

Western State College of Colorado 2009-2014 Strategic Plan

Introduction

Western State College of Colorado is a moderately selective institution within Colorado's system of higher education and is committed to providing access and opportunity to the State's diverse population. Students with substantially different levels of academic preparedness, family support, and financial means are provided the environment, resources, and services that encourage success within the College's statutorily defined admissions standards. Western provides an affordable, residential-college experience that promotes intellectual maturity and personal growth in its students and graduates citizens prepared to assume constructive roles in local, national, and global communities. The College offers a curriculum strong in the liberal arts, which serve as a foundation for all studies, and concentrates additional programming in fields pertinent to our mountain location and the economic, cultural, and resource needs of this region of Colorado's Western Slope.

Western is located in a spectacular mountain valley that serves as a wonderfully unique learning and living environment. The College's remote, idyllic setting contributes to its distinctiveness and also provides for its most pressing challenges. Over 94 percent of the students come from over 100 miles to attend Western, and 24 percent come from out-of-state. Aggressive efforts to recruit and retain students are necessary to maintain enrollment at levels that allow facility, budgetary, and staffing efficiencies and stability to the academic programs and student life operations.

Goal

The goal of this five-year strategic plan is to increase enrollment through the purposeful recruitment and retention of students who can academically succeed and who, themselves, can contribute to improving Western as a remarkable learning environment.

The Five Initiatives

Five initiatives will guide the College as we accomplish the goal of this plan.

Initiative 1: Enrollment Growth

Enrollment has fluctuated in the past decade and peaked in 2003-2004 when the college enrolled 2,581 students (headcount) who generated 2,228 FTES (full-time equivalent students). Since 2003-2004, enrollment has steadily declined to the current estimated student headcount of 2,269 and an FTES of 2049. This lower enrollment has resulted in financial inefficiencies through unfilled residence halls and other auxiliary programs and under-enrolled academic programs. To better utilize the capacity of our existing facilities and capitalize on economies of scale, the College will increase enrollment by an average of approximately 60 students per year with the intent of enrolling 2,600 students (2250 FTES) five years from now.

Increasing enrollment over the next five years will require determined and continuous study of changing student demographics and the development of strategic actions that allow the most effective and efficient use of funds as we recruit, retain, and educate students.

Administration of enrollment management (1.1). The current Office of Student Affairs oversees a wide range of student services, activities, and support efforts that make it difficult for the limited staff to focus specifically on recruitment and retention. Enrollment management will be separated from the

student affairs office and overseen by a new vice president for enrollment management. This cabinet-level vice president will provide campus leadership on all matters related to enrollment and directly supervise the areas of admissions and financial aid. The vice president for enrollment management will coordinate and lead the work of multiple offices in support of the enrollment goal presented in this plan.

Lead: President

Marketing the College (1.2). Recruiting an engaged cohort of students should be done in the context of recognizing and marketing the remarkable environment within which Western’s students, staff, and faculty live. Many of our academic programs have historically capitalized on our location, as have many of the College’s extracurricular programs. There are also unequaled recreational opportunities available in this mountain environment, and the setting is inspirational for creative activities and personal development. Additionally, our small isolated community fosters an environment to study the interrelationships associated with place: our natural setting, our social structures, our heritage, our economies, and our culture. It is in this environment that the College can provide leadership in bringing together the often competing forces of economic development and environmental stewardship to collaboratively address complex issues facing the Rocky Mountain region. And attractive to students can be our relatively safe, rural community that allows students to better focus on intellectual growth and maturity.

An increased emphasis on marketing the natural environment and the advantages of being part of an intimate, safe, small campus experience is essential. Critical is that our location and environment be used to highlight a remarkable and unique learning environment and that our educational mission remains at the core of the marketing messages.

Lead: Vice President for Enrollment Management

Recruitment to Engagement (1.3). Essential is the effective and efficient recruitment of students who have the potential or who already exemplify the qualities and characteristics of a good “student-institution” fit. There will be a high priority on connecting students to programs and actively promoting student engagement opportunities that will reinforce their decision to attend Western State College of Colorado. This will be accomplished through better use of technology, targeted scholarships, and additional funding in support of student engagement programs and opportunities. Specifically, the website will receive more attention and will increasingly incorporate social networking tools (i.e., Facebook, MySpace, blogs, on-line chat) which will allow admissions staff to communicate and follow through with prospective students. To help reinforce student interest in engagement opportunities, scholarships that support student engagement will be identified and increased to help meet enrollment goals. Special attention will be directed towards veterans and Hispanic or Latino students as they form a significantly increasing proportion of the pool of college-bound students.

Lead: Vice President for Enrollment Management

Initiative 2: Academic Development

The College is committed to providing an educational experience and the necessary support services that promote academic success and graduating “citizens prepared to assume constructive roles in local, national, and global communities.” Students vary in the level of support they need to stay in school and, ultimately, graduate. We will strengthen our academic programming and support services to better ensure students—from matriculation to graduation—have the best possible chance for success. And while the

College is committed to the academic success of all students, of particular concern is the significantly higher attrition and academic difficulties experienced by freshman students.

Accomplishing this requires the College to have an administrative and staffing structure that is as efficient and effective as possible while providing the management and leadership necessary to support campus operations, provide a vision, and advance strategic initiatives. The administrative structure needs to be appropriate for the size of the College and reflect the realities of the expectations presented by the State, the governing board, the WSC Foundation, alumni, and the public. Appropriate staffing and leadership within the administrative structure is essential to promoting the initiatives and coordinating efforts for recruitment and academic engagement of students.

The College's faculty and staff provide the education and services essential for fulfilling our mission. It will be a competent, enthusiastic, well-trained faculty and staff that will implement this plan and advance the College over the next five years. Attention must be paid to recruiting, retaining, and providing necessary professional development opportunities to maintain an outstanding workforce.

Creation of an Academic Support Center (2.1). Currently the College's academic support services are administered in several different departments in academic and student affairs. This organization may not be best as we strive for a coordinated and effective effort to increase student academic success and retention. The creation of an academic support center, physically housed in one location, will provide a "one-stop" shop for Western students needing academic support. Services provided for students will include freshmen registration, coordinating the freshmen advisory corps, peer advising, undeclared advising, tutoring, career services, learning assistance (i.e., study skills, time management, test-taking), and disability services. The convenience and efficiency of providing these support services for Western students will contribute to increased academic engagement and success in the classroom. Staff in the center will work with students needing academic support from matriculation through graduation.

Lead: Vice President for Academic Affairs

First-Year Experience (2.2). Academic success during the freshman year promotes retention and increases the probability of completing a degree program in a timely manner. Faculty and staff will review past efforts, our existing support programs, and investigate successful first-year strategies at other institutions for possible implementation at Western. Critical is that academic and student affairs staff and faculty work together to develop a better coordinated freshman experience that promotes academic success and increases student retention. The outcomes shall include: higher levels of academic and social integration and institutional commitment; higher levels of faculty/staff-student interaction and interaction with peers; more effective academic advising; higher levels of integration of information between in-class and out-of-class experiences; and higher levels of student learning, particularly in the areas of interpersonal and communication skills and self-advocacy in creating opportunities for engagement. The College remains committed to the value of the freshman on-campus living requirement, and it will continue to explore mechanisms to further connect and engage new students in meaningful ways that lead to personal and academic success.

Lead: Vice President for Academic Affairs

Honors Program (2.3). The Honors Program is an important vehicle to academically engage students who are able and who desire a unique educational experience. Over the past decade the Program has better focused on academic excellence and achievement, at least as measured by the GPA of students in the Program. This is consistent with efforts to set sufficiently high academic goals for the honors students. But the limited number of students currently benefiting from the unique experiences

provided by honors courses is a missed opportunity. Desirable is to open the honors experience to more students of more diverse interests and skill sets. This would mean a reduced emphasis on graduating students from the Program and a greater emphasis on offering an array of classes that invite engagement of academically prepared students from the freshman year on, even if many of those students are not in the Honors Program, per se. The College will explore ways to increase the number of honors classes with unique, inviting formats.

Lead: Vice President for Academic Affairs

Academic Curricular and Co-curricular Activities (2.4). There are curricular and co-curricular activities that directly support learning objectives of the College. Some of these activities also help disciplines capitalize on our mountain location. Many disciplines regularly utilize our “outdoor laboratory” and many others provide service learning opportunities, which not only enhance academic learning but can also promote civic responsibility and life-long community engagement. The College will explore ways to promote curricular engagement with our local natural resources and community and for faculty members who are incorporating such experiences into coursework, facilitate their ability to do so. This includes the identification of obstacles and an analysis of options to remove or minimize these obstacles.

Academic clubs and other co-curricular activities provide students with important experiences outside formal coursework, and in some cases these activities are central to academic programming and major or minor requirements. When funding for these co-curricular activities comes from multiple, sometimes unpredictable sources, the overseeing faculty members are hampered in their efforts to develop and enhance programming. This is a particular concern for activities that rely heavily on SGA funding where third parties may have strong influence on funding. The College will examine funding of co-curricular activities and explore funding models that allow each academic program to more easily manage funds and consider the activities as integral elements of the academic program.

There is an opportunity to recruit students to the arts and engage them in the co-curricular activities such as theatre, band, choir, orchestra, and the literary arts as a way to enrich their liberal arts experience. The performing arts provide a conduit to connect, involve and unite students interested in artistic and cultural co-curricular activities and help create the thriving collegiate environment many students seek. The performing arts also create an opportunity to engage students with the community. The current programming, funding, and scholarships offered in the arts should continue, but the emphasis should be shifted to the engagement of a greater number of students in the arts through the active recruitment of prospective students and current students for performing arts opportunities.

Student participation in the performing arts might be encouraged by curricular opportunities such as a performing arts minor that emphasizes credits earned through participation. The College will explore development of performing arts curricular incentives to increase engagement and promote retention of students.

Lead: Vice President for Academic Affairs and Vice President for Student Affairs

Alignment of Academic Programs to Increase Student Success and Retention (2.5). A review of current alignments indicates that the majority of academic programs and departments are organized to maximize academic synergies that promote program success while also enhancing connections that aid in student recruitment and retention. Two exceptions will be given attention: Resort Management and Computer Information Science.

The Resort Management staff and curriculum have clear connections with the staff and curriculum within the Business Administration program. The move of the Resort Management program staff and curriculum out of the current Outdoor Leadership and Resort Management program and into the Business Administration program will be explored. Consideration will be given to the viability of the Outdoor Leadership and Exercise and Sport Science programs as a department and the costs and benefits of moving Resort Management to an emphasis within the Business Administration major. Particular attention must be given to the impact on the recruitment and retention of students interested in Resort Management.

Computer Information Science has garnered minimal student interest since its inception in 2002 and is also a relatively expensive program. While the program is not inconsistent with the College's role and mission, it is not central to it. The College will continue to explore ways to increase student interest in CIS and develop a program that aligns with one or more existing programs on campus. A recent curriculum proposal presented by the CIS faculty outlines a standard major that could encourage students majoring in another field to pursue a second major in CIS. If this encouragement of double majors is not adequate to move CIS off the Colorado Commission on Higher Education's low-demand list and increase efficiencies, a more purposeful and complete curricular alignment with a viable major will be considered. An example of this would be to transform the program into management information systems within the Department of Business, Accounting, and Economics. If CIS cannot create sufficient demand to remove itself from the low-demand list during the next five years, reducing the program from a major program to a minor program will be considered.

The last strategic plan recommended the alignment of the Environmental Studies Program (ENVS), Headwaters, and the Colorado Water Workshop, and this configuration has been successful in stabilizing staffing, student support, and the administration of important campus and public events related to the environment and the region. The Center for Environmental Studies, as this new grouping has been named, has also benefited from being housed in newly renovated space in Kelley Hall. The Center will continue to be a priority for the College, working to become a hub of multidisciplinary conversations on the environment and the complexities of economic, social, and ecological considerations as we seek sustainable solutions. The Center will be the convener of the essential parties who must work together, understand each other, and often put aside differences to make a difference. The Center and its programs have potential in the recruitment of students—particularly out-of-state students—and adequate staffing will be necessary to seize this opportunity.

Lead: Vice President for Academic Affairs

Administration of Academic Units (2.6). Western's flat administrative structure is valued, and the current structure of an academic affairs office that directly oversees the academic departments and programs is supported. However, there is a recognized need for adequate staffing to sustain this structure. This includes satisfactory staffing in the academic affairs office as well as sufficient reassign time for chairs and directors to promote more effective leadership and encourage the implementation of initiatives within this strategic plan. The advantages of having the academic leadership staff teach are recognized. An academic affairs staffing and structure that permits staff to teach one or both semesters each year will help staff retain an immediate knowledge and understanding of the teaching and learning central to the academic program. The titles currently held by the academic administrative staff will be reviewed and adjusted as necessary to better communicate to the public, prospective students and their families, current students, alumni, and donors the responsibilities held by the current vice president and associate vice presidents. Common titles used by small private institutions include dean and provost. Research is needed to learn how these terms may better resonate with those external and internal to the College to promote fundraising and student recruitment and retention.

Lead: Vice President for Academic Affairs

Faculty and Staff Compensation and Employment Incentives (2.7). Over the past five years, the College has aggressively increased salaries and, thereby, improved the ability to recruit and retain faculty and staff. Yet salaries remain below national averages, and continued improvement in compensation relative to competing institutions is necessary. In addition, the College will explore additional incentives that could enhance employee quality of life and thus improve faculty and staff recruitment and retention. Incentives to be explored include, but are not limited to: additional resources for professional activity; on-campus temporary housing with more contemporary amenities that better reflect the sustainable values of the College; housing programs that assist faculty and staff in their initial purchase of a home in Gunnison; family-friendly policies that allow employment flexibility during certain periods of their career; tuition waivers for dependents of faculty and staff; more affordable childcare; and additional healthcare and retirement plan options.

Lead: Vice President for Finance and Administration and Vice President for Academic Affairs

Faculty on-campus Development and Training (2.8). The Center for Teaching Excellence has provided a remarkable service in faculty development to the campus despite minimal funding. The hope five years ago was that private funding might be the best, most sustainable way to fund current levels of programming and even increased services. Private funding has not provided such resources, and the College must dedicate additional funds to maintain and increase faculty development opportunities and to encourage innovative and responsive programming. This may include compensation for the director, in some combination of reassign time and stipend, and an increase in the annual budget for the Center.

Lead: Vice President for Academic Affairs

Initiative 3: Student Life

Western is a residential college where the students live on or near the campus. Students attend Western, in part, for the enriching collegiate experience that extends well beyond the classroom. The college actively seeks to engage students in this experience by providing co-curricular opportunities that result in life-skills such as self-awareness, time management, problem solving, innovation, risk taking, conflict management, planning and organizing, teamwork, and interpersonal communication. Engagement can result in increased student recruitment, retention, and success if it is balanced with the students' academic responsibilities. Academic success and therefore retention requires that students are not experiencing excessive absences from class and that they have sufficient time to complete out-of-class academic work and engage in supportive academic and career pursuits.

Student Engagement Center (3.1). The new College Center will provide a synergy that will elevate student engagement opportunities on Western's campus. This building will become a catalyst for engagement and will effectively become the campus hub for student gatherings, programming, and information sharing. Within this vision, the campus will identify resources for a student engagement center, with the ultimate responsibility for student engagement initiatives. This department will be created and located in the new student center and will have the supervision and oversight of all intramural and club sports, new student orientation, leadership programs, student government, multi-cultural center, Program Council, Wilderness Pursuits, and the fitness center, as well as the National Student Exchange and Study Abroad programs.

Lead: Vice President for Student Affairs

Athletics and Club Sports (3.2). Athletics engage students and enrich their educational experience, and athletic events contribute to campus and community culture and institutional visibility. Intercollegiate athletics is an important part of the College and currently receives support from the general fund, auxiliary funds, and private donations. In consultation with the athletic program and the broader campus community, the College will assess the funding sources and levels of current sport programs and the role athletics plays in the recruitment and retention of student athletes and students who attend athletic events.

A greater emphasis on intramural and club sport participation warrants specific consideration. Club sports provide an important avenue to connect, involve, and unite students. Through participation in club sports, students are able to participate in, organize, and manage activities built around programs and experiences that promote interpersonal interactions based upon mutual respect. The College will elevate the visibility of intramural and club sports, grow student participation, and work with the campus community to directly promote and recruit intramural and club sport participation while working to educate participants about maintaining academic priorities.

Lead: Vice President for Student Affairs and President

Wilderness Pursuits (3.3). The mission of Wilderness Pursuits is to provide low-cost and professional quality co-curricular outdoor expeditions and resources for students. Wilderness Pursuits trips are led by students and are designed to meet the needs of a broad range of abilities and interests while addressing outdoor skills as well as community, citizenry, environmental stewardship and healthy lifestyles. The Wilderness Pursuits program will increase direct marketing of the program to prospective and current students and increase overall student participation in program offerings.

Lead: Vice President for Student Affairs

Sustainability (3.4). There is a rising interest among students in attending schools that practice, teach, and support environmentally responsible choices. Our Board, faculty, staff, and students have demonstrated leadership and action in sustainable practices that can foster protection of our local and global environments. The commitment that Western has made to sustainable practices is truly compelling, and the College will do better in making this commitment and its accomplishments to reduce our impacts on the environment known to prospective students. We will formalize student input on sustainable practices, including facilities master planning, and more fully recognize the educational opportunities available when students are engaged in developing, implementing, and assessing sustainable solutions on campus. The Center for Environmental Studies will assist in coordinating student engagement in sustainability efforts.

Lead: Vice President for Student Affairs and Vice President for Finance and Administration

Co-Curricular Transcript (3.5). Co-curricular transcripts provide a means for a college to actively encourage, validate, and reinforce student engagement. Staff in the student engagement center will develop and maintain a new co-curricular transcript program. The co-curricular transcript at Western will accurately build a record of participation and leadership for each student and will include personal statements and individual learning outcomes. It will provide a resource for students throughout their academic career and beyond. Academic advisors can utilize co-curricular transcripts in their work with individual advisees. More importantly, the use of co-curricular transcripts will help increase student engagement by lowering the barriers to engagement, raising awareness of opportunities, and providing new incentives for students to get involved.

Lead: Vice President for Student Affairs

Maintaining a Safe Environment (3.6). A safe campus environment supports a student’s ability to focus on learning and capitalize fully on the many student life opportunities. We will continue active efforts to improving safety on campus. Important in improving campus safety are crisis prevention training and plans as well as an annually updated Emergency Operations Plan that is distributed and widely known to faculty and staff. The College will work to ensure that crisis prevention and response plans are updated and include the use of current technology to communicate quickly and efficiently with the campus population regarding campus emergencies. This will also include the installation of keyless building entries, where possible, that can be locked down from a central location, as well as increases to the campus security force as necessary.

Lead: Vice President for Student Affairs and Vice President for Finance and Administration

Initiative 4: Facilities and Capital Planning

The College must have facilities that promote its educational objectives. This includes academic buildings and equipment that facilitate learning, student life buildings and equipment that promote healthy and enriching lifestyles, and a general campus environment that encourages study and inquiry. Planning for the continual maintenance and enhancement of the campus’ physical plant and the acquisition and repair of necessary capital equipment is essential for the College to fulfill its mission.

Facilities Master Planning (4.1). Colorado Commission on Higher Education (CCHE) policy requires institutions to develop facility master plans. These plans “must be driven in large part by the academic course set for a particular institution” and “should outline ways it has been coordinated with institutional academic and information technology plans.” The College is currently guided by the *1992 Facilities Master Plan* and the *2002 Amendment to the 1992 Facilities Master Plan*. The College’s physical plant has changed significantly in the past 17 years, and planning needs to incorporate the facilities as they exist today as well as consider current academic programming and the delivery of the objectives outlined in this strategic plan.

A new facilities master plan will be developed by taking a new look at the entire campus, including programmatic needs; facilities condition; architectural themes; traffic, bicycle, and pedestrian flow; landscaping; information technology infrastructure; and the applicability of the College’s commitment to sustainability, including energy efficiencies. This plan will be completed by spring 2010.

Lead: Vice President for Finance and Administration

Capital Planning (4.2). The College depends heavily on equipment and furnishings that require continual repair and replacement. Recent budgeting has provided separate funds for the acquisition of academic equipment, information technology, and facilities service equipment. The result has been the development of prioritized lists of needs, which has allowed for more effective expenditures each year. This approach to funding capital needs will be reviewed, modified, and continued as appropriate to ensure high quality delivery of services and educational programming.

Lead: Vice President for Finance and Administration

Initiative 5: Funding

The College relies on several sources of funding, however, our total revenue is well behind that of national peers. Recent studies by the Colorado Department of Higher Education show Western operates on revenue that is approximately 15 percent behind national peers. This has long presented challenges as we strive for excellence in the education we offer. Planning for the future is particularly complicated by uncertainties related to state and national economies and state constitutional and statutory limits and restrictions on revenue and expenditures. These factors can greatly influence funding yet are beyond our immediate control. Nevertheless, planning is essential as we prepare for sustainability in an environment of much uncertainty.

The Colorado Department of Higher Education is preparing to undertake a state-wide planning effort for public higher education. The College will be engaged in this effort to help define Western's role in public higher education and its funding assumptions. This plan could ultimately guide the CCHE and lawmakers in appropriating funds and setting tuition limits for governing boards across the state. This planning effort will be undertaken and concluded during the life of this five-year strategic plan, and our funding and strategic approach will undoubtedly be influenced by this work.

Education and General Revenue: State Appropriation (5.1). State appropriation comprises approximately two-thirds of the E&G funding at Western and is based, in part, on both resident student enrollment (COF stipends) and fee-for-service revenue. It is this public support of the College that permits more affordable tuition levels and promotes student access to post-secondary education. College staff will continue to work with the Colorado Department of Higher Education in state-wide planning and developing appropriation models to help ensure the College continues to be affordable for Colorado residents while also offering a quality educational experience. Due to uncertainties of state funding in the coming years, the College will examine revenue options that would allow continued operations with budgets that are less reliant on appropriation revenue.

Lead: Vice President for Finance and Administration

Education and General Revenue: Tuition (5.2). Tuition revenue comprises approximately one-third of the E&G funding at Western. Tuition rates can influence access and enrollment, and this is considered in balance with revenue needs. The state annually sets limits to tuition rate increases and effectively has determined tuition rate structures across higher education in Colorado. Despite governing board limitations in setting tuition, the College will include tuition revenue in its financial models and as it works with the Colorado Department of Higher Education in state-wide planning and development of funding models. Included in this work will be a more precise analysis of the interdependencies of educational costs, recruitment, and retention as we better understand the impact of student costs on enrollment.

Lead: Vice President for Finance and Administration and Vice President for Enrollment Management

Auxiliary Revenue (5.3). Auxiliary enterprises rely exclusively on revenue generated through mandatory fees charged to all students and usage fees and sales associated with particular services and purchases. Auxiliary revenue must be sufficient to support the operation of these programs, including facility maintenance, upgrades and expansions, as well as provide overhead to the College's E&G fund for use of services. The College will continue to explore financial models that will enable the auxiliary programs to meet their operating and facility needs. These models must take into consideration fee rates and charges that are appropriate within the context of the overall cost of attendance.

Included in this analysis will be a study of conference services, its role on campus, and its net revenue-generating potential. Western is an ideal setting for conferences and events. Athletic camps, community groups, non-profits, and youth and religious organizations select us for our mountain location, meeting facilities, comfortable accommodations, and nearby recreational opportunities. These activities need to be those that enhance the College through compatible programming, appropriate visibility, and financing that clearly provides net benefits to the College. A comprehensive study will allow us to determine the opportunities and appropriate scope of conference services on campus.

Lead: Vice President for Finance and Administration and Vice President for Student Affairs

Funding of Capital Construction, Repair, and Maintenance (5.4). Funding of new construction, renovations, and repair and maintenance in recent years has come through a combination of state funding, private giving, debt instruments supported by student fees and other operating revenue, and use of College reserves. The funding source for any particular project is dictated by the type of facility being constructed or renovated, the availability of revenues from the state or institutional funds, and the opportunity for private support. The College will continue to look at multiple sources of revenue to maintain a physical plant that promotes the educational mission of the College.

Upon the completion of the new Facilities Master Plan, a capital financing study will be undertaken to consider strategies of meeting capital needs and the appropriate balance among these multiple funding sources. As the College's contributions are considered, a dedicated student fee for capital construction will be considered, including the benefits to the campus physical plant as well as impact on students and their cost of attending Western. Such fees have been instituted at other Colorado institutions.

Lead: Vice President for Finance and Administration

Private Giving (5.5). Private gifts have been an increasingly important source of revenue for the College over the past two decades. Administered by the Western State College Foundation, these funds have provided significant support for both campus operations and capital needs. The Foundation has identified raising the \$17 million for the private share of the new college center as their top priority. During the life of this five-year plan, the College will focus its efforts on assisting the Foundation in this fund raising, while also working to ensure existing Foundation funds are used as efficiently and effectively as possible in meeting the goals of this strategic plan.

Lead: Vice President for Institutional Advancement