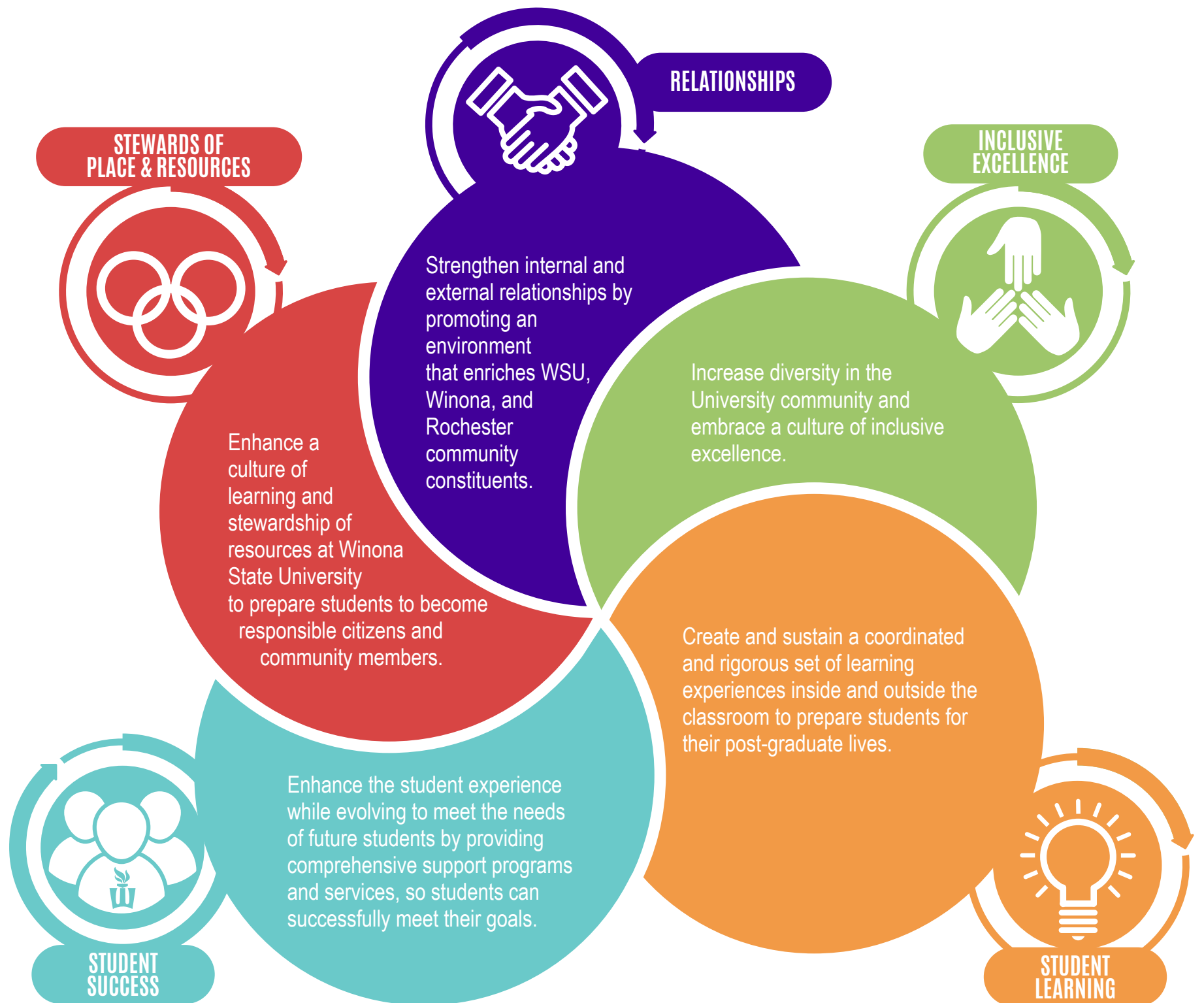


WINONA STATE UNIVERSITY STRATEGIC FRAMEWORK UPDATE

2023



*A community of learners...
improving our world*

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MISSION AND VISION

Winona State University (WSU) is a regional public university with a robust history within the Minnesota State System as well as a national and global presence. Founded as the first teacher preparation college west of the Mississippi River, WSU has operated as a leader in public higher education for over 165 years. This Strategic Framework Update continues in that esteemed tradition while exploring innovations that best serve our students and communities.

Mission:

The mission of Winona State University is to enhance the intellectual, social, cultural, and economic vitality of the people and communities we serve.

We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest.

We prepare our graduates to serve generously, lead responsibly, and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

We are a community of learners improving our world.

Values:



Student Learning



Student Success



Stewards of Place and Resources



Inclusive Excellence



Relationships

The key to a vision is to be authentically distinctive in ways meaningful to those we serve. It can be tempting to follow the pack, but usually this is not the route to prosperity, and certainly not the route to distinction. Most state universities have opted to stay in the herd, but this is not the right path for WSU.

WSU will be Minnesota's preeminent living-and-learning college experience, where a diverse group of students learns through gapless, welcoming, inclusive, equitable, and personalized experiences to achieve success that exceeds their expectations.

WSU will also be Minnesota's leader in flexible, innovative, high-tech, engaging professional programs relevant to the communities we serve, tailored for transfer students, incumbent workers, and online learners seeking upper division credits and graduate degrees, serving them in the delivery mode best suited to their needs.



This vision is not new but perhaps has not been sufficiently and succinctly described. This vision is open for discussion.

What Calls Us in this Direction?

The Challenge

- Demographics:** Nationally and in Minnesota, there will be fewer traditional age students from 2020 to 2030. Competition to attract the smaller number of traditional age students will be intense. At the same time, adult learners — many of them incumbent workers — have been traditionally underserved by WSU. Additionally, Minnesota will become increasingly diverse statewide.
- Geography:** There's a specific demographic effect tied to geography in the southeast region of Minnesota. With the exception of Olmsted County, the counties of southeastern Minnesota — WSU's traditional service region — have been losing population according to the 2020 U.S. Census.
- Economy:** Historically, lower unemployment limits the number of students seeking higher education. This phenomenon is most acutely felt at two-year colleges, which can affect transfer numbers to WSU.
- Niche:** WSU has chosen to offer students a high-quality, somewhat selective, personalized experience, which is a niche with considerable competition from private colleges. Many colleges and universities are struggling for survival and will be tempted to lower their admissions requirements in order to boost enrollment, in some cases approaching an "open admissions" rather than selective approach.
- Footprint:** WSU has a dense and restricted footprint, bounded on all sides by residential neighborhoods into which it would be difficult or impossible to expand. Most of our competitors have more room to expand. Our constraint suggests that our future in terms of serving undergraduates will be in growing qualitatively rather than quantitatively.
- Athletics:** WSU does not have — and does not plan to have — a Division I athletics program. Athletic success can, in some instances, lead temporarily to increased enrollment. This happened at WSU when the Men's Basketball team won two national championships.

Envisioning Question:

Ideally, a university would choose to be bigger and better. But what if the challenges listed above forced a choice between these two options: would we rather be bigger by lowering our standards, or better if it means being smaller? Given that reputation is everything in higher education, this author believes that being smaller and better nets the best long-term outcomes, despite the short-term challenges.



Personal Vision for WSU's Future

As we continue to improve student success and close gaps at WSU, it's my hope that we share a common sense of who we are, what we do, and where we are going. In order to further this discussion, I thought it would be a good idea for me to articulate my thinking, so others better understand me and how I approach this work.

*Scott R. Olson
President 2012 - 2023*



Can a university have 2 facets?

Can a successful university have two facets, such as WSU offering both a preeminent traditional residential experience and offering untraditional, innovative, responsive, flexible programs, or having a different focus in Rochester than in Winona?

Absolutely! There are many examples of universities doing this successfully. Harvard has an undergraduate program that is focused on a very traditional approach to the Liberal Arts in an intense residential setting, but whose graduate programs emphasize professional degrees located off the main campus, including the J.D., M.B.A., M.Div., and M.D. degrees and so on. M.I.T. has a strong and intense residential undergraduate component but also has invested heavily in “MOOCs” – Massive Open Online Courses. Utah Valley University and Weber State University are defined as “dual mission” institutions. Even in our own Minnesota State system, institutions have dual facets, such as being technical colleges *and* community colleges, or the new Minnesota North College, which has different focuses in its different locations.

How WSU's Mission Informs WSU's Vision

Winona State University is ...

... a Community ...

This means we actively create a welcoming, supportive, equitable, inclusive, and diverse environment for everyone. We provide spaces, programs, and staffing that builds and maintains this community. In Winona, our physical footprint provides some advantages in terms of bringing us closer together as an internal community. In Rochester, being physically located throughout the community – at RCTC, Downtown, and in other locations – allows us to be engaged with the broader external community when and where they want to learn.

... of Learners ...

This means all of us are always learning. Student success is our priority, and we are the best in our system in helping students persist, graduate, and succeed. We believe that learning is a dialectical conversation. We are open to the ideas of others and invite differences, civil discourse, and respectful debate. We engage those who disagree with us in a respectful and civil manner, modeling how our society should address its challenges. We endeavor to meet each learner in the best way for them to learn, whether in person, online, during the day, into the evening, and so on.

... improving our World ...

This means we actively seek to do good in the communities we serve. We believe that gaps in learning should be closed, leaving no earnest learner behind. We believe meaningful and ongoing engagement with Winona, Rochester, and other communities across the state provide enriched opportunities for learning.

How do differentiating properties make Student Success a hallmark at WSU?

There are many great things about WSU, but many of them are not particularly differentiating (i.e., they are common features at colleges) or our differences are quantitative, not qualitative (i.e., we are relatively the best at similar things). Here are a few properties of WSU that qualitatively differentiate us from the rest.*

Culture of Caring. For decades, Winona State has had a culture that puts student learning first. While every institution may claim this, the claim is much more true of WSU based on the student success data captured annually across the Minnesota State system. Our emphasis on and track record in student support - from advising and tutoring to faculty engagement and facilities investments - places our students' needs first.



Physical Location. In Winona, WSU's compact footprint and the physical beauty of the community contribute to a sense of place hard to find in other communities. The walkability of Winona, from the river to the lakes, places WSU in a remarkable location, even though it hems us in relative to the “colleges in a cornfield” that have ample room to expand. In Rochester, WSU's willingness to meet students where they are is well-adapted to the needs of adult learners, transfer students, and graduate students – and leads to generations of success!

The eWarrior Program. Some 25 years after WSU became a pioneer “Laptop University,” the eWarrior program remains a substantial differentiating feature of WSU. Most universities adopt a “BYOD” (“Bring Your Own Device”) approach, which does not provide the level of services and customized support that Winona State students enjoy through eWarrior. Our alumni consistently report that the eWarrior program made a significant positive difference on the back end, after they graduate.

**This is not meant to be a complete list of differentiating properties, but a sampling.*



The Opportunity

Given that student success is our most distinctive and distinguishing feature, our ability to prosper as an institution must enhance and promote student success. Though the assurance of success is highly valued by students, their families, policy makers, and opinion leaders, just as a university can have dual facets and retain one unifying identity, different learners will experience success in different ways.



“Soft Landing”?

Given that demographics are temporarily working against all of higher education, to what extent can we focus on student success, re-size as demographics dictate, and maintain our culture? One way to have a “soft landing” is to avoid lay-offs and program closures to the extent possible, prioritizing the retention of employees. Program prioritization processes should be consistent with this vision and long-term strategy. Opportunistic reductions that avoid lay-offs have some obvious negative effects, because budget reductions in any given year may come from the wrong area. We need not look far to see institutions that make other choices, and where those choices lead. Student and employee well-being will require special attention for a “soft landing” to be successful.

What are we doing to move toward this Vision?

WSU will be Minnesota’s preeminent living-and-learning college experience, where a diverse group of students learns through gapless, welcoming, inclusive, equitable, and personalized journeys to achieve success that exceeds their expectations.

Enacting this means:

- A beautiful, walkable, safe campus with a “liberal arts college” feel. This leads us to the sale of West Campus and the planned new Residence

Halls on the main campus, the Indigenous Learning Garden, the tunnels, the beautiful Tree Campus USA Arboretum, etc.

- The most sustainable campus in Minnesota State. This leads us to the LESS energy savings project, the net-zero CICEL building, and similar initiatives.
- The award-winning eWarrior Program, which alumni tell us made a huge difference in their professional lives.
- The highest student success records in the Minnesota State System. This leads us to campus-wide retention efforts, financial support for students through fundraising for various targeted scholarships, and enhanced storytelling about the WSU difference.
- Closing gaps, ensuring that we are welcoming and inclusive, and supporting our BIPOC students through high levels of success. This leads us to our many Equity 2030 initiatives, which the data tell us are bearing fruit. We are becoming more diverse, and our BIPOC students are becoming increasingly successful. To ensure this, we commit ourselves to a Culture of Inclusion. This is achieved through:
 - Race Matters Workshops;
 - data tracking;
 - Equity by Design;
 - The Mentor Collective;
 - TRiO;
 - Wealth Building Seminars;
 - the George Floyd Memorial Scholarship;
 - Performance Metrics & Equity Scorecard;
 - elevating DEI position to AVP of Equity & Inclusive Excellence and including position on Cabinet;
 - deaccessioning racist art;
 - Indigenous Learning Garden;
 - permanent home for the KEAP Center;
 - creation of the Meditation Room in Kryzsko;
 - Anti-Racism work by the faculty;
 - an Ethnic Studies program;
 - a Para-to-Professional program;
 - Campus Climate Surveys;
 - dropping the ACT requirement;
 - diversifying the Admissions staff;
 - increasing recruitment in Chicagoland;
 - authentic and aspirational representation in marketing materials;
 - Graduate program diversity;
 - and many other initiatives.

- Being recognized for exceeding expectations and high “value-added” by national publications. This leads us to a continued focus on exceeding expectations, new marketing strategies, and strong conversations with policy makers and donors.
- To be avoided: new programs or academic tracks that “poach” students from other programs at WSU rather than attracting new students to WSU. So-called “poaching” is more likely at the undergraduate level because undergrads are more likely to be shopping for a major. The program prioritization process should incent innovation and dis-incent poaching.

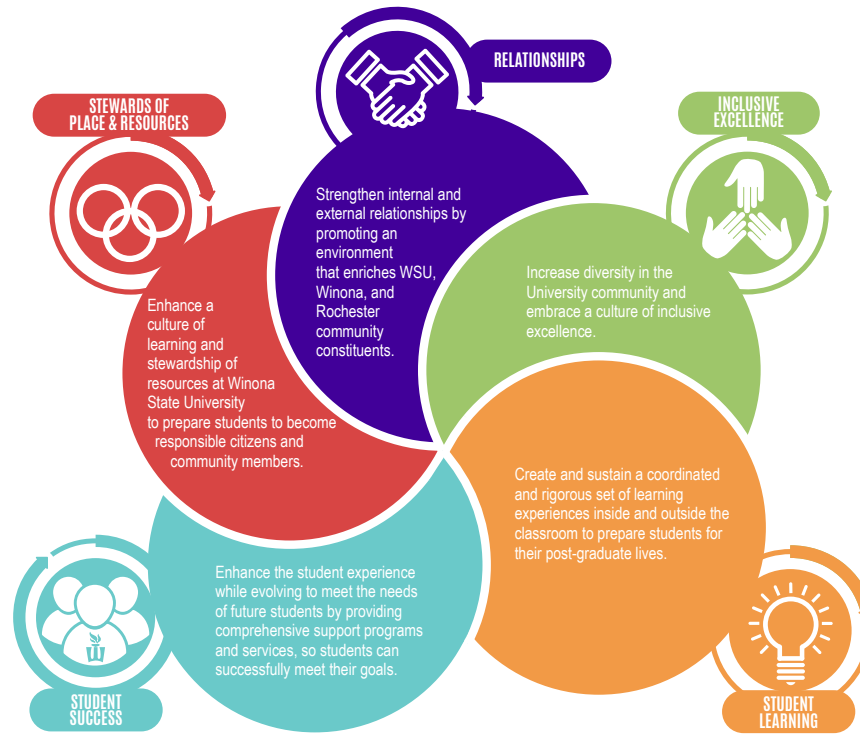
WSU will also be Minnesota’s leader in flexible, innovative, high-tech, engaging professional programs relevant to the communities we serve, tailored for transfer students, incumbent workers, and online learners seeking upper division credits and graduate degrees, serving them in the delivery mode best suited to their needs. The WSU Administration needs to support innovations and allow new programs to grow.

Enacting this means:

- The leasing of our 4th & Broadway building, and our later expansion to include the 2nd Floor. This facility is located so as to serve the downtown Rochester workforce.
- Additional 2+2 undergraduate programs located on-site at RCTC for the convenience of RCTC students. These programs should be in high-demand fields that complement RCTC’s offerings.
- Other satellite locations in Greater Rochester where learners want us to be located, such as elementary school buildings and community centers.
- The proposed world-class Rochester Simulation Center in partnership with GRAUC, UMR, RCTC, and other higher education institutions. WSU has served as the “lead” higher education institution on this project, which is seeking federal, state, and grant funding.
- The addition of new Simulation Labs at RCTC for WSU students.
- The addition of new graduate programs (e.g., the M.S.W., Ed.D., DNP Mental Health, M.A. Strategic Communication, M.S. Performance Analytics, and others) delivered in flexible modes. These programs reflect the highest growth rates at WSU, in most cases experiencing double-digit growth since inception. There are tremendous opportunities for further expansion of our professional graduate-level offerings.
- Partnerships with the Rochester and Austin public schools, including student pipeline scholarships and custom-tailored programs (e.g., the Para-to-Professional program with Rochester Public Schools).

STRATEGIC FRAMEWORK

FRAMEWORK:



Winona State University has a strategic framework that guides the University. The University strategic framework values are broadly written to include the whole University community and to help the campus community identify and support core practices. The five values help organize planning and initiatives of the University.

VALUES:



VALUE 1 – Student Learning

Create and sustain a coordinated and rigorous set of learning experiences inside and outside the classroom to prepare students for their post-graduate life.

VALUE 2 – Student Success

Enhance the student experience while evolving to meet the needs of future students by providing comprehensive support programs and services so that students can successfully meet their goals.

VALUE 3 – Stewards of Place and Resources

Enhance a culture of learning and stewardship of resources at Winona State University to prepare students to become responsible citizens and community members.

VALUE 4 – Inclusive Excellence

Increase diversity in the University community and embrace a culture of inclusive excellence.

VALUE 5 – Relationships

Strengthen internal and external relationships by promoting an environment that enriches WSU, Winona, and Rochester community constituents.











STRATEGIC PLANS and GOALS

PLANS:



The strategic plans of the University are aligned with the strategic framework. Every goal of the area strategic plans (Academic Plan, Facilities Plan, Athletics Plan, Enrollment Management Plan, Inclusive Excellence Plan, Technology Plan, WSU-Rochester Plan, and Foundation Plan) point back to and are aligned with the strategic framework. Within each strategic planning area we have included **indicators of success** that point to progress to goals and objectives within the associated plan.

College of Business Indicators of Success
 College of Education Indicators of Success
 College of Liberal Arts Indicators of Success
 College of Nursing and Health Sciences Indicators of Success
 College of Science and Engineering Indicators of Success
 Athletics Indicators of Success
 Enrollment Plan Indicators of Success
 Technology Plan Indicators of Success
 WSU-Rochester Indicators of Success
 University Advancement Indicators of Success

Academic Plan Goals (APG)	Alignment to the Framework	Status
1. Winona State is unrelenting in its pursuit of excellence in academics.	 	In Progress 8 objectives, On track
2. Winona State strives to be a model for community engagement.	    	In Progress 2 objectives, On track
3. Winona State embraces equity and inclusion as core values that enrich teaching, scholarship, and service.	 	In Progress 4 objectives, On track
4. Winona State will continue to invest in intellectual capital, labor, and resources.		In Progress 3 objectives, On track



A model for community engagement. Community leader Steve Blue serves as the first Winona State University College of Business CEO in Residence. "Serving as the first CEO in Residence for Winona State's College of Business is a great honor," said Blue. "I look forward to working with the students and faculty at WSU, and mentoring a new generation of business leaders." (APG 2)

Indicator of Success

Faculty publications in peer-reviewed journals: **79**

Faculty publications (books or book chapters): **14**

Faculty creative work exhibits/productions: **16**

Faculty presentations at international conferences: **6**

Faculty presentations at national conferences: **83**

Faculty presentations at local/regional conferences: **56**

Faculty Scholarships, Books, Papers, Presentations (APG 1.6)

One metric we find instructive at WSU is the Value-Added "Dividend" that an institution provides, which is the one true and best measure of what the institution is contributing to a student's education. The "Dividend" is determined by comparing the Predicted Rate of Student Success to the Actual Rate of Student Success. Did students do better or worse than they were predicted to do? U.S. News & World Report provides national data for institutions to assess whether they are meeting expectations, exceeding them, or falling short. The data reveal WSU is greatly exceeding expectations and outperforming other state universities in Minnesota. (APG 1)

"VALUE ADDED" Comparisons 2022

	Predicted Success	Actual Success	Value Added
Winona State University	59	61	2.00
Metropolitan State U	34	33	(1.00)
Southwest MN State U	48	46	(2.00)
MSU Mankato	54	51	(3.00)
U of MN Morris	63	60	(3.00)
MSU Moorhead	58	54	(4.00)
U of MN Duluth	66	61	(5.00)
Bemidji State U	52	46	(6.00)
St. Cloud State U	51	44	(7.00)

Source: U.S. News & World Report Best Colleges 2022



Find out more about Academic Plan 2020-2025



The Go Green in Scotland travel program is open to College of Business majors and minors and sustainability minors. During the 12-day study abroad program, students will visit businesses, museums and other culturally relevant locations. (APG 2)



Create Your More® Case Competition is an event in which students develop innovative strategies to address a problem in business. Teams must integrate skills over a range of business areas to construct and present solutions that identify significant issues, consider alternate possibilities, and offer a lucid and effective strategy that incorporates all relevant factors and meets the needs of the client. (APG 1)



The Business of Healthcare travel program in Paris is open to all College of Business, College of Nursing and Health Sciences, and College of Science and Engineering majors. Major topics include healthcare infrastructure – including integrative health and public health – as well as mental health, nutrition, exercise, service, advertising, and more. (APG1)



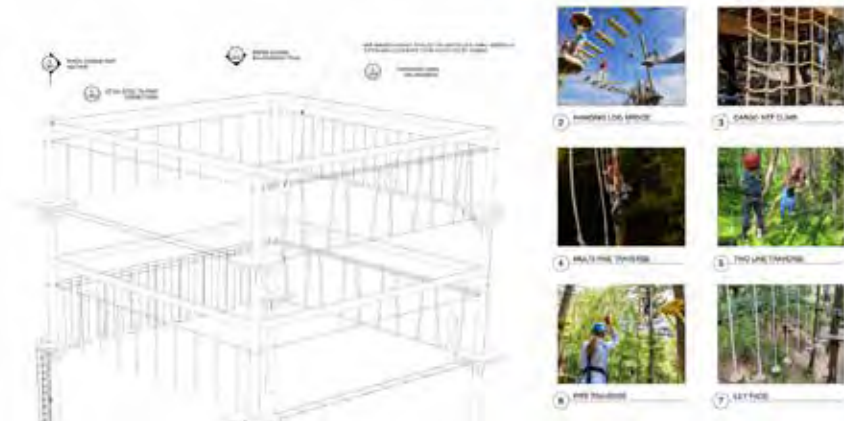
In the Student Managed Investment Fund, advanced finance students help manage a \$300,000 equity portfolio. Groups develop and present equity positions to a committee of investment experts. Investments have included Take Two Interactive, TTWO, Grand Theft Auto, Marathon Digital Holdings, MARA, crypto mining, Dave & Buster's, PLAY, and iRobot, IRBT, Roomba® Robot Vacuums. (APG 1)



The Sports Management and Law in Portugal and Spain travel program occurs over winter break. Students examine the legal, financial, moral, and policy issues and disputes that arise in the world of amateur and professional sports, discussing landmark judicial decisions, as well as significant NCAA infractions cases and Olympic sports arbitration awards. (APG 1)



The Economics and Finance Department regularly sponsors overnight Educational Trips to Minneapolis and Chicago. Students and faculty visit leading businesses and institutions, such as the Minneapolis Federal Reserve and the Chicago Board Options Exchange (CBOE). They also have some good meals and take in a Twins game. (APG 1)



Mike Henderson was able to get the Ropes Course fully funded by outside donors. Leveraged managed equipment funds +donors+general funds. (APG 4)



Newly approved WSU PESS major: **Sports Leadership** (awaiting approval at system) by Eric Barnard. (APG 1)



Master's in Child and Adolescent studies in the Dept of Child, Adolescent and Advocacy Studies approved by Graduate Council and Minnesota State. (APG 1, 2, 4)

DOVER EYOTA MIDDLE SCHOOL

Career programming at Dover Eyota Middle School. Enhancing community engagement that supports teaching and learning. (APG 2)

Drs. Calhoun and Cigrand partnered with the KEAP center and Winona Area Public Schools to provide school counseling students with cross curricular multicultural experiences across CED 635 and CED 645 courses. The project involved working with KEAP undergrads learning about the middle school needs of students of color. Students designed and delivered group counseling to Winona Middle School 8th graders of color and hosted the participants during a counseling visit to WSU. (APG 2, 3)

Multicultural Supervision Training

Free Licensing Supervision Training Opportunity



In 2022, Minnesota Secretary of State Steve Simon presented the Democracy Cup to the student-led “Warriors Vote” group, sponsored by WSU’s American Democracy Project. The award recognized the highest voter turnout of participating four-year public state universities in Minnesota, with 73.8% of WSU students voting. 2022 marked the fourth consecutive election WSU has won this award. (APG 1, 2)



Working with composers of underrepresented groups in commissioning works for ensembles has been a priority in the Department of Music. Am’re Ford composed work for our Symphonic Wind Ensemble, which was performed in the Fall of 2022. Mr. Ford was in residence at WSU and worked with students in rehearsals and classes, sharing both his expertise as a musician as well as his personal experience as a composer of color in the United States. (APG 1, 3)



Backing theory with practice, internship opportunities are available for every student in every COLA program. For example, along with field experience, graduates in Criminal Justice successfully complete a 480-hour internship, resulting in the highest pass rate of the MN P.O.S.T. exam in the Minnesota State system. (APG 1, 2).



Students in CMST, ENG, ETHN, HIST, PUBA, and PSYCH participate in high impact undergraduate research with their faculty advisors and present their findings in multiple symposia. WSU student DeeDee Anderson was awarded the Top Paper honors in the 2023 Undergraduate Communication Research Conference hosted by the University of St. Thomas. Over 93% of CMST graduates go on to direct employment or graduate studies upon completion of their degree. (APG 1)

In 2023, Dr. Kim Park Nelson, Ethnic Studies Program, was named a Bush Fellow and awarded a \$100,000 grant as “an investment in leaders from diverse backgrounds, communities, and sectors.” She is the first member of the Winona State community to receive this award. (APG 1, 2, 3).



Building on our foundation as a teacher’s college, Teacher Education programs in CALT, MUS, SPAN, and SSHT continue to partner with local schools and communities for professional development opportunities. GSWL hosts the annual Civic Engagement and Leadership Conference, Music hosts several music education workshops, and social studies history teaching majors organize Model Legislature for local area high school students. (APG 1, 2, 3)

College of Nursing and Health Sciences



Winona State graduated the first MS class in Health/Healthcare Leadership. HLA currently has the largest enrollment in program history and is still climbing. (APG 1.5)



Nursing students within the final semester of their nursing program participated in a Poverty Simulation hosted by Nursing faculty on both campuses. With help from local volunteers, students experienced the simulation of one month (4, 15-minute sessions) of individual and family realities of living in poverty. (APG 1.7)



Undergraduate nursing students provide free services to underserved populations within the Rochester area. This assistance comes in the form of foot care, haircuts, health screenings, education, and a warm, friendly smile. The students' community clinical rotations take them into communities of need, and after an assessment of needs, they provide services.

Students also spent the night in a cardboard box to help raise awareness of the unhoused population in Rochester. (APG 2.2)



WSU students assist in the Wellness Corner, a health screening clinic in the Rochester Public Library that offers basic health services and answers community member questions, helping them navigate the complex world of health care. The students are led by Dr. Heather Schmidtkecht through the screening and education process as a part of the Clinical Prevention and Population Health I Clinical. (KIMT News coverage aired March 14, 2023) (APG 1.7)



The Performance Analytics master's degree is offered through Health, Exercise and Rehabilitative Sciences. This degree provides an intersection between exercise physiology, bio mechanics, data science, behavior change, and research. Graduates use high tech data to provide individual and organizational level forecasting and programming to optimize human performance. (APG 1.5)



DEPARTMENT OF HEALTH, EXERCISE, AND REHABILITATIVE SCIENCES
MENTAL HEALTH EDUCATION
MENTAL HEALTH IN SCHOOLS AND ORGANIZATIONS

12 CREDIT HOUR GRADUATE CERTIFICATE

Graduate Certificate in Mental Health Education. 12 credit graduate level certificate. Focus is to raise awareness of mental health concerns and to provide participants with the knowledge and skills to address front-line mental health issues within their communities. (APG 1.5)



Bridges Health provides an interprofessional clinical learning setting for undergraduate and graduate students within multiple nontraditional healthcare settings. Students deliver a variety of health, wellness, and social care services under the supervision and guidance of faculty, specifically serving at-risk and underserved groups across southeastern Minnesota and southwestern Wisconsin. Students are prepared in teamwork, interprofessional collaboration, and community leadership.

Bridges Health is a grant-funded WSU program. Services are provided through collaborative efforts of Winona State University, the WSU Foundation, and multiple community organizations, including the Aging & Disability Resource Center of Trempealeau County, City of Winona, Friendship First Community Center, Hiawatha Valley Mental Health Center, Lifegate Services, Neighborhood Family Clinics, Rochester Community and Technical College, School District of Arcadia, St. Clare Health Mission, and the Winona Friendship Center. (APG 2.1, 2.2)



The MSW program achieved full CSWE accreditation in 2022, and will be graduating 63-Trauma Informed MSW graduate students this academic year

(4th graduating class), who will be practicing regionally and nationally. (APG 1.8)

College of Science and Engineering 2020-2025

The Math department expanded Applied Mathematics offerings to reinvent the mathematics major and make it more engaging. The change in curriculum included a new course for majors - MATH 322 Mathematical Modeling. MATH 313 Differential Equations has been revised to be a 4-credit course that aligns with other four-year universities and to help close an Indicators of Success gap. Another new course, MATH 222 Data-Driven Mathematical Modeling, has been developed and will be more accessible to a wide-array of majors. (APG 1.6)



In a cooperative effort with the Minnesota State Engineering Center of Excellence, the CME Department and the College of Science and Engineering hosted an Engineering Machine Design Contest in 2022 and 2023. The contests provide an affordable experience for middle and high school student teams to design and build a machine that incorporates engineering thinking. (APG 2.2)



Computer Science built an additional Machine Learning server, dedicated to support courses in Artificial Intelligence, Machine Learning, and Deep Learning. (APG 1.3)



The Biology department worked to transform its curriculum and degree options following the National Science Foundation's *Vision and Change in Undergraduate Biology* initiative to bring biology into the 21st century. (APG 1.1)

Biology labs 241 and 242 were redesigned into guided inquiry labs so that students are engaged in the process of science upon arrival at WSU. These newly redesigned labs help our students become independent thinkers and problem solvers. (APG 1.1)



Geoscience (APG 1.6)

Jennifer Anderson was awarded a NASA Grant subcontract of \$178,000 for work with impact cratering research.



Lee Beatty had three students travel to western North Dakota for fieldwork studying dinosaur ecosystems in the 66 million-year-old Hell Creek Formation as part of their undergraduate research projects.



Dylan Blumentritt was awarded a \$47,000 grant to study the long-term sedimentation record of the Whitewater River Valley.

ACCREDITATIONS and RECOGNITIONS (APG 1.8)

**Accreditations and Recognitions****Most Recent Review****Next Review****Institution**

Higher Learning Commission (HLC)

November 1, 2021

November 1, 2031

College of Business

Association to Advance Collegiate Schools of Business International (AACSB)

February 1, 2021

February 1, 2026

College of Education

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
 Minnesota Board of School Administrators (BOSA)
 Minnesota Professional Educator Licensing and Standards Board (PELSB)

2017
 June 14, 2021
 June 20, 2023

2025
 2026
 Sept. 1, 2024

College of Liberal Arts

National Association of Schools of Music (NASM)
 National Association of Schools of Theatre (NAST)
 American Bar Association

July 6, 2022
 Spring 2014
 Fall 2019

2029-2030 AY
 Spring 2024
 Fall 2026

College of Nursing and Health Sciences

Commission for Accreditation of Athletic Training Education (CAATE)
 Commission on Accreditation for the Exercise Sciences (COAES via CAAHEP)
 Council on Accreditation of Strength and Conditioning Education (CASCE)
 Commission on Collegiate Nursing Education - ALL Nursing Programs
 American Association of Colleges of Nursing
 Council on Social Work Education (CSWE) - BSW
 Council on Social Work Education (CSWE) - MSW
 Minnesota Board of Nursing

Fall 2021
 2023-2024
 Spring 2024
 Fall 2022
 Recognized
 Fall 2021
 Fall 2019
 Fall 2022

Fall 2031
 Pending
 Spring 2024
 Fall 2032
 Recognized
 Fall 2029
 Spring 2030
 Fall 2032

College of Science and Engineering

American Chemical Society (ACS)
 Accreditation Board for Engineering and Technology (ABET)

June 30, 2023
 July 1, 2023

TBD
 October 2 - 3, 2023

WSU Children's Center

National Association of the Education of Young Children (NAEYC)

Spring 2023

Feb. 1, 2027

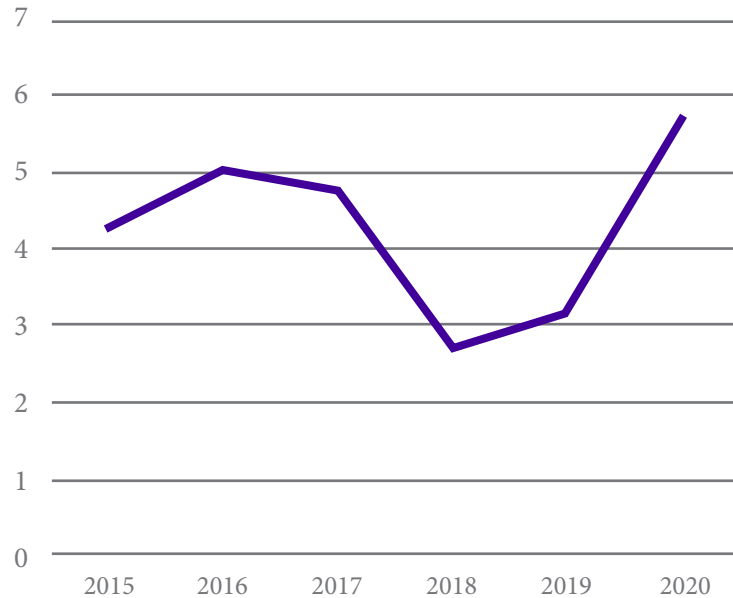
ACADEMIC SUCCESS

Key Performance Indicators: General

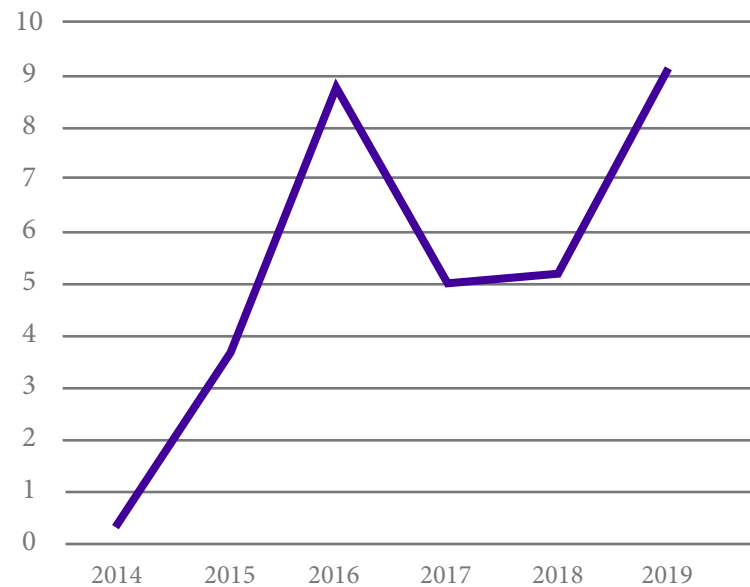
[Source: Minnesota State System Performance Metrics, April 2022]

Persistence.

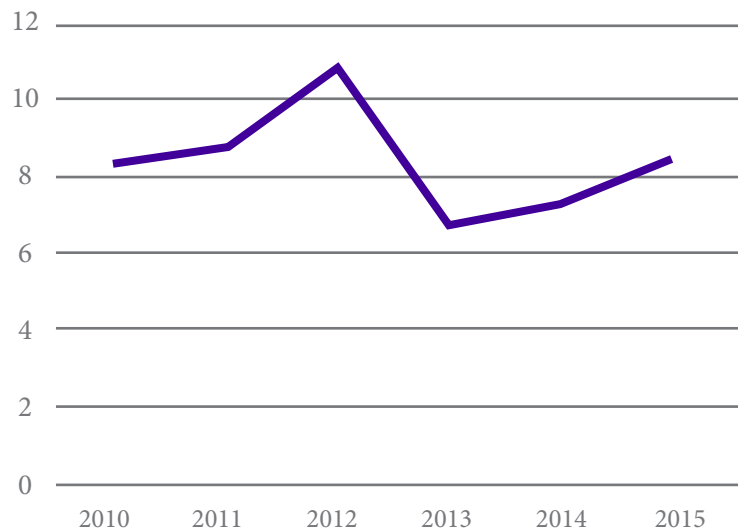
WSU students **outperformed** the State U average in terms of Persistence by the following percentage points over the past six years [= WSU persistence rate minus State U persistence rate]:

Dividend: 2nd Fall Persistence**Licensure Exam Pass Rate.**

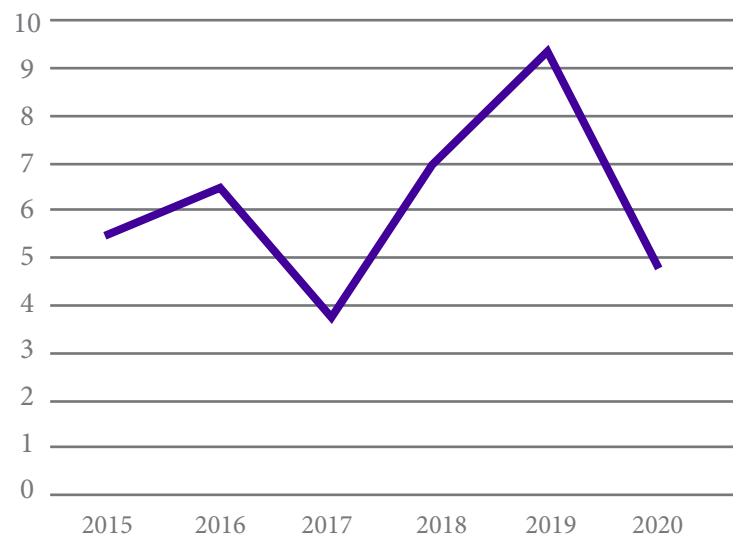
WSU students **outperformed** the State University average in terms of Licensure Pass Rates by the following percentage points over the past six years [= WSU Licensure Pass Rates minus State U Licensure Pass Rates]:

Dividend: Licensure Exam Pass Rate**Completion.**

WSU students **outperformed** the State U average in terms of Completion by the following percentage points over the past six years [= WSU completion rate minus State U completion rate]:

Dividend: Completion**Related Employment.**

WSU students **outperformed** the State University average in terms of Related Employment by the following percentage points over the past six years [= WSU Related Employment Rates minus State U Related Employment Rates]:

Dividend: Related Employment

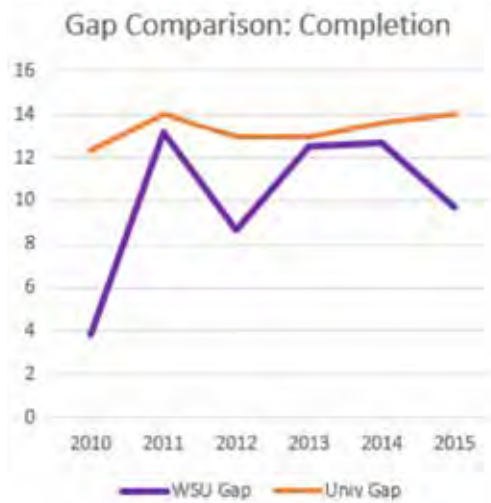
Key Performance Indicators: Gap Comparisons

When it comes to Gaps, lower is generally better and zero is the ideal.

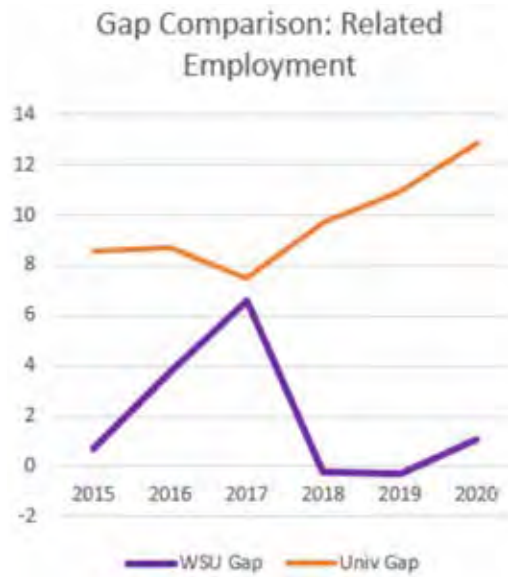
Persistence Gaps. The Gap in 2nd Fall Persistence of Full-Time students has been narrowing at WSU while flattening or increasing at the other state universities. Currently, WSU's Gap in Persistence is half the size of the average Gap in Persistence for the other state universities.



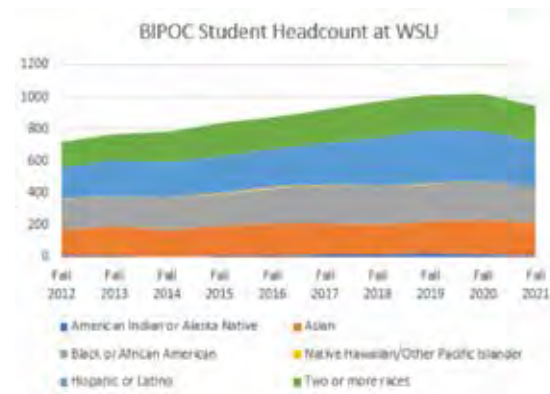
Completion Gaps. The Gap in Completion is improving at WSU – currently at about 9 points and shrinking – while being flat or increasing at the other state universities, who have an average Gap of about 14 points. This Gap has been WSU's largest and most vexing gap, so it is encouraging to see the Gap shrink in the most recent data. We believe the most significant challenge in terms of this Gap is financial: for many BIPOC students, the money runs out, largely due to exhausting eligibility for federal financial aid. We have introduced scholarships targeting seniors with financial need to help mitigate this challenge.



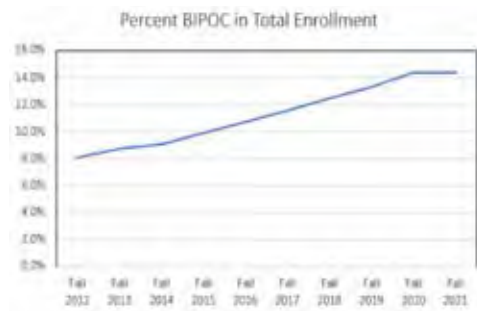
Related Employment Gaps. For the past three years, the Gap in Related Employment has been essentially zero at WSU. Meanwhile, the state university average is around 13 points. This is the category where WSU most outperforms the other state universities, and we are proud of our students' achievements!



Winona State University's BIPOC student enrollment leveled off in 2022 after a decade of solid growth.



The percentage of BIPOC students at Winona State University also leveled off after a decade of growth. Still, WSU is the most diverse four-year institution in the southeastern corner of Minnesota. (For context, the City of Winona is 91.2% White.)



WSU Students of Color are Out-Performing. Generally, Gaps for Students of Color at WSU are smaller than the state university average, and our Gaps are closing, whereas Gaps are widening at the other state universities.

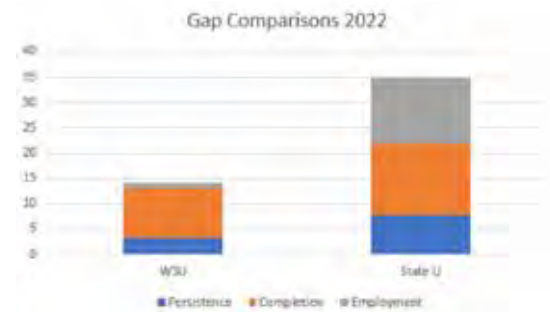
The Gap in 2nd Semester Persistence for students of color decreased slightly (from 3.5 to 3.4) at WSU while growing at the other state universities. The Persistence Gap at WSU is 4.5 points better (smaller) than in the state university average.

The Gap in Completion for students of color at WSU improved significantly, going from 12.7% to 9.7%. This had been our most stubborn Gap, remaining flat for

many years until now. We think some of our senior year interventions are helping to close the Gap. The WSU Completion Gap is 4.3 points better (smaller) than the state university Completion Gap average. By way of comparison, Completion Gaps at Michigan's public universities are 22 percentage points (compared to 9.7 at WSU).¹ Nationally, the Completion Gap between Black and White students is 23.9 points.^{2,3} According to the Hechinger Report, a key reason for the disparity is financial.⁴ This is why WSU is working to provide additional financial support in the form of completion scholarships. Any Gap is too much Gap, of course, and we have a ways to go!

The Gap in Related Employment for students of color at WSU is a whopping 11.8 points better than the average Gap at the other state universities. For the past three years, this Gap has hovered around zero at WSU. It is one of our smallest Gaps – meaning graduates are doing what they set out to do – whereas it is on average one of the largest Gaps – and growing – at the state universities.

When combined, the average Gaps at the state universities total more than twice the Gaps at WSU, and whereas WSU is closing Gaps (see the "Equity 2030" section for more on that topic) the state universities seem to be widening them.









We recognize we have much more work to do, particularly on the Completion Rate for BIPOC students, and we are prepared to do it. For the purposes of reporting to the Board and a campus sense of accomplishment, we may want to look at a target "zone" wherein Gaps would be considered as closed. Given that the data measure human behavior over time, it will be impossible to hit zero (i.e., "zero Gap") in any given year, let alone year-in-year-out. For example, WSU's Gap in Related Employment last year was -1 and this year was +1, a normal fluctuation. So as institutions approach "no Gaps," it might be helpful to designate a target zone (+/-1 or +/-3 or +/-5) that we consider to be effectively no Gap.

¹ Washington, E. (2020, July 30). Michigan's Black-white college graduation gap is one largest in nation. Bridge Detroit. <https://www.bridgedetroit.com/michigans-black-white-college-graduation-gap-is-one-of-largest-in-nation/>

² Tate, E. (2017, April 26). Graduation rates and race. Inside Higher Ed. <https://www.insidehighered.com/news/2017/04/26/college-completion-rates-vary-race-and-ethnicity-report-finds>

³ Indicator 23: Postsecondary Graduation Rates (2019, February). IES/NCES: National Center for Education Statistics. https://nces.ed.gov/programs/raceindicators/indicator_red.asp

⁴ Sanchez, O. and Kolodner, M. (2021, October 10). Why white students are 250% more likely to graduate than Black students at public universities. The Hechinger Report. <https://hechingerreport.org/%E2%80%8B%E2%80%8Bwhy-white-students-are-250-more-likely-to-graduate-than-black-students-at-public-universities/>

Athletics Goals (AG)	Alignment to the Framework	Status
<p>1. Student Success: Strengthen the relationship between student athletes in the classroom and their success as competitive athletes and community members. This goal provides the foundation that links lifelong achievement goals to the University's primary role of providing programs that prepare athletes to be successful throughout all facets of their lives, including but not limited to career development, diversity, safety, citizenship, and personal growth and wellness.</p>		<p>In Progress</p>
<p>2. Governance and Structure: Establish consistent procedures that relate to all areas of Staffing, Compliance, Title IX/Gender Equity and Minority Opportunities.</p>		<p>In Progress</p>
<p>3. Facilities: Inventory facilities and systematically preserve and enhance the functional and financial value of WSU's assets, while developing plans and funding for new facilities.</p>		<p>In Progress</p>
<p>4. Finances: Attain financial stability by maintaining and expanding existing revenue sources, identifying and securing additional funding to support scholarships, hiring and retaining quality staff, and increasing operation and recruiting budgets for all sports.</p>		<p>In Progress</p>
<p>5. Marketing and Reputation: Strengthen Intercollegiate Athletics' role as a "front porch" to the University and Southeast Minnesota by focusing on the integrity and image.</p>		<p>In Progress</p>
<p>6. Successful Competition: Student athletes in each sport will contend for a Northern Sun Intercollegiate Conference championship, reach post season play, and graduate at rates above the Winona State University five-year graduation rate.</p>		<p>In Progress</p>



2023 National Collegiate Gymnastics Association (NCGA) Academic All-Americans (AG 5, 6)

Breanna Ho, All-Around



Britton Scholar-Athlete Award Winner - Only one student athlete in the NSIC receives this award each year, and Mitch Snitker from the Warrior football team received it this year. (AG 1, 5, 6)



8 Mitch Snitker

Position: Defense Back

Height: 6-11



Find out more about Athletics Plan 2020-2025



USTFCCA All-Americans: Shereen Vallabouy, NCAA Division II Indoor Track & Field
 Shereen Vallabouy, NCAA Division II Outdoor Track & Field
 Lindsay Cunningham, NCAA Division II Cross Country
 Lindsay Cunningham, NCAA Division II Indoor Track & Field
 Lindsay Cunningham, NCAA Division II Outdoor Track & Field
 Kaylee Beyer, NCAA Division II Indoor Track & Field
 Kaylee Beyer, NCAA Division II Outdoor Track & Field

Brooklyn Schyvinck, NCAA Division II Indoor Track & Field
 Alyssa Larson, NCAA Division II Indoor Track & Field
 Regan Feit, NCAA Division II Indoor Track & Field
 Brooklyn Schyvinck, NCAA Division II Outdoor Track & Field
 Alyssa Larson, NCAA Division II Outdoor Track & Field
 Regan Feit, NCAA Division II Outdoor Track & Field (AG 6)



WARRIOR MEN'S GOLF
 Gabe Goodman earns medalist honors, WSU finishes runner-up at 2023 NSIC Men's Golf Championships

Men's Golf | 4/23/2023 4:33:00 PM | Joey Mueller, Athletic Communications

Gabe Goodman earns medalist honors, WSU finishes runner-up at 2023 NSIC Men's Golf Championships (AG 6)



WARRIOR WOMEN'S GOLF
 Winona State earns second place at NSIC Championships

Women's Golf | 4/30/2023 8:11:00 PM | Joey Mueller, Athletic Communications

WSU women's golf earns second place at NSIC Championships (AG 6)



Men's Golf | 5/8/2023 10:10:03 AM | Joey Mueller, Athletic Communications





Alessandro Trenta and Gabe Goodman earn Men's Golf All-NSIC honors (AG 6)



Women's Golf | 9/15/2023 11:20:00 AM | Joey Mueller, Athletic Communications

Carly Moon and Ellie Behring earn All-NSIC honors (AG 6)

Enrollment Management 2020-2025

Enrollment Management Goals (EMG)	Alignment to the Framework	Status
1. Enrollment, Planning, Monitoring <ul style="list-style-type: none"> a. Enrollment Target Setting and Progress Monitoring b. Analysis & Communication of Enrollment Plan c. Assessment of Impact of Student Success Strategies/Actions 		In Progress 3 Objectives 3 On track
2. Outreach, Recruitment, Marketing <ul style="list-style-type: none"> a. Branding and Marketing b. Traditional Undergraduate Students (first-time college students, residential) c. Non-Traditional Undergraduate Students (e.g., Transfer, PSEO, Previous Degree Students, Online Program Students, Adult Learners, Military Veterans) d. Graduate Students 		In Progress 4 Objectives 4 On track
3. Access & Opportunity <ul style="list-style-type: none"> a. Equity b. Academic Programs c. Advising d. Enrollment Services and Processes e. Cost and Affordability 		In Progress 5 Objectives 5 On track
4. Retention, Persistence, Completion <ul style="list-style-type: none"> a. Student Success b. Learning Experiences c. Financial Aid and Financial Literacy d. Student Support e. Student Engagement and Wellness f. Campus Facilities, Technology, and Housing 		In Progress 6 Objectives 6 On track



Create funnel projection models for new first-time and transfer undergraduates. (EMG 1.A)



Find out more about Enrollment Management Plan 2020-2025



Translate WSU admissions materials into Somali and Hmong languages (EMG 3.A)



Reach local employers for possible degree programs and training opportunities online or in-person (EMG 2.D)






























Launch Academic Program Finder (Spring 2022), partner with faculty to migrate content into new program marketing web pages. (EMG 2.A)
Explore the increase in online presence to help recruit non-traditional students. (EMG 3.B)



Identify and remove barriers for effective use of uAchieve Grad Planner by academic and professional advisors and students. (EMG 4.D)



Implement a new CRM with Salesforce for enrolled students. (EMG 2.B).

Facilities Plan Goals (FPG)	Alignment to the Framework	Status
1. Improve and enhance central campus Green Spaces (Campus Mall, Science Garden, Howard St Corridor, and King St Corridor)	  	In Progress 4 Objectives 4 On Track
2. Renovate Krueger Library as a Learning Commons	   	In Progress 2 Objectives 2 On Track
3. Construct Center for Interdisciplinary Collaboration, Engagement, and Learning (CICEL) (Secure Funding and Complete Design and Construction)	    	In Progress 2 Objectives 2 On Track
4. Redevelop the Laird Norton Building (Secure Funding, Perform Programming Study, and Complete)	   	In Progress 3 Objectives 3 On Track
5. Construct Mark & Main Residence Hall (Secure Financing and Complete Design and Construction)	  	In Progress 2 Objectives 2 On Track
6. Renovate Sheehan Hall (Secure Funding, Perform Programming Study, and Complete Design and Construction)	  	In Progress 3 Objectives 3 On Track
7. Prepare for Fieldhouse/Event Center (Perform Financing Study, Relocate Loughrey Field)	 	In Progress 2 Objectives 2 On Track
8. Modernize Electrical Infrastructure (Secure Funding and Complete Design and Construction)		In Progress 2 Objectives 2 On Track
9. Complete Campus Decarbonization Plan (Secure Funding and Complete Plan)		In Progress 2 Objectives 2 On Track
10. Complete Energy Savings Project Phase 2 (Secure Financing and Complete Design and Construction)		In Progress 2 Objectives 2 On Track

(See Our Brilliant Tomorrow — Comprehensive Facilities Plan 2022 for Objectives)



Center for Interdisciplinary Collaboration, Engagement & Learning

Spring 2023 design funding received for CICEL project. (FPG 3)



Find out more about Facilities Plan 2020-2025

Completed Energy Savings Project Phase 1 (Spring 2023). (FPG 10)



Completed Kryzsko Commons Improvements – Solarium Remodel, Fire Feature, Jack Kane Dining Expansion, etc. (FPG 1)











Completed Comprehensive Facilities Plan “Our Brilliant Tomorrow” (Fall 2022) (FPG 1)



Right-sized Residence Life Portfolio. Closed West Campus, Fall 2021. (FPG 9)

Inclusive Excellence 2020-2025

Inclusive Excellence Goals(IEG)	Alignment to the Framework	Status
1. Develop visible institutional statements, initiatives, and symbols of our priorities and policies that produce equitable outcomes.		In Progress 5 Objectives 5 On Track
2. Create and sustain a welcoming, equitable and inclusive campus environment	  	In Progress 10 Objectives 10 On Track
3. Improve retention and graduation rates by increasing access, opportunity, and success for all students.	 	In Progress 5 Objectives 5 On Track
4. Recruit, retain and develop a diverse community.	 	In Progress 4 Objectives 4 On Track



Create new and/or assess current programs and services designed to increase the enrollment and success of students from underrepresented groups. OEIE staff increased visits to high schools and recruitment conferences. Prospective and admitted students were provided with opportunities to participate in OEIE programs upon campus visits. Wealth Building Series (in 2022) was offered. A peer mentor program has become more involved with MentorCollective since 2021. (IEG 3.1)



Find out more about [Inclusive Excellence Plan 2020-2025](#)



Assess the cultural representation in WSU public spaces and recommend actions to address gaps

The facilities master plan development process included an assessment of cultural representation in public spaces and addressed the gaps as recommendations.

EDUCAUSE equity space rating is being completed.

(IEG 2.1)

Increase the web presence of OEIE and Inclusive Excellence initiatives. Inclusive Excellence initiatives are easily located and accessible through DEI stories and images increased on the key websites and the homepage. (IEG 2.2)

Office of Equity & Inclusive Excellence at WSU

ANNOUNCEMENTS

Contact Us

WSU Safe Space Training

WSU's Safe Space Training is an intercultural competency training hosted by the Office of Equity & Inclusive Excellence and PLEDGE LGBTQIA+ Student Alliance to create an inclusive and affirming University community.

A Safe Space is a place where LGBTQIA+ students, faculty, staff, and community members are valued and welcome. A Safe Space provides an area to promote visibility, awareness, and acceptance as well as address social injustices.

Please join us by signing up for a training below.

Trainings are 1.5-2 hours in duration and offered virtually via Zoom. A reminder with link to join will be sent 24-72 hours prior to the training.

If the currently offered times do not work for you or you would like to schedule a training for a group of individuals, please email Tyler Tropic-Riverman at tyler.tropic@winona.edu to discuss options.

Approved:

1. Please select a date and time: *

Please note that each session provides Zoom and a physical location.





- Thursday, August 27, 2023-2:00-4:00 p.m.-Zoom and Krysolo 2410248
- Friday, September 22, 2023-8:00-10:00 a.m.-Zoom and Krysolo 2410248
- Wednesday, October 11, 2023-6:00-8:00 p.m.-Zoom and Krysolo 2410248

Create an online sign up form for departments to request trainings related to inclusion and equity.

The registration for the Safe Space Training has become available through a form online <https://www2.winona.edu/equity/programs.asp>. (IEG 3.5)

Organize, stream and record deliberative forums on issues of interest to the campus community involving faculty, staff and students. "Expanding Perspective" speaker series and anti-racist pedagogy workshop by Karen Brandon were streamed. Race Matters Study Groups End of Year presentations were recorded. (IEG 2.9)

Develop and share a campus-wide list of publications and sites that target diverse job applicants and advertise in publications and websites in order to target diverse employees. Increase recruitment and retention of diverse and underrepresented employees. (IEG 4.1)

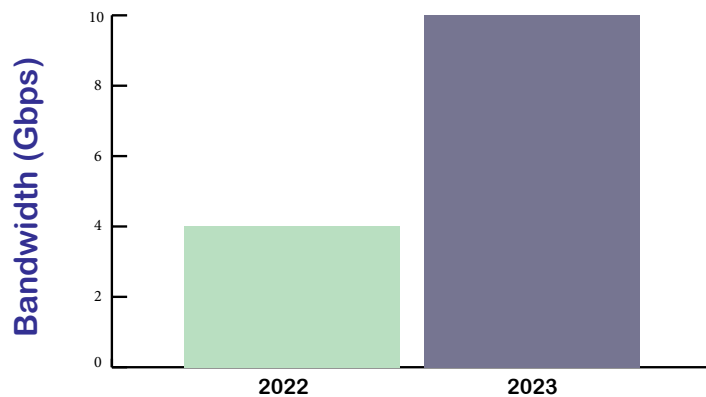
Technology Plan Goals (TPG)	Alignment to the Framework	Status
1. Information Technology Services will empower technology-enriched teaching, learning, and student success.		In Progress 4 Objectives, 3 On Track 1 Complete
2. Information Technology Services must prepare Winona State now for shifts in culture, workforce, and technology that will transform our institution's operations.		In Progress 3 Objectives, 2 On Track 1 Complete
3. Information Technology Services will enhance customer relationships to realize the promise of "the trusted partner for your digital life."		In Progress 3 Objectives, 2 On Track 1 Complete
4. Information Technology Services will provide a resilient, flexible, agile, and secure core information technology infrastructure. A foundation for the other three pillars.		In Progress 4 Objectives, 3 On Track 1 Complete

Key Performance Indicators: Technology

Network Performance.

99.999% uptime, zero core restarts, and increased bandwidth (Goal 4.2)

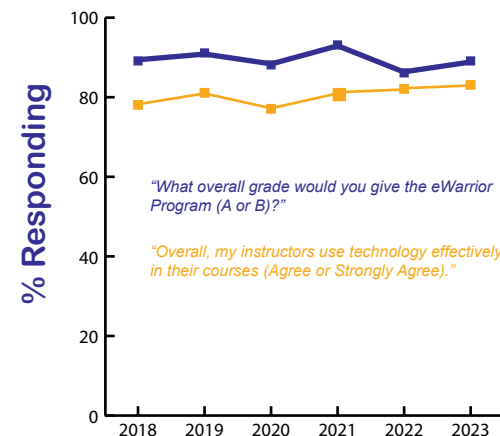
Residence Hall Bandwidth



User Satisfaction.

High level of student satisfaction with the eWarrior Digital Life and Learning Program based on multiple measures (Goal 2.2)

Student Assessment Day Survey



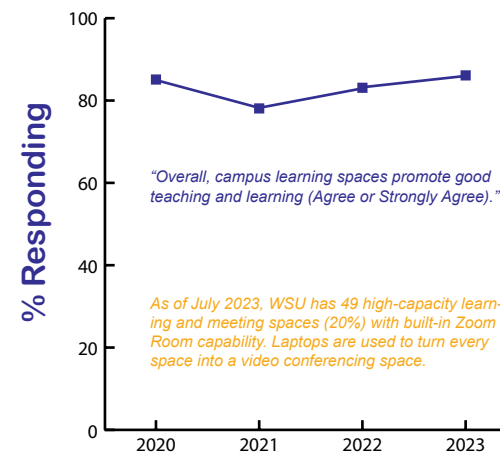
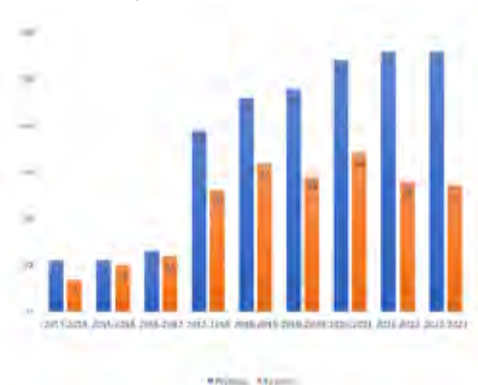
Teaching and Learning.

Number of projects and faculty using our custom student support service for tech-enabled assignments (Goal 1.1)

FY-23 Custom Student Support Projects

Over the past year

- 56 projects
- 27 faculty
- (FY 23 data)



Find out more about Technology Plan 2020-2025

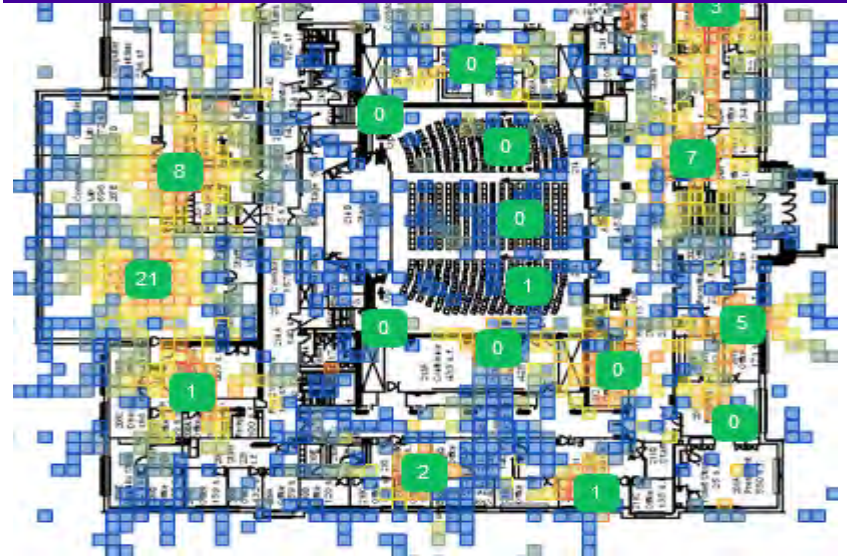


Implemented Salesforce's Experience Cloud student portal (Spring 2023; TPG 2.2)



- CAREER SERVICES
- COMMENCEMENT AND GRADUATION
- CONFERENCING SERVICES
- FRANCHISING
- GRADUATE STUDENTS

New next-generation wireless infrastructure - Juniper Mist (Summer 2022; TPG 4.1)



Rolled out new cloud-based campus phone service - Zoom Phone (Spring 2023; TPG 4.2)








Opened the new Student Extended Reality Lab (Spring 2022; TPG1.4)



Used EDUCAUSE Learning Space Rating System to assess all classrooms (Spring 2023; TPG 1.3)



Implemented multi-tiered professional development for faculty (Fall 2022; TPG 1.1)

Rochester Goals (RG)	Alignment to the Framework	Status
1. Cabinet, Leadership, Inclusive Excellence Plan (IEP) and Strategic Framework		In Progress 2 Objectives 2 On Track
2. Alignment to Facilities Plan (improvement and expansion) and Strategic Framework		In Progress 2 Objectives 2 On Track
3. Alignment to Technology Plan (improvement and expansion)		In Progress 2 Objectives 2 On Track
4. Alignment to Academic Plan and Enrollment Plan (Experience and Expertise) and Strategic Framework		In Progress 2 Objectives 2 On Track
5. Alignment with Alumni and Development Leadership and Strategic Framework		In Progress 3 Objectives 3 On Track



Rochester Health Community Partnership (RHCP)

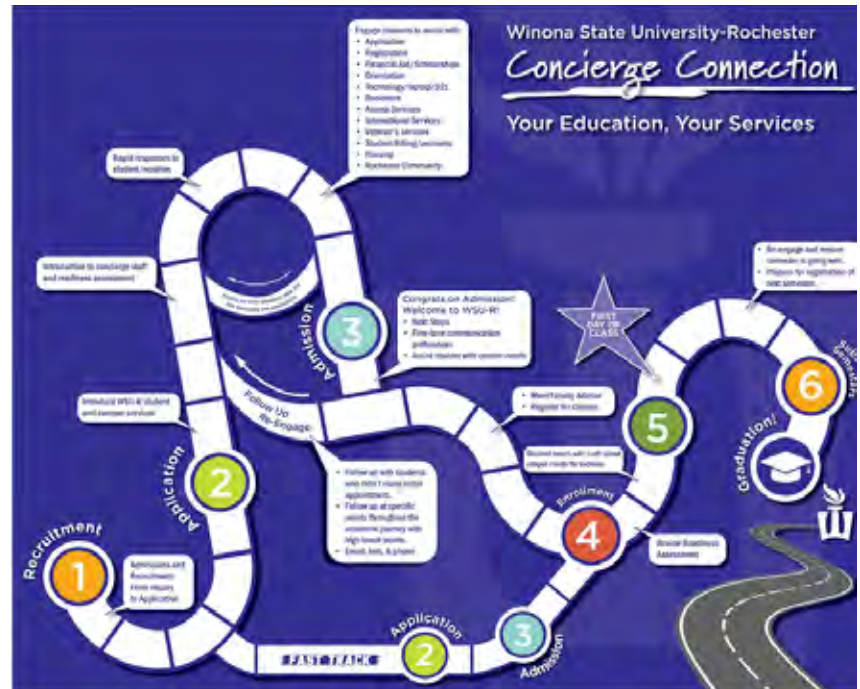
RHCP is a partnership made up of staff and volunteers from diverse community, academic and social service institutions. RHCP has been in existence since 2004. WSU Graduate Nursing has been a community partner for much of that time.

Beginning in summer 2022, Graduate Nursing students in NURS 613 Advanced Health Promotion Clinical engage with participants in the Healthy Immigrant Communities (HIC) study.

RHCP enrolled 475 individuals to a randomized clinical trial in Rochester, Minnesota. Health Promoters are receiving training from Health Coaches and are facilitating face-to-face or virtual group sessions with their social networks over 12 months. (RG 4)



WSU-Rochester has updated photography to reflect adult and Rochester locations for website, social media, and promotion materials.(RG 3)



Launch of the Concierge Connection planned for fall 2024. (RG 4.1)



In partnership with Rochester Public Schools, the MSW program will be offering scholarships to 30 students over the next 5 years via the School Based Mental Health Scholars Program, which is funded by a U.S. Department of Education grant. Seven scholarships have been awarded for the 23-24 academic year. (Spring '25 anticipated graduation date) (RG 2.1)
















Graduate Nursing student works with an HIC participant and interpreter. (RG 2)

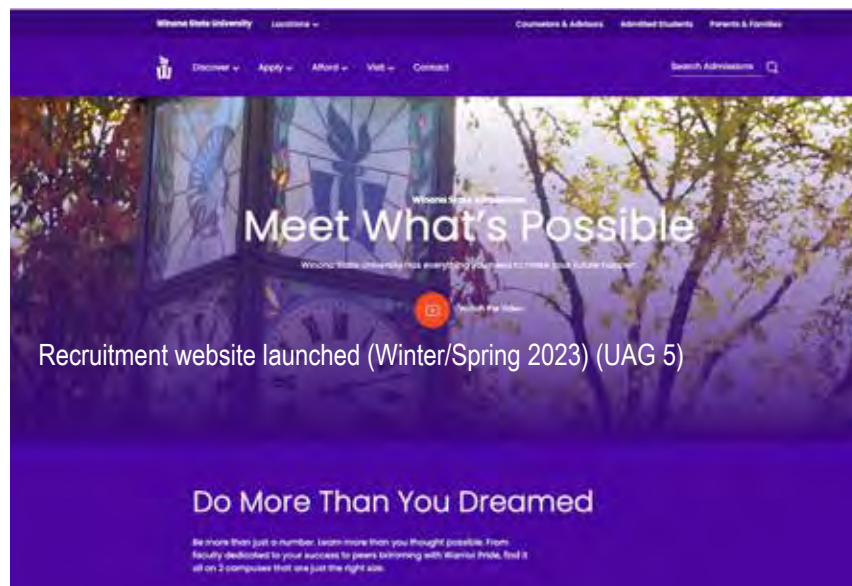


EXPANDED SPACE DOWNTOWN - Winona State University expanded its presence in downtown Rochester. WSU-R added an additional office space in our campus building at 400 South Broadway. In addition to our classroom

and office space currently located on the third floor of this building, Dean Anderson and her Graduate Nursing faculty have moved their academic offices to the second floor. (RG 2)

University Advancement 2020-2025

Goals (UAG)	Alignment to the Framework	Status
1. Winona State University Foundation Board of Trustees to complete a bylaw review and strategic planning process	 	In Progress Planning session and bylaw review completed. Deliverables in Fall 2023
2. Perpetual annual recruitment scholarship support	   	In Progress Committed \$100,000 in FY22, \$150,000 in FY23, On-going
3. Fundraise for and open a new simulation space for nursing, social work, and other health sciences	  	In Progress Fundraising nearly complete Waiting on supply chain issues for Grand Opening
4. Campaign Planning	 	In Progress Started the planning for multi-year campaign
5. Fund and design website for Admissions/Recruitment	 	Complete



Generosity Keeps Cupboard Stocked

Located in the Integrated Wellness Complex, the Warrior Cupboard is the on-campus food shelf.

The Cupboard's goal is to ensure students have access to quality food, as well as resources and support on and off campus when they are in need, particularly during the pandemic.

Well over 220 students accessed the Warrior Cupboard and utilized 2,000+ pounds of food.

Since the fund's inception in 2017, donors have contributed more than \$12,000 to keep it stocked.

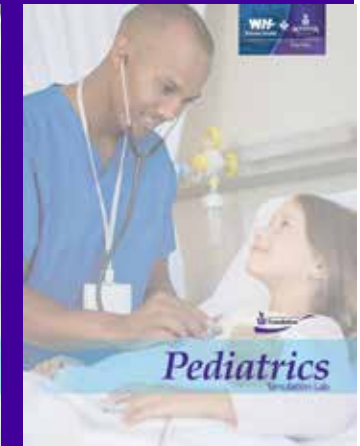
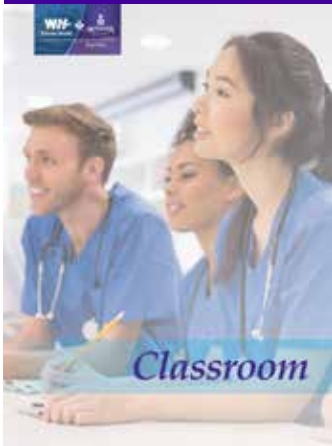
(UAG 2)



Find out more about University Advancement 2020-2025

Simulation space: With five robotic patients to practice on and medically care for, the Simulation Lab in partnership with Winona Health and Winona State has become a prized asset for students and medical staff in Winona. The lab allows students and staff to get hands-on learning experiences within a

safe environment, where mistakes can be made without bringing harm to a live patient. The most advanced robotic patient, SimMan, has the ability to simulate breathing, sweating, circulating blood, vomiting, and even responding to light with dilated pupils. (UAG 1,3, 4)



Community and municipal engagement with campaign planning. Community forum held on campus. Planning with city leaders. (Fall 2022/ Spring 2023) (UAG 1, 4)



Over a two-year period the WSUF committed over \$250,000 to annual scholarship support (Summer 2022) (UAG 2,3)

PLANNING AT WINONA STATE UNIVERSITY

(As of April 2023)

Current Plans	Current Plan Dates	Plan Owner	System Office or State Submission/ Requirement	Renewal Needs to Start
Presidential Work Plan (Yearly)	2022 - 2023	President	YES	Done / Submitted Yearly
Academic Plan	2020 - 2025	Provost	YES	Fall 2024
Enrollment Plan	2021 - 2025	VP EM&SL	YES	Fall 2024
Facilities Plan	2022 - 2027	AVP - Facilities	YES	Fall 2026
Technology Plan	2021 - 2024	CIO	YES	Fall 2023
Affirmative Action Plan	2022 - 2024	AAO	YES	Spring 2024
Business Continuity / Disaster Recovery Plan	2018 - 2023	CIO	YES	Spring 2023
Inclusive Excellence Plan	2019 - 2024	AVP - E&IE	NO	Fall 2023
Athletics	2017 - 2022	Athletics Director	NO	
University Advancement	2021 - 2023	VP Advancement	NO	
WSU-Rochester	2022 - 2027	AVPAA-Rochester	NO	Fall 2026
College Plans				
Library	2022 - 2027	Dean of the Library	NO	Fall 2026
College of Liberal Arts	2020 - 2025	Dean of Liberal Arts	NO	Fall 2024
College of Business	2020 - 2025	Dean Business	NO	Fall 2024
College of Education	2020 - 2025	Dean of Education	NO	Fall 2024
College of Science and Engineering	2020 - 2025	Dean of Science and Engineering	NO	Fall 2024
College of Nursing and Health Sciences	2020 - 2025	Dean of Nursing and Health Sciences	NO	Fall 2024
Plans That Need Development				
Student Life		VP EM&SL	NO	
Financial Planning		CFO	NO	
HR Planning		CHRO	NO	

Thank You to All Those Who Serve on WSU's All-University Shared Governance Committees!

Long-Range Planning Committee

Kristi Wintheiser
Nicole Williams
Sarah Olcott
Xao Vang
Tania Schmidt
Sheila Rinn
Jim Goblirsch
Ken Janz, Chair
Jack O'Connor
Olivia Schweitzer
Darrell Newton
Eri Fujieda
Denise McDowell
Jon Olson

Finance and Facilities

Lydia Lazzara
Nicole Williams
George Tawadros
Vernon Leighton
Jodi Olson
Robert Wolf
Paul Stern
Sammie Eckerson
Tracy Rahim
Whitney Rolbiecki
Pat Malotka
Paul Omdal
Scott Ellinghuysen, Co-Chair
Julie Anderson
Randy Skalberg
Calli Roers
Samina Sherchan
James Goblirsch
Tim Matthees
Tania Schmidt
Stacey Matthees
Kelsey Breer

Improvement, Accreditation and Assessment (ImpAACT)

Andrew Ferstl
Mary Hudgens Henderson
Lydia Lazzara
Barbara Holmes
Elizabeth Zold
Aurea Osgood
Ryan Brinkman
Paula O'Malley
Brett Ayers
Beth Halleck
Ted Reilly, Co-Chair
Ken Janz
Darrell Newton
Olivia Schweitzer
Morgan Minich
Eri Fujieda
Karen Johnson





2023