

The seal of Winthrop University is a circular emblem. It features a central shield with a palm tree, a banner, and the year 1776. The shield is flanked by the words 'VERITAS' on the left and 'LIBERTATE' on the right. Above the shield is the word 'CUM' and below it is 'SPES'. The entire seal is surrounded by a laurel wreath and the text 'WINTHROP UNIVERSITY' in a circular border.

**A Presentation
To The
South Carolina Commission
on Higher Education**

Adapting to the 'New Normal'

August 2011

Adapting to the 'New Normal'

Public higher education's changing context is a reflection of the fast-paced change in every part of society – a favorite current topic of several leading authors (please see samples in folders:)

- **David Houle, “*The Shift Age*”**
- **Richard Florida, “*The Great Re-Set*”**
- **Thomas Friedman, “*That Used to Be Us,*”** (forthcoming in September, following second update of “*The World is Flat,*” originally published in 2005.)

Adapting to the 'New Normal'

Friedman confirms the **rate of change** in the world by scanning the index of his 2005 book and noting several now every-day words were missing. For instance, when he wrote the original version, he did not make a single mention of **"Facebook."**

Further, he notes, back in 2005:

- ***"Twitter"*** was just a sound.
- ***"App"*** was something you filled out for college.
- ***"4G"*** was a parking space number in a big-city high-rise
- ***"LinkedIn"*** was a prison.
- ***"Skype"*** was a typo, and
- ***"The cloud"*** was only in the sky.

That rapidly changing world is the context for all our work these days.

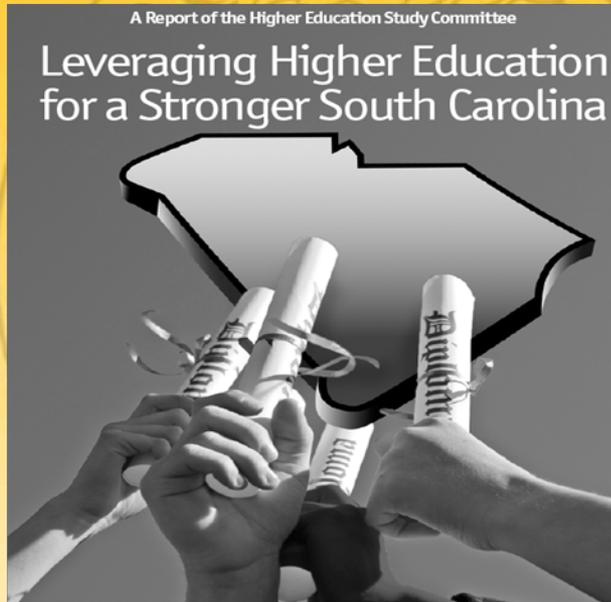
Making Higher Education A State Priority in S.C.

- Over the years, there has been no stronger proponent than Winthrop in encouraging South Carolina to identify **a set of common ends for higher education that meet societal needs of this state and its citizens.**
- Over the years, we have called repeatedly for a set of goals and objectives to address collectively and collaboratively as **a network of educational enterprises**, while still fulfilling our respective institutional missions in ways consistent with our respective core values.
- That work this year is more important than ever, as our state and others cope with a shrunken **revenue base** at a time when America needs more than ever to be **investing in higher education.**

As result of conversations with Governor Haley, a new concept is in development for possible introduction in 2012 General Assembly. It is intended to align institutional concerns with the Governor's desire to base funding more on outcomes than inputs.

**Recommendations for
'Accountability-Based Funding'**

There are other important guideposts to be recognized and utilized in developing ABF recommendations as well :



The Report of the Higher Education Study Committee

offered timely perspectives on how South Carolina can reach its next horizons.



The National Governors Association

in 2010 urged improvement of the rate of higher-education *degree attainment* in each state by at least 4 percent annually.

A Public Agenda for S.C. Public Comprehensive Universities

Following a commissioned study by Dr. Aims McGuinness of the National Center for Higher Education Management Systems, the South Carolina Public Comprehensive Universities as a sector committed to four major goals as their contribution to the HESC Action Agenda. Each university has a unique mission and therefore will contribute in different ways to this Public Agenda. The major goals are:

1. **Increase overall production of bachelor's degrees** per 100 undergraduates to level of the best performing state's institutions with similar mission.*
2. Produce more and better prepared **teachers in all critical needs areas**, including more male and minority teachers
3. Increase the production of **bachelor's degrees in STEM disciplines** and other critical professional workforce demand fields (e.g., health and creative industries)
4. In partnership with K-12 schools, technical colleges and other partners, **increase the percentage of the population, both youth and adults, from under-served regions and minority populations** prepared for college-level learning, participating in higher education, and **completing bachelor's degrees in South Carolina.**

**South Carolina Public Comprehensive Universities currently produce 19.1 bachelor's degrees per 100 undergraduates compared to the best performing state (Washington State) which produces 25.1 bachelor's degrees per 100 undergraduates*

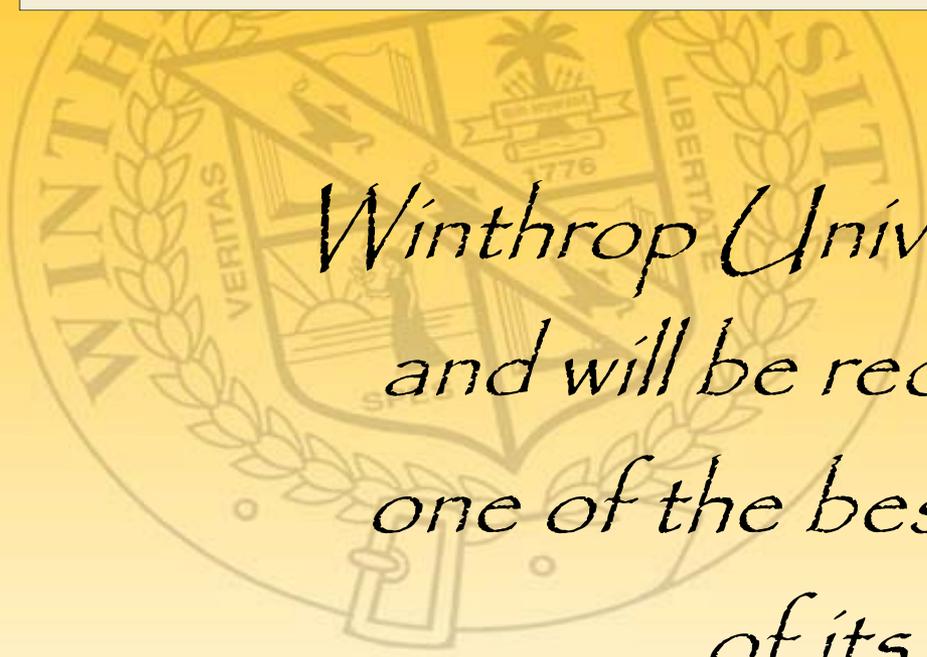
A pivotal point to be recognized in all aspects of this work

*“The percentage of jobs requiring postsecondary education continues to rise and is expected to reach 63 percent by 2018. At the same time, there is growing evidence of a **mismatch** between the skill requirements of new jobs and the skills of individuals seeking them.”*

*-- National Governors Association report, **July 2011***

THEREFORE: We must remember that **metrics measure quantitative data for accountability purposes. A key part of higher education’s mission, however, is to **be attuned to qualitative dimensions of what students learn** to ensure that degrees produced meet ever-evolving needs of the times. **That is part of being accountable, too.****

**Within this context, the vision
for Winthrop remains as always:**



*Winthrop University will be—
and will be recognized as—
one of the best universities
of its kind.*

Winthrop's legislative mandate

*Winthrop is mandated by law
to offer a **first-class** education
'as the progress of the times may require.'*

This means **transformation** occurs over time in
not only **what** we offer, but **how** we offer it.

Here's how Winthrop is providing an education
that is right for **these** times.

Winthrop University Level Competencies:

Students '**Learn How To Learn**' for a Lifetime

Winthrop's **Touchstone** courses are designed to provide a foundation of **competencies** and **habits of mind** that will both **meet contemporary expectations** and serve students over time, **regardless of their major**. Already in place are the following:

- 1 – The capacity to **think critically** and solve problems.
- 2 – The capacity to **be personally and socially responsible**.
- 3 – The capacity to **understand the interconnected nature of the world** and the time in which they live.
- 4 – The capacity to **communicate effectively**, successfully expressing and exchanging ideas.

Winthrop University Level Competencies:

Students '**Learn How To Learn**' for a Lifetime

Currently in development and trial are program elements that embed even more fulsomely the following:

5 – The capacity to work as part of a **problem-solving team**.

6 – The capacity to use **technology fluently**.

7– The capacity to **innovate**.

Winthrop Core Commitments

for Personal and Social Responsibility

Winthrop's *Touchstone* courses also initiate personal thought and reflection about these lifelong values-based commitments:

- ***Pursuing excellence***
- ***Cultivating personal and academic integrity***
- ***Contributing to a larger community***
- ***Taking seriously the perspectives of others, and***
- ***Developing competence in ethical and moral reasoning***

-- Winthrop was one of the first 18 U.S. institutions to commit formally to the Association of American Colleges and Universities' Core Commitments for Personal and Social Responsibility Project in 2007.

Winthrop Core Institutional Values :

The nature and character of the institution as role model

SERVICE: Service to the people of South Carolina is Winthrop's highest priority. Winthrop serves by preparing our students to be tomorrow's leaders in their chosen fields and in their communities.

EXCELLENCE: A college or university is enhanced by a commitment to excellence. Winthrop will embrace only those programs and activities we can deliver at an exemplary level.

DIVERSITY: A college or university is enriched by the diversity of its people. Winthrop nurtures diversity because diversity gives meaning to our sense of community, enhances creativity, teaches flexibility and builds strength from difference.

COMMUNITY: Winthrop is a community of learners built around high expectations and high purposes. Winthrop expects all members of the campus community to use their unique talents to leave the university a better place.

Deepening learning opportunities at Winthrop

- **Global Learning Initiative**
- **Service Learning/Campus Compact**
- **Leadership**
- **Individualized Studies (particularly for Honors students)**
- **Interdisciplinary Studies**
- **Sustainability Options**
- **'Professionalizing one's passion' (adding business minor)**
- **Legal studies**
- **Non-profit management**

Broadening mode of learning opportunities

- **Three-year sequence to undergraduate degree**
- **Master's in five years**
- **On-line and/or blended course offerings**
- **Inter-session course offerings**
- **Mid-semester course starts**
- **Expanded summer session**



Winthrop's approach to South Carolina's on-going economic challenges is summarized as follows:

**“*Enabling Future* Development of the University
While *Managing* the Demands of the *Present*”**

**Those are the dual responsibilities of our stewardship
in these particular times**

The '*Vision of Distinction*' and its roles

- The '*Vision*' annual update process keeps us attuned to what it means to be “market-wise” as the economy and other circumstances change.
- The '*Vision*' serves as a desk guide for all personnel regarding what we are doing in any given year and why we are doing it.
- The '*Vision*' communicates to the public about Winthrop values, goals, objectives and accomplishments.
- The '*Vision*' process provides internal and external accountability and progress reporting over time.

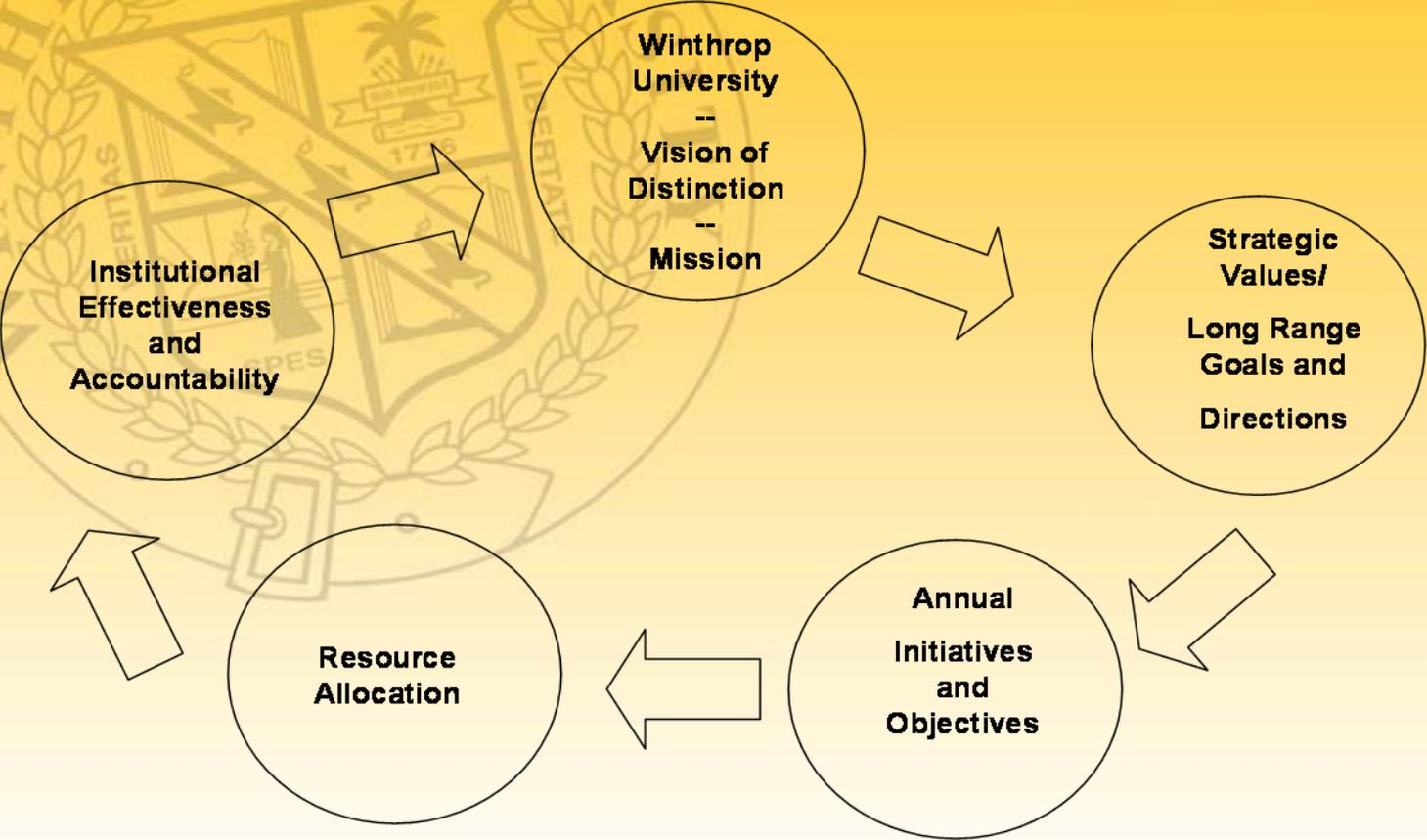
Vision of Distinction Strategic Goals

Toward fulfillment of which annual initiatives are directed

Winthrop articulates our ultimate goals in six areas:

- ***University Community***
- ***Student Body***
- ***Academic Life***
- ***Facilities***
- ***Support Service***
- ***Partnerships and Collaborations***

The Winthrop University Planning Process Flow Chart:



Winthrop Priorities:

- 1. Ensuring the continuing *national-caliber quality* of the academic experience at Winthrop.**
- 2. Continuing to provide a *safe and secure campus*.**
- 3. *Continuing recruitment* of the high-achieving, socially responsible and inclusive student body for which Winthrop is known.**

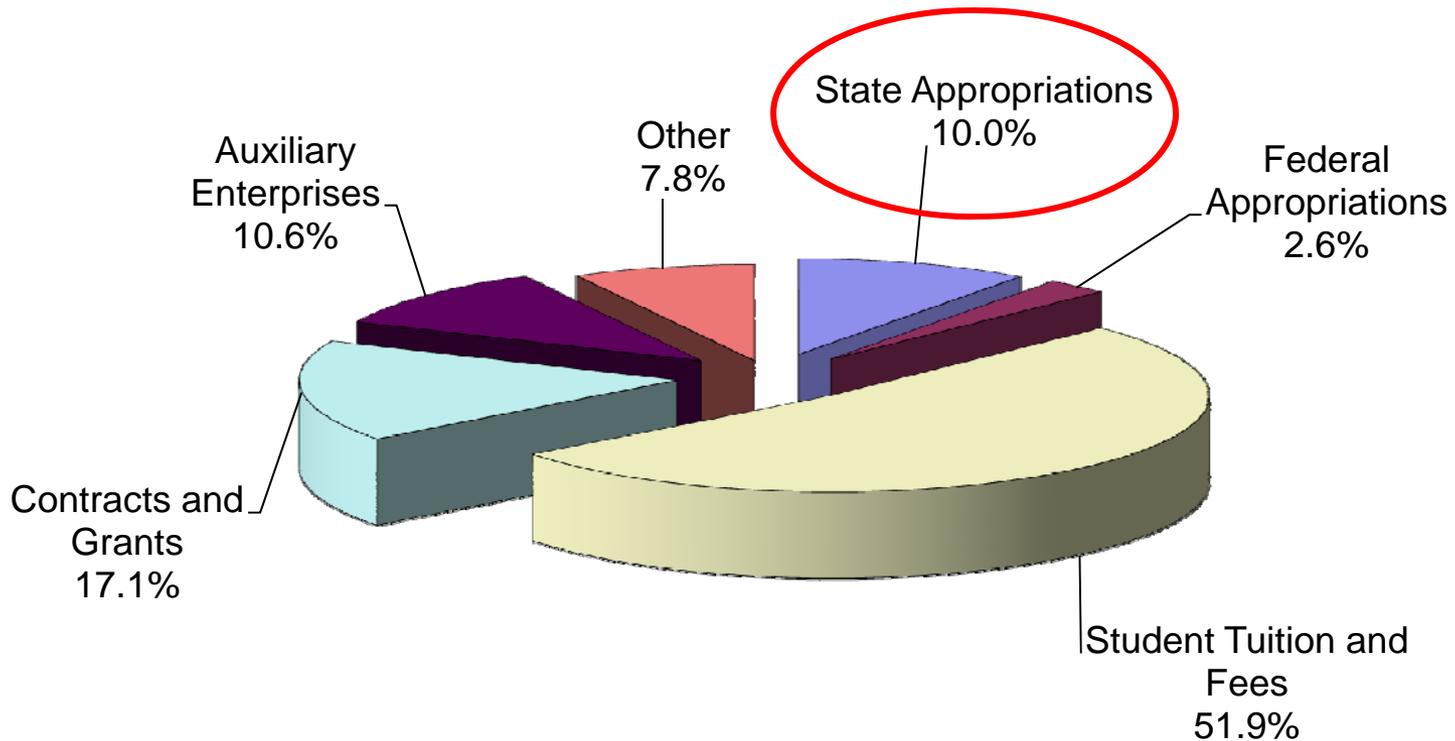
The Changing Landscape in South Carolina

New Market Realities:

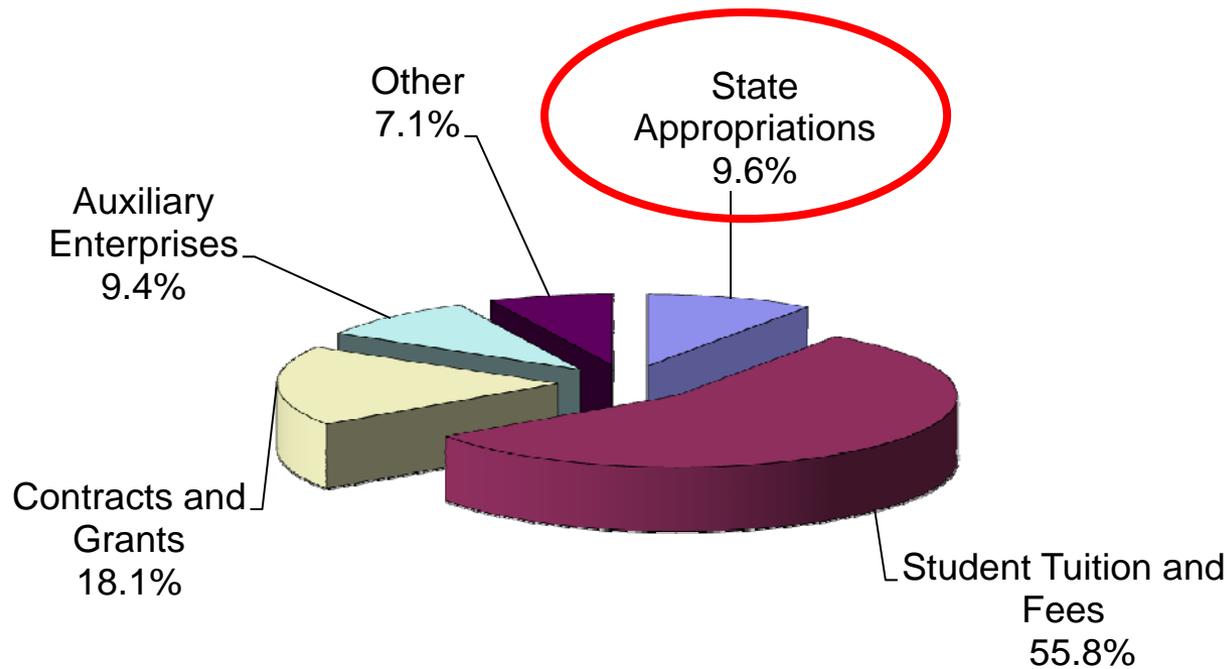
- Last year, we told you about **10 percent** of our general revenue would come from the State of South Carolina. This year, that number will be down to just **9.6 percent**. (*By comparison, when most of this year's students were born, Winthrop received about 40% of its revenue from the State of South Carolina.*)
- This new reality means that more than **90 percent** of Winthrop's revenue *comes from elsewhere – the federal government, donors/grants and student fees.*
- Winthrop will be responsive to state mandates, but we also have to be even more responsive **to those who provide 90% of our revenues.**

Changing Realities in Higher Ed Budgeting: *... further declining state support*

This time last year: Winthrop Projected Revenues for FY2010-11

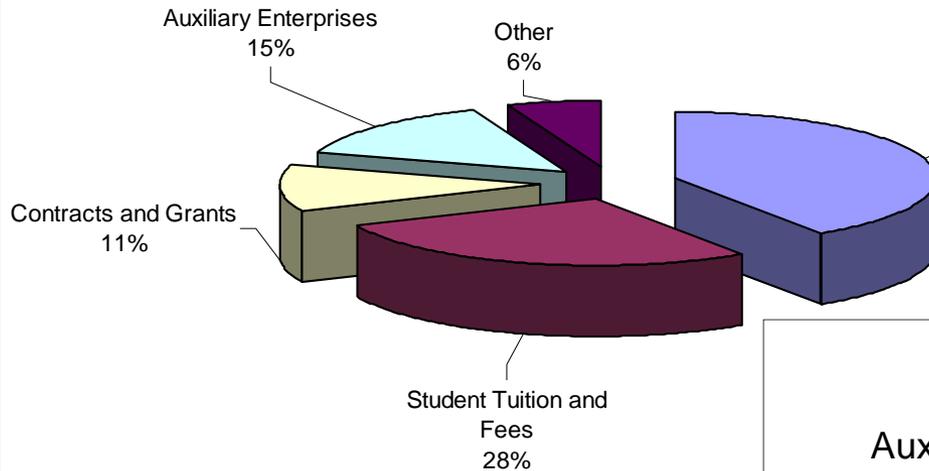


Changing Realities in Higher Ed Budgeting: *... projected revenue for 2011-12*



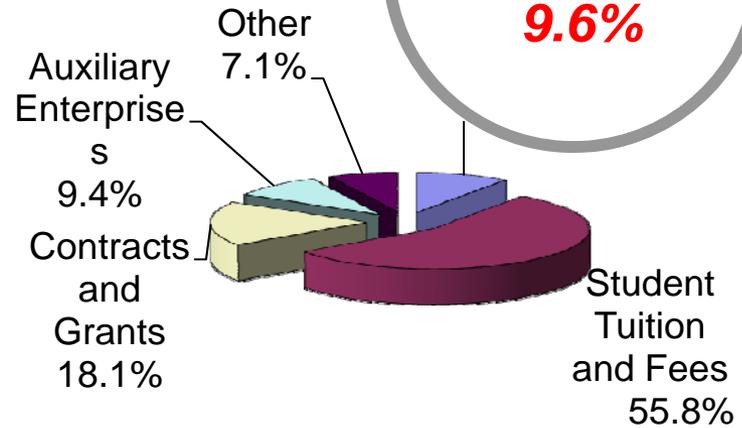
Looking back two decades ago, an era when most of today's college students were born

Revenues: 1990-91



1990-91 State Appropriations
40%

2011-12 State Appropriations
9.6%



Revenues: 2011-12

Here is the major reason why tuition increases



2000-2001 Appropriation to Winthrop

\$ 25,404,503

2011-2012 Appropriation to Winthrop

\$ 13,000,000

(With Federal Stimulus Funds Expired)

**A near 50 percent *reduction* in state investment
in S.C. youth and S.C.'s future**

Winthrop Budget Considerations During Period of Adjustment

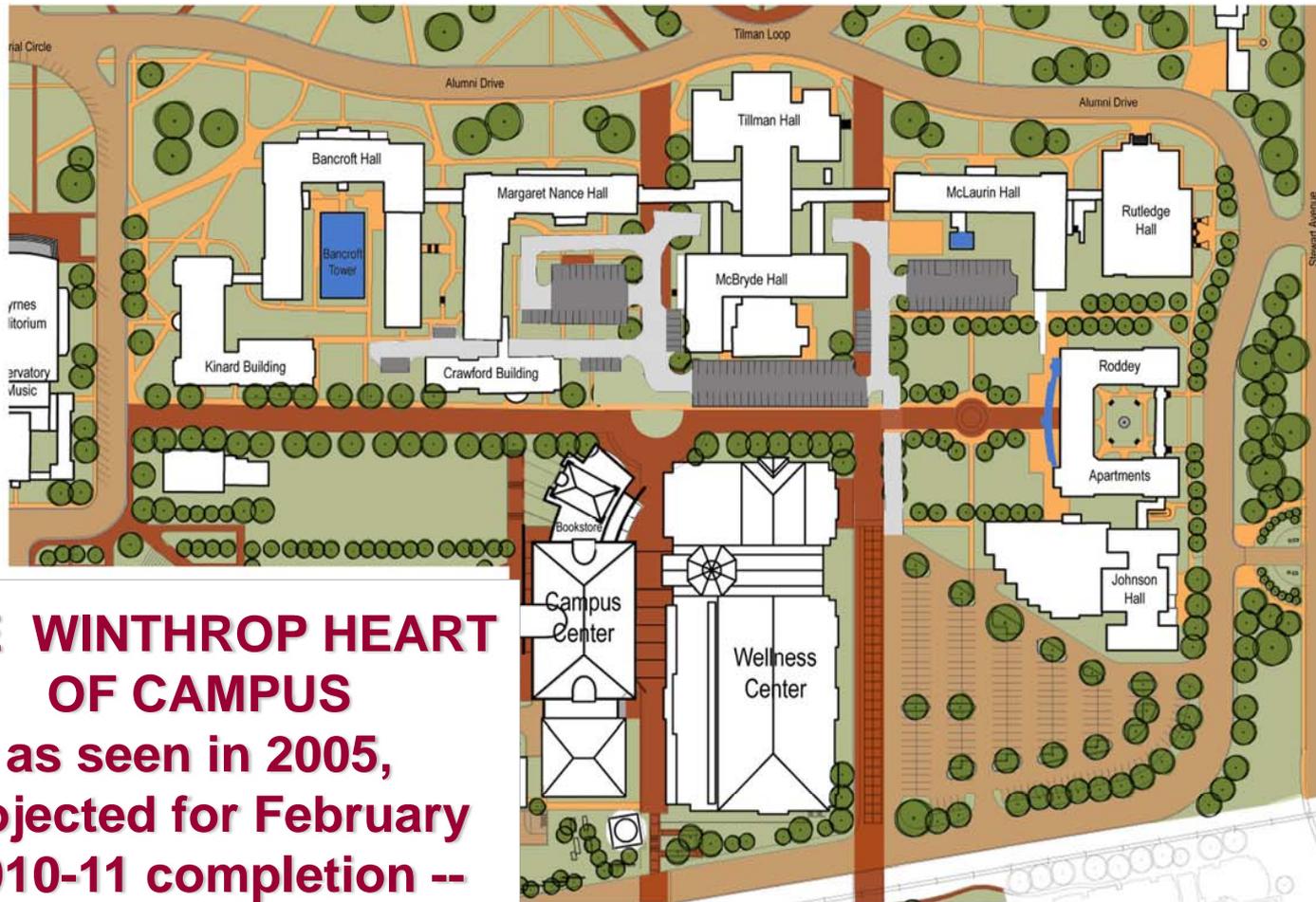
- **Federal stimulus funds** were always been viewed at Winthrop as an interim budget solution only – **a short-term bridge.**
- Since 2008, a wide range of **institutional adjustments** has been undertaken to cope with *and address emerging needs* in the ‘new normal.’

Winthrop Budget Considerations During Period of Adjustment

- **Winthrop over the past 18 months engaged in an initiative called **'Readiness Winthrop'** to:**
- ***Reflect, review, re-focus, re-direct, re-shape, re-organize and reduce all we do, while retaining our dedication to quality and value “as the progress of the times may require.”***
- ***Align spending with resources available during period of adjustment to ‘new normal’ and going forward.***

Statewide Budget Considerations Going Forward

- Long-term, **comprehensive state tax reform** remains an essential element for positive growth and development for all sectors of South Carolina. Tax Re-alignment Commission recommendations need to be followed and assessed to determine what capacity they will provide to meet institutional operating needs.
- The ABF initiative should focus on giving S.C. a **fair and equitable distribution** method so operating budgets can be stronger as a means of holding down tuition and fees. A verifiable formula-based plan is best means to a fair and equitable allocation.
- New capital needs have not been addressed by the state in over a decade.



**THE WINTHROP HEART
OF CAMPUS
as seen in 2005,
projected for February
2010-11 completion --
and in place in
August 2010 !**

WINTHROP UNIVERSITY
Rock Hill, SC

MKA
Michael Kunkin & Associates, Inc.
Architects and Interior Designers

Campus capital needs eventually had to be addressed through fees to meet student needs and maintain Winthrop quality.

Winthrop's On-going Capital Need *Still unmet... and the calendar keeps turning*

**Winthrop's Priority Current Unfunded
Academic Building Capital Need:**
*A 21st century library and information technology
center, to be used by all students regardless of major*

Estimated Cost:
\$50 Million+



A Report of the Higher Education Study Committee

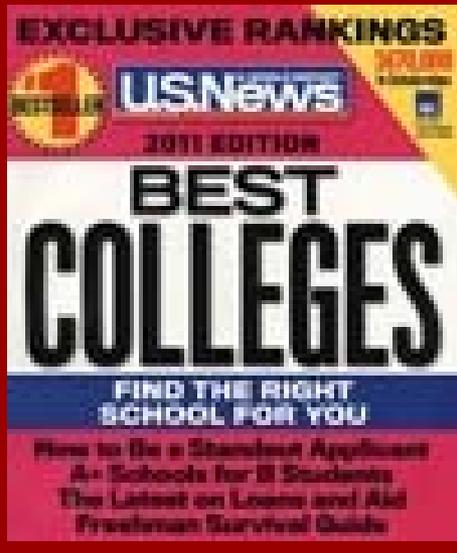
Leveraging Higher Education for a Stronger South Carolina



(1) Recommendation 4.1.: **Fund higher education at the SREB average or above.** *“...if South Carolina wants to see its economy flourish, it must also promote higher education through additional support from general fund appropriations.”*

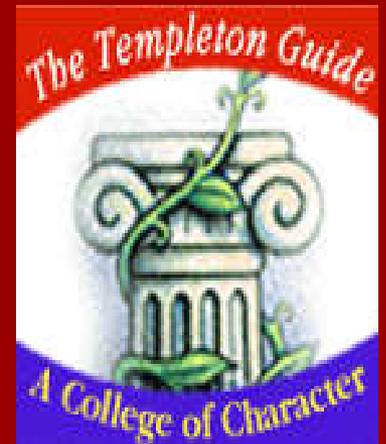
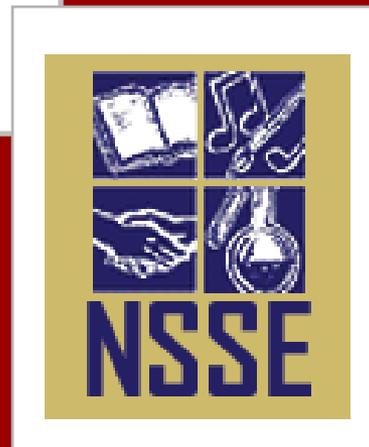
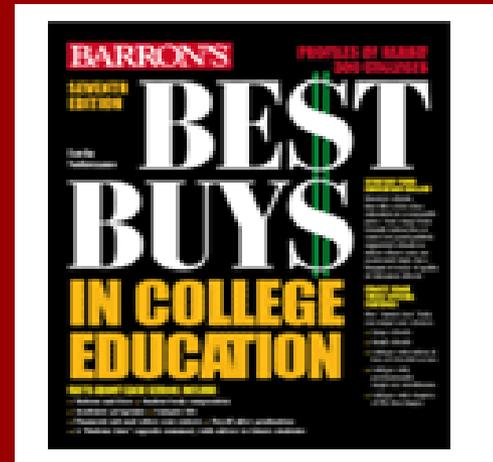
(2) Recommendation 4.2.: **Support routine and predictable capital funding of colleges and universities....** *“The last bond bill for higher education in South Carolina was approved in 2000. Absent subsequent bond funding, our colleges and universities have been at a distinct disadvantage when compared to institutions in Georgia, Kentucky, and North Carolina.”*

The current economic crisis is a threat to institutional quality built over two decades at Winthrop...



*The
Princeton
Review*

Best
Southeastern
Colleges
2012



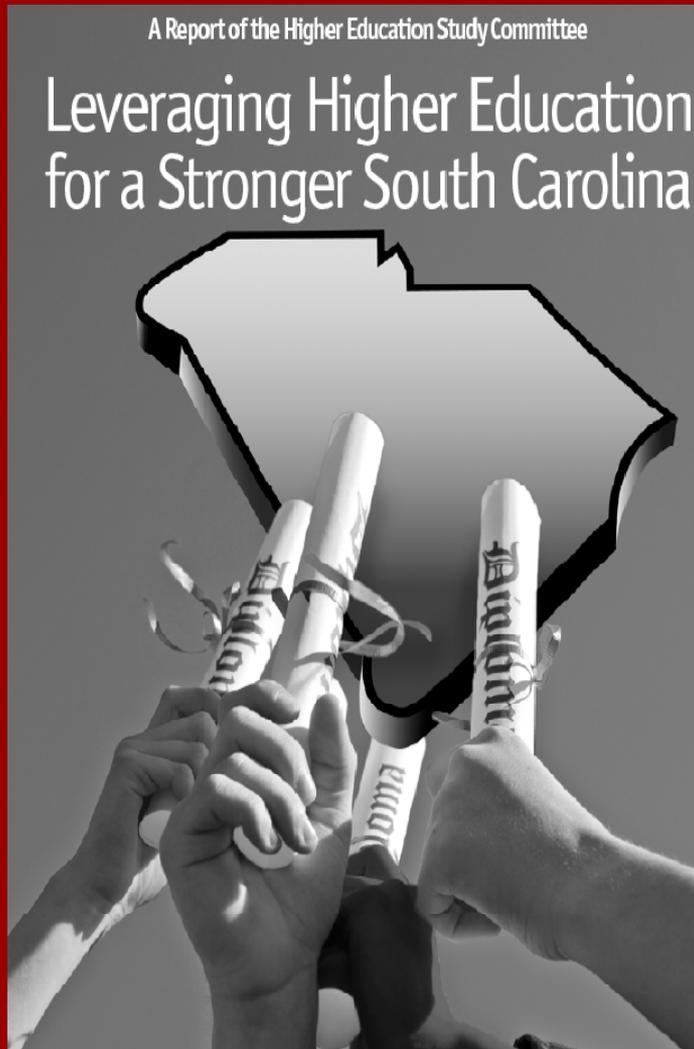


**... and a threat to S.C. students' access
to that quality,
so that our state can continue to develop
the next generation of citizen-professionals
who will be ready to lead when their time comes.**

Some final thoughts for today:

- **S. C. public institutions largely are being both responsive and market-wise in adjusting to the new normal. What is needed now is an equitable distribution of predictable resources, for both operations and capital investment.**
- **State processes continue to impede timely institutional responsiveness to market and economic development needs. Greater flexibility is needed, building on the legislative accomplishments of the 2011 session.**
- **College students of today are the South Carolinians who will be at the leading edge of the state's economy beyond the 'new normal' period of adjustment. Shortchanging investment in them and the institutions that educate them is not a viable option for growing prosperity in South Carolina.**

An important means...



... to an essential end

**Thank you for your service
to the State of South Carolina**