NCUR).
Initiative 1.3.3 Ensure that meaningful international/global experience opportunities are available to every student, regardless of major, including options to study with international scholars on WCU's faculty, to participate in faculty-led international travel courses, and to study abroad.	Provost	Director of International Programs and Services	100% 2015-16	The total number of study abroad students in 2015-2016 is 231, increased by 38% from 167 in 2014-2015. Regardless of study abroad staffing cut occurring in 2014 (currently only 1 study abroad staff serving 10,000 students), Office of International Programs and Services maneuvers any possible resources to increase study abroad enrollment as a collective team. IPS has finalized or is in the process of finalizing bilateral agreements with 7 international higher education institutions: China, Spain, Austria, Netherlands, Aruba, Turkey, Sweden, Brazil. Those bilateral programs not only provide cost-effective study abroad opportunities to students and but also collaborative avenues to faculty and staff.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	The number of study abroad students for 2016-2017 remains the same as for 2015-2016, after the surge in 2015-2016 when International Programs and Services (IPS) took over the faculty-led responsibilities from the Provost's Office. During 2016-2017, IPS has made fundamental changes on WCU's study abroad protocols and procedures, innovated website, and developed a robust system for study abroad management. IPS' newly sponsored student organizations (IPAL and ICAT) in 2016-2017 have engaged over 100 domestic students on a routine basis into international learning opportunities on campus. IPS co-founded WCU's Global Learning Academy in 2016-2017 and successfully implemented the program with other units. Six faculty participated in the Global Learning Academy and highly recommended continuity of the program. IPS has finalized or is in the process of finalizing bilateral agreements with 7 international higher education institutions in 2016-2017: Japan, Korea, India, Belgium, Denmark, Germany, and Chile. Those bilateral programs not only provide cost-effective study abroad opportunities to students and but also collaborative avenues to faculty and staff.
			2017-18	In 2017-2018, 267 WCU students studied abroad/will study abroad, increased from 234 in 2016-2017, representing 14% growth. In fall 2017, IPS hosted its 11th annual Study Abroad Fair. The 300+ students participated the fair with over 20 tables representing numerous study abroad options. Faculty shared about upcoming faculty-led study abroad programs at the fair. It was a fantastic opportunity for students to learn about the various pathways to study abroad available through WCU. A record number of students participated in study abroad program. Student study in Japan, South Korea, Fiji, Costa Rica, Peru, Chile, Argentina, Italy, Spain, Ireland, England, Scotland, Germany, France, Austria, Morocco, and other countries. International Programs and Services constantly explores opportunity to support faculty to broaden their cultural acumen. For example, Dr. Vittal Anantatmula, Professor and Program Director, School of Economics, Management, & Project Management, was awarded prestigious Australia Endeavor Executive Fellowship, and will conduct collaborative research at WCU's long term partner institution in Australia, Royal Melbourne Institute of Technology (RMIT). Dr. Jon Jicha spent part of his scholarly leave at AMITY University India, WCU's first partner institution in India, in fall 2017. During Dr. Jicha's stay in India, he helped WCU build a connection with Maharaja Sayajirao University of Baroda (MSUB), which has one of the best fine arts program in India. In summer 2018, three WCU faculty will teach in Ludwigsburg University of Education (LUE) Germany, and four will teach in China through WCU's connection with Chinese Ministry of Education. The second Global Learning Academy engages five faculty in the field of Health Sciences and Engineering to integrate international dimensions into academic courses. Five faculty started to receive curriculum internationalization training from September 2017, and will complete the program in April 2018 with a newly developed course syllabus. These opportunities contribute both to individual research agendas and the honing of intercultural teaching skills.
GOAL 1.4: Eliminate barriers to student access through coordinated endeavors with Birth-12 (B-12) and community college partners.				
Initiative 1.4.1			90%	

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Establish a network of regional advisory committees to enhance communication and collaboration among B-12, community college, and WCU faculty and administrators in the areas of: 1) curriculum goals and transferability; 2) the benefits of higher education and the best strategies for marketing and recruiting; and 3) admissions and financial aid.	Provost, Vice Chancellor for Student Affairs	Associate Provost for Academic Affairs, Associate Provost for Undergraduate Affairs, Registrar, Director of Student Recruitment & Transitions, Director of New Student Orientation, Director of Financial Aid, Director of Marketing	2015-16	1. Financial Aid facilitated FAFSA Day at Smoky Mountain High School and continued partnership and support of Admission, Advising, Orientation, Project Discovery—Talent Search and GEAR UP programs to offer training assistance, provide financial aid information and assist with programming. 2. Orientation collaborated with TRACS, the Advising Center, Admissions, Financial Aid, and the Honors College to communicate with students in the region. 3. Admission representatives participated in numerous advisory capacities, including New Century Scholars, the Mountain Alliance for Transfer Education (MATE), the Transfer Advisory Committee (TAC), an Early College work group. 4. Admission hosted and/or offered programming to numerous regional and state partners, including GEAR UP, Project Discovery—Talent Search, College Corp Advisors, regional and state school counselor workshops. 5. Academic Advising completed 13 visits to regional community colleges. These visited enhanced awareness of WCU and aided in collaboration. Community Colleges visited were Isothermal, Tri-County, Haywood, and Southwestern. 6. Academic Advising coordinated an event called Western Day at both Southwestern
			2016-17	Academic Advising, Admission, Orientation, and Financial Aid often collaborate to provide opportunities for students to learn about the benefits of higher education and attend recruiting events. 1. Financial Aid facilitated FAFSA Day at Smoky Mountain High School and continued partnership and support of Admission, Advising, Orientation, Project Discovery—Talent Search, and GEAR UP programs to offer training assistance, provide financial aid information,and assist with programming. 2. Orientation collaborated with Suite 201, the Advising Center, Admissions, Financial Aid, and the Honors College to communicate with students in the region. 3. Admission representatives participated in numerous advisory capacities, including New Century Scholars, and the Transfer Advisory Committee (TAC), an Early College work group. 4. Admission and Academic Advising hosted a Catamount Transfer Drive-In Retreat to promote transfer students in attending WCU. These informational sessions were geared to Community College Transfer Advisors and Early College Coordinators. 5. Academic Advising visited regional community colleges. These visits enhanced awareness of WCU and aided in collaboration. Community Colleges visited were Isothermal, Tri-County, Haywood, and Southwestern. 6. Academic Advising coordinated an event called Western Day at Southwestern Community College. This event provided timely information about WCU's requirements for admission and provided information about offices and support services at WCU that assists students in
			2017-18	The Advising Center continues to manage relationships with feeder institutions through campus visits, ACA presentations, Western Day, and a Community College Drive-in Conference. Based on continuous knowledge of outreach, marketing, and collaboration this process is never completed (90%).

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 1.4.2 Review, revise where appropriate, and electronically automate all articulation agreements between WCU and community colleges in the WCU service area with the goal of: maintaining high academic standards and facilitating curricular transfer; develop a standard review protocol and timeline.	Provost	Associate Provost for Academic Affairs, Registrar, Director of Undergraduate Advising	**80%**	
			2015-16	Articulation Agreements are constantly being reviewed and revised as needed by departments and submitted to the Office of the Provost. This process has not moved to an electronically automated process at this time.
			2016-17	The review and revision process of articulation agreements between WCU and community colleges is effective based on the level of communication and execution relating to review and approval process. Academic Departments, the Director of Advising, and the Associate Provost of Academic Affairs effectively relay needed information to update and prepare new agreements. The departments within WCU have open communication and a strong working relationship with community colleges; this communication allows for the creation of new agreements and updating current agreements between both parties. Strategic Initiative 1.4.2 is currently ongoing until this process is fully electronic.
			2017-18	Articulation Agreements are continuously being created, removed, and updated. Based on this continuous process this goal is always on going. The Advising Center continues to provide better information to potential students via the Advising Center's website. Continuous communication with community colleges who hold articulation agreements is ongoing. This process is a collaboration between the Director of Advising and the Associate Provost.
Initiative 1.4.3 Expand opportunities for staff, faculty, and students to visit with B-12 students and community college students (on and off campus) to share information regarding the importance of higher education and the pathways, processes, and programs at WCU.	Provost, Vice Chancellor for Student Affairs	Director of Student Recruitment and Transitions, Deans, Director of Undergraduate Advising, Registrar, Executive Director, Educational Outreach, Director of New Student Orientation, Director of Financial Aid, Director, Project Discovery	**95%**	
			2015-16	Orientation and Financial Aid serve as a resource to transfer counselors, transfer ambassadors, the Advising Center transfer coordinator, Writing and Learning Commons, First Year Experience, peer academic leaders and Admissions to promote WCU. Outreach recruitment events occur at Biltmore Park and off-campus regional sites. WCU representatives serve in numerous capacities (e.g., Transfer Advisory Committee, Mountain Alliance for Transfer Education, New Century Scholars Advisory Board, SCC Administrative Luncheon, WCU/SCC Day) to support outreach and educational efforts. Academic divisions have increased invitations to host school groups on campus to tour facilities, meet faculty and learn about programs.
			2016-17	Educational Outreach (E0) meets with community colleges in our region quarterly and stations a regional staff member who provides support through campus visits, Facebook, and electronic communications. EO increased the number of military base visits for educational fairs by 10%. WCU hosted a Transfer Counselor Drive-In Workshop in March 2017. The EBCI-WCU Advisory Board is actively involved in updating an MOU and collaborating on outreach and recruitment efforts. WCU and Jackson County Public Schools are collaborating to open a lab school in Fall 2017 for students in grades six through eight. Project Discovery-Talent Search continues its extensive outreach to students and school systems in the region. Numerous departments or units host on- and off-site programs to engage B-12 and community college students (e.g., Tournament of Champions, Fall 2016 STEM-E High School Conference, Math Day, Prospective Teacher Day). Hospitality and Tourism faculty generated and distributed the "NC Tourism Jeopardy Game" to over 250 teachers through the NC Career and Technical Education Conference. Numerous faculty and staff serve as presenters and judges or on advisory boards with area schools or school systems.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	The Eastern Band of Cherokee Indians and WCU signed a new MOU and the Advisory Board meets and collaborates routinely. Four undergraduate open houses and an Honors Day provided opportunities for WCU faculty, staff, and student interaction with prospective students and guests. Graduate School expanded open house offerings in Cullowhee and Biltmore Park. WCU on Tour and a new pilot Spring Blitz Tour expanded opportunities to share information and spotlight NC Promise. Educational Outreach traveled throughout the state and region meeting with potential students. WCU opened the Catamount School in fall 2017 for students in grades six through eight. Project Discovery-Talent Search continues outreach to schools throughout its WNC service area. Numerous units continue to host on- and off-site programs to engage B-12 and community college students. Numerous faculty and staff serve as presenters and judges or on advisory boards to area schools or school systems (e.g., classroom presentations to ACA courses at community colleges, New Century Scholars). Faculty members and advisors are actively involved in First-year and transfer Orientation programs.
Initiative 1.4.4 Expand coordinated communications and recruiting efforts among B-12, community colleges, and WCU regarding the value of education and affordable avenues for all individuals to access and benefit from it.	Provost, Vice Chancellor for Student Affairs	Director of Student Recruitment and Transitions, Director of Undergraduate Advising, Director of New Student Orientation, Director of Financial Aid, Deans	95% 2015-16	Financial Aid facilitated FAFSA Day at Smoky Mountain High School and participated outreach initiatives such as WCU on Tour, open houses, financial aid night at Franklin High School, WCU/SCC Day, etc. Units continue to partner and support Project Discovery--Talent Search and GEAR Up programs to offer help in training staff, providing admission and financial aid information and other assistance as needed. Key recruitment literature was translated into Spanish this recruitment cycle. Financial aid an scholarship communications were enhanced and woven into the communication flows of admitted students. A pilot program was implemented regarding summer stipends and communications associated with those funds occurred. The educational value message is a key component of open house presentations and communications that go to admitted students to encourage deposit submission. Talent Search and GEAR UP serves approximately 2,800 students in 15 schools in the western region, encouraging them to complete high school and enroll in post-secondary educational programs, and assisting them with the application and financial aid processes. Grants were submitted to continue this service and to add four more schools and another 500 students to these totals.
			2016-17	Much of the communication and outreach focus this year revolved around educating new and continuing students as to the major shift in the FAFSA application timeline. The Office of Financial Aid shared these changes through numerous means (e.g., open house and regional presentations, post cards, letters, emails, social media, sidewalk stickers). A new flyer that provides more information on Admission and Aid was created. All newly admitted students received printed information on Financial Aid upon acceptance. Outreach presentations and participation in events such as FAFSA day continued, but timelines were tweaked to better align with the early FAFSA timeframe. Project Discovery-Talent Search continued its extensive outreach in WNC offering particular educational support related to financial aid and college affordability. Information regarding NC Promise and the impact it will beginning in fall 2018 was a significant focus in 2016-17.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
			2017-18	Communication and outreach continued as to the major shift in the FAFSA application timeline. Collaboration occurred and numerous communication initiatives (print, electronic, social media, advertisements, public presentations, video) were launched promoting and explaining NC Promise. Cost and affordability messages are incorporated into recruitment literature and communication plans, and all admitted students receive additional communication from Financial Aid and Scholarships. Project Discovery-Talent Search continued its extensive outreach in WNC regarding access and affordability. Educational Outreach expanded travel and outreach to promote NC Promise. Spring Blitz tours targeted outreach to rural regions of eastern North Carolina. Information was shared with school counselors regarding NC Promise.
GOAL 1.5: Make WCU (the Cullowhee campus and the off-campus site at Biltmore Park in the Asheville-Hendersonville area) a destination for:				
Initiative 1.5.1 Pursue a cohesive, consistent, and efficient organizational and policy structure to facilitate short-term, educationally based programs, activities, and events, including review of: facilities use policies, University organization, and virtual format possibilities.	Vice Chancellor for Administration and Finance	General Counsel, Director of Budgets and Resource Planning	45% 2015-16	Since 2010, the university initiated a comprehensive review of its policy structure to ensure that institutional and unit specific policies are in line with organizational structure and best support operations. The university developed its first institutional policy on policy development, approval, and periodic review, with legal counsel's office managing the administration and interpretation of policies. Legal counsel's office is in the process of assisting policy administrators with the review and revision of all institutional policies, with special attention to compliance with University of North Carolina policies and compliance with state and federal laws and regulations. This initial review is approximately 40% complete, and will be a continuous, on-going activity.
			2016-17	Since 2010, the university initiated a comprehensive review of its policy structure to ensure that institutional and unit specific policies are in line with organizational structure and best support operations. The university developed its first institutional policy on policy development, approval, and periodic review, with legal counsel's office managing the administration and interpretation of policies. Legal counsel's office is in the process of assisting policy administrators with the review and revision of all institutional policies, with special attention to compliance with University of North Carolina policies and compliance with state and federal laws and regulations. This initial review is approximately 45% complete, and will be a continuous, on-going activity.
			2017-18	No update
Initiative 1.5.2 Expand the number of resident and distance summer school offerings for a wide variety of learners, including WCU students, guest students, senior citizens, B-12 students, and the general public; expand summer school enrollment by 25 percent by 2020.	Provost	Assistant Vice Chancellor for Student Success, Executive Director, Educational Outreach, Deans	10% 2015-16	We continue to offer a variety of courses to residential and distance students in the summer. We will explore ways to engage the community in Summer Session at WCU and encourage more visiting students to take advantage of WCU in the summer.
			2016-17	In summer 2016, Western Carolina University exceeded 3,000,000.00 in summer session revenue. The number of students enrolled in summer decreased. However, we saw an increase in student credit hour production.

	Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
			Deans	2017-18	Summer Session offerings and enrollments continue to increase. Student credit hours grew by 1100 between 2016 and 2017. New cohorts of summer learning communities were launched, and a new Catamount Gap Abroad program took students to Europe for a unique summer experience. Summer class offerings and enrollments continue to be monitored for opportunities to improve, offer additional sections where there is a demand, and increase programming for populations needing additional support.
	Initiative 1.5.3 Expand the number of camps and conferences that WCU offers by 50 percent by 2020.	Vice Chancellor for Administration and Finance	Executive Director, Educational Outreach, Director of Budgets and Resource Planning	100% 2015-16	The number of camps and conferences increased in 2015-2016. New conferences were added and attendance at established conferences was up slightly from 2014-2015. Conference Services housed in Residential Living has partial responsibility for increasing conferences. Educational Outreach is responsible for increasing conference and camps by partnering with an academic department or those with an educational program created in partnership with Educational Outreach.
				2016-17	Educational Outreach has increased the number of camps and conferences by 50%. Additional goals were set to offer one new content-based camp in 2016-2017. A new science-based camp was added in summer 2016. Changes to Policy 100 have proved challenging for academic departments. The policy has been interpreted by some academic departments as working with WCU Residential Living to plan and produce conferences. Communication continues to clarify that policy. Liability issues have raised concerns about minors on campus and resulted in a pause to plans for residential camps. Plans include creating a camp manual that can be endorsed by parties involved in summer camps.
				2017-18	The goal of increasing the number of conferences and camps in Cullowhee by 50% has been met. However, overnight camps will continue to be a challenge as risk continues to increase the costs of providing overnight experiences and ratios of campers to chaperones continue to decrease. The hirings of overnight supervision continues to be challenging. Economies of scale may be achieved through creative housing of camps. Those discussions are ongoing.
	Initiative 1.5.4 Develop and implement a coordinated marketing plan to promote WCU's Cullowhee campus and its programs in Asheville at Biltmore Park as conference destinations. (See Initiative 6.2.1)	Chief of Staff	Director of Marketing, Executive Director of Programs at Biltmore Park, Director of Conference Services	70% 2015-16	Continued efforts to market summer programs, the LEAD:WNC Conference and professional development opportunities. Updated the Biltmore Park website, adding content to highlight the facility as a destination for meetings and conferences. A more comprehensive effort is still needed, and this year we will bring together stakeholders from across the university to make further progress.
				2016-17	We continued efforts to market summer programs, LEAD: WNC and Biltmore Park. However, no additional steps were taken this year to expand our marketing WCU as a conference destination.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	University Marketing and Education Outreach partnered on the restructuring of their website, including a larger presence for professional development and camps and conferences. Ed Outreach's new Director of Professional Development programs worked to expand programming at Biltmore Park and on the Cullowhee campus, and university marketing supported her work with paid media as appropriate. In addition, the new Executive Director of of Community and Economic Development and Innovation is launching an Outdoor Economy Conference and working with Ed Outreach and University Marketing to promote the event.
GOAL 1.6: Attain a student population that balances the University's commitment to access, its responsibility for student success, and ensures the sustainability of University funding. (See Initiative 6.3.2)				
Initiative 1.6.1 Develop data-driven admission strategies (for first-time freshmen, transfer, graduate, and distance students) that balance the University's aim to: increase the academic profile of entering students while continuing to serve the educational role of access as a regional comprehensive university.	Provost, Vice Chancellor for Student Affairs	Director of Student Recruitment and Transitions, Deans	90%	
			2015-16	A new source of funding has been identified to support academic scholarships for high-achieving students in the classroom who graduate from high schools in underrepresented counties in North Carolina. New Student Orientation actively recruits bi-lingual students for orientation counselor positions and has garnered support for translating materials and sessions for the Latino populations and has partnered with community members to provide assistance to all students and families. The Office of Admission continues to move to a more holistic review of applicants and to promote admission policies that aid in diversity efforts (e.g., Great Grades Guarantee). A new Chief Diversity Officer has just been hired. Key admission materials were translated into Spanish for this recruitment cycle. Enhancements were made to admission reports, deposit reports, and diversity reports to aid in strategic admission decisions. The CRM that undergraduate admission uses will sunset in October 2017 so a replacement system will need to be implemented for use in the 2017-18 cycle.
			2016-17	A new customer relations management (CRM) system was identified, has been acquired and is being implemented that will greatly enhance recruitment, communication flow, tracking, data management, strategic planning, and assessment. Recruitment efforts resulted in a record entering first-year class, strong gains in graduate enrollment, strong distance enrollment and record total enrollment. Headcount and academic indicators point to another potential record enrollment for fall 2017. First-year retention remained above 80%, which is the 2020 target. Additional emphasis was placed on holistic review for fall 2017, and further planning and discussions are occurring to plan for the added attention that NC Promise may bring in the upcoming year. The Enrollment Planning Committee created a university Strategic Enrollment Plan, and four-subgroups have been meeting to advance initiatives within the plan. A survey of current distance students was completed in December 2016. Results have been disseminated and are being used to streamline the distance learning student process and experience. The Office of Admission is scheduled to undergo program review in May 2017.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	A new customer relations management system (CRM) was implemented providing more robust and integrated data collection, data management, communication campaign management, and recruitment event management. A new scholarship management system was purchased and implemented that provides easier and more efficient access and navigation for scholarship applicants and scholarship reviewers. Recruitment efforts resulted in another record entering first-year class (that also boasted the highest average GPA of any entering class) and record total enrollment. Headcount and academic indicators suggest another potentially record-setting entering class, both in terms of quantity and quality. The Enrollment Planning Committee (EPC) collaborates regularly to fulfill Strategic Plan goals and initiatives and to address enrollment related issues and opportunities. Graduate School continues to collaborate closely with University Marketing and program directors on recruitment initiatives. Educational Outreach conducted a review of recruitment processes and modified policies, procedures and strategies based upon the review. Undergraduate Admissions collaborated with campus partners to develop additional enrollment reports, modify commitment action steps and communication, and realign/establish action deadlines in the wake of NC Promise to better shape entering classes. Admissions also collaborated with Educational Advisory Board (EAB) on two projects related to data analysis and communication efforts designed to better shape the entering class.
Initiative 1.6.2 Conduct ongoing program assessment and prioritization and allocate resources to positively affect enrollment.	Provost	Associate Provost for Undergraduate Studies, Deans	75% 2015-16	The program review process is currently on track following a year's delay because of the intensity of academic program prioritization. Program review is an ongoing process, taking place every five to seven years, depending on academic schedules, changes in leadership, etc. The process for accommodating growth out of the results of program review is in development stages. The program development plan (which is composed of the recommendations from the review) details actions related to resources, including additional faculty and staff necessary to execute the mission of the department/unit or to increase the functions of the unit. The provost and respective dean/unit supervisor and department head/director are responsible for incorporating the requests for additional resources into the annual budget proposal process.
			2016-17	Annual program assessments and five to seven year academic program reviews incorporate mechanisms for programs and departments to request funding and resources for enrollment growth. Results of each program review are discussed and prioritized during the Program Development Plan meeting that follows each academic program review. Accredited programs
			2017-18	Program assessment and review are established processes which are utilized to strategically prioritize program support.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 1.6.3 Expand efforts to recruit students in programs associated with the curricular focus areas.	Provost, Vice Chancellor for Student Affairs	Deans, Director of Student Recruitment and Transitions	85% 2015-16	Academic divisions participate in key recruitment opportunities to highlight program offerings (e.g., WCU on Tour, open houses, Honors Day). Enhancements were made to the admitted student communication flow so that every admitted first-year student receives a letter from an academic dean or the Provost upon admission. Lists of admitted and deposited students are shared with academic units for outreach and conversion efforts. Academic divisions expanded programming to invite school groups to campus to showcase faculty, programs and facilities. Academic program emphasis was a focal point of Web redesign and development this year. Updates to recruitment literature particularly tried to focus on academic areas identified as priority within the 2020 Vision. An example of a specific initiative is the customized pathways that Hospitality Tourism created with Isothermal Community College and collaborations that are underway with AB Tech and Blue Ridge.
			2016-17	Faculty and staff participate in recruitment events such as Open House, WCU on Tour, and Honors Day. Numerous programs host academically themed events on campus that attract potential students. Letters are sent to all newly admitted students upon their acceptance from the corresponding college/school of the admitted students expressed interest. Admitted and deposited student contact information is shared with academic units for use in departmental outreach. Recruitment lists and information are reviewed and updated annually to accurately reflect and convey academic program offerings. Academically themed posters were produced and mailed to high schools in North Carolina. Enhanced marketing efforts occurred related to graduate programs with capacity for enrollment growth. Graduate program open house opportunities were expanded.
			2017-18	The Office of Admissions provides admitted and deposited first-year and transfer student lists to academic departments monthly beginning from mid-October through the spring recruitment season. Admission met with numerous academic units to further discuss recruitment enhancements and initiatives. Letters and communications from the academic divisions (colleges and schools) were updated and incorporated into the new CRM system and communication flow. Recruitment materials are updated annually. Collaboration occurs with academic units and University Marketing to feature programs identified with the strategic plan, programs with capacity for growth, STEM programs, etc., at the undergraduate and graduate levels. All academic programs participate in open houses annually.

	Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
	Initiative 1.6.4 Make the securing of endowed merit and need-based financial aid an institutional fundraising priority. (See Initiative 6.3.6)	Associate Vice Chancellor for Development	Associate Vice Chancellor for Development	100% 2015-16	The procurement of endowed scholarships continues to be a high priority. The Chancellor has spent a considerable amount of the last year reaching out to new and existing donors to increase our endowed scholarships. Deans in all of the colleges were provided a series of four development training sessions. Each Dean has taken on a significant role in development of friends and donors and endowed scholarships. Due to the efforts of the Chancellor, Deans and Development officers, as of March 30, 2016 WCU has received 147 endowed scholarships since Dr. Belcher's installation, 27 of those attained this year. Many processes and procedures have been put in place to make giving to WCU easier and more accessible. Gift agreements have been streamlined and made more transparent and clear. A new website has been implemented and more information about giving to WCU is available. A clear directory of Development and Alumni Staff responsibilities has been developed as well as a tool kit is now available to help with letting our community, alumni and friends know more about the needs of WCU now and into the future.
				2016-17	At the conclusion of fiscal year 2016, 37 new endowed scholarships were created with $1,968.061 in gifts and pledges. As of March 20, 2017, 31 additional endowed scholarships have been created towards our fiscal year 2017 goal of 45 new endowed scholarships, which will be a 21% increase over last year's total. Since Chancellor Belcher's installation, 188 new endowed scholarships have been created as of March 20, 2017 with many more donors increasing the dollars in their previously established endowments. Endowed scholarships remain the number one priority in WCU's comprehensive campaign, and new scholarships in this fiscal year represent support for the Honors College, College of Fine and Performing Arts, College of Education and Allied Professions, College of Arts and Sciences, College of Business, College of Health and Human Sciences, university wide merit and need based, and athletics. Vacancies in front line development staff are being filled in Spring 2017 to assist with securing additional endowed scholarship support in the next fiscal year.
				2017-18	Since Chancellor Belcher's installation, more than 220 new endowed scholarships have been created with many more donors increasing the dollars in their previously established endowments. Endowed scholarships remain the number one priority in WCU's Lead The Way campaign. On October 12, 2017 Chancellor Belcher and his wife Susan announced their plans to set the tone for the campaign with a commitment of $1.23 million. The Belchers' gift was designated to fund scholarships. Following the Belcher's campaign announcement there was a significant increase in donor activity around the establishment of new scholarships. As of March 31, 2018, twenty-one new endowed scholarship gift have been completed. It is important to note that beyond the establishment of new endowed scholarships, during fiscal year 2018 donors have committed $8,296,119 in new dollars to their established endowed scholarships.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region

25

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 1.6.5 Enhance support for scholarships, graduate assistantships, and student research to attract and retain students who are prepared for the rigors of a Western Carolina educational experience.	Provost	Associate Provost for Academic Affairs, Director of University Scholarships, Deans	85% 2015-16 2016-17 2017-18	As of February 2018, all development positions have been filled to assist with securing additional endowed scholarship support in the next fiscal year. We have made progress towards increasing the assistantship budget through the WCU campus budget process this year. Our recurring budget request was ranked #19 out of 76 campus priorities and will be reviewed for funding after 2017-2018 budgets are intact. Assistantships increase the capacity for both graduate enrollment and undergraduate teaching since many of our graduate assistants contribute to or are instructors of record in undergraduate courses. In 2016-2017, the Graduate School and Research had a budget request for increasing the assistantship budget through the WCU campus recurring budget process that was ranked #19 out of 76 campus priorities, but no funding was allocated. In 2017-2018, the assistantship recurring budget request was ranked #31 out of 121 campus priorities. In January 2018, $100,000 of Graduate School Excellence Award scholarship funds were allocated to the Graduate School and Research. After multiple discussions with the Acting Provost, Graduate Council, Graduate Council Financial Assistance Committee, Graduate Program Directors, Graduate School staff, and WCU Legal Council, eight graduate programs were allocated scholarship funding for six students each starting in the Fall 2018 term.
Initiative 1.6.6 Increase the diversity of the student body and ensure campus resources necessary to support a diverse student body in order to serve the needs of the changing demographics of the region and state and to enhance the educational experience of all students.	Provost, Vice Chancellor for Student Affairs	Chief Diversity Officer, Deans, Director of Student Recruitment and Transitions	31% 2015-16 2016-17 2017-18	After a 10 month series of discussions, the Chief Diversity officer position was posted and filled. Ricardo Nazario-Colon will start June 1, 2016 and report to the Provost and the Chancellor. The Intercultural Affairs office has been relocated in the University Center to have a more prominent place on campus. Many campus conversations have occurred this year facilitated by Student and Academic Affairs. 17 presentations on demographic changes facing higher education and WCU have been given to key advisory boards across disciplines and the University. Ricardo Nazario-Colon became the chief diversity officer on June 1, 2016 and reports to the Provost and the Chancellor. Admissions has developed culturally sensitive recruiting materials that will help reach the emerging LatinX/Hispanic population. Over 40 programs and events have been held during FY 16-17 to discuss and advance diversity and inclusion through the collaboration with multiple partners on campus. Several presentations on demographic changes facing higher education and WCU have been given to key advisory boards across disciplines and the University. Admissions continues to identify opportunities to reach diverse student populations. It has developed culturally sensitive recruiting materials that will help reach the emerging LatinX/Hispanic population. The attched document identifies ongoing activities that provide opportunities to present WCU to diverse populations. The African American and Hispanic/LatinX populations, continue to demonstrate steady growth. During the last four years these two populations have been trending positively.

STRATEGIC DIRECTION: Fulfill the Educational Needs of the State and Region				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 1.6.7 Increase WCU's freshman-to-sophomore retention rate to 80 percent by 2020.	Provost, Vice Chancellors	Assistant Vice Chancellor for Student Success, Deans	100% 2015-16 2016-17 2017-18	Accomplished. The official registration rate for the Fall 2014 freshman cohort was 80.1% We met this goal in 2016, four years ahead of schedule. We met this goal in 2016, four years ahead of schedule.
Initiative 1.6.8 Increase WCU's six-year graduation rate to 60 percent by 2020.	Provost, Vice Chancellors	Assistant Vice Chancellor for Student Success, Deans	70% 2015-16 2016-17 2017-18	As our retention rates have increased over the past few years, there is a direct correlation to increasing graduation rates. On a 3-year average, our six-year graduation rate has increased from 50% (2004, 2005, 2006) to 55% (2007, 2008, 2009). WCU is continuously working to improve its six-year graduation rates. We are currently between 50-60%. We are continuing to show improvement in 6-year graduation rates. The six year graduation rate for the 2011 cohort is 58.8%.

Strategic Direction 2: Enrich the Total Student Experience

Accomplishment Highlights

- **International learning opportunites** - Ten faculty-led travel courses will occur during the summer of 2018, including trips to Peru, China, Germany, Hungary, Australia, The Netherlands, Japan, Spain, the United Kingdom, Botswana, and Honduras.

- **International student enrollment continues to increase** - International student enrollment grew for the third straight year, increasing to 178 students, an 8% increase from the previous year.

- **Global Learning Academy** - The Global Learning Academy helps faculty integrate international dimensions into academic courses. The first cohort of five faculty have completed the program and have developed new course syllabi and international content. A second cohort of five faculty has been selected from Health Sciences and Engineering.

- **Information literacy support** - The Hunter Library provided a total of 268 information literacy sessions, involving 6,215 students.

- **Continued athletics success** - The men's track team won their 5th consecutive SoCon indoor track championship, and football achieving their third 7-win season in the past four years. Donor support continues to increase, with a record $2.4 million raised this year.

- **DegreePlus program initiated** - The DegreePlus transferrable skills program, developed as WCU's Quality Enhancement Plan (QEP), completed it's pilot year in 2017-18, with focus on professionalism in Fall 2017, and adding cultural responsiveness in Spring 2018. Teamwork and Leadership will be added in Fall 2018.

- **Cherokee Culture Theme** - As part of the 2017-18 campus theme, 11 programs focused on Cherokee culture were offered. Over 1,300 WCU students participated.

- **Strong student participation in service learning** - Between curricular and co-curricular opportunities, it is estimated that service learning engages between 65-70% of WCU's student body. Approximately 55% of students are engaged in service or volunteer work. Over 4,000 students enrolled in service learning designated courses.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
GOAL 2.1: Foster a student-centered campus culture that emphasizes academic excellence, personal growth, networking opportunities, and global and social awareness.				
Initiative 2.1.1 Ensure that the mission of every academic support and student services unit espouses academic excellence as a primary emphasis.	Provost, Vice Chancellor for Student Affairs	Assistant Vice Chancellor for Student Success, Assistant Vice Chancellor for Student Affairs, Deans	50% 2015-16 2016-17 2017-18	Every unit on campus will be asked to share their mission statement by end of 2016 for a comprehensive review by a team of campus stakeholders. We continue to monitor mission statements in all academic units. Starting in fall 2017 in conjunction with the Associate Provost for Academic Affairs, OIPE and other administrators, we will complete a comprehensive review of mission statements. A comprehensive review of mission statements was undertaken in Fall of 2017 and is still ongoing.
Initiative 2.1.2 Review, and where necessary modify, all student recruitment and promotional materials to include expectations related to academic rigor and standards.	Provost, Vice Chancellor for Student Affairs	Deans, Director of Student Recruitment and Transitions, Director of Marketing	95% 2015-16	Working in collaboration with the Director of Marketing, all academic programs continue to review their marketing materials (all undergraduate materials were completed last year and will be ongoing). All colleges continue to support and market each other at Open House and Admissions events, and this year a new emphasis on Career Fairs expanded these (ongoing) efforts. The Graduate School completely migrated their web pages to the new WCU design and implemented numerous changes to make the pages and program inquiry for prospects, applicants, and current graduate students more user friendly. The Graduate School has completely cataloged all hard copy and PDF recruiting materials and continues to support Programs with allocated funds for recruiting materials based on the number of applications. Student recruitment and promotional materials in the Hunter Library include 141 online guides which promote programs and departments at the university. The Honors College completed a review of all print materials used for recruitment and promotion and updated content on all in-house print materials. In collaboration with the Director of Marketing and her staff, the College's web pages have been reviewed and remapped, and all Honors College web materials are in transition to the new web design. The College of Education and Allied Professions has implemented many changes to program and unit web pages in order to better serve the needs and questions of potential and current students. In consultation with the Director of Marketing, a host of student recruitment and promotional materials have been updated or developed: fact sheets, booklets, video, photography, banners, instagram frames, and banners. Additional on-site videos and video postcards are being developed as a way to bring to life current students, and our academic programs, to potential ones. Even further, use of social media as a way to promote academic programs and student organizations has continually increased. The university also participated in a UNC system-wide teacher recruitment plan development process during the fall of 2015. This process involved faculty and staff representing three colleges as well as other stakeholders such as current students and P-12 partners. The plan is now being fully implemented and includes a Teacher Education Recruiter and an emphasis on tracking inquiries through enrollment and beyond program completion.

	Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
				2016-17	In 2016-17, University Marketing created videos featuring students in a broad array of disciplines showcasing their academic success and how they are applying what they are learning in research and community engagement. Those videos were used as part of the advertising campaign and are now featured as the Admissions video shown to all students who come for a campus tour. Also n 2016-17, University Marketing completed the migration of ALL College websites and The Honors College to the new website format. Each of those sites strive to showcase academic quality within our colleges, departments and programs. The Graduate School updated the electronic communication plans through our Customer Relations Management (CRM) system. These include the 'prospect' communications plan as well as the 'accepted applicant' communication plan with letters to the audiences ranging from the Recruiter to the Provost. Four brochures were completed this year in the College of Business (Accounting, Sport Management, Management and Hospitality Tourism Management) and they have 4 more to go: Entrepreneurship, Marketing, Computer Information Systems and Business Administration & Law. The next two are in preparation. The College of Engineering and Technology reviewed all print materials for both undergraduate and graduate programs and developed new printed brochures and flyers. The College and School websites were completely overhauled and each program includes Student Learning Outcomes for that respective program, including any programmatic accreditation, such as ABET and ACCE. Websites in the College of Fine and Performing Arts have been updated. The college is beginning a branding development process with Marketing that will lead to the redesign of collateral promotional materials. The College of Health and Human Sciences has revised marketing materials with the following goals: Increase awareness of the profession-get people interested; identify key advantages about WCU/CHHS program; and direct interested individuals to our web site for more information. The new Honors College website developed this year. A new flyer was developed for prospective students on Honors College Scholarships, including required academic standards. The university catalog was also updated, which includes the new, higher academic standards for good-standing in The Honors College.
				2017-18	Undergraduate recruitment materials are reviewed and updated annually. Office of the Registrar updates catalog content annually. Admissions and Orientation collaborate with academic units to update information, update and train recruitment staff, and craft communication messages. Faculty and Student Success staff are involved in numerous recruitment, orientation, and transition events and initiatives (e.g., open houses, Honors Day, orientation, Convocation). The Colleges update specific recruitment materials on an on-going basis. Examples: College of Engineering and Technology developed new handouts for Open Houses and high school visits. College of Health and Human Sciences has new materials for the IHS degree. College of Business website was updated regarding equivalencies from NC Community Colleges, and the Master of Project Management. Brochures for Business Administration & Law and Entrepreneurship were updated. Honors College produced a new handout on Interdisciplinary Studies.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 2.1.3 Align, and where appropriate consolidate, academic support and experiential learning services to ensure consistent, interconnected, and efficiently provided assistance to students.	Provost	Associate Provost for Undergraduate Studies, Director, Center for Service Learning	50% 2015-16	Undergraduate Studies has implemented an intentional learning plan that helps students to connect the disparate aspects of their undergraduate experiences. Through the work of the Centers for Service Learning and Career and Professional Development, as well as the Mountain Heritage Center, students are able to access highly experiential and engaged learning opportunities, including internships, on-the-job (work study and non-work study) relevant experiences, alternative breaks, project development, professional networking and preparation events. This goal will perpetually be in progress because of the nature of its implementation. A new Quality Enhancement Plan is under development in anticipation of the SACSCOC reaffirmation in 2017. For the current academic year, Chancellor Belcher allocated $50k ($25k allocated for undergraduate and $25k for graduate students) in indirect funds to support student presentation at, and participation in, professional conferences. Students (and their faculty sponsors) apply for the funds in support of the established intentional learning goals. This funding is in addition to the funding currently available through Undergraduate Studies which has been in place since 2008.
			2016-17	The one-stop shop in Student Support Services provides the necessary support for students' academic support, the Center for Service Learning and the Center for Career and Professional Development offer experiential education opportunities for all students. New approaches to serving students, including distance and graduate students are under development.
			2017-18	No update
Initiative 2.1.4 Develop and/or formalize mentoring program(s) that help students develop a sense of personal, intellectual, and professional identity.	Provost, Vice Chancellor for Student Affairs	Assistant Vice Chancellor for Student Success, Director of Career Services, Director of Undergraduate Advising	70% 2015-16	First Generation College Students: In the fall of 2015, FYE implemented a pilot program assigning Peer Academic Leaders to three sections of USI 130 (the university new student transition to college course). One section was designated to first generation college students. The pilot has informed a second phase of the pilot to move ahead with four sections for fall 2016, all for First Generation College Students. This phase will include enhanced attention to academic skills development using a success coaching model, via partnership with the Writing and Learning Commons. Summer Learning Communities/Academic Success Program (ASP): Based on evaluative feedback, the current Peer Mentor model for the ASP has been re-visioned and will be implemented summer 2016. Combining the most successful elements of an academic skills consultant and a peer mentor, these Peer Academic Leaders will be assigned to summer learning community students in both ASP and Catamount GAP. They will continue to serve ASP students throughout their first year, consistent with our commitment to a full-year of academic support for conditionally admitted students. New Transfer Students: Transfer Ambassadors are assigned to new transfer students. A partnership with FYE, Admissions, and New Student Orientation, the Ambassadors have been successful in helping new transfer students navigate their new environment and to learn about the many opportunities available to them as WCU students. The Advising Center will work in conjunction with Student Success offices to train and be a resource for mentors so they can provide guidance regarding academic support and institutional policies and procedures. Mentors will be knowledgeable of support services and institutional offices that will aid mentees' transition to college life.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	Many offices under Student Success work together to support student learning through mentoring. The Writing and Learning Commons, Office of Student Transitions, and Mentoring and Persistence to Success have all created programs that allow mentoring to take
			2017-18	Support units continue to refine and target their mentoring offerings. The name of our Student Support Services unit has been changed to Mentoring & Persistence to Success to better describe the mission and work of that office. Compass Advising and Coaching is available through this office, as well as additional ad hoc mentoring support. This office also works with Homebase, a BCHNC partnership which provides material support to struggling students. The WaLC offers a number of services including the Writing Fellows program, which transcends tutoring with high-touch, recurrent coaching.
Initiative 2.1.5 Create leadership and experiential opportunities at the local, regional, national, and international levels, ensuring that: all students participate in such opportunities and can document how these learning experiences are interconnected with their program of study. (See Initiative 2.2.4)	Provost	Deans, Director of Service Learning, Director of International Programs and Services	25% 2015-16	While multiple opportunities for experiential and leadership experiences exist for all students, they are not mandatory at this time. The Center for Service Learning and the Center for Career and Professional Development will continue to build those opportunities working with academic and co-curricular units.
			2016-17	Ongoing opportunities for primarily undergraduate students' professional development to: present research, participate in professional organizations, and attend local, regional, and state government meetings, are continuing to be funded from the Intentional Learning Plan that was created in 2007. Additionally, students' opportunities to be involved in community engagement and service learning are increasing with new Service Learning Designated courses being added to the course catalog. WCU's latest QEP, DegreePlus, is under development and will afford students additional opportunities to meet learning outcomes in leadership, teamwork, cultural competence, and professionalism.
			2017-18	No update
Initiative 2.1.6 Expand international experiences for all Western Carolina University students through such strategies as: increasing study abroad opportunities, developing exchange programs with international universities, recruiting a sizable international student population to WCU, and enhancing global awareness components of existing curricula. (See Initiative 1.3.3)	Provost	Director of International Programs and Services, Associate Provost for Academic Affairs	100% 2015-16	International Programs and Services (IPS) has finalized or is in the process of finalizing bilateral agreements with 7 international higher education institutions in 2016-2017: Japan, Korea, India, Belgium, Denmark, Germany, and Chile. Those bilateral programs not only provide cost-effective study abroad opportunities to students and but also collaborative avenues to faculty and staff. The number of international students for 2016-2017 (excluding online international students and Jamaican students) is 165, increased by 20% from 137 from 2015-2016. This growth is contributed to improved admissions efficiency as well as strong academic and social supports provided to international students by IPS staff. With limited recruitment funding, IPS continues to utilize social media and other economic methods to

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	International Programs and Services (IPS) has finalized or is finalizing bilateral agreements with 7 international higher education institutions: China, Spain, Austria, Netherland (Aruba), Turkey, Sweden, Brazil. Those bilateral programs not only provide cost-effective study abroad opportunities to students and but also collaborative avenues to faculty and staff. The total number of international students in 2015-2016 is 257 (with 96 students estimated for Jamaican program as shown in 2014-2015), increased by 2% from 252 in 2014-2015. Student enrollment in WCU's Intensive English Program has reduced due to the change of scholarship policy at the Saudi government. IPS attended overseas Education Fairs in Asia and South America in fall 2015, to recruit international students.
			2017-18	International Programs and Services (IPS) enlivens internationalization on campus via our support of 178 international students in 2017-2018, from over 30 countries. In addition to supporting international students, we continue to welcome international visiting professors from the world. IPS offers many programming opportunities for students and scholars to connect with others through the I-PAL peer mentoring program and the International Catamount club, which sponsors a bi-weekly International Coffee Hour. In collaboration with departments across campus, IPS coordinated 2017 nationally celebrated International Education Week (IEW), an opportunity to celebrate international education and worldwide exchange. A few events from this year included a diversity dialogue on immigration, study abroad student panel and showcase, HHS international showcase on faculty achievements, Japan night and a film screening and discussion of Bon Voyage: The Journey of Refugees. WCU's footprint on the globe continues to be expanded, with two new bilateral partnerships established. One is with Linkoping University in Sweden, and another one is with University of Oviedo, Spain. Both new partner institutions have high profile in their regions. Those two bilateral partnerships will bring abundant teaching, learning, and research opportunities for our students and faculty. Faculty and students will continue to leave purple footprints throughout the globe in summer 2018 via 10 faculty-led travel courses headed to Peru, China, Germany, Hungary, Austria, The Netherlands, Japan, Spain, the United Kingdom, Botswana, and Honduras. Meanwhile, an increasing number of students are choosing to study abroad individually.
GOAL 2.2: Foster active citizenship among WCU students.				
Initiative 2.2.1			100%	

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Integrate the elements of the Western Carolina University "Community Creed" into institutionally affiliated programs and services.	Vice Chancellor for Student Affairs	Dean of Students	2015-16	The Western Carolina University Community Creed (Creed) is comprehensively incorporated in all aspects of the University. The following serve as examples of how the Creed is ingrained into the culture of the institution: 1) Prospective students and visitors are provided with information about the importance of the Creed when they are on campus for Open House sessions. 2) The associate vice chancellor/dean of students (as well as other professionals) educates students and parents (in separate sessions) about the Creed and the importance of adhering to the tenants explicitly outlined in the Creed. 3) The Creed has a specific section in the on-line version of the code of student conduct (Code), and all students are responsible for the information contained within the Code. 4) The Creed is displayed via posters and murals throughout the campus. Examples include, but are not limited to, Campus Recreation and Wellness Building, classrooms, residence halls, University Center, etc. 5) The Creed is sent as an attachment to all students who are asked to meet with the department of student community ethics (DSCE). 6) The Creed is discussed in every conduct matter that involves students, and is a specific component of the DSCE Initial Meeting Student Confirmation of Understanding. 7) Members of the DSCE, department of residential living, and division of student affairs conduct programs in classrooms, residence halls, club and organization meetings, etc. related to the Creed.
			2016-17	The Community Creed (Creed) is an integral part of the campus. The Creed has been edited by members of the Student Government Association, and has developed into an essential part of the University culture. We begin the process of educating individuals about the Creed during Open House presentations before they enroll as WCU students. In addition, we educate students and parents about the Creed during their Orientation Sessions. The Creed is highly visible on campus as a result of significant signage (ex: in Campus Recreation Center, University Center, Residence Halls, etc.), posters, and a dedicated section of the Code of Student Conduct. The Creed is a point of discussion in every conduct hearing, utilized in classroom discussions, a means to help educate members of the student organizations (i.e. Greeks), and an essential component of the residential living education model. The Creed has a long history at WCU, and has become an essential, known, natural part of the campus community.
			2017-18	The Community Creed has been fully integrated into campus life. It is available at dsce.wcu.edu.
Initiative 2.2.2 As appropriate, include students as full, voting members on campus decision-making committees.	Chancellor	Executive Council	90% 2015-16	University governance processes continue to incorporate students as full, voting members. The Food Service Advisory Committee was reconstituted in collaboration with SGA to be more representative of the students that utilize Dining Services. The Student Athlete Advisory Committee (SAAC) continued to be active. SAAC includes representatives of each NCAA team at WCU and offers recommendations to the Director of Athletics and the Athletics Senior Staff. The University Athletic Committee which is advisory in nature and reports directly to the Chancellor includes two student members: a representative from SGA, and a student

	Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
				2016-17	In key university governance processes the student voice remains an important priority. The Student Government Association (SGA) continues to serve in the critical role of being the representative voice for undergraduate students. SGA was particularly successful this year in supporting recognized student organizations with funding. This year SGA has been an effective and contributing member of the UNC System's Association of Student Governments. SGA has also facilitated forums to gather student input on campus issues of concern. The Dean of Students and other Student Affairs staff routinely attend SGA Senate meetings to provide information and seek input on a variety of topics. In a similar fashion, this year SGA and Faculty Senate have significantly enhanced their communication. A representative from Faculty Senate has regularly attended SGA Senate meetings to seek more input from and have enhanced discussion with this important group of student leaders.
				2017-18	Efforts to include students as members of committees have continued. SGA partners with Faculty Senate and Staff Senate as members of these bodies regularly attend meetings and collaborate. Students continued to be represented by SGA and the Graduate Student Association (GSA). Fifty percent of the WCU Tuition and Fee Committee membership are students and this body is co-chaired by the SGA President. The Dining Service Advisory Committee was re-energized this year and involved more students in dialogue about improving campus food service options and quality.
Initiative 2.2.3 Increase the number of academic living-learning communities that integrate active, collaborative, and interdisciplinary learning experiences with curricular goals, ensuring necessary logistical and administrative support.		Provost, Vice Chancellor for Student Affairs	Deans, Assistant Vice Chancellor for Student Success, Director of Residence Life	60% **2015-16**	Four freshman level Learning Communities were offered this year. Next year , there will be 9 total- 6 freshman LC groups and 3 sophomore/junior groups. A steering committee attended the Evergreen Institute on Learning Communities to create the new Learning Community model that will begin in fall 2016. Over 30 faculty members were recruited to teach Learning Community sections in 2016. Faculty were provided a day-long training workshop to plan their new communities (integrated assignments, learning outcomes, etc.). The workshop was led by a nationally recognized scholar on Learning Communities, Dr. Jillian Kinzie. Student Affairs staff met to identify areas of overlap and possibilities for future collaboration with living-learning communities. Disciplines represented in new Learning Communities include: English, Music, Appalachian Studies, Biology, Chemistry, Anthropology, Spanish, Economics, Business, Criminal Justice, Health and Physical Education, Sociology, Environmental Science, Education, Communications, Psychology, Entrepreneurship, Parks and Recreation.
				2016-17	The is the first full year that we have marketed and enrolled students in our academic learning communities. Over the past two years, we have piloted our learning communities.
				2017-18	Cohort-specific learning communities have been a success, and continue to thrive. In Summer of 2017, the first cohort of Catamount Gap Abroad visited Europe. This program will continue; another cohort of this learning community will travel during Summer of 2018 as well.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 2.2.4 Provide every student with an opportunity to participate in student-led outreach projects that focus on civic engagement. (See Initiative 2.1.5)	Provost	Director, Center for Service Learning, Associate Provost for Undergraduate Studies, Deans	80% 2015-16	The Center for Service Learning (CSL) provides student-led outreach opportunities in two macro ways (curricular and co-curricular). Within the co-curricular space the CSL focuses on the following university-wide initiatives developed in collaboration with student leadership: 10-12 distinct Days of Service (e.g., 9/11 Day of Service, Women's History Month Day of Service, MLK Day(s) of Service, etc.), 4-5 distinct alternative break/alternative weekend experiences (e.g., Columbia, SC, Chattanooga, TN, Birmingham, AL, etc.), and 10-12 distinct awareness/advocacy programs (e.g., Hunger & Homelessness Awareness Week, International Volunteer Week, Make a Difference Week, etc.). Each of these areas have graduate and undergraduate student leadership at the helm. Additionally, the Lily Community Engagement Award has two levels. Level 1 (LCEA) and Level 2 (LCEA with distinction). The "with distinction level" includes a co-curricular CAPSTONE project that students complete after they have engaged in 12-16 other co-curricular community engagement activities through the CSL. The CAPSTONE project primarily focuses on the individual student leader identifying a community opportunity/challenge, meeting/collaborating with community partner, organize a program/project, soliciting volunteers, implementing the program/project, and evaluating it upon implementation. All this is done in conjunction with the CSL staff. An estimate on the permeation of these initiatives through our campus student body is roughly 60-65%. Within the curricular space there are ~60 SLC designations, ~250 community-engaged learning courses, and an additional ~800 community-based learning courses. A majority of these courses are facilitated with a "group-based" engagement project. In these spaces student organize themselves around a community-based challenge or opportunity and apply their respective course content(s) accordingly.
			2016-17	The Center for Service Learning provides student-led outreach opportunities in two spaces (curricular/co-curricular). Co-curricular space within the CSL focuses on the following university-wide initiatives developed in collaboration with student leadership: 12 Days of Service, 5 alternative break experiences and 12 advocacy programs. Each of these areas have G & UG student leadership. The permeation of these initiatives through our student body is 65-70%. The establishment of the Student Democracy Coalition, a CSL student-led initiative that focuses on civic engagement through voter registration, education, activation, & celebration has had far-reaching impacts on campus. Curricular space includes 70 student learning community designations, 250 community-engaged learning courses, and an additional 800 community-based learning courses. A majority of these courses are facilitated with a group-based project. In these spaces student organize themselves around a community-based opportunity and apply their course contents.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	Annually, the Center for Service Learning provides student-led outreach opportunities in two spaces (curricular/co-curricular). Co-curricular space within the CSL focuses on the following university-wide initiatives developed in collaboration with student leadership: 3 themed Weeks of Service, 12 Days of Service, 5 alternative break experiences, numerous civic/democratic engagement programs, and 12 advocacy programs. Each of these areas have G & UG student leadership. The permeation of these initiatives through our student body lands between 65-70%. For example, ~55% of our students are engaged in some form of service or volunteer work. Additional students are engaged in student-led outreach projects focused on civic engagement through civic/democratic engagement programs and advocacy/awareness programs. Finally, there are ~4,000 students (duplicated head-count) who are enrolled in SLC designated courses. Specifically focused on civic/democratic engagement, with the establishment of the Student Democracy Coalition, a CSL student-led initiative that focuses on civic engagement through voter registration, education, activation, & celebration, there have been far-reaching impacts across campus. Curricular space includes nearly 100 SLC designations, 250 community-engaged learning courses, and an additional 800 community-based learning courses. A majority of these courses are facilitated with a group-based project. In these spaces students organize themselves around a community-based opportunity and apply their course content in mutually beneficial and
Initiative 2.2.5 Create a culture of participating in the democratic process as demonstrated by large percentages of students who are registered to vote and who vote.	Provost, Vice Chancellor for Student Affairs	Director, Center for Service Learning, Vice Chancellor for Student Affairs	75% 2015-16	The Center for Service Learning is the primary contact for all voter registration, education, and activation initiatives on campus. The CSL has acquired ~$5,000 in external funding to support fellows on campus who help with these inititiatives across campus. The funding organizations include the Andrew Goodman Foundation ($3,000) and the Campus Voter Project ($2,000). As noted this collaborative work manifests in three distinct pieces to the larger civic engagement concept: (1)Voter Registration (~6,500 registered WCU students according to NSLVE program): The CSL seeks to train those students and organizations who are interested in registering voters on WCU's campus. This includes collaboration with and interpretation of the Jackson County Board of Elections policy and regulations regarding the registration process. (2) Voter Education (30X30 = ~30 civic engagement education programs with ~30 participants/program =~1,000 students impacted: the CSL seeks to educate potential voters on "why voting is important," "policy around voting procedures and process," and "the candidates/issues in a non-partisan way/space". This manifests as debate watch parties, panels on "issues", intentional town hall conversations, classroom presentations from our grassroots volunteers, being a 24/7 space for answers (via Facebook, email, and phone), and passing out educational materials. (3) Voter Activation (~52% voting rate in 2012 and looking to increase this to ~62% by 2016): This focuses on getting students to the polls and attempting to navigate the process for establishing a satellite polling place on WCU's campus so WCU registrants can vote in the University Center. For example, in 2016 (primary) the CSL shuttled between 400-450 voters to the Jackson County Recreation Center to vote. Jackson county had ~10,000 total voters show up at the polls for the 2016 (primary).

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	CSL and Student Democracy Coalition are the primary contact for all voter registration, education and activation programs on campus. CSL acquired ~$10,000 in external funding to support fellows on campus who help with these initiatives across campus. This collaborative work manifests in 3 components: (1) Voter Registration (2,600 registered actual number): The SDC seeks to train those students and organizations who are interested in registering voters on WCU's campus. (2) Voter Education (30X30=30 civic engagement education programs with 30 participants=1,000 students impacted): SDC seeks to educate potential voters on "why voting is important," "policy around voting processes," and "candidates/issues in a non-partisan way/space". (3) Voter Activation (52% voting rate in 2012 & increasing to 75% in 2016): This focuses on getting students to the polls/attempting to navigate the process for establishing a polling place on WCU's campus so WCU registrants can vote in the University Center.
			2017-18	Off cycle election seasons are difficult time periods to measure the "culture of participating in the democratic process by large percentages of students voting." CSL and Student Democracy Coalition are the primary contact for all voter registration, education and activation programs on campus. From 2016-present the CSL acquired ~$25,000 in external funding to support fellows on campus who help with these initiatives across campus. Since 2016, this collaborative work manifests in 3 components: (1) Voter Registration (3,500 registered actual number): The SDC seeks to train those students and organizations who are interested in registering voters on WCU's campus since 2016). (2) Voter Education (50X30=50 civic engagement education programs with 30 participants=1,500 students impacted): SDC seeks to educate potential voters on "why voting is important," "policy around voting processes," and "candidates/issues in a non-partisan way/space". (3) Voter Activation (68% voting rate in 2012 of those WCU students registered to vote who voted & increasing to 70% in 2016 of students registered to vote who voted): This focuses on getting students to the polls/attempting to navigate the process for establishing a polling place on WCU's campus so WCU registrants can vote in the University Center. Additionally, SDC (and WCU) have been finalists for 2 national awards on our civic/democratic engagement work.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 2.2.6 Provide opportunities for students to explore of all points of view on various issues and to understand the perspectives of others through civil and informed discourse and debate.	Provost	Director, Center for Service Learning, Associate Provost for Undergraduate Studies, Deans	80% 2015-16	The Center for Service Learning provides and supports programming that generates space for exploring various points of view on various issues and perspectives. This type of programming is framed as "awareness/advocacy" initiatives and is underpinned by the perspective that in order to intentionally ACT in an informed way a student (or person) must be educated or introduced to new (sometimes different) ideas, perspectives, and positions. The types of programming that the CSL has been been responsible for (or as a support unit for) includes: (1) Hunger and Homelessness Awareness Week - seeks to frame poverty in a way that might challenged some of the typical stereotypes or preconceived notions about poverty and how it comes to be in our communities, (2)MLK Week & Black History Month initiatives (service, Moral March, educational program) - seeks to address the issue of racism and discrimination that is still deeply embedded and rooted within our society and our communities, (3) Themed alternative breaks - each alternative break is themed based on the community the CSL partners with and this typically includes an issue related to the marginalized populations of our society (e.g., disaster recovery - Columbia, SC, New York, NY & Moore, OK; race and discrimination - Birmingham, AL; poverty - Cincinnati, OH), and (4) Social Justice Institute (w/ Intercultural Affairs) - addresses the various ISM's within our society and how they shape and influence our understanding of others and ourselves.
			2016-17	CSL provides programming that generates space for exploring points of view on issues and perspectives. This programming is framed by the Lily Award as awareness/advocacy initiatives and is underpinned by the idea that action must be informed through the introduction to new/different ideas, perspectives. CSL programming includes: Hunger & Homelessness Awareness Week - seeks to frame poverty in a way that might challenge typical stereotypes/preconceived notions about poverty and how it manifests; MLK Week & Black History Month - seeks to address the issues of racism and discrimination that is still deeply embedded and rooted within our society and our communities; themed alt. breaks - each break is themed based on the community the CSL partners with and this typically includes an issue related to the marginalized populations of society; and the Student Democracy Coalition - includes issue-based campaigns, rallies, and writing/calling congress
			2017-18	DegreePlus - The Cultural Responsiveness skill-based competency has been adopted within the DegreePlus program. The opportunity to engage and have discussions and experiences with students', staff, and faculty representing a rich sense of diversity in terms of race, class, culture, ethnicity, etc. provides the chance to expand thinking and have a better, more complex understanding of the world. The inclusion of this skill generally and it being the first skill to pilot specifically demonstrates the value and importance associated with WCU's goal to provide opportunities for students to explore various and diverse points of view. Intercultural Affairs - ICA believes in Inclusive excellence. We achieve this through thoughtful programming initiatives, courageous conversations, and intentional intercultural interactions. Through our programming and supportive services we have organized over 30 programs that have engaged about 4,000 students in opportunities to explore various points of view on diverse issues with the ultimate goal of understanding and recognizing perspectives of others through dialogue and engagement.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18 (cont)	<u>Office of the Chief Diversity Officer</u> - Organized the Diversity Student Ambassadors Program that has engaged 13 DSA members. Student ambassadors will focus on peer education around diversity and inclusion by developing and assisting with programs targeted towards all communities represented on campus. <u>Interdisciplinary Theme on Cherokee Culture</u> - The campus theme during the 2017-2018 academic year focused on Cherokee: Community. Culture. Connections and sought to create common and collaborative educational experiences, opportunities to connect curricular and co-curricular learning, and explore the Cherokee culture and community. Over the year there were 11 signature programs with a duplicated headcount of participant engagement of ~1,300 students. <u>Center for Service Learning (CSL)</u> - Consistently the CSL has provided programming that generate space for exploring points of view on issues and perspectives. Most recently has been the development of the WCU Civic Action Plan which explicitly included This programming is framed by the Lily Award as awareness/advocacy initiatives and is underpinned by the idea that action must be informed through the introduction to new/different ideas, perspectives. CSL programming includes: Hunger & Homelessness Awareness Week - seeks to frame poverty in a way that might challenge some of the typical stereotypes/preconceived notions about poverty and how it manifests; MLK Week & Black History Month - seeks to address the issues of racism and discrimination that is still deeply embedded and rooted within our society and our communities; themed alt. breaks - each break is themed based on the community the CSL partners with and this typically includes an issue related to the marginalized populations of society; and the Student Democracy Coalition - includes issue-based campaigns, rallies, and writing/calling congress people.
GOAL 2.3: Instill pride in the University through more visible recognition and celebration of institutional achievements and traditions.				
Initiative 2.3.1 Build and sustain a high-quality athletics program that excites and instills pride among students, faculty, staff, alumni, and friends of the University.	Athletic Director	Athletic Coaches	85% 2015-16	Catamount Football finished with its first back to back 7 win seasons since 1983 and 1984 seasons and averaged over 10,000 fans per home contest. Men's Track & Field won the Southern Conference Indoor Conference Championship. Women's Tennis has already won 10 matches this year, the most in program history. The Catamounts continue to excel in the classroom with 29 student-athletes making the 2015 Fall Academic All-Southern Conference team. Donor support continues to increase topping a record breaking $1M annual-fund donations in 2014-15 and the 2015-16 giving pace is out-stripping the prior year. Athletic Director Randy Eaton signed a contract extension, taking his contract through June 30, 2020.

STRATEGIC DIRECTION: Enrich the Total Student Experience

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
			2016-17	2016-17 Catamount sports highlights include: Baseball winning the 2016 Southern Conference Baseball Tournament and participating in the NCAA regionals, men's and women's Track & Field winning the 2016 outdoor SoCon championships, and men's track won the 2016 indoor SoCon Championship. Individually, football student-athlete Detrez Newsome led the NCAA in all-purpose yardage and was named first team AP All-American. Quarterback Tyrie Adams was named the Southern Conference Freshman of the Year. Academically, women's soccer earned the NSCAA College Team Academic Award for the 11th-straight season. Softball was named to the Easton All-Academic Top 10 list with the 5th highest national team GPA of 3.607 and Taylor Sigmon was a second team Academic All-America selection and garnered the Dorothy Hicks Graduate Scholarship. Department wide metrics improved with a significant jump in the Federal Graduation Rate to 64%, up from 48% in the prior reporting cohort. Athletic fundraising for FY 16 exceeded $2.1M with the Catamount Club annual scholarship fund generating a record of $1.34M.
			2017-18	Former WCU women's cross country and track & field standout Susie Garner-Mayhorn became WCU's first-ever inductee into the SoCon Athletics Hall of Fame. Catamount football had its third, 7-win season over the past four seasons; broke into the national FCS Top 25 with four players named to the various postseason All-America teams. Men's basketball named Mark Prosser as its new head coach. Women's soccer advanced to the Southern Conference Championship match. The Catamount men's indoor track & field team claimed its fifth-consecutive SoCon Indoor Championship and Chenell Bryan and Hailey Cook were recognized by the US Track & Field and Cross Country Coaches Association (USTFCCCA) as All-Academic individuals. Women's tennis received the All-Academic Team Award for the 2016-17 season. WCU baseball posted its fourth, top-two finish in the SoCon standings over the past five seasons and Bryson Bowman was tabbed as the 2017 SoCon Baseball Player of the Year. Softball Senior Kassandra Flores was awarded the Sports Medicine Institute SoCon Postgraduate Scholarship. Softball posted the top NCAA Division I GPA with a 3.673 team GPA, the highest for a Southern Conference team ever. Athletic fundraising continued to excel with a record total amount raised of $ 2.42M and $1.52 of which supported the annual fund.
Initiative 2.3.2 Create and sustain campus traditions that strengthen students' connection to their University and its surrounding communities.	Provost, Vice Chancellor for Student Affairs	Vice Chancellor for Student Affairs, Assistant Vice Chancellor for Student Success, Director, Center for Service Learning	95%	
			2015-16	WCU continues to focus on facilitating meaningful campus traditions for students. For over 30 years, the Tuck River Clean Up is a spring tradition at WCU. The Tuck River Clean Up is the nation's largest single day river cleanup with hundreds of volunteers uniting to pick up trash over miles of the Tuckasegee River. Hundreds of students and community members volunteer for this event, which ends back on campus at the UC Lawn with a cookout, live music, and yard games. The Center for Service Learning is in the second year of creating a new recognition tradition called the Lily Community Engagement Award (LCEA) program. Since it's inception in 2014, over 1,000 students have participated and 50 have been recognized as LCEA recipients at graduation. These graduates have successfully engaged in three categories of service around Direct Impact, Philanthropy, and Awareness/Advocacy. LCEA graduates receive a set of green honors cords for graduation, a certificate, recognition at an awards banquet, honorary membership in the Cullowhee Lily Society, and a Cullowhee lily planted in their graduating class' name.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	WCU continues to support established traditions and tweak these programs with improvements. For example, enhancements were made to the following traditions and programs: Convocation was tweaked with the inclusion of student leaders and the symbolic lighting of candles; the Freshman Run at the first home football game was tweaked to accomplish the run in a shorter amount of time; Campus Recreation and Wellness updated the courses for road races to reflect changes required by the bridge construction. The Legacy Pinning event was a new tradition that launched on Family Weekend in Fall 2016. At this event, WCU alumni were invited to "pin" their family members in the freshman class in order to recognize each family's long-standing connection to WCU.
			2017-18	WCU support for campus traditions like the Class Photo event for freshmen on move-in day, Freshman Run at the first home football game, the WCU Bucket List of activities to participate in while a student at WCU, Clean Up the Tuck spring semester service project, Family Weekend student talent show, and other initiatives continue. This year, the Center for Service Learning was successful in bringing back a Jackson County polling station to the University Center for the spring primary election. The Student Success Division had great success celebrating student academic achievements with the Chancellor's List academic recognition events. The spring 2018 program featured a keynote address by Richard Sneed, principal chief of the Eastern Band of Cherokee Indians.
Initiative 2.3.3 Build and sustain consistent celebrations of Cherokee history, culture, and traditions.	Provost, Vice Chancellor for Student Affairs	Director of the Cherokee Center, Executive Director, Educational Outreach, Director of Intercultural Affairs, Director of the Cherokee Studies Program	100% 2015-16	Western Carolina University (WCU) continues its efforts to recognize and celebrate Cherokee people through the development and support of its Cherokee programs. Cherokee Studies, for example, promotes awareness and understanding of Cherokee and Indigenous issues. Our students, faculty and staff engage in long term partnerships with the Eastern Band of Cherokee Indians (EBCI) for our mutual benefit in the spirit of Gadugi, working together. To further this connection, the search for a new Sequoyah Professor was successful with the hiring of Dr. Brett Riggs who has already established a close relationship with the tribe and is offering programs, including fieldtrips to sacred and historical Cherokee sites, to teachers at Cherokee Schools and to interested community members. We have established an annual game day recognition of the Cherokee Community with the WCU Athletics Football program which includes a program for the football team by the Cherokee language program. The history of Cherokee Stickball is presented and each player is given a Cherokee name. A logo of Cherokee ball sticks is worn by each team member on their helmets during that game. This year's 2015 Miss Cherokee is a student at WCU and she and the other Cherokee royalty performed the coin toss for the game. Intercultural Affairs continues to support the November Native American Expo and other annual events.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
			2016-17	The Cherokee Center staff have begun planning, participating and partnering with a number of outreach programming and educational events to preserve Cherokee culture and history in the Cullowhee area and on the Qualla Boundary. Some of the events highlighted include a partnership with the Eastern Band of Cherokee Indians(EBCI) and Western Carolina University, on the Cherokee Cultural Eclipse Celebration to be held in August. This event includes traditional stories of the frog swallowing the sun and some of the astronomy based around an eclipse. The Cherokee Center is also working to make relationships within the community by participating in local events such as the Children's Fair, and Health Fair at Cherokee Central Schools. We have coordinated the Judaculla Art Competition to ensure that students on campus and off are aware and can become educated about the history of the Cherokee at Western Carolina University. The center staff are assisting with the WCU Annual Theme in the creation of several events to be held on campus in 2017-2018 year. These cultural events include concerts, community educational events, demonstrations, performances, speakers, conferences, and much more. Aside from our highlighted events we have established a WCU discounted rate for our local educational attractions such as the Oconaluftee Indian Village and the Unto These Hills Outdoor Drama. There will be free entry into the Museum of the Cherokee Indian with a cat card. We have encouraged all communication and coordination of visits to Cherokee to be filtered through the Cherokee Center for more exposure as well. The center staff are working towards the creation of the Native Student Organization on campus which can give our current students a sense of belonging to help assist them during their time at WCU. We have recently established the EBCI Western Alumni Club to celebrate the tribe's significant accomplishments at WCU and to celebrate the hundreds whom have graduated from the institution. Our hope is to carry on these events each year as a part of our programming and development within the community both on campus and off. Educating WCU students and staff about EBCI is key to our success and educating the EBCI community about WCU will help us establish a
			2017-18	This past year the campus theme was planned and implemented as Cherokee: Community. Culture. Connections for WCU. We were excited to coordinate and share many signature events out of the Center and by partnering with many departments and programs. It was a fantastic year of celebrating and educating students, faculty and staff about Cherokee culture in the most accurate way. I believe this was a fantastic entrance into developing permanent Cherokee cultural events and activities throughout each school year.
Initiative 2.3.4 Include in the University's comprehensive communications plan a focused strategy to celebrate with the institution's internal and external audiences the accomplishments and achievements of students,	Chief of Staff	Director of Marketing	100% 2015-16	The Cherokee Language Symposium,Rooted in the Mountains Symposium, EBCI Athletic Celebrations,Cultural Sensitivity Panels,Mountain Heritage Day, Native American Heritage Month, EBCI Alumni Western Club events, Digali'i Native Student Org sponsored events, Diversity Dialogue online presence, stickball demonstrations and much more.
			2016-17	We are currently in the works for alternating events that will be hosted throughout the year and we are also working to increase our orientation involvement with students and faculty so that they are aware of the cultural significance upon entering WCU.
			2017-18	This is now an ongoing part of our social strategy, our public relations efforts, our internal communications and our alumni communications.

STRATEGIC DIRECTION: Enrich the Total Student Experience				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 2.3.5 Ensure that University events are consistently well-advertised to external audiences.	Chief of Staff	Director of Marketing, Director of Communications	75% 2015-16	Through a mix of news releases to external media, use of the university's website, items in the faculty/staff newsletter, and advertising and sponsorships with external news media, the Office of Communications and Public Relations and the Office of University Marketing are consistently informing external and internal audiences about university events.
			2016-17	Through a mix of news releases to external media, use of the university's website, items in the faculty/staff newsletter, and advertising and sponsorships with external news media, the Office of Communications and Public Relations and the Office of University Marketing continue to inform external and internal audiences about university events.
			2017-18	Through a mix of news releases to external media, use of the university's website, items in the faculty/staff newsletter, and advertising and sponsorships with external news media, the Office of Communications and Public Relations and the Office of University Marketing continue to inform external and internal audiences about university events. Also, Comm/PR has empowered units of campus that have communication or marketing positions to promote the activities of those units to external audiences, providing templates and media contact lists. Finally, Comm/PR is in the process of filling a new internal communications position that will enable other communications specialists in the office to focus on external messaging.

Strategic Direction 3: Enhance Our External Partnerships

Accomplishment Highlights

- **Jackson County Green Energy Park** - WCU, in continued support of Jackson County's Green Energy Park, is actively engaged with community leadership to develop a renewed vision and master plan for the Park.
- **Regional broadband internet initiatives** - WCU is actively working with community partners towards improvement of local and regional broadband internet. WCU encouraged community participation in the Southwestern Commission's internet speed survey, designed to demonstrate regional need. WCU has also issued an RFP towards improvement of local broadband internet
- **Professional development and continuing education in Asheville** - Educational Outreach expanded its professional development and continuing education offerings at Biltmore Park to 50 total programs, an increase of 25% over the past year.
- **Community service** - In 2017-18, university employees engaged in approximately 4,000 hours of community service. Full-time employees earn 24 hours of community service leave each year.

- **EDCEEI begins work** - Arthur Salido was hired as the Executive Director for Community and Economic Engagement and Innovation (EDCEEI). The EDCEEI began work with a wide range of local and regional organizations, boards, and councils. In partnership with the College of Engineering, the EDCEEI is developing an annual Outdoor Economy Conference.

STRATEGIC DIRECTION: Enhance Our External Partnerships				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
GOAL 3.1: Strengthen relationships and communication between the University and its external partners.				
Initiative 3.1.1 Senior campus leadership will model the institution's commitment to community outreach and involvement.	Chancellor	Executive Council	100% 2015-16	Senior campus leaders engage in a number of outreach efforts including, but not limited to, membership and participation in civic organizations, boards of directors/trustees, non-profits, professional organizations and community service entities. A few selected current examples include: Board of Directors/Trustees: Asheville Chamber of Commerce, North Carolina Arboretum, Harris Hospital-Duke Lifepoint, NCAA, WCQS Public Radio, Tuckaseigee Water and Sewer Authority, Southwestern Commission - Regional Transportation Council; Civic Organizations: Rotary Club, Highlands-Cashiers Chamber Music, Parent Teacher Organizations, Leadership Asheville; Advisory Panels: John M. Belk Endowment, NCAA, CuRvE, Harris Regional Hospital Business Roundtable
			2016-17	Outreach efforts include: Board of Directors/Trustees: Asheville Chamber of Commerce, NC Best, North Carolina Arboretum, Harris Hospital-Duke Lifepoint, NCAA, WCQS Radio/Blue Ridge Public Radio, Entegra Bank, Tuckaseigee Water and Sewer Authority, Southwestern Commission - Regional Transportaon Council. Civic Organizations: Rotary Club, Highlands-Cashiers Chamber Music, Parent Teacher Organizations, Leadership Asheville, Cullowhee Planning Council, Mountain West Partnership, Jackson County Comprehensive Plan Steering Committee, Comprehensive Economic Development Strategy Steering Committee (Region A). Advisory Panels: John M. Belk Endowment, NCAA, CuRvE, Harris Regional Hospital Business Roundtable
			2017-18	Outreach efforts include: Board of Directors/Trustees: North Carolina Arboretum, Harris Hospital-Duke Lifepoint, NCAA, Blue Ridge Public Radio, Mountain Projects, Entegra Bank, Tuckaseigee Water and Sewer Authority, Southwestern Commission - Regional Transportation Council. Civic Organizations: Rotary Club, Highlands-Cashiers Chamber Music, Parent Teacher Organizations, Leadership Asheville, Cullowhee Planning Council, Mountain West Partnership, Jackson County Comprehensive Plan Steering Committee, Comprehensive Economic Development Strategy Steering Committee (Region A). Advisory Panels: John M. Belk Endowment, CuRvE, Harris Regional Hospital Business Roundtable
Initiative 3.1.2 Establish an annual leadership tour of the Western North Carolina region designed to reinforce WCU's connection with its external constituents and to update University leadership about regional and local priorities.	Chief of Staff	Chief of Staff, Director of Coulter Faculty Commons	100% 2015-16 2016-17 2017-18	Established in 2014 and is now held annually each May. Established in 2014 and is now held annually each May. Established in 2014 and is now held annually each May.
Initiative 3.1.3 Establish the appropriate leadership and organizational structure at WCU to support, coordinate, and facilitate external partnerships and collaborations.	Provost	Executive Director, Millennial Initiatives	50% 2015-16	The Executive Director 1) worked closely with private developers interested in building a medical office building on the Millennial Campus, 2) collaborated with campus and external partners involved in regional economic development, 3) coordinated the LEAD: WNC conference and the LEAD: Tourism and LEAD: Arts follow-up conferences, and 4) reached out to private, government and nonprofit leaders in the region, especially those interested in working with and partnering with WCU programs, faculty, and staff.

STRATEGIC DIRECTION: Enhance Our External Partnerships				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	The Executive Director 1) worked closely with private developers interested in building a medical office building on the Millennial Campus, 2) collaborated with campus and external partners involved in regional economic development, 3) coordinated the LEAD: WNC conference and s follow-up conferences, and 4) reached out to private, government and nonprofit leaders in the region, especially those interested in working with and partnering with WCU programs, faculty, and staff.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with individuals across WCU, the region, and state to fulfill WCU's mission as a regionally-engaged university. Some activities included: serving on the UNC system Economic Transformation Council and UNC system Engagement Council presentations at the Metro Economy Outlook, Amplified WNC, Southwest Commission quarterly meeting, and regional venues like rotary clubs, county board meetings, and various other organizations; attending events and serving on panels that expand WCU's visibility in the region including: area chambers of commerce meetings, business and company events, economic development meetings, conferences, and trade shows.
Initiative 3.1.4 Create an institutional council with representatives from each division and college to enhance internal communication about external partnerships and engagement, including the sponsorship of an annual inventory of such activities.	Chancellor	Executive Director, Millennial Initiatives, Director of External Relations	50% 2015-16 2016-17 2017-18	Convened a taskforce on corporate and foundation relations with representatives from across WCU that resulted in recommendations on enhancing communication through the formalization and organization of current engagement activities. An ad hoc group of various divisional reps with responsibility for some corporate or foundation relations met a few times to offer some recommendations for how this could be accomplished, in response to feedback from a few corporate sponsors that WCU needed a better overall strategy for engagement. There was a general consensus that most divisions on campus are engaged in these efforts and a general, high-level model was proposed and discussed. The addition of an Assistant VC in Development with responsibilities for Corporate and Foundations, a new VC for Development and Alumni Affairs and a new Executive Director for Community Engagement and Economic Development and Innovation will support further clear communication about external partnerships and engagement. During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) created two groups that meet quarterly and report on past and future engagement activities from group members' units. The first group reports on academic engagement activities from each college, educational outreach, and the Biltmore Park Instructional Site. There is one faculty representative per college. The second group comprises academic support representatives from units like the Corporation for Entrepreneurship and Innovation, Center for the Study of Free Enterprise, Rapid Center, and Center for Service Learning. Information gathered from these two groups was compiled and distributed to internal stakeholders.
Initiative 3.1.5			75%	

STRATEGIC DIRECTION: Enhance Our External Partnerships

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Develop and implement a communications plan that informs Western Carolina University's external community about University resources (inventoried annually), such as: programs, services, facilities, and faculty/staff expertise that are available to the public. (See Initiative 6.2.1)	Chief of Staff	Director of Marketing	2015-16	As part of the redesign of the university website, we created a home for community content in the "Engage" section of the site and began using that section in locally-focused promotional efforts. We partnered with our local hospital, Harris Regional, on an effort to drive awareness of our combined efforts to support community health and wellness. We partnered with the College of Fine and Performing Arts to dramatically improve our community outreach about events via email marketing. We also launched new social media software that enables us to collaborate on disseminating the news about events and services to the community via all WCU social accounts.
			2016-17	Accomplishments this year include launching a new Bardo Arts Center website to support the restructuring of the unit and partnering with Ed Outreach for a social media campaign to support summer camps and kids programs.
			2017-18	This past year, we developed a video showcasing WCU's resources available to the public and have showcased that on the Asheville Chamber website as part of a sponsorship on their economic development reports. We are also in progress on a redesign of the Regional Development section of the university website.

GOAL 3.2: Position the University as a key leader in regional economic and community development efforts.

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 3.2.1 Facilitate an annual conference for regional government, nonprofit, community, education, and business leaders to focus attention and action on regional strategies for economic and community development.	Chancellor	Executive Director, Community and Economic Engagement and Innovation	50% 2015-16	The second annual LEAD: WNC Regional Leaders Summit was held October 20, 2015 and attracted over 150 regional leaders to discuss healthcare, education, tourism, creative arts, the environment, and technology/innovation. Two follow-up conferences, LEAD: Tourism and LEAD: Arts were held November 10, 2015 and March 17, 2016 respectively. The third annual LEAD: WNC conference is planned for October 2016.
			2016-17	The second annual LEAD: WNC Regional Leaders Summit was held October 7, 2016 and attracted over 100 regional leaders to discuss transportation, manufacturing, health, creative arts, and education. There were facilitated breakout sessions on social entrepreneurship, creative placemaking, and getting around. A panel discussed the outdoor tourism economy and its impact on the environment. Two follow-up conferences, LEAD: Tourism and LEAD: Arts were held February 27-28, 2017 and March 16, 2017 respectively.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with the Dean of the College of Engineering Technology, faculty, and staff to create an annual conference and pitch event focused on the local, regional, and state-wide outdoor industry.
Initiative 3.2.2 Develop the West Campus, with its Millennial Initiative designation, as a national model for building, in a rural context, public-private partnerships that are integrated into the academic enterprise and which support community and economic development.	Provost	Executive Director, Community and Economic Engagement and Innovation	50% 2015-16	A Letter of Intent (LOI) was executed with a private developer on July 13, 2015 to develop a Medical Office Building (MOB) on the Millennial Campus. The developer was unable to proceed to a lease agreement by the anticipated date and the LOI was terminated. A second LOI was signed with a different private developer on December 15, 2015. The intent of this document is to enter into a ground lease with the developer by July 31, 2016.
			2016-17	A Letter of Intent (LOI) was executed with a private developer on December 15, 2015 to develop a Medical Office Building (MOB) on the Millennial Campus. A ground lease to the developer has been approved by the UNC Board of Governors, and the developer is currently pre-leasing the building.

STRATEGIC DIRECTION: Enhance Our External Partnerships				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with the Chief Financial Officer and his staff to solicit qualifications for a potential dormitory development project on the Millennial Campus. This supports economic development by reducing local market pressure for dorms, which creates opportunities for other needed development in the community like single-family housing.
Initiative 3.2.3 Develop the programs at Biltmore Park to position WCU as a key provider of graduate and professional programs in the greater Asheville-Hendersonville area along the I-26 growth corridor.	Provost	Executive Director of Programs at Biltmore Park, Deans	50% 2015-16	Work continued on the implementation of the 2015 WCU Biltmore Park Strategic Plan resulting in a refinement of degree program offerings at the Biltmore Park instructional site. In 2015-16 the University offered 2 doctoral, 10 masters and 2 undergraduate residential programs as wells 3 certificate programs. Two additional degree programs were added in 2015-16 and will commence in the Fall of 2016. These include a baccalaureate completion program in Hospitality and Tourism and a certificate program in Arts Management. The Division of Educational Outreach also began the first phase of a three-year plan to significantly increase professional development programs (in a wide variety of disciplines), more than doubling the last-year's offerings.
			2016-17	WCU continues to evaluate market trends and competition in graduate education in the Asheville Metro Region. This year's evaluation is leading to the expansion of Social Work's Fall 2017 Cohort with the addition of tele-video classrooms which will allow the program to offer an Asheville-only option for students. Similarly, planning is underway to expand Physical Therapy's Fall 2018 cohort to also have an Asheville-only option. Additionally, the Division of Educational Outreach has significantly expanded professional development offerings at WCU Biltmore Park from 6 program/year to nearly 40 programs/year in a variety of fields. Last, work is underway to explore the addition of a graduate certificate in Data Analytics for possible implementation for Fall 2017.
			2017-18	WCU's Programs in Asheville saw record enrollment in 2018-19 with a Fall headcount of 641 and SCH generation of 5473. Both are records at Biltmore Park and the SCH generation is believed to be the largest since WCU opened its programs in Asheville in 1937. In 2018-19, Social Work nearly doubled its student body to include an Asheville-only cohort in addition to its Cullowhee cohort. The Doctorate of Physical Therapy will conduct a similar expansion in the Fall of 2019. Counseling and the Doctorate in Education are also expected to have notable growth for Fall 2018, as well. The Division of Educational Outreach continued to expand professional development and continuing education offerings at WCU Biltmore Park to some 50 programs this year, up nearly 25 percent from 2016-17. Work continues in developing a graduate certificate in Data Analytics for possible implementation in Spring
Initiative 3.2.4 Work with external partners to facilitate economic and community development in Cullowhee and Jackson County, which form the University's backyard, and participate in the formation of formalized community leadership for Cullowhee that can serve as the voice of the community as it	Chancellor	Chief of Staff, Provost, Vice Chancellor for Student Affairs, Vice Chancellor for Administration and	60% 2015-16	The Vice Chancellor for Administration and Finance serves on the Tuckaseigee Water and Sewer Authority (TWSA), the Cullowhee Revitalization Endeavor (CuRvE), and the Jackson County Comprehensive Planning Committee. He attends the Village of Forest Hills Town Meetings, and convened a series of meetings with broadband providers to discuss ways the WCU Electric Resale Distribution Network might be leveraged to improve broadband access in the Cullowhee region and beyond.

STRATEGIC DIRECTION: Enhance Our External Partnerships				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
anticipates growth and development. (See Initiative 4.3.2)		Finance	2016-17	There has been extensive outreach this year from multiple campus stakeholders to determine the role of WCU in this ED Specific examples are: working with Mountain Projects (provost a board member), Dillsboro Green Energy Park strategic plan development, Dean of HHS working with Mission, MAHEC and Cherokee Hospitals to improved health care in the region, Sylva/Dillsboro Edu Tourism development. Of note is the final stages of the Medical Office Building development on the Millennial Campus, which should break ground in 2017-18. Also over 150 students in capstone courses in both the Rapid Center (Engineering), and in Business are supporting the region.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with the Director of Economic Development for Jackson County to better coordinate activities between WCU and Jackson County and to collaborate with Southwestern Community College. The EDCEEI was an active advocate and partner to county initiatives involving broadband infrastructure. The EDCEEI was active as a board member on the MountainWest Partnership board and participated in discussions about workforce housing, including one in Cashiers. The EDCEEI worked with faculty and the Jackson County Manager on the Green Energy Park master plan (Dillsboro) and proposed makerspace.
Initiative 3.2.5 Seek out and implement internal synergies among outreach efforts and potential partnerships that are focused on economic and community development and consistent with the curricular focus areas identified by the 2020 Commission.	Provost	Executive Director, Millennial Initiatives	50% 2015-16	The Millennial Director partners with WNC economic developers through the MountainWest Partnership and the regional Economic Developers Advisory Council, particularly in efforts to market the region. The VC for Administration and Finance attends all Asheville Economic Development Coalition Meetings, and has had discussions with Senator Burr's Director of Economic Development and other developers in the region. This year's LEAD: WNC conference and two follow-up conferences, LEAD: Tourism and LEAD: Arts, attracted regional leaders to campus to discuss economic development and other issues facing the region.
			2016-17	The Millennial Director partners with WNC economic developers through the MountainWest Partnership and the regional Economic Developers Advisory Council, particularly in efforts to market the region. The VC for Administration and Finance attends all Asheville Economic Development Coalition Meetings, and has had discussions with Senator Burr's Director of Economic Development and other developers in the region. This year's LEAD: WNC conference and two follow-up conferences, LEAD: Tourism and LEAD: Arts, attracted regional leaders to campus to discuss economic development and other issues facing the region.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with externally-focused internal units to collaborate on economic and community development activities. Parters included the Corporation for Entrepreneurship and Innovation, Center for the Study of Free Enterprise, Rapid Center, Center for Career and Professional Development, and Center for Service Learning.
Initiative 3.2.6 Facilitate collaborative research and development efforts between WCU and external partners.	Provost	Executive Director, Community and Economic Engagement and	50% 2015-16	The Millennial Director and the HHS Dean regularly collaborate in efforts to attract private medical practices to locate on the Millennial Campus and partner with WCU students and faculty. The Millennial Director, GS Dean, and Sponsored Research Director meet regularly to discuss research and grant opportunities.

STRATEGIC DIRECTION: Enhance Our External Partnerships				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
		Innovation, Deans	2016-17	Outreach to the community has increased significantly this year to foster research and development partners with: Mountain Projects, Green Energy Park/Dillsboro, the continued development of the Center for Entrepreneurship and Innovation (CEI) and the RAPID center to provide research and development opportunities for small businesses.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) met with every program director/department head in the university to create an inventory of existing engagement activities, goals, and key organizations to pursue. Through that process and through extensive regional networking, the EDCEEI has been able to create collaborative opportunities for WCU employees and students, including industry partnerships for programs, internships, capstones, research, and scholarly activities. The EDCEEI works directly with faculty, program directors, deans, and other administrators to ensure that WCU is engaged in meaningful, market-responsive, and collaborative activities with regional partners.
GOAL 3.3: Align internal processes and reward systems to foster external engagement.				
Initiative 3.3.1 Develop models and strategies to formally recognize and reward faculty and staff participation in educationally-based external engagement.	Chancellor	Executive Council, Deans, Associate Vice Chancellor for Human Resources	90% 2015-16	Administration of a recently developed annual faculty survey on engagement has allowed us to collect information and provide recognition (website highlights, articles, emails to department heads and deans) and rewards (creation and publicity of STAR Engagement Awards to 10 faculty with remuneration for professional development of their choice). This is an ongoing initiative. The data collected are analyzed and reported in various venues, including the annual UNC General Administration Community and Economic Engagement Metrics Report, formerly for the Carnegie Community Engagement Classification Reapplication, annual reports to the respective colleges as we as to the WCU Board of Trustees, etc. Opportunities to recognize and reward staff who are involved in external engagement are currently in development.
			2016-17	The Provost's Academic Community Engagement (ACE) Advisory Board has formalized the process for recognizing faculty community engagement by selection of 10 Star Awards annually. Faculty who complete the faculty survey on Community-Based Learning have an opportunity to submit entries that will be considered for one of the Star awards. If selected, they each receive $500 in professional development funding related to community engagement, are highlighted on WCU Web site, and are featured in numerous WCU publications. Additionally, the ACE Board has created a formal process for selection on the University's nominee to the State for the Holshouser Public Service Award for Faculty. This process was implemented successfully for the first time this academic year. Finally, staff and full time administrators earn 24 hours of community service leave and the Center for Service Learning has created a proactive approach to supporting this initiative by an email campaign encouraging participation in community service and providing easy access to service sites and information on Service Days.
			2017-18	No update

STRATEGIC DIRECTION: Enhance Our External Partnerships				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 3.3.2 Ensure that all division and departmental personnel processes, including those related to AFE and TPR, provide faculty and staff the formal opportunity to detail and describe educationally-based external engagement activities.	Provost, Vice Chancellor for Administration and Finance	Associate Provost for Academic Affairs, Associate Vice Chancellor for Human Resources, Deans	75% 2015-16	Initial design of the new online employment suite (to include the annual performance evaluation and appraisal rating) began in December 2014. Testing of the position description and applicant tracking components of this platform occurred in spring 2015 and a campus roll out took place in summer 2015. Design of the performance appraisal platform began in March 2015. HR/Payroll continues to work collaboratively with representation from the Provost's Office, Institutional Planning and Effectiveness, and other key areas of campus to capture and develop evaluation tools that can effectively be maintained in one system/location. Performance evaluation will roll into the new system Summer 2016. Many departments in Academic Affairs are revising the department collegial review documents to reflect educationally based external engagement activities. Changes are being made to the Faculty Activities Database to allow identification of external engagement activities of faculty.
			2016-17	Expansion and use of the online employment suite continues across campus and includes SHRA performance evaluation and appraisal rating this year. HR/Payroll continues to work collaboratively with representation from the Provost's Office, Institutional Planning and Effectiveness, and other key areas of campus to capture and develop evaluation tools that can effectively be maintained in one system/location. Many departmental collegial review documents now reflect external engagement activities and the Faculty Activities Database allows for systematic recording of those activities of faculty.
			2017-18	Use of the online employment suite has improved tracking of SHRA performance evaluation. Blackboard Learning Management System will be used to track professional development activities of employees. Many departmental collegial review documents reflect educationally based external engagement activities and the Faculty Activities Database (FAD) allows for systematic recording of identification of external engagement activities of faculty. Discussions about expanded use of the FAD are ongoing.
Initiative 3.3.3 Promote the University's support of staff-initiated community service.	Vice Chancellor for Administration	Director, Center for Service Learning,	20% 2015-16	For the 2015 calendar year, 4,000 hours of the 25,000 available community service hours were used.
			2016-17	For the 2016 calendar year, 4,000 hours of the 25,000 available community service hours were used.
			2017-18	For the 2017 calendar year, ~4,000 hours of the ~25,000 available community service hours were used.

Strategic Direction 4: Invest in Our People

Accomplishment Highlights

- **Faculty and staff salary increases** - During the 2017 budget process, faculty and staff salaries was identified as the institution's top priority. As a result of student enrollment growth, state enrollment growth funds were made available this year to allocate toward faculty and staff salary increases based on merit, equity, labor market, and/or job change.

- **High satisfaction with professional development opportunities** - A range of professional development programming has been offered over the past few years, including COMPASS (supervisor training), WCU Works, WCU Leadership Academy, Covey's 7 Habits, and Crucial Conversations. A number of departments have been involved in offering training, including Human Resources, the Coulter Faculty Commons, Educational Outreach, Student Affairs, and Information Technology. The 2017 Staff Senate survey results show 88% of employees satisfied with professional training opportunities,up from 58% in 2013.

- **Improvement in flexible work schedules** - WCU encourages the accomodation of flexible work arranagements where feasible. The 2017 Staff Senate Employee survey results showed 63% of respondents satisfied with flexible work arrangements, up from 49% in 2013.

- **Increased minority representation** - WCU continues effort to enhance campus diversity. Minority representation among faculty and staff increased to 9.8% in fiscal year 2017-18, an increase of 1.5% over fiscal year 2016-17.

- **Leadership Academy institutionalized** - WCU's Leadership Academy is in its fifth year, and has become part of institutional culture. A total of 71 faculty and staff have participated over the past five years. A number of alumni of the academy have gone on to take other leadership positions at WCU.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
GOAL 4.1: Make salary and total compensation packages an institutional priority in order to attract, reward, and retain the highest quality employees.				
Initiative 4.1.1 Advocate for the financial resources necessary to offer competitive salaries and compensation packages.	Chancellor	Provost, Associate Vice Chancellor for Human Resources	**92%** 2015-16	The University continues to strongly advocate for and identify resources and processes to provide competitive salaries and compensation packages. As part of the recurring budget process each year University salaries are analyzed to determine current market position across the institution. To help facilitate this process, the recommendation put forth in 2013-2014 to establish a standing committee to review, analyze, and make recommendations for salary adjustments has been formally implemented. Through information provided through this review process, the University is able to strategically make budget allocations that will best address salary competitiveness issues. Through this intentional, planned process, the University has been able to increase overall market competitiveness for faculty and staff positions and has a roadmap in place for assessing on a recurring basis.
			2016-17	The University continues to strongly advocate for and identify resources and processes to provide competitive salaries and compensation packages. As part of the recurring budget process each year. To help facilitate this process, the recommendation put forth in 2013-2014 to establish a standing committee to review, analyze, and make recommendations for salary adjustments was formally implemented during the previous plan year. Through information provided through this review process, the University is able to strategically make budget allocations that will best address salary competitiveness issues. Through this intentional, planned process, the University has been able to increase overall market competitiveness for faculty and staff positions and has a roadmap in place for assessing on a
			2017-18	The identification of resources and processes to provide competitive salaries and compensation packages to university faculty and staff remains a top institutional priority. As part of the recurring budget process each year University salaries are analyzed to determine current market position, identify potential inequities (to include compression and inversion), and ascertain areas of greatest need. The University Salary Committee, which was established during the 2013-2014 academic year, continues to actively participate in the review process and provide guidance and recommendations to University Leadership. As a result of information provided through this review process, the University is able to strategically make budget allocations that will best address salary competitiveness issues. During last year's budget process, faculty and staff salary increases rose to the top of the list to become the No. 1 institutional priority. To address this priority, a total of $1.3 million was allocated in April 2018 to provide faculty and staff salary increases for merit, equity, labor market, and/or job change.

STRATEGIC DIRECTION: Invest in Our People

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 4.1.2 Develop a regular and recurring process for employee salary review.	Vice Chancellor for Administration and Finance	Associate Vice Chancellor for Human Resources	100% 2015-16	In line with Goal 4.1 in the Vision 2020, Focusing our Future, strategic plan, WCU is committed to making salary and total compensation packages an institutional priority in order to attract, reward, and retain the highest quality employees. To that end, we have developed a regular and recurring process for employee salary review. On a bi-annual basis the University will conduct an equity/labor market review of all permanent faculty and staff salaries to include their comparison to appropriate, designated labor market rates. The results of the analysis will be reported to the Chancellor and the Executive Council. Additionally, Division and College specific data will be provided to the Division Head and/or Dean of each area. Dependent on the ability to identify resources, these results will be used to determine potential salary adjustment actions. To help facilitate this process, a University-wide Salary Committee for SHRA and EHRA Non-Faculty positions was formed in 2013. This committee continues to meet on a regular basis to review and study workforce salary information provided by the Office of Human Resources and provide recommendations regarding future campus wide salary initiatives to leadership.
			2016-17	In line with Goal 4.1 in the Vision 2020, Focusing our Future, strategic plan, WCU is committed to making salary and total compensation packages an institutional priority in order to attract, reward, and retain the highest quality employees. To that end, we have developed a regular and recurring process for employee salary review. On a bi-annual basis the University conducts an equity/labor market review of all permanent faculty and staff salaries to include their comparison to appropriate, designated labor market rates. The results of the analysis is reported to the Chancellor and the Executive Council. Additionally, Division and College specific data is provided to the Division Head and/or Dean of each area. Dependent on the ability to identify resources, these results are used to determine potential salary adjustment actions. To help facilitate this process, a University-wide Salary Committee for SHRA and EHRA Non-Faculty positions was formed in 2013. This committee continues to meet on a regular basis to review and study workforce salary information provided by the Office of Human Resources and provide recommendations regarding future campus wide salary initiatives to leadership.
			2017-18	In line with Goal 4.1 in the Vision 2020, Focusing our Future, strategic plan, WCU is committed to making salary and total compensation packages an institutional priority in order to attract, reward, and retain the highest quality employees. The regular and recurring bi-annual salary review process remains in place and information is shared with the University Salary Committee and University Leadership (Executive Council, Provost's Council). Dependent on the ability to identify resources, these results are used to determine potential salary adjustment actions. The Salary committee remains a key component of the process and continues to meet on a regular basis to review and study workforce salary information and provide recommendations regarding future campus wide salary initiatives to leadership.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 4.1.3 Develop and implement strategies for retaining high-performing employees with competitive salary adjustments and compensation packages within existing policies.	Vice Chancellors	Executive Council, Associate Vice Chancellor for Human Resources	**92%** 2015-16	Through the work of campus leadership and the University Salary Committee, a formal compensation strategy has been developed that 1) provides a formal mechanism for setting and establishing salaries on campus based upon market, business need, and the overall qualifications/contributions of the employee/candidate; 2) provides for a bi-annual review process for all campus positions to identify and address any potential salary inequities; and 3) provides the flexibility within existing UNC system and State of North Carolina policies for hiring managers to retain when possible mission critical faculty and staff.
			2016-17	Through the work of campus leadership and the University Salary Committee, a formal compensation strategy has been developed that 1) provides a formal mechanism for setting and establishing salaries on campus based upon a combination of factors to include: market, business need, and the overall qualifications/contributions of the employee/candidate; 2) provides for a bi-annual review process for all campus positions to identify and address any potential salary inequities; and 3) provides the flexibility within existing UNC system and State of North Carolina policies for hiring managers to retain when possible mission critical faculty and staff. The salary committee meets regularly throughout the year to assess current workforce salaries and identify strategies designed to retain high-performing faculty and staff. During the past plan year for example, the University was able to request and secure funds from the UNC Faculty Retention fund to retain one of our top faculty.
			2017-18	The formal compensation review process developed in 2013 remains in place and is an integral component of University strategic budget allocation processes. Specifically, the process 1) provides a formal mechanism for setting and establishing salaries on campus based upon a combination of factors to include: market, business need, and the overall qualifications/contributions of the employee/candidate; 2) provides for a bi- annual review process for all campus positions to identify and address any potential salary inequities; and 3) provides the flexibility within existing UNC system and State of North Carolina policies for hiring managers to retain when possible mission critical faculty and staff. The salary committee meets regularly throughout the year to assess current workforce salaries and identify strategies designed to retain high-performing faculty and staff. Additionally, during the past year the University has been able to request and secure funds from both the UNC Faculty Retention fund and the State of North Carolina Salary Adjustment Fund to assist in the retention of high quality faculty and staff.
Initiative 4.1.4 Develop and implement a program of competitive summer grants to support innovative faculty pursuits within the context of Western Carolina's mission and values.	Provost	Associate Provost for Academic Affairs	**100%** 2015-16	The Chancellor and the Provost continued to support the Provost's Internal Grant's program, increasing the allocation of funding to $150,000 in the current fiscal year. Fall and spring competitions were held with 38 applications submitted and 14 proposals funded. The seeding funding has resulted in four external grant proposals submitted and one funded, to date. The Office of Research Administration continue to monitor and track results of how these seed grants result in external awards and scholarly outcomes.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	The Chancellor and the Provost continued to support the Provost's Internal Grant's program at $150,000 annually. Fall and spring competitions were held with 32 applications submitted and 12 proposals funded. The seed funding has resulted in a total of 26 funded external proposals since the program was initiated in 2014. The Office of Research Administration continue to monitor and track results of how these seed grants result in external awards and scholarly outcomes.
			2017-18	The Chancellor and the Provost continued to support the Provost's Internal Grant's program at $150,000 annually. Fall and spring competitions continue and the Office of Research Administration continues to monitor and track results of how these seed grants yield external grants, awards and scholarly outcomes.
Initiative 4.1.5 Advocate with other UNC system institutions for a competitive and attractive health benefits plan that is cost-effective for employees and their families.	Chancellor	Chief of Staff, Director of External Relations	60% 2015-16	WCU continues to advocate through appropriate channels the ongoing need for health and related benefits that are both attractive and cost-effective to the WCU workforce. Increasing costs associated with health care along with reduced levels of benefits has a direct impact on both new hire and faculty and staff retention efforts. WCU has actively participated with other UNC system institutions to provide a system-wide view of the issue to both the North Carolina State Health Plan and the North Carolina General Assembly.
			2016-17	WCU continues to advocate through appropriate channels the ongoing need for health and related benefits that are both attractive and cost-effective to the WCU workforce. Increasing costs associated with health care along with reduced levels of benefits has a direct impact on both new hire and faculty and staff retention efforts. WCU has actively participated with other UNC system institutions to provide a system-wide view of the issue to both the North Carolina State Health Plan and the North Carolina General Assembly. Affordable employee and family health care options continue to be a top priority of UNC General Administration and WCU will continue to advocate and support this effort.
			2017-18	WCU continues to advocate through appropriate channels the ongoing need for health and related benefits that are both attractive and cost-effective to the WCU workforce. Increasing costs associated with health care along with reduced levels of benefits has a direct impact on both new hire and faculty and staff retention efforts. WCU has actively participated with other UNC system institutions to provide a system-wide view of the issue to both the North Carolina State Health Plan and the North Carolina General Assembly. Affordable employee and family health care options continue to be a top priority of UNC General Administration and WCU will continue to advocate and support this effort.
GOAL 4.2: Ensure professional development opportunities for all employees.				
Initiative 4.2.1 Make support for professional development for all employees a fiscal priority at WCU.	Chancellor	Associate Vice Chancellor for Human Resources, Associate Provost for Academic Affairs	90% 2015-16	This initiative remains ongoing with the university continuing to invest resources into professional development opportunities for faculty and staff. Key initiatives in the past year include the development of a campus wide certification program to be launched in Fall 2016 and continued investment in key offerings such as Covey's "7 habits" , "5 Choices" and "Crucial Conversations".

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	This initiative remains ongoing with the university continuing to invest resources into professional development opportunities for faculty and staff. Key initiatives in the past year include the launch of the "WCU Works" professional certification program. The program, designed with WCU's 2020 plan and UNC's Strategic Plan in mind, provides high-quality development in skills and competencies vital to organizational and professional success. Additionally, the institution continued to invest in key development offerings such as Covey's "7 Habits", "5 Choices", and "Crucial Conversations". Programs of this nature represent a substantial investment by the university into the overall development and growth of the university workforce.
			2017-18	This initiative remains ongoing with the university continuing to invest resources into professional development opportunities for faculty and staff. Programming targeted towards faculty and staff development is provided through campus units such as Human Resources & Payroll, Coulter Faculty Commons, Educational Outreach, Information Technology, Student Affairs and others dependent upon area of expertise. During the past year, a mandatory supervisory training program (COMPASS) was launched to provide essential professional development for managers and supervisors. Additionally, the first cohort of the inaugural "WCU Works" professional certification program will finish in Summer 2018. The program, designed with WCU's 2020 plan and UNC's Strategic Plan in mind, provides high-quality development in skills and competencies vital to organizational and professional success. Other key professional development investments include the WCU Leadership Academy, Covey's "7 Habits", "5 Choices", and "Crucial Conversations". Programs of this nature represent a substantial investment by the university into the overall development and growth of the university workforce. 2017 Staff Senate Survey results showed that 88% of employees felt that they have access to the professional development/training necessary to successfully perform their jobs (compared to 58% in 2013).
Initiative 4.2.2 Include in each supervisor's performance evaluation an assessment of his/her support for and his/her unit's progress in professional development.	Chancellor	Executive Council	100% 2015-16	Professional Development (to include the identification of resources and availability for faculty and staff) is a key institutional quality or characteristic that has been incorporated into each supervisor's annual performance evaluation. Additionally, the importance of identifying and encouraging professional development opportunities through formative feedback is included in supervisory performance management training sessions.
			2016-17	Professional Development (to include the identification of resources and availability for faculty and staff) is a key institutional quality or characteristic that has been incorporated into each supervisor's annual performance evaluation. Additionally, the importance of identifying and encouraging professional development opportunities through formative feedback is included in supervisory performance management training sessions.
			2017-18	Professional Development (to include the identification of resources and availability for faculty and staff) is a key institutional quality or characteristic that has been incorporated into each supervisor's annual performance evaluation. Additionally, the importance of identifying and encouraging professional development opportunities through formative feedback is included in supervisory performance management training sessions.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 4.2.3 Ensure appropriate orientation and annual refresher updates for all staff and faculty, as appropriate.	General Counsel, Vice Chancellor for Administration and Finance	Associate Vice Chancellor for Human Resources, General Counsel	92% 2015-16	Through collaboration with General Counsel, the Office of the Provost, University Compliance, the Office of Human Resources, and other key stakeholders, all new faculty and staff attend formal orientation programming that provides essential information on University policies, procedures, and required business processes. Additionally, the orientation sessions are designed to help new faculty and staff best identify with WCU by providing an overview of the University (to include campus tours, welcome meal in campus dining, etc.). To further incorporate new faculty and staff into the fabric of the University, this past year the Provost's Office sponsored a welcome luncheon for all faculty and staff hired during 2015. For existing faculty and staff, a combination of online, in person, and written communication training is provided to ensure policy updates and other important information is provided in a timely and efficient fashion. To further the offerings to new and existing faculty and staff, two collaborative work groups representing members from Academic Affairs, Student Affairs, and Administration and Finance have been formed. The first group is developing a strategic onboarding program for new employees that is designed to best facilitate the employees transition to the University workforce. The second group is preparing to roll out a Leadership Development Certification program. The primary goal of the program will be to provide essential training and professional development for the WCU workforce and to address key issues such as retention and succession planning.
			2016-17	Through collaboration with General Counsel, the Office of the Provost, University Compliance, the Office of Human Resources, and other key stakeholders, all new faculty and staff attend formal orientation programming that provides essential information on University policies, procedures, and required business processes. Additionally, the orientation sessions are designed to help new faculty and staff best identify with WCU by providing an overview of the University (to include campus tours, welcome meal in campus dining, etc.). For existing faculty and staff, a combination of online, in person, and written communication training is provided to ensure policy updates and other important information is provided in a timely and efficient fashion. During Spring 2017, an online, strategic onboarding program for new employees is being implemented. This program will enhance the initial onboarding process for new faculty and staff and is designed to best facilitate the employees transition to the University workforce. This program will allow the institution to provide a dashboard of key orientation, refresher updates, and professional development activities for each faculty and staff member as may be necessary. Additionally, the University will launch during Summer 2017 the "Compass" Supervisory training program designed to provide critical training and development for supervisors. While designed to initially target new supervisors, the program will also provide "refresher" and update trainings for all individuals holding supervisory responsibilities.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	Formal orientation programs are in place to ensure that all new faculty and staff attend required orientation programming that provides essential information on University policies, procedures, regulatory and compliance mandates, and required business processes. Additionally, the orientation sessions are designed to help new faculty and staff best identify with WCU by providing an overview of the University (to include campus tours, welcome meal in campus dining, etc.). Targeted refresher training and updates are provided for existing faculty and staff via a combination of online, in person, and written communication. These updates are provided collaboratively with key stakeholders including Human Resources, University Compliance, Legal Counsel, Office of Equal Opportunity & Diversity Programs, Coulter Faculty Commons, and others as necessary. This training is provided to ensure policy updates and other important information is provided in a timely and efficient fashion. The online onboarding program that was launched in Spring 2017 is now fully operational and has served to enhance the overall onboarding process for new faculty and staff. The "Compass" Supervisory training program designed to provide critical training and development for supervisors has been fully implemented.
Initiative 4.2.4 Ensure that all faculty and staff understand performance evaluation processes and criteria.	Vice Chancellor for Administration and Finance	Associate Vice Chancellor for Human Resources	100% 2015-16	The Office of Human Resources and the Office of the Provost provide both formal and informal recurring communication on the importance of University performance evaluation processes and criteria. This is accomplished through both in-person educational sessions, through campus communications, and through one-on-one discussions. Over the past two years, performance evaluation training has been refined to emphasize the formative component of the annual evaluation and the importance of formative feedback.
			2016-17	The Office of Human Resources and the Office of the Provost provide both formal and informal recurring communication on the importance of University performance evaluation processes and criteria. This is accomplished through both in-person educational sessions, through campus communications, and through one-on-one discussions. Over the past two years, performance evaluation training has been refined to emphasize the formative component of the annual evaluation and the importance of formative feedback. On July 1, 2017 the North Carolina Office of State Human Resources implemented a new Performance Evaluation policy for SHRA employees. As part of the implementation of this new policy, WCU provided training and information sessions to SHRA employees and supervisors during both Fall 2016 and Spring 2017.
			2017-18	The Office of Human Resources and the Office of the Provost provide both formal and informal recurring communication and training on the importance of University performance evaluation processes and criteria. This is accomplished through annual in-person educational sessions, targeted campus communications, and through one-on-one discussions. Beginning in 2016, performance evaluation training was refined to emphasize the formative component of the annual evaluation and the importance of formative feedback.

STRATEGIC DIRECTION: Invest in Our People

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 4.2.5 Establish a campus leadership academy to cultivate faculty and staff leaders.	Provost	Director of Coulter Faculty Commons	**100%** 2015-16	The Leadership Academy has now run for three years. Leadership Academy stakeholders collectively set program and participant outcomes. Assessment is formalized for the Leadership Tour, and will be formalized for the Academy as a whole by the end of this year. Completion of the assessment cycle will occur in the next academic year. By the 5th iteration, the Leadership Academy should be well established.
			2016-17	Stakeholders indicated that Leadership Tour last year met expectations. Participants have chosen their projects and will present them to the academy for comment on 4/31/17. Post-academy survey will be designed and administered by 6/30/17. Results will be compiled and used in design of 17-18 academy.
			2017-18	Now in its fifth year, the Leadership Academy has clearly become part of institutional culture. Members of the Academy use their experiences to facilitate projects within their departments to increase effectiveness and efficiency. Alumni of Leadership Academy have been able to leverage their experiences to support additional campus leadership positions, for example chairing Staff Senate and participating in the Women Leadership in Action initiative. This year's cohort includes a significant number of faculty who are exploring and have moved into leadership positions within their departments. These results indicate that for faculty, staff, and the University, the Leadership Academy has become a valuable professional development opportunity and a way to provide leaders for a growing institution.

GOAL 4.3: Work to develop a work-life environment for Western Carolina University employees that enhances their personal and professional lives.

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 4.3.1 Develop a network within the University and with regional businesses and institutions to enhance employment opportunities for spousal and partner hiring.	Vice Chancellor for Administration and Finance	Associate Vice Chancellor for Human Resources	**60%** 2015-16	A campus-wide work group comprised of representation from both faculty and staff was formed during the Fall 2015 semester. The group, which is headed by the new Director of Employment which began work with WCU in December 2015, has begun exploring opportunities to further develop resources for dual career partners that have expressed interest in WCU. In addition to internal resources, the group will look to potentially partner with local, state, and regional entities to best leverage and maximize our resources. One example of this is WCU's recent commitment to become a founding member of the Higher Education Regional Consortium of the Carolinas (HERC of the Carolinas). A key component and focus of the HERC (in addition to the sourcing of recruitment resources) is dual career partnership opportunities. Through involvement with the HERC, WCU will have access to resources in this area that otherwise would not be available to us.
			2016-17	On September 1, 2016 WCU became a founding member of the Higher Education Regional Consortium of the Carolinas (HERC of the Carolinas). A key component and focus of the HERC (in addition to the sourcing of recruitment resources) is dual career partnership opportunities. Through involvement with the HERC, WCU will have access to resources in this area that otherwise would not be available to us. Specifically, HERC facilitates the support of dual-career couples by connecting WCU with dual-career programs and leaders from neighboring institutions, to include dual-career search options through the HERC website.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	The University continues to seek to identify ways to network with local and regional business and institutions in an effort to enhance employment opportunities for spousal and partner hiring. Currently, through collaboration with UNC-Asheville, WCU is exploring the possibility of establishing a "Western North Carolina/Greater Asheville area" network designed to promote employment opportunities for trailing partners. In addition to this resource, WCU's membership within the Higher Education Regional Consortium of the Carolinas (HERC of the Carolinas) provides resources and job search functionality specifically targeted towards dual career partnership opportunities.
Initiative 4.3.2 Partner with appropriate civic leaders in the development and revitalization of Cullowhee and Jackson County, with specific emphasis on: developing a community core around the campus aimed at improving the quality of life for faculty, staff, students, and the community. (See Initiative 3.2.4)	Chancellor	Chief of Staff, Vice Chancellor for Student Affairs	100% 2015-16	WCU has current representation on TW&SA, County Comprehensive Planning Council, Cullowhee Community Planning Council, and DOT Rural Planning Organization Technical Advisory Committee. In addition, WCU will have membership on an advisory panel for the Cullowhee Revitalization Effort organization regarding the viability of a proposed River Park on the Tuckaseigee River downriver from the Cullowhee dam and the Lena Davis Landing.
			2016-17	WCU has current representation on TW&SA, County Comprehensive Planning Council, Cullowhee Community Planning Council, and DOT Rural Planning Organization Technical Advisory Committee. In addition, WCU also has membership on an advisory panel for the Cullowhee Revitalization Effort organization regarding the viability of a proposed River Park on the Tuckaseigee River downriver from the Cullowhee dam and the Lena Davis Landing. In Fall 2016, WCU, in partnership with Collegiate Housing Foundation, opened a multi-story mixed-use development project that includes student housing and a mix of retail including food services, an outdoors outfitter, and a convenient store. Also in 2016, WCU hosted and remains active with the regional economic development initiative known as the Mountain West Partnership.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with the Director of Economic Development for Jackson County to better coordinate activities between WCU and Jackson County and to collaborate with Southwestern Community College. The EDCEEI was an active advocate and partner to county initiatives involving broadband infrastructure. The EDCEEI was active as a board member on the MountainWest Partnership board and participated in discussions about workforce housing, including one in Cashiers. The EDCEEI worked with faculty and the Jackson County Manager on the Green Energy Park master plan (Dillsboro) and proposed makerspace.
Initiative 4.3.3 Accommodate flexible work arrangements for staff, where appropriate and possible.	Chancellor	Executive Council	100% 2015-16	WCU encourages the accommodation of flexible work arrangements where feasible. Determination of flexible work schedules is left to the discretion of divisional leadership with consultation provided by the Office of Human Resources.
			2016-17	WCU encourages the accommodation of flexible work arrangements where feasible. Determination of flexible work schedules is left to the discretion of divisional leadership with consultation provided by the Office of Human Resources.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	WCU encourages the accommodation of flexible work arrangements where feasible. Determination of flexible work schedules is left to the discretion of divisional leadership with consultation provided by the Office of Human Resources. 2017 Staff Senate Employee Survey results showed that 63% of respondents felt their department allowed for a flexible work schedule (up from 49% in 2013).
Initiative 4.3.4 Facilitate a network of opportunities, where possible, for affordable child care, health care, and housing options for faculty, staff, and students.	Chancellor	Associate Vice Chancellor for Human Resources	20% 2015-16 2016-17	Under review The ability to offer affordable child care, health care, and housing options continues to be a high priority for the University. Competitive benefits packages and affordable cost of living options are critical in order to attract and retain high quality faculty, staff, and students. The University continues to work with local and regional entities to identify long term, cost-effective housing and child care options and with state-wide entities to advocate for increasingly competitive benefit packages.
			2017-18	The ability to offer affordable child care, health care, and housing options continues to be a high priority for the University. Competitive benefits packages and affordable cost of living options are critical in order to attract and retain high quality faculty, staff, and students. The University continues to work with local and regional entities to identify long term, cost effective housing and child care options and with state-wide entities to advocate for increasingly competitive benefit packages.
Initiative 4.3.5 Increase diversity among faculty and staff.	Chancellor	Chief Diversity Officer, Provost	58% 2015-16	Several ongoing initiatives are: continued semi-annual review of salaries for equity, compression and inversion. Each Dean reviews their faculty and staff and makes adjustments as monies become available. Deans also report out at their faculty meetings any adjustments they have made and why. HR provides regular salary data and Deans adjustments are displayed on the Provost Office website. Data is brought to faculty senate twice a year. Ricardo Nazario-Colon was hired as Chief Diversity Officer, starting June 1, 2016. All searches for faculty include an initial meeting with HR on process and posting of the position to reach as diverse a pool as possible. Searches document diversity of applicants. A survey of all activities around diversity was conducted by the Provost this year. A full list of groups, activities and student and faculty initiatives is on the Provost Office website. Campus Dialogues have increased over the year with several addressing current areas of interest and concern. Student Affairs and Academic Affairs have collaborated on campus conversations that are open to students, faculty and staff.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	This updated summary data reflects the WCU workforce as of October 1, 2016. All searches for faculty include an initial meeting with HR on process and posting of the position to reach as diverse a pool as possible. Searches document diversity of applicants. Beginning with the fiscal year 16-17 our overall minority representation was 8.3% (-1% from FY 15-16). Minority Faculty representation is 8.9% (.6% increase over FY 15-16). Minority Staff representation is 7.9% (-.6% decrease over FY 15-16). Historically since FY 00-01 our minority population has increased from 4.9% to 8.3%. Overall Female representation was 50.4 for FY 15-16. Female representation in the faculty ranks was 50.5% (2.5% increase over FY15-16). Staff female representation was 50.4% (1.0% increase over FY 15-16). Five of six Academic Colleges showed increases in minority representation from the FY 15-16.
			2017-18	This updated summary data reflects the WCU workforce as of October 1, 2017. Out total workforce was 1522 (.50 FTE or greater). During the plan year 189 new employees were hired. All searches for faculty include an initial meeting with HR on process and posting of the position to reach as diverse a pool as possible. Searches document diversity of applicants. Beginning with the fiscal year 17-18 our overall minority representation was 9.8% (+1.5% from FY 16-17). Minority faculty representation is 11.62% (+2.7% increase over FY 16-17). Minority staff representation is 8.8% (+.9% from FY 16-17). Historically since FY 00-01 our minority faculty and staff population has increased from 4.9% to 9.8%. Overall Female representation was 50.5% for FY 17. Female representation in the faculty ranks was 51% (+.5% increase over FY16-17). Staff female representation was 50.2% (-.2% decrease over FY 16-17). Out overall Disability representation is 2.3% and our veteran representtion is 2.2%. Five of six Academic Colleges showed increases in minority representation from previous plan year. Overall 33 Minorities were hired during the covered plan year (17.5%) and 112 Females were hired during the covered plan year (59.3%).
GOAL 4.4: Adequately support for scholarship and creative activities in support of Western Carolina University's mission as a regional comprehensive university.				
Initiative 4.4.1 Establish an organizational structure to accommodate the research, Graduate School, and Millennial Initiative ambitions of the University.	Provost	Executive Director, Millennial Initiatives, Dean of the Graduate School	20% 2015-16	Continued conversations between Graduate School Dean, Millennial Director, and the Health and Human Sciences Dean to facilitate opportunities and initiatives for the Millennial Campus, especially graduate student research experiences with new and developing business partnerships on the Campus.
			2016-17	The Chief Research Officer and Dean of the Graduate School meets regularly with the College Deans and Executive Director of the Millennial Initiatives to communicate on possible research opportunities to meet the goal of the university. these focus on undergraduate and graduate student research experiences with new and developing business partnerships on the Campus. the development of the Medical Office Building in 2018-19 will also support faculty and student scholarship.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) met regularly with the Director of Sponsored Research (DSR) to update the DSR about ongoing external funding and seek information about future proposals, funding sources, and regulations regarding the outdoor and agriculture industries. During the current period, the EDCEEI successfully obtained funding from the Appalachian Regional Commission.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 4.4.2 Ensure appropriate institutional infrastructure to support scholarship and research.	Provost	Associate Provost for Academic Affairs, Deans	65% 2015-16 2016-17 2017-18	The Office of Research Administration (ORA) continues to monitor and adjust business practices to ensure support for faculty & staff seeking external grants. The ORA developed and leads the Sponsored Research Council which provides recommendations for implementing initiatives, processes, and procedures to meet the needs of the university research community. The ORA also works with Post-Award Grants & Contracts Office located in Administration and Finance in a continuous effort to create a seamless experience for Principal Investigators, from proposal submission to award administration. The Office of Research Administration (ORA) continues to monitor and adjust business practices to ensure support for faculty & staff seeking external grants. The ORA developed and leads the Sponsored Research Council, which provides recommendations for implementing initiatives, processes, and procedures to meet the needs of the university research community. Recent restructuring brought the Post-Award Grants & Contracts operations into ORA to improve service to Principal Investigators. The Office of Research Administration (ORA) continues to monitor and adjust business practices to ensure support for faculty & staff seeking external grants. A new University Research Council was approved by Faculty Senate and will begin Fall 2018 to, in part, raise the profile, assessment, and support of scholarship and research across campus. A new (first) university Research webpage is under development. The groundbreaking ceremony for the 183,000 square foot, $110 million Apodaca Science Building occured on March 2, 2018.
Initiative 4.4.3 Increase support for scholarship and creative activities, including funding for: reassigned time for scholarship, library support, graduate research assistantships, summer research grants, seed funding, start-up support where appropriate, equipment replacement, and travel for conference presentations.	Provost	Deans	60% 2015-16 2016-17 2017-18	Using indirect cost funds from external grants, Provost seed grants (up to $10K per award) were supported at a level of $150K this year. A required criteria for the funding is to apply for external funding for the proposal. The program is highly competitive and has resulted in 14 funded proposals translating to submission of four external grants to date. This year, additional indirect cost funds have been set aside to support start-up funds for new faculty. Also, $25k was allocated to support graduate student professional travel and $50k to support a Summer Undergraduate Research Fellowship where undergraduates work with faculty mentors in summer research projects. The Summer Undergraduate Research Program (SURP) was established by the Honors College and 9 faculty-student teams were supported in 2016. SURP will continue in 2017. Hunter Scholar Award and Faculty Research and Creative Activities Awards continued, along with the Provost Internal Grant Awards. Additional one-time funds were identified to supplement Chancellor's Travel Fund (CTF) in 2016 and 2017. A formal budget request to increase CTF was submitted through the university budget request process. The Summer Undergraduate Research Program (SURP) continues its third year in 2018 with recurring funding request submitted via the university budget process. Hunter Scholar Award and Faculty Research and Creative Activities Awards continue, along with the Provost Internal Grant Awards. Additional one-time faculty recruitment and retention funds from the UNC System bolstered Chancellor's Travel Fund (CTF) this year. A formal budget request to increase CTF was again submitted through the university budget request process.

STRATEGIC DIRECTION: Invest in Our People

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
GOAL 4.5: Create an environment in which the primary role of faculty as teacher-scholars is recognized and valued.				
Initiative 4.5.1 Develop and implement integrated faculty workload expectations and policies that facilitate exemplary teaching, scholarly productivity, and public service in alignment with Western Carolina's commitment to external engagement.	Provost	Associate Provost for Academic Affairs, Deans	**55%** 2015-16 2016-17 2017-18	Provost Fellow for Faculty Affairs presented faculty workload document to faculty senate. Several colleges are developing a consistent DCRD recommendations for workload. Music Department completed their internal workload study. Modifications to Faculty Workload policies in the Faculty Handbook were accepted by UNC General Administration. Faculty workload policies accepted by UNC General Administration. Office of Provost initiating a project to improve workload reporting and tracking across the university. Office of the Provost continues work on a comprehensive faculty workload reporting and tracking mechanism.
Initiative 4.5.2 Provide deans and department heads flexibility within the parameters of fiscal realities in assigning workload to faculty to accommodate: significant contributions for such out-of-classroom responsibilities as advising, undergraduate and graduate research supervision and mentoring, and student career development.	Provost	Deans	**60%** 2015-16 2016-17 2017-18	Data (Catalytics) has been provided to the Deans and Department Heads to help with data driven decisions around workload. A workload report was developed at the request of General Administration. The Deans maintain the flexibility in assigning workload to faculty to best meet the needs of the institution and the students. A Faculty Senate Workload Task Force was convened (included the Associate Provost for Faculty Affairs). Their task is to review and develop a workload plan/metric that would best reflect the workload of the faculty in different disciplines across campus (30% complete). WCU Catalytics has continued to be developed to support data driven decision making for the Department Heads, Directors, Deans, Assistant VCs, Associate Provosts and the Provost. The office of Institutional Planning and Effectiveness has implemented Data Dashboards to support these decisions, that are detailed, informative and interactive (ongoing). A task force on scheduling was implemented and completed their recommendations for presentation to Provost Council and Faculty Senate. Outcomes (using Catalytics data) included: Re-set targets/goals for course efficiencies (ongoing); communicate upcoming changes to dining (opening of Brown Hall) to build interest (completed); review senior survey data for insights on scheduling issues and share with Provost Council (completed); revise policy on course scheduling guidelines and implement (ongoing). Analysis of issues with parking determined there is sufficient parking currently on campus (just not right next to buildings where parking is preferred). No update
Initiative 4.5.3 Eliminate redundant and ineffective service obligations and committees across campus.	Chancellor	Executive Council	**75%** 2015-16 2016-17 2017-18	Formal processes pending. Implemented electronic travel reimbursement and in process of implementing travel options for P-card. Also eliminated multiple university awards committees and worked with Staff Senate to assume responsibility for selecting those winners from their awards committee. Continued implementation of past initiatives.
GOAL 4.6: Foster an inclusive University community where the contributions of all employees are recognized and valued.				
Initiative 4.6.1			**95%**	

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Establish opportunities that give University staff access to University administration in the governance process.	Chancellor	Executive Council	2015-16	University staff are included in the governance process in a number of ways including: - Staff Senate has an official role in meetings of the Board of Trustees where they provide an update in the same manner as Faculty Senate. - Staff are included in membership on the University Budget Advisory Council, which provides a formal channel for staff input into developing campus budget priorities. - Staff Senate sponsors an open campus forum between staff and Chancellor and Provost to solicit feedback for consideration by the administration and for the Staff Senate to incorporate into their annual agenda. - Staff led and participated in a number of campus conversations in fall and spring semesters organized around 4 campus priorities: Enhance Campus Diversity, Support Scholarships (The Comprehensive Campaign), Invest in our People, and Improve the Total Experience.
			2016-17	University staff are included in the governance process in a number of ways including: Staff Senate continues to have an official role in meetings of the Board of Trustees where they provide an update in the same manner as Faculty Senate; Staff Senate also has an informal luncheon with the Board of Trustees each year; Staff Senate also has a formal speaking role at the campus opening assembly; staff are included in membership on the University Budget Advisory Council, which provides a formal channel for staff input into developing campus budget priorities; Staff Senate sponsors an open campus forum between staff and Chancellor and Provost to solicit feedback for consideration by the administration and for the Staff Senate to incorporate into their annual agenda; staff are also included extensively in the overall budget process and the process for setting tuition and fee rates.
			2017-18	University staff are included in the governance process in a number of ways including: Staff Senate continues to have an official role in meetings of the Board of Trustees where they provide an update in the same manner as Faculty Senate; Staff Senate also has an informal luncheon with the Board of Trustees each year; Staff Senate also has a formal speaking role at the campus opening assembly; staff are included in membership on the University Budget Advisory Council, which provides a formal channel for staff input into developing campus budget priorities; Staff Senate sponsors an open campus forum between staff and Chancellor and Provost to solicit feedback for consideration by the administration and for the Staff Senate to incorporate into their annual agenda; staff are also included extensively in the overall budget process and the process for setting tuition and fee rates. In 2018, several staff, including past chair of staff senate, were selected to serve on the Chancellor's search committee.
Initiative 4.6.2 Develop a forum that facilitates collaboration among members of the Faculty Senate, Staff Senate, and the Student Government Association on university wide issues and projects.	Chancellor	Chief of Staff	100% 2015-16	Faculty Senate invites SGA and staff senators to present at Senate meetings. Staff Senate has options for SGA and Faculty Senate to present at Staff Senate meetings. Chancellor's Leadership Council engages all stakeholders in discussion of university wide issues. Academic Affairs Council (faculty, staff and administrators) meets monthly to discuss issues of university importance. Members of SGA, Faculty Senate, and Staff Senate participate in the annual Budget Process.

STRATEGIC DIRECTION: Invest in Our People				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	Representatives from the three campus governance entities are formally included on the Chancellor's Leadership Council and the Budget Advisory Committee. In addition, the three groups have informally collaborated on projects such as University awards, joint task force on racism, the UNC Strategic Plan response, etc.
			2017-18	Representatives from the three campus governance entities are formally included on the Chancellor's Leadership Council and the Budget Advisory Committee. In addition, the three groups have informally collaborated on projects such as University awards, joint task force on racism, the UNC Strategic Plan response, etc.

Strategic Direction 5: Invest in Our Core Resources

Accomplishment Highlights

- **Unfunded mandates eliminated** - WCU has maintained a range of core functions and services with non-recurring funds. WCU allocated $1.4 million to eliminate all unfunded mandates.

- **Electronic Records Retention implemented** - WCU is the first institution within the UNC system to gain approval from the state to implement a formal Electronic Records Retention protocol for personnel files. This eliminates the need to maintain paper documents and their related processes.

- **Automated travel reimbursements** - The Controller's Office completed implementation of Chrome River expense management software, automating the travel reimbursement process.

- **Sustainable funding model for PAWPrint** - A tiered pricing system was implemented for PAWPrint services, to move towards a sustainable funding model.

- **Aa3 bond rating maintained** - WCU continues to hold Aa3, stable rating from Moody's.

- **Emergency Operations Plan completed** - WCU's emergency operations plan has been completed. Building Emergency Action Plans have been updated, and reviewed for sufficiency.

- **Emergency Medical Dispatch accreditation** - WCU's Emergency Communication Center achieved accreditation as an "Emergency Medical Dispatch Center of Excellence" from the International Academies of Emergency Dispatch, the first from a stand-alone higher education institution, worldwide.

STRATEGIC DIRECTION: Invest in Our Core Resources

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
GOAL 5.1: Implement sustainable funding models to ensure fiscal stability.				
Initiative 5.1.1 Eliminate operational dependence on one-time funding for core functions and services.	Chancellor	Director of Budgets and Resource Planning, Executive Council	75% 2015-16 2016-17 2017-18	There continue to be no unfunded mandates in 2015-2016. Due to slight decrease in enrollment, there could be initiatives in 2016-2017 that are launched with one-time funds, with the expectation that growth will allow for permanent funding. When demand outpaces resources, the university stretches its purchasing power by funding new mission critical recurring expenses with non-recurring fund sources as a stopgap. To complete strategic initiative 5.1.1, the university must replace the non-recurring allocation with permanent funding by identifying existing resources to reallocate to the new expense or by allocating new recurring funding through the annual budget process. While this initiative is ongoing, WCU has made significant progress towards reducing its reliance on non-recurring funding for core functions and services. The university's budget hearing and prioritization processes are central to its achievements in this area. The budget hearing process uncovers items that constitute non-recurring funding of core functions and services (internal mandates) and the prioritization process ensures these items receive highest priority in the new budget. At WCU, the term "unfunded mandate" can be defined as a core function or service of the institution paid for with non-recurring funds. In fiscal year 2018, WCU allocated $1.4 million to eliminate all unfunded mandates.
Initiative 5.1.2 Maintain a favorable bond rating.	Vice Chancellor for Administration and Finance	Vice Chancellor for Administration and Finance, University Controller	100% 2015-16 2016-17 2017-18	While the institution has successfully eliminated reliance on one-time funding, the financial and regulatory environments change quickly and unfunded mandates often reappear as a result. Initiative 5.1.1 is complete for FY18, but the status will remain "Ongoing" to reflect the nature of our commitment to eliminating reliance on one-time funds. WCU continues to hold Aa3, stable rating from Moody's. WCU developed a Debt Strategy document which was approved in December 2016 by the Board of Trustees. This Strategy targets benchmark metrics that could imply the possibility of a strategic downgrade to A1 in the future to reflect a more appropriate "A" category for our enrollment level and to create debt capacity for future renovations. The next rating opportunity will be in the fall of 2017. WCU continues to hold Aa3, stable rating from Moody's. This was reaffirmed by Moody's in Spring 2018, as WCU issued debt to finance the Upper Campus Residence Hall.

STRATEGIC DIRECTION: Invest in Our Core Resources

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 5.1.3 Develop and implement processes to identify resources for reallocation and reallocate such resources to areas with demonstrated/potential growth, capacity for revenue generation, and critical strategic need.	Chancellor	Executive Council	100% 2015-16	The Corporation for Entrepreneurship and Innovation, LLC (formed in 2015) and Educational Outreach are two examples of revenue generating operations. Program capacity and growth is being evaluated and faculty and staff position control has been implemented in Academic Affairs (AA). This year over 10 positions in AA were reallocated to higher impact areas to ensure increased student credit hour generation and capacity building. Strategic focus was on Health related fields, Hospitality and Tourism and Sciences. In early 2016, Administration and Finance began implementation of e-payables via Bank of America. This program, if successful, will generate rebates to WCU for expedited payment of invoices to vendors. WCU's annual Budget Process engages all units of the University in determining the priorities for spending/investment of funds made available from growth. In 2016, WCU began utilizing the Budget Process to identify strategic needs for 2016-17 (recurring and non-recurring) that may be candidates for reallocation of resources. This process is still ongoing.
			2016-17	WCU's annual Budget Process engages all units of the University in determining the priorities for spending/investment of funds made available from growth. In 2017, WCU began utilizing the Budget Process to identify successful examples of the reallocation of resources in each division. These examples were (and will continue to be) reported in the annual public presentation of each Division's Budget Priorities.
			2017-18	WCU's annual Budget Process engages all units of the University in determining the priorities for spending/investment of funds made available from growth. In 2017, WCU began utilizing the Budget Process to identify successful examples of the reallocation of resources in each division. These examples continue to be reported in the annual public presentation of each Division's Budget Priorities. This year's presentation was held in April 2018.
GOAL 5.2: Develop a comprehensive University master plan.				
Initiative 5.2.1 Charge a task force consisting of representatives of internal and external constituents and supported by an external consultant to develop a comprehensive campus master plan that takes into account such factors as: anticipated enrollment growth, the environment, sustainability, energy efficiency, core infrastructure needs, building priority needs, departmental/unit consolidation, technology infrastructure, campus safety and security, green space, transportation, campus design standards, and the integration of the campus with the surrounding community.	Chief of Staff, Vice Chancellor for Administration and Finance	Chief of Staff, Vice Chancellor for Administration and Finance	100% 2015-16	Completed in June 2013
			2016-17	The original master plan was completed in June 2013. Ongoing planning activies continue in several specialized areas such as parking and residence halls. In addition, the Master Plan Implementation Committee meets regularly to ensure that progress toward the Master Plan is monitored and recorded. An update is provided to the campus annually in April.
			2017-18	The original master plan was completed in June 2013. Ongoing planning activies continue in several specialized areas such as parking and residence halls. In addition, the Master Plan Implementation Committee meets regularly to ensure that progress toward the Master Plan is monitored and recorded. An update is provided to the campus annually in April.
GOAL 5.3: Improve the effectiveness and efficiency of campus business processes to ensure continuous improvement and to realize financial savings.				
Initiative 5.3.1			80%	

STRATEGIC DIRECTION: Invest in Our Core Resources				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Review the use of expendables, including printed documentation, and where reasonable, reduce such usage and transition to digital alternatives.	Vice Chancellors	Associate Vice Chancellor for Human Resources, Director of Student Recruitment and Transitions, Associate CIO, Registrar	2015-16	In October 2015, WCU completed the Phase 1 implementation of the New Talent Management System. As part of this implementation, the University has begun transitioning paper personnel action forms (PAF's) for temporary, time-limited, and hourly new hires, adjunct and fixed term reappointments, and salary increase actions to online workflows within the system thus eliminating these paper documents and the associated manual routing processes. Additionally, the Office of Human Resources has utilized the new system to revise internal business processes which has allowed for the elimination of many printed documents (to include hiring proposals, employment applications, etc.).
			2016-17	The following efforts to reduce paper and manual processes and recognize work efficiencies have been implemented during the current review period: - In August 2016, WCU completed the Phase 2 implementation of the New Talent Management System. With this implementation, the University has been able to fully transition many paper personnel action forms (PAF's) for temporary, time-limited, and hourly new hires, adjunct and fixed term reappointments. - In March 2017, WCU successfully implemented a new "SharePoint" based electronic workflow/form process system. Through this system, manual, paper processes such as budget revisions, faculty salary changes, tuition waiver requests, address change, name change, etc. have been automated and can now be completed electronically. - In April 2017, WCU was the first institution within the UNC system to gain approval from the NC Dept. of Cultural Resources to implement a formal "Electronic Records Retention" protocol and policy for personnel files. With this policy now formally in place, WCU will be able to maintain all related personnel documents electronically eliminating the need to maintain paper documents (and their related processes). - In April 2017, WCU launched a pilot for it's new online "Employee Onboarding Portal". Through this portal new employees will be able to complete new hire documentation remotely and electronically eliminating the need to complete and retain multiple paper documents.
			2017-18	In April 2017, WCU completed the full implementation of the New Talent Management System. With this implementation, the University has been able to fully transition many paper personnel action forms (PAF's) for temporary, time-limited, and hourly new hires, adjunct and fixed term reappointments.
Initiative 5.3.2 Conduct business-flow analyses of all key functions and revise or eliminate unnecessary or redundant business processes and leverage existing enterprise solutions (Banner, Blackboard, R25, SharePoint, etc.).	Executive Council	Vice Chancellor for Administration and Finance, Director of Student Recruitment and Transitions, Director of Academic Resources & Business	65% 2015-16	In Summer 2017, WCU successfully implemented a new "SharePoint" based electronic workflow/form process system. Through this system, manual, paper processes such as budget revisions, faculty salary changes, tuition waiver requests, address change, name change, etc. have been automated and can now be completed electronically.
			2016-17	During 2017, WCU was the first institution within the UNC system to gain approval from the NC Dept. of Cultural Resources to implement a formal "Electronic Records Retention" protocol and policy for personnel files. With this policy now formally in place, WCU has begun retaining all related personnel documents (to include employee personnel files) electronically eliminating the need to maintain paper documents (and their related processes).

STRATEGIC DIRECTION: Invest in Our Core Resources

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
		Operations, Registrar, Deans	2017-18	The university's Business Intelligence Committee continues to make progress in improving data quality in preparation for advanced reporting and analytics. Business intelligence tools will be leveraged to help decision makers take advantage of the abundance of transactional data stored in WCU's data repositories. Several units within the division of Administration & Finance have made progress towards attainment of this strategic initiative. The Controller's Office completed the implementation of Chrome River, automating the travel reimbursement process; Human Resources and Payroll transitioned Voluntary Shared Leave, Tuition Waiver and Tuition Reimbursement, Separation, Leave Without Pay, Supervisor Change, Extra Compensation; and Adjunct Faculty Initial and Re-Appointments processes to SharePoint forms and workflow; and the Budget Office utilized SharePoint to digitize the budget request and prioritization process. Catalytics continues to be built out to support data driven decision making.
Initiative 5.3.3 Consolidate and centralize similar operations across campus.	Chancellor	Executive Council	65% 2015-16	2016 Administrative Program Review of Recycling and Surplus Operations suggests that synergy and efficiency may be attained by merging these two areas. WCU intends to explore this possibility in 2016-17.
			2016-17	WCU's managed print program (Paw Print) as well as External Web Services were reorganized from the Chancellor's Division (Marketing) to Information Technology, taking advantage of the fit between the need for technology support and contract administration for this service and the ability of ITS to provide it.
			2017-18	Nothing to report.

GOAL 5.4: Sustain and increase information technology capabilities and capacity required to meet the goals of the University.

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 5.4.1 Establish and systematize a sustainable funding model for information technology that accommodates operational support, replacements and upgrades, University growth, and strategic initiatives.	CIO	CIO	60% 2015-16	Completed two key deliverables: 1) a 5yr roadmap for Instructional Technology and 2) a computer refresh lifecycle process for faculty/staff and labs – both received IT Council, Provost and CIO approvals. The hurdle has been securing the funding stream to enable execution on these plans. Implemented the Residential Technology Fee which places the residence hall network infrastructure on a sustainable funding model and enables a life cycle based refresh plan. Implemented a High Computing Platform service for computing intensive research using Amazon Web Services. This provides a very flexible, cost effective approach for providing this needed capability without the need for specific capital equipment on campus. Moved the university R25 calendaring system into a hosted environment which now operationalizes its cost, support, and technology refresh into the subscription fee. Continued progress for the phone system replacement project; moving the University to a Voice over IP (VoIP) hosted service next fiscal year.

STRATEGIC DIRECTION: Invest in Our Core Resources				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	Key results: 1) Renegotiated Blackboard contract for 5 years encompassing projected enrollment growth over the renewal period with no annual cost increases. 2) VoIP system will be completed June 2017, operationalizing phone system costs with a new sustainable finance model. 3) PAWPrint moved to IT. Negotiated restructuring of contract, with focus on long term sustainability and risk reduction. Worked together with the VC A&F to propose to the Executive Council a sustainable finance model to be implemented in two stages during FY18 and FY19. 4) Initiated discussions with VC A&F on sustainable funding models. For FY18, significant budget focus and discussion on addressing internal mandate funding needs (sustaining continuing current commitments) before launching new efforts and costs. 5) Implemented initial IT Vendor Management function. This will enable better contract/service oversight and more effective cost management.
			2017-18	1) VoIP system completed and the new finance model has shown to be sustainable during this first year of implementation. 2) PAWPrint. Continued work to move to a sustainable funding model via the implementation of tiered pricing and release of RFP/SOW for a new contract and print structure. Expect contract award during first quarter of new fiscal year. 3) Required mandates and contractual cost increases. For the first time, the university prioritized funding for these required costs near the top of budget priorities. IT received recurring funding for all mandates/contractual increases identified. 4) Implemented new process for requesting special purchases that have large one-time costs, with smaller but recurring maintenance or licensing costs. New process requires recurring fund sources be identified prior to procuring equipment or capability.
Initiative 5.4.2 Establish capacity planning, management, and implementation processes to ensure accommodation of mandatory and anticipated information technology needs, including both human resources and technologies. E.g.: bandwidth, storage, servers, digital media, software licenses, wireless networking, wired networking, cloud services, etc.).	CIO	Associate CIO	80% 2015-16	Instructional Technology: roadmap complete, capacity plan to be completed this year. Application Delivery: roadmap complete, capacity plan in progress. Networking: capacity plan to be developed 2016-17, residence halls upgrades to be done this year. HR: each opening/annual training plans/budget asks are viewed from a strategic skills and capacity plan perspective. HW/SW - consolidated view is available, additional actions to be led by vendor management position.
			2016-17	Networking: Draft of capacity planning process in review. Funding in place to address 100% of residential networking refresh needs and 50% of academic/administrative refresh needs. Instructional Technology: Roadmap and capacity planning complete. Budget request submitted to seek funding of 30% of roadmap. Student Application Delivery: Roadmap complete. A Technical Account Specialist (TAS) consultant was brought in to compare our capacity to what WCU needs going forward as we grow. Budget request submitted to seek funding to continue to grow the VCAT environment based on TAS report.
			2017-18	Data Center - capacity planning on an annual update cycle, Instructional Technology - roadmap and capacity plan complete for learning spaces (falling behind due to limited recurring funding). Implemented new VCAT environment for increased reliability/scalability, Networking - bandwidth reported upon as part of annual budget. Enhanced focus on endpoint device management tools and service.

STRATEGIC DIRECTION: Invest in Our Core Resources				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 5.4.3 Establish a multiyear technology capability planning process that is revisited annually.	CIO	Associate CIO	90% 2015-16 2016-17 2017-18	 Completed technology capability planning process during the fall of 2015. Added concept of IT technology ownership domains to planning process. Still needing to integrate the process into campus strategic decision-making. Added strategic domain terminology in all IT Governance meetings and project reporting. Refined the strategic domain model and received feedback from IT Governance Council. Created a four-year info-graphic representing the IT portion of WCU's top priorities over the coming years; facilitated the inclusion of technology domains and ownership regarding resource skillsets and project prioritization; identified and executed desired outcomes for the strategic technologies planning process; increased holistic project process improvements to facilitate project communications with sponsors, stakeholders, and the university community.
Initiative 5.4.4 Assess periodically and revise, where necessary, the information technology disaster recovery plan.	CIO	Associate CIO	100% 2015-16 2016-17 2017-18	 2015-16: during past year to hosted environments - Banner, R25, Office365. Second budget request made to host WCU.edu. Detailed technical architecture plan to complete this year. Making progress moving from an annual "table top" drill to a "live" disaster scenario. Banner testing is in progress, and myWCU will be live-tested this year. Networking - multi-path implementation is in progress. Networking – Upper campus aerial fiber being replaced (phase 1) with underground fiber in concrete encased conduit. Multi-path implementation on hold while campus fiber replaced in critical locations. Data Center – GA Banner production failover test scheduled Fall 2017. In 2016 we moved from a "table-top" drill to a "live" disaster scenario utilizing the business continuity built into the myWCU environment. This allowed us to failover the production system to our secondary site, in order to prove continued operations. Our May of 2017 scenario will be another "live" test, this time with emergency management systems. May 2017 Annual test was again a "live" scenario and tested automatic failover capabilities for emergency management systems. It repeats (with different scenarios) on an annual basis and is attended by IT, Internal Audit, and functional leaders. System Office concluded failover testing for Banner test and production environments, Recovery Point Objective (RPO (guaranteed amount of data loss from last backup)) is approximately 1 hour, and Recovery Time Objective (RTO (length of data loss until new environment is live)) is approximately 4 hours. The IT level DR plan document is also updated on an annual basis by the CIO office.
GOAL 5.5: Maintain and improve campus safety systems, capabilities, and infrastructure in support of the University's strategic priorities.				
Initiative 5.5.1 Complete and maintain updated emergency response plans and business continuity plans for critical functions of the University.	Vice Chancellor for Administration and Finance	Director of Emergency Services	65% 2015-16 2016-17	 The current campus wide emergency operations plans are currently under review for potential revision. Building Emergency Action Plans are to be completed for all campus buildings as of the end of the academic year. All Building Emergency Action Plans have been completed and approved. The Newly-revised campus Emergency Operations Plan has been drafted, and is currently under review by all University stakeholders.

STRATEGIC DIRECTION: Invest in Our Core Resources				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	The newly revised campus Emergency Operations Plan was completed. This involved input from internal and stakeholders across the University. Building Emergency Action Plans have been reviewed for sufficiency as they have been updated with new information from departments.
Initiative 5.5.2 Implement sustainable funding models in support of campus safety systems and infrastructure.	Vice Chancellor for Administration and Finance	Director of Emergency Services	70% 2015-16	Emergency Services was able to identify budget efficiencies to come up with partial recurring funding for an additional Telecommunicator position. Additional funding was provided to fully fund this position. Adding this position will drastically reduce the accrual of overtime by Emergency Communications Center staff. Additional recurring funding is being sought for the campus camera system and radio system. This funding will allow for ongoing maintenance and upgrades to these campus safety systems and technologies.
			2016-17	Identifying budget efficiency is ongoing. A five-year budget forecast has been developed to identify future funding needs, and determine where additional recurring funding will be required to cover currently unfunded mandates relating to Emergency Services.
			2017-18	Identification of budget efficiencies in personnel, programs, and services is ongoing. A five-year budget forecast has been updated to identify future funding needs, and determine where additional recurring funding will be required to cover currently unfunded mandates relating to Emergency Management, the Emergency Communications Center, and Public Safety Technologies.
Initiative 5.5.3 Enhance campus wide emergency preparedness with ongoing communication and training.	Vice Chancellor for Administration and Finance	Director of Emergency Services	65% 2015-16	Emergency Services, along with University Police, continue to provide Campus Safety Training throughout the year to students, faculty, and staff. A full-scale exercise is to be completed in May 2016 that tests University systems against an active shooter scenario. Additional training opportunities are being reviewed for potential future implementation.
			2016-17	Emergency Services, along with University Police, continue to provide Campus Safety Training throughout the year to students, faculty, and staff. With the revision of the Emergency Operations Plan, it is expected that many small tabletop exercises with all University stakeholders will be held to confirm that there is an overall understanding of Emergency Operations at the University in various crises.
			2017-18	Emergency Services, along with University Police, continue to provide Campus Safety Training throughout the year to students, faculty, and staff. Multiple small exercises have been conducted with Building Coordinators and Department staff to ensure knowledge of actions needed to be taken during an Emergency. Additional exercises are scheduled. With the revision of Emergency Operations Plan, it is anticipated that many small tabletop exercises with all University stakeholders will be held to to confirm the understanding of roles and responsibilities at the University in various crises situations.

STRATEGIC DIRECTION: Invest in Our Core Resources

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 5.5.4 Sustain and enhance partnerships (e.g., mutual aid agreements, EMS service provision, etc.) with local governments, regional public safety agencies, and health organizations in support of campus and community safety priorities.	Vice Chancellor for Administration and Finance	Director of Emergency Services	**95%** 2015-16 2016-17 2017-18	Emergency Services is currently in the process of reviewing and revising mutual aid agreements with the Jackson County Office of Emergency Management, along with other pertinent mutual aid agreements. Emergency Services continues planning, training, and exercise efforts with volunteer fire departments, local police departments, county and regional public safety and health agencies. These activities with these partners ensures consistent communications and expectations for preparedness, response, and recovery from all hazards. Emergency Services continues planning, training, and exercise efforts with Jackson County, other UNC System Universities, volunteer fire departments, local police departments, county and regional public safety and health agencies. This is an ongoing effort. These activities with the indicated partners ensures consistent communications and expectations for preparedness, response, and recovery from all hazards. Emergency Services continues planning, training, and exercise efforts with Jackson County, other UNC System Universities, volunteer fire departments, local police departments, county and regional public safety and health agencies. This is an ongoing effort. These activities with these partners ensures consistent communications and expectations for preparedness, response, and recovery from all hazards. Jackson County Emergency Management was involved in several aspects of the development and review of the newly revised campus Emergency Operations Plan.
Initiative 5.5.5 Systematically assess and upgrade technologies (e.g., radio systems, access controls, cameras, etc.) in support of campus safety objectives.	Vice Chancellor for Administration and Finance	Director of Emergency Services	**75%** 2015-16 2016-17 2017-18	Upgrades and maintenance of the campus camera systems, radio systems, and blue light phones is ongoing due to aging equipment and the development of new projects to improve campus safety. Once funding is identified to support recurring maintenance, an annual maintenance program will be instituted to assess, repair, and upgrade campus technologies as needed. The Emergency Communication Center has implemented the Emergency Medical Dispatch (EMD) program that allows for more comprehensive and consistent handling of medical calls on campus. They are the only campus 911 Center in the State of North Carolina that has achieved this certification. Upgrades and maintenance of the campus camera systems, radio systems, and blue light phones are ongoing due to aging equipment and the development of new projects to improve campus safety. The Emergency Communication Center has further implemented the Emergency Medical Dispatch (EMD) program that allows for more comprehensive and consistent handling of medical calls on campus. they are the only campus 911 Center in the state of North Carolina that has achieved this accreditation. Upgrades and maintenance of the campus camera systems, radio systems, and blue light phones are ongoing due to aging equipment and the development of new projects to improve campus safety. The Emergency Communication Center has further implemented the Emergency Medical Dispatch (EMD) program that allows for more comprehensive and consistent handling of medical calls on campus. They are the only campus 911 Center (wordlwide) that has achieved this accreditation.

Strategic Direction 6: Garner Support for Our Vision

Accomplishment Highlights

- **University Strategic Plan updated** - The Chancellor charged the 2020 Plan Update Committee with updating the university's strategic plan. The 20 member committee worked on the draft plan for over 10 months. The plan will be implemented in August 2018.

- **Marketing NC Promise** - A marketing focus on NC Promise was implemented to educate both prospective and continuing students and families about this remarkable program.

- **Expanding alumni connections** - During the 2017-2018 fiscal year, the alumni office offered fifty-eight alumni activities and initiatives for alumni, an increase of 32% over the previous year.

- **Expaning summer session revenue** - The majority of full-time salaries previously funded by summer session revenue, have been moved off summer session funding. Additional cohorts of Catamount Gap and STEM Boot Camp will also increase summer revenue.

- **Sponsored research activity increases** - To date, total Sponsored Research proposals have increased 20% in 2017-18, and awards granted increased 39%. Total funds awarded in 2017-18 are comparable to last year at this time ($2.9 million).

- **Fundraising progress** - The "Lead the Way" comprehensive fundraising campaign has raised over $46.5 million towards the goal of $60 million (77% goal attainment). The public phase of the campaign was launched in March 2018. The second annual "I Love WCU" initiative raised more than $600,000 through more than 1,100 donations.

STRATEGIC DIRECTION: Garner Support for Our Vision

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
GOAL 6.1: Facilitate a shared understanding of and commitment to the institution's strategic vision among WCU faculty, staff and students.				
Initiative 6.1.1 Create or modify existing orientation messages for new faculty, staff, and students to ensure early introduction to and understanding of the University's strategic vision.	Vice Chancellor for Student Affairs	Associate Provost for Academic Affairs, Director of New Student Orientation, Associate Vice Chancellor for Human Resources	100% 2015-16	The Orientation Counselor class and training incorporate the WCU mission. In addition, new student orientation continues to work with Creative Services to increase the WCU brand marketing and provide the same messaging to students and their families about WCU. Orientation counselors have developed their use of social media to engage incoming students in telling the WCU story. Collaboration between Human Resources, Creative Services, and Office of the Provost has resulted in increased collaboration in the on-boarding process for all new employees. This includes development of a professionally-produced Welcome Guide and new employee welcome lunch this year. A campus on-boarding committee continues to refine efforts to help build the campus community and ensure understanding of the strategic vision.
			2016-17	The Orientation Counselor class and training incorporate the WCU mission and increased use of social media. In addition, new student orientation continues to work with Creative Services to increase the WCU brand marketing and provide the same messaging to students and their families about WCU. The Welcome Guide for new employees was updated. New Faculty Orientation (NFO) was reformatted to include a NFO Information Fair. A stronger connection between NFO and New Student Convocation is being planned for 2017.
			2017-18	Assessment and improvement to orientation activities continue to maximize participant experience. An external review of the campus tour experience was performed and recommendations are being acted upon. Information on NC promise integrated into campus visit and orientation. Update of the Strategic Plan 2020 2.0 will be incorporated into faculty and staff orientation. The Welcome Guide for new employees is being updated again. New Faculty Orientation (NFO) continues to be modified and improved annually based on stakeholder feedback.
Initiative 6.1.2 Align all internal budgeting and annual reporting processes to reflect and reinforce the strategic vision and priorities of the University.	Chancellor	Chief of Staff	100% 2015-16	Completed in 2013.
			2016-17	The strategic priorities as outlined in the 2020 Strategic Plan have been part of the formal budgeting process since 2013.
			2017-18	The strategic priorities as outlined in the 2020 Strategic Plan have been part of the formal budgeting process since 2013.
Initiative 6.1.3 Ensure consistency among vision messages from all internal sources.	Chief of Staff	Director of Marketing	100% 2015-16	A refreshed brand identity and "look" has been defined. This year we launched new templates for stationary and basic marketing collateral, including a consistent approach to messaging across all departments. We are now working on a comprehensive online guide for the university to help stakeholders understand, embrace and utilize appropriate messaging and branding in all marketing efforts as well as a 2016-18 marketing campaign that will bring the brand vision to life.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2016-17	This year we launched a new website (branding.wcu.edu) with resources for internal and external audiences to help them understand our brand and to support consistency among marketing messages. We also launched a new TV campaign consistent with the updated brand look and integrated that campaign into our social outreach, our PR storytelling and our Admissions materials.
			2017-18	Our messaging has now been embedded into onboarding processes, resources have been made available to internal audiences and university units work consistently with University Marketing to ensure message alignment.
GOAL 6.2: Facilitate a shared understanding of the institution's strategic vision among the University's external communities.				
Initiative 6.2.1 Develop and implement comprehensive and consistent communications and marketing plans designed to fulfill the University's strategic priorities. (See Initiatives 1.5.4, 2.3.4, and 3.1.5)	Chief of Staff	Director of marketing	100%	
			2015-16	The Integrated Marketing and Communications Plan (IMCP) has been finalized and several pieces are already in implementation. In addition, we are nearing completion on a Crisis Communications Plan and a Strategic Social Media Plan to support and accompany the IMCP.
			2016-17	The Integrated Marketing and Communications Plan has been launched and put into practice. Implementation continues, but a great deal of the goals of the plan have already been tackled.
			2017-18	Implementation of the Integrated Marketing and Communications Plan continues.
Initiative 6.2.2 Ensure the appropriate leadership and organizational structure necessary to develop and implement comprehensive communication and marketing plans designed to communicate WCU's strategic vision effectively, concisely, and consistently to all stakeholders.	Chief of Staff	Director of Marketing, Director of Communications	100%	
			2015-16	Last year's restructuring efforts have been extremely successful. This year, University Marketing added auxiliary services in design and web content to further support university needs in marketing support. We are also exploring the edition of a Web Content Specialized to oversee ongoing website management for our new site.
			2016-17	We have completed a full restructuring of the Marketing unit. Changes this year included bringing two IT employees focused on the external website into marketing to streamline our website maintenance, adding a web content manager, promoting an existing employee to oversee media buying and research and adding a Marketing Services Manager to assist with service to campus clients.
			2017-18	Two additional positions were added in University Communications this year - an internal communications specialist and a second full-time videographer.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 6.2.3 Create a network for regional engagement and statewide advocacy through a mobilized and informed alumni base.	Associate Vice Chancellor for Development	Director of Alumni Affairs	85% 2015-16	During 2015-2016, the alumni office hosted 12 regional Chancellor alumni receptions to engage the university with alumni, friends, and elected officials. In conjunction with these receptions, the Chancellor and other university staff often meet with select alumni and donors in the area. The WCU Alumni Club Network continues to be an extremely important aspect of connecting alumni with their university. This club network has expanded to include Columbia, SC; Tampa and Orlando, Florida, and internationally with four clubs in Jamaica. The alumni clubs played a key role in advocating for the state bond referendum as well as raising additional funds for the Alumni Scholarship. The alumni clubs are also collaborating with a variety of programs/departments across campus: Degreed and affinity based clubs (eg. EMC, Nursing, and Recreational Therapy), assisting athletics in establishing C.A.T.S. chapters under the auspices of the clubs, working with the graduate school to promote their programs and grow enrollment, increased collaboration with Career Services for mentoring opportunities with alumni and students. Lastly, approved revisions of the Alumni Association by-laws and constitution along with the addition of several committees has offered increased engagement opportunities for the Alumni Board and members of the Alumni Association.
			2016-17	During the 2016-2017 fiscal year, the alumni office offered forty-four alumni activities and initiatives for alumni. Approximately thirty-three (75%) of these engagement opportunities were held away from campus while eleven (25%) were held in Cullowhee. These activities offered collaborative opportunities with athletics, admissions, career and professional development, greek life, development, and all academic colleges. Alumni Clubs continue to play a key role in engaging our alumni across the region, state, and nation. Many clubs meeting on a regular monthly basis--and the club network expanded into Iowa, Arizona, and the Eastern Band of Cherokee Indians(EBCI). Also, alumni clubs were key in communicating and clarifying WCU's role and position with NC Promise. Also, there was an increased emphasis to better engage our students and young alumni. To better connect with current students, The Office of Alumni Engagement held WCU's first Legacy Pinning Ceremony with over 200 in attendance. To better engage young alumni, the alumni office made personal connections with over 2,000 WCU graduates with a graduation pin and handshake. The WCU Alumni Board continues to play a key role in their community, across the state, and around the country with their political advocacy and generous gifts to the university. In addition, over the last three years, the WCU Board of Visitors has been established with 72% of the thirty member board being alumni in the three initial classes. The BOV serves as an advisory board to the Chancellor. Their main purpose is to serve as advocates and ambassadors for WCU strongly advocating for the mission, vision, and strategic plan of WCU, making WCU a philanthropic priority, and providing the Chancellor and BOT with advice and counsel of issues that are critical to the university's strategic interests. They accomplish this through biannual meetings, year-round work with four organized committees (advocacy, fundraising, innovation, and marketing), and through events related to their purpose like legislative engagements in Raleigh.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
			2017-18	The Office of Alumni Engagement offered its constituents fifty-eight alumni events and activities during the 2017-2018 fiscal year--an increase of 32% over 2016-2017. These activities included collaborative opportunities with colleges, units, and departments all across campus. Also, in an effort to better bring WCU to our alumni in the region, state, and nation, 84% of these engagement opportunities took place away from campus with 16% occurring in Cullowhee. In 2017-2018, the Alumni Office expanded it's regional engagement with the addition of Charlotte to the Alumni/Student Job Shadowing Program. Also, there was increased engagement with alumni parents through our Legacy Pinning Ceremony which grew by 55% over 2016-2017. This fiscal year, we also strengthened our engagement with our African American alumni through the growth and expansion of our African American Alumni and Friends Reunion by offering more networking and mentoring opportunities for our students with alumni. We also realized enhanced engagement with our alumni through the "Catamounts for Life" campaign--a collaboration between WCU's Annual Fund, Marketing Department, and the Office of Alumni Engagement. From August-February videos featured WCU alumni from each decade reminiscing about their time here at Western and why it's important to give back. These videos were viewed by thousands of alumni on WCU's social media with over $60,000 being raised during this six month campaign. The WCU Alumni Club network continued to play a vital role in engaging our alumni throughout the region, state, and nation in 2017-2018. On March 1st, sixteen of WCU'S alumni clubs held simultaneous receptions to celebrate the public phase of WCU's "Lead the Way" campaign. Finally, during 2017-2018, the WCU Board of Visitors and their newly established regional teams began to partner with WCU Alumni Clubs to better engage alumni in specific geographic regions (e.g. Asheville).
Initiative 6.2.4 Develop a process to review periodically the University brand and tailor the marketing message accordingly.	Chief of Staff	Director of marketing	100% 2015-16	As part of the Integrated Marketing and Communications Plan (IMCP), we have set a goal of reviewing the brand every other year with a full audit every five years. We are also working to launch a comprehensive online brand guide for the university ahead of the fall semester. As part of IMCP implementation, we need to clarify roles as it relates to the ongoing brand reviews and audits.
			2016-17	We have established a process within Marketing that includes a refresh of the marketing campaign every 2 years and a review and audit of branding guidelines every 5 years. We have also launched a branding website that provides insight into our brand guidelines to campus stakeholders (branding.wcu.edu). We need to formalize our brand review process and make it known to others in the university community.
			2017-18	This is now complete. Our process includes a refresh of our marketing message every two year. 2018-19 marks the beginning of a third year. This past year we conducted research to determine direction of messaging moving forward and are working on a marketing campaign based on that research.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
GOAL 6.3: Maximize and target a balanced and diverse mix of financial resources that will enable achievement of Western Carolina University's strategic vision.				
Initiative 6.3.1 Develop and implement a comprehensive enrollment management process that: maximizes state appropriations per the formula funding system in a manner consistent with the University's strategic priorities related to access and success, including incremental increases in admission standards.	Provost	Vice Chancellor for Student Affairs, Assistant Vice Chancellor for Student Success, Provost	85% 2015-16	This year, the Enrollment Planning Committee (EPC) was co-chaired by the Provost and the Vice Chancellor for Student Affairs. WCU failed to achieve it's enrollment targets for the fall census and the academic year. A debrief analysis of the fall census results pointed to shortfalls in all categories from the enrollment targets: new first-time full-time freshmen were off target by -9%, new distance and resident credit transfer students were off -4%, graduate headcounts were off by -14%, and continuing student enrollment missed the target by -1% despite a record freshman cohort retention rate that surpassed 80% for the first time. EPC recommended enhancements to the admission process to increase enrollment: changes designed to increase admission yield rates in critical subgroups were implemented (e.g., new Honors admission philosophy); new admission reports were developed and made available (e.g., the commitments report on Catalytics); the Academic Success Program Chancellor's Exception Pilot program was adopted consistent with WCU's access and student success goals; and the EPC continues working to draft a Strategic Enrollment Plan. In addition, WCU successfully hosted the 2015 Leadership Summit which called for raising new scholarship resources. New procedures were adopted for allocating and awarding institutional scholarship resources. Early results on these efforts include increased applications, and most importantly, increased commitment activity compared to the same point-in-time last year.
			2016-17	During both Fall 2016 and Spring 2017, WCU posted new record headcount enrollments; including a new all time Fall record for the freshman cohort of 1,913 students and a 7.6% increase in the graduate headcount enrollment. The Enrollment Planning Committee (EPC) continued to be co-chaired by the Provost and the Vice Chancellor for Student Affairs this year. A major focus for the EPC this year was discussion of the new NC Promise legislation that was passed last summer. In August 2016, a draft Strategic Enrollment Plan (SEP) was adopted by the EPC. The SEP identified a series of initiatives organized under four sub-committees: Recruit New Students; Retain & Graduate; Compliance; and, Data Systems and Infrastructure. Each of these teams will be providing reports that will be compiled into a SEP Annual Report for this year.
			2017-18	Again for Fall 2017 and Spring 2018, WCU posted new record enrollments including a new record cohort of 1,980 freshmen. Fall 2017 total enrollment passed the 11,000 student mark for the first time with 11,034 students enrolled. For the second year Spring term enrollment was over 10,000 students with 10,229 students enrolled. The Enrollment Planning Committee (EPC) continued to meet and was co-chaired by the Provost and the Vice Chancellor for Student Affairs. EPC worked on implementing the tasks identified in a Strategic Enrollment Plan updated over the summer of 2017 but also focused on retention strategies with a Task Force led by Dr. Lowell Davis. Staff from the Admission Office, the Student Success Division, Information Technology and the Office of Institutional Planning and Effectiveness worked to create reports and updated resources for enrollment decision-makers. Marketing related efforts continued to focus on NC Promise and the process of educating prospective and continuing students and families about this remarkable program.

STRATEGIC DIRECTION: Garner Support for Our Vision

Initiative	Accountable Executives	Accountable Staff	Progress	Summary of Results to Date
Initiative 6.3.2 Revisit the organizational structure of all campus offices and functions related to enrollment management to ensure lean, robust, and efficient operations. (See Goal 1.6)	Provost, Vice Chancellor for Student Affairs	Assistant Vice Chancellor for Student Success, Director of Student Recruitment and Transitions, Director of New Student Orientation, Director of Financial Aid	85% 2015-16	Within the area of Student Recruitment and Transitions, there has been on-going position review and restructuring activities. In the Undergraduate Admission Office five positions have been restructured as vacancies occurred and a search for a Director of Undergraduate Admission is currently underway. In the Financial Aid and Scholarships areas, vacant positions have been restructured to share staffing between these functions. WCU staff continue working to implement UNC system shared services for financial aid document verification and residency verification planning. New projects are beginning around replacement software for admission application processing, as well as, on-boarding new undergraduates with the MyWCU portal in replacement of the Gateway and CatWalk systems. The Interim Dean of Graduate School has been working on process improvements to facilitate graduate enrollment; for example, increased efforts to recruit graduating WCU seniors to pursue graduate studies, developing new marketing materials, etc. Finally, on-going enhancements have been made to support enrollment at Biltmore Park; including, but not limited to, enhanced student services provision, admission events and partnerships with area community colleges.
			2016-17	This year the Division of Student Success updated several department names and titles while retaining the organizational structure. The Division of Student Success facilitated a new partnership with Baptist Children's Homes of North Carolina to open the Homebase College Ministry in the Baptist Student Union facility adjacent to campus. This partnership focuses on aiding students who have aged out of the foster care system, formerly resided in congregate care, or are orphans or emancipated. Student Affairs facilitated restructuring several positions in Financial Aid to facilitate more support for the Scholarships Office. A new staff position was requested during the university's budget process for Orientation Office but no decision has been made yet. Phil Cauley's position was reviewed and his position was successfully retitled Assistant Vice Chancellor for Undergraduate Enrollment. Also Mike Langford was hired as Director for the Undergraduate Admission Office.
			2017-18	The Scholarships Office purchased a new scholarship management system that provides more effective and efficient electronic access and submission for scholarship applicants and scholarship reviewers. A key feature of this system is the integration of dynamic forms which eliminates paper processes from the scholarship contract process. Financial Aid is pursing integration of dynamic forms as well. Admissions has purchased and implemented a new customer relations management (CRM) system which provides more robust electronic data capture, storage, event management, processing and communication. The unit continued to expand its use of digital documentation systems with the goal of eliminating printed application folders and files. The Admissions Office also contracted with a firm to review the campus tour experience and make recommendations for enhancements; including, the possibility of hybrid walking/riding tours to aid prospective students and their families in their exploration of the campus and it's showcase facilities like the Health and Human Science building, the newly renovated Brown Hall, and the future Apodoca Science building.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 6.3.3 Explore innovative possibilities for revenue generation such as summer revenue opportunities, the initiation of certificate/executive programs, and cooperative education opportunities to reduce dependency on state funding and tuition and fee increases.	Provost, Vice Chancellor for Administration and Finance	Assistant Vice Chancellor for Student Success, Executive Director, Educational Outreach	30% 2015-16 2016-17 2017-18	We created Summer Learning Communities to generate additional revenue in the summer. Additionally, we are exploring partnerships with Cherokee. Summer Session in collaboration with the Office of of First Year Experience, created Catamount Gap two years ago. This program has increased summer enrollment by approximately 175 students over the past two years. We will continue to explore opportunities and partner with Student Affairs to expand our offerings. This year, all full-time salaries will be moved off of summer session funding, which will supports the financial stability of summer session and the university at large. It will also increase the net revenue from Summer Session tuition. Summer Session fees have also been reduced. Additional cohorts of Catamount Gap and STEM Boot Camp will also increase revenue.
Initiative 6.3.4 Develop and implement a comprehensive plan to increase significantly WCU's advocacy efforts among elected officials on behalf of University and system priorities.	Chief of Staff	Director of External Relations, Chief of Staff, Assistant Vice Chancellor for Development	75% 2015-16 2016-17 2017-18	An advocacy website (advocate.wcu.edu) was created to communicate with potential University advocates (faculty, staff, students, alumni and the community). The website was advertised via targeted social media and we have over 100 individuals who signed up to advocate on behalf of the University. We are now working on a plan to engage these individuals. An advocacy subcommittee of the Board of Visitors was also created this spring. The subcommittee met for the first time on March 31 and is developing actions to increase advocacy efforts on behalf of the University. A plan to engage elected officials has been developed and implementation is ongoing. Assessed on an annual basis based on changes to political climate, issues and changes to those holding elected office. Planning WCU's legislative advocacy is an ongoing project that is based on our current legislative agenda and assessment of future needs. While significant progress has been made on a number of legislative initiatives, we continue to work to advance WCU's visibility in Raleigh and beyond.
Initiative 6.3.5 Develop and implement an advocacy plan for state/system action on three key market-based issues: -tuition policy flexibility (in-state or surcharge) for students in bordering states -differential tuition in high-demand/high-expense programs -modification/elimination of differential treatment of distance education in the UNC formula funding system	Provost	Director of External Relations	90% 2015-16 2016-17 2017-18	Research and discussions are ongoing on how to successfully implement all three market-based policy items. All three will be discussed with appropriate policy-makers in the upcoming short session and action items are being developed. NC Promise has established that out-of-state students, and consequently students from border states, will see their tuition decrease to $2,500 per semester. Differential tuition has been established. Significant progress has been made in these areas. NC Promise has allowed us to have lower tuition for our out-of-state students which covers those in out bordering states. We have also been permitted differential tuition in high-expense programs. Lastly, work is on-going as it relates to our funding model and potentially the differential treatment of distance education.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 6.3.6 Pursue a comprehensive development campaign targeting (See Initiative 1.6.4): -gifts at all levels in support of WCU's strategic goals and initiatives -particular philanthropic support for endowed merit- and need-based scholarships to enable WCU to recruit and retain the best academically qualified students and to support WCU's commitments to student access and student success -an increase in the participation and engagement of WCU alumni in University activities and in the number of alumni donors by 50 percent by 2020 -adequate development and alumni staffing to ensure the campaign's success	Chancellor	Vice Chancellor for Development & Alumni Relations	77% 2015-16	The Leadership Summit held in October 2015 was a huge success with over 200 participants. Several endowed scholarships resulted. 'I will' statements that were collected either at the Leadership Summit or at other Board meetings are being stewarded by the Development and Alumni Affairs staff. Most boards are at 100% commitment. Jim Miller resigned in October 2015. The Provost and VC for Academic Affairs became the Interim VC for Development and Alumni Affairs and continues to lead the Division until Lori Lewis starts June 1, 2016. As of March 30, 2016 Foundation gift receipts are tracking 22% ahead of last year. Alumni participation continues to be a priority for fundraising. The alumni participation target for FY 2015 - 16 is 4,030 donors and 6.75% participation rate, and to date 2,562 alumni had contributed for a 4.29% participation rate as of March 30. The number of new donors is 808 with a goal of 1,587 for year end. Whee Lead Alumni Giving Challenge goal is to receive 400 new or returning alumni donors. To date, we have received $59,014 in challenge commitments from WCU leadership wheelead.wcu.edu. 27 new endowed scholarships have been established this year so far with a goal of 50. The 'I will' statements that have been collected either at the Leadership Summit or at other Board meetings are being stewarded by the Development and Alumni Affairs staff. Most boards are at 100% commitment. We have received 147 endowed scholarships since Dr. Belcher's installation.
			2016-17	The comprehensive campaign is in the third year of a seven-year effort. As of the close of the second quarter of FY17 on December 31, 2016 the campaign total was $28,107,148 reflecting 56.2% of the goal. Soon after the new Vice Chancellor joined the division in June 2016, the university contracted with Washburn and McGoldrick, Inc. to complete a program assessment designed to evaluate the current organizational structure and program strengths and challenges. The key recommendation from the assessment was to re-energize the campaign, recommending by the end of the 2017 academic year to rearticulate and develop strategies, timeline and budget to launch and successfully complete this campaign. The assessment stressed that in order to realize the potential and opportunities a comprehensive campaign can generate, it will take organizational changes, additional investments, full support from the WCU administration, campus community, and hard work and commitment by the development and alumni engagement team. As of March 28, 2017 a campaign plan, timeline, and budget have been drafted with of goal finalizing the drafts by August 2017.
			2017-18	As of April 6, 2018 the campaign total stands at $46,599,250 or 77% goal attainment. The Campaign Steering Committee (CSC) made-up of 17 members held their first meeting January 12, 2018. The CSC approved the following: increase the campaign goal from $50 million to $60 million; shorten the campaign timeline by 2 years and launch the public phase of the campaign. WCU officially launched the public phase of the campaign March 1st, 2018 by announcing a $5 million estate pledge designated to support scholarships. The campaign kick-off event also celebrated the successful conclusion of the 2nd annual "I Love WCU" initiative held throughout the month of February which raised more than $600,000 through more than 1,100 donations. During FY18 Advancement hired and trained 8 new staff members with two open searches underway. In addition, 2 temporary employees were added to assist during the public phase of the campaign.

STRATEGIC DIRECTION: Garner Support for Our Vision				
Initiative	**Accountable Executives**	**Accountable Staff**	**Progress**	**Summary of Results to Date**
Initiative 6.3.7 Develop infrastructure for research and sponsored programs, technology transfer, and commercialization consistent with strategic priorities to achieve the following by 2020: -increase in the number of research grant and contract applications by 100 percent -increase in the number of grants and contracts received by 50 percent -increase in the total annual amount of awards received by 25 percent	Provost	Dean of the Graduate School	50% 2015-16	Total Sponsored Research Awards for the 2014-2015 fiscal year were $5.7 million. For the 2015-2016 fiscal year, proposal submission dollars have increased from $13,734,814 to $17,556,702 point in time as of 01 April 2016 compared to 01 April 2015 (a 27.8% increase) while the number of submitted proposals has decreased from 66 to 54 point in time during the same time period (an 18% decrease). Award dollars has increased from $3,562,878 to $4,224,589 point in time as of 01 April 2016 compared to 01 April 2015 (a 18.6% increase) while the number of awards has decreased from 45 to 43 point in time during the same time period (an 4.4% decrease). In addition, the Provost's Internal Grants Program has funded 15 of 40 faculty proposals with a budget range from $10,000 to $15,000. The goal of these projects is to initiate research leading to future submission of externally funded proposals.
			2016-17	Total Sponsored Research Awards for the 2015-2016 fiscal year (FY) were $6.0 million, a $327,833 increase (5.7%) over 2014-2015. For the 2016-2017 FYr, proposal submissions have increased from 55 to 59, a 7.3% increase point in time as of March 2017 compared to March 2016 while the value of those proposals has decreased from $17,558,005 to $13,403,787 during the same time period (a 24% decrease). In addition, the Provost's Internal Grants Program has funded 15 of 34 faculty proposals with a budget range from $10,000 to $15,000. The goal of these projects is to initiate research leading to future submission of externally funded proposals. The Office of Research Administration has also undergone a restructuring as of July 2017 to better serve our Principal Investigators and their staff. The post award staff joined the pre award staff and after reformulation of existing positions, a Grants Manager Accountant and Grants Officer will be starting in April 2017.
			2017-18	Total Sponsored Research Awards for the 2016-17 fiscal year (FY) were $4.6 million while proposal submissions were $23.4 million. As of April 2018, point in time proposals for the 2017-18 FY are +12 in number (72 vs. 60), but $2.2 million lower in total dollar value ($11.6 vs. $13.9 million) compared to 2016-17 FY. Point in time awards are +16 in number (57 vs. 41) and even in total dollar value ($2.9 million) compared to 2016-17 FY.
Initiative 6.3.8 Pursue funding resources for development of the West Campus/Millennial Initiative.	Provost	Executive Director, Millennial Initiatives	25% 2015-16	In addition to Letters of Intent executed with developers to build a privately financed Medical Office Building (MOB) on the Millennial Campus, grant opportunities were pursued with state and federal sources to assist with infrastructure needs associated with the campus development. These opportunities will continue to be pursued as the MOB plans progress and lease agreements are executed.
			2016-17	In addition to Letters of Intent executed with developers to build a privately financed Medical Office Building (MOB) on the Millennial Campus, grant opportunities were pursued with state and federal sources to assist with infrastructure needs associated with the campus development. These opportunities will continue to be pursued as the MOB plans progress and lease agreements are executed. The MOB will break ground in 2017-18.
			2017-18	During the 2017-18 year, the Executive Director of Community and Economic Engagement and Innovation (EDCEEI) worked with the Chief Financial Officer and his staff to solicit qualifications for a potential dormitory development project on the Millennial Campus.

90