

EXECUTIVE SUMMARY

HISTORY

Winston-Salem State University was founded on September 28, 1892, as the Slater Industrial Academy, in a one-room frame structure with 25 pupils and one teacher. In 1895, the school was recognized by the State of North Carolina, chartered it as Slater Industrial and State Normal School in 1899. In 1925, the General Assembly of North Carolina recognized the school's curriculum above high school, changed its name to Winston-Salem Teachers College, and empowered it, under authority of the State Board of Education, to confer appropriate degrees. Winston-Salem Teachers College thus became the first Black institution in the nation to grant degrees for teaching in the elementary grades.

The School of Nursing was established in 1953, awarding its graduates the Bachelor of Science. The North Carolina General Assembly in 1963 authorized changing the name from Winston-Salem Teachers College to Winston-Salem State College, and in 1969 enacted a statute designating Winston-Salem State College as Winston-Salem State University. In 1971, the General Assembly reorganized higher education in North Carolina, and effective July 1, 1972, Winston-Salem State University became one of 17 institutions constituting the University of North Carolina, all subject to the control of a Board of Governors.

Since its founding, Winston-Salem State University has grown to include the School of Health Sciences and the College of Arts, Sciences, Business and Education. Comprised of over 300 full-time faculty members and a student body of more than 5,100, the University offers 39 bachelor's degree programs, seven master's degree programs, two doctorate professional programs and seven certificate programs. Supporting these programs is the Division of University College and Lifelong Learning.

THE PLANNING PROCESS

Chancellor Elwood L. Robinson began his tenure January 1, 2015, and initiated the strategic planning process soon thereafter. The work commenced with an assessment of the state of the institution. The 2010-2015 strategic plan was leading the university through a rebirth of liberal education. This direction was chosen because the literature suggested that graduates strong in writing, thinking and problem-solving would be able to compete successfully in the 21st century global marketplace. Building intellectual skills is at the heart of a liberal education approach. The curricular shift necessitated changes in every other area of the institution. The changes included adopting a new approach to general education, restructuring academic support units to better align them with retention goals, increasing admission requirements, setting more rigorous minimum standards for tenure and promotion, redesigning the physical master plan, developing a strong case to support fundraising, and designing a strategic budgeting process to better manage resource allocations.

The assessment revealed positive movement towards the goals. The recruited students' academic profile had increased in quality, and retention and graduation rates had improved markedly. The institution had successfully moved the bar for hiring, tenuring and promoting faculty, and there was an increase in faculty scholarship. The new campus master plan had been fully implemented, adding the beds and classrooms necessary to support a liberal education. Fundraising for capital projects and scholarships were at an all-time high. All of this had been accomplished while leading the University of North Carolina (UNC) in degree production and efficiency, revealing the impact that is possible by strategically aligning resources with the highest priorities.

With the positive state of the institution suggesting that it was on a nice trajectory, the planning process thus moved to a review of current higher education literature. Recent publications by the Association of American Colleges and Universities (AAC&U) reiterated the importance of developing writing, thinking, communication, and interpersonal skills as institutions prepare graduates for the 21st century. The Association is furthering this focus in partnership with the Lumina Foundation by outlining a set of experiences central to a quality education. These include developing both broad (General Education) and specific (major) knowledge, and opportunities to apply and integrate what is learned. Additionally, AAC&U has sparked a conversation around racial and socio-economic status inequities as they relate to receiving a quality education. Coining the phrase "equity-mindedness," the Association has focused attention on historical barriers as they relate to poor and minority students, and the need for institutions to take responsibility for ensuring that all students receive access to the

opportunities needed to prepare for the demands of the 21st century. Other reports, focused on enrollment, financing, and administrative restructuring trends, highlight the opportunities and challenges facing higher education today.

The literature helped to identify several next steps. Primarily, it became clear that changing curriculum, realigning structures, and adopting policies and practices in support of liberal education was only the beginning. Ingraining these changes into the cultural fabric of the University would be more challenging. Cultivating a faculty and staff fully committed to the liberal education tradition would require ongoing investments in hiring and development. Meanwhile, it became clear that there was a need to invest more in activities such as internships, undergraduate research, and study abroad, so that students are afforded the opportunities proven to support the development of intellectual and interpersonal skills. Such investments would require new sources of funding. From all indications, it was unlikely that the State of North Carolina would fund the UNC system at the levels it did prior to the 2008 financial crisis. Increased focus on fundraising, and identifying other entrepreneurial opportunities, would therefore be crucial to generating the revenue needed for continuous investment in the academic programs at WSSU.

Still further, there was a need to identify areas for strategic growth. While a decision was made to level off enrollment and program growth so that the institution could focus on strengthening student outcomes, opportunities for selective expansion exist. Several areas of WSSU are recognized for their academic excellence. Strategic investments in some of these existing

programs, coupled with intentional growth in complementary areas, would comprise a solid vision for ensuring WSSU's long-term progress.

Various approaches were used to engage the university community in the planning process. Early conversations were held during the Chancellor's executive staff meetings, with a full-day retreat held in late March 2015. Between April and August, the Chancellor and Provost visited almost every unit on campus to discuss matters emerging in the review and to solicit early feedback. A full discussion of the emerging direction was the topic of a full-day retreat of academic leadership in early August followed by a second executive staff full-day retreat later that month. The Academic Affairs Committee of the Board of Trustees was updated on the process at the June and September board meetings, and a town hall meeting was held with students in early October. Students, faculty, staff, alumni, board members and friends were surveyed in late September through early October regarding revisions to the vision, mission, values statements and the identified strategic goal. Feedback on the direction was very positive and comments were used to further develop the plan objectives. Subgroups for each goal were appointed and tasked with generating activities towards the goals and objectives. What lies within is (1) greater elaboration on the principles guiding the strategic directions chosen and (2) the emergent 2016-2021 strategic plan.

PRINCIPLES GUIDING 2016-2021 STRATEGIC PLAN

Essential Skills and Liberal Education

The dynamic global nature of the 21st century has higher education experts focused on best practices for preparing graduates to thrive in today's economy and to become informed citizens. Rapid changes fueled by science and technology, coupled with demographic shifts and an international marketplace, have created unprecedented levels of global competition and market disruptions. The emerging consensus is that developing intellectual skills such as thinking, writing and problem-solving along with interpersonal skills such as leadership, ethics and teamwork will arm graduates with the flexible repertoires needed to thrive in an uncertain world. These skills, which were once relegated to "soft-skills," have been elevated to the status of "essential skills."

Many believe that the process of liberal education provides the best context for developing these competencies. Liberal education uses curricular and co-curricular activities as vehicles for honing essential skills. Course materials in general education and in the major provide contexts for students to master critical reading, to practice problem solving and writing, and to apply critical analytic skills. Co-curricular activities such as community service, internships, study abroad and living-learning communities offer further opportunities to develop such competencies. Liberal education environments often use engaged pedagogies such as research and applied learning, which allow students to practice and develop intellectual as well as interpersonal skills. Liberal education environments challenge students to become engaged citizens by offering opportunities to confront big issues like diversity, globalization and sustainability through coursework, lectures and other events.

Expanding Liberal Education to All: A Call for Equity Practices

Liberal education is synonymous with high-quality education. It is the approach to education often found at our nation's most elite institutions. Colleges and universities that serve the majority of our citizens have tended to focus more on building subject-matter knowledge, often at the expense of developing essential skills. Some argue that this bifurcated educational system has produced two types of college graduates: those who are trained to think and those who are trained to do. While this may have served us well during industrial times, college graduates today who are doers and not thinkers will have a hard time keeping pace with a rapidly changing world. Hence the higher education community is moving toward broadening access to liberal education.

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Minorities and those from low socioeconomic backgrounds have had the least access to high-quality education. The cumulative disadvantages resulting from historical race and class inequities converge to limit not only access to higher education but also to the opportunities afforded and to the ability to persist once in college. Poor and minority students attend college in lower proportions than their white middle-class counterparts, and those fortunate enough to enter college experience high-quality pedagogies such as undergraduate research and honors programs at significantly lower rates. Additionally, low-income and students of color are less likely to complete college than are white middle-class students. The call to expand liberal education experiences to more students, therefore, also challenges institutions to be more

equitable in their practices so that there is greater college success among disparate racial and socio-economic groups.

Equitable practices are those proactive steps that assist underserved students in achieving a high-quality education. Institutions practicing equity start with the belief that race and socioeconomic status are not barriers to academic excellence, but that circumstances related to being poor and minority may affect the level of knowledge and skill students have about how to navigate the higher education arena. Equitable practices occur when an institution allocates to students the resources needed to bridge gaps between them and their ability to engage their education. Proactive advising, where faculty mentors and others deliberately guide students through educational options, and FAFSA Fairs, designed to lead students and families through the financial aid process, are examples of equitable practices.

Historically Black Colleges and Universities (HBCUs) have a special place in this conversation. Studies show that HBCUs continue to serve a large proportion of Blacks who pursue higher education. Many of these students are the first in their families to go to college. Moreover, as these institutions are generally more affordable than their predominantly white sister institutions, many low-income students from other racial and ethnic groups constitute the second-largest population served by HBCUs. Therefore, it is crucial to ensure that HBCUs remain mindful of the impact history has had on many of the students that they serve and to act on this knowledge by embedding the idea of equity into everything that they do.

WINSTON SALEM STATE UNIVERSITY STRATEGIC PLAN 2016-2021

PREAMBLE

Winston-Salem State University's aspirations are twofold: to be a recognized leader in educating students who thrive in a dynamic society, and to make signature contributions to the commonwealth of human knowledge and understanding. At Winston-Salem State University, achieving excellence in learning, research, and public service are the top priorities.

Winston-Salem State University is grounded in an unwavering commitment to equity. This commitment means assuming institutional responsibility for ensuring that all policies, practices, and programs enable diverse students, faculty, and staff to achieve excellence and success.

Winston-Salem State University's vision, mission and values reflect our historic and ongoing commitment to academic excellence and equity. We embrace these values in all that we do to ensure that we will meet and exceed our highest aspirations.

VISION

Winston-Salem State University develops graduates who thrive in a dynamic and global society. Committed to the transformative power of liberal education, Winston-Salem State University integrates diverse learning environments, student development opportunities, and campus and community life to build knowledge, cultivate talent and mold character. Guided by the motto

“Enter to Learn, Depart to Serve,” Winston-Salem State University develops leaders who advance social justice by serving the world with compassion and commitment.

MISSION

Winston-Salem State University is a comprehensive, historically Black university offering innovative undergraduate programs and exceptional graduate programs grounded in the tradition of liberal education. Students engage in active and experiential learning offered through flexible delivery modes. The university is dedicated to the holistic development of students by faculty dedicated to excellence in teaching, research, and service. As a constituent institution of the University of North Carolina, Winston-Salem State University contributes to the social, cultural, intellectual and economic growth of North Carolina, the region, and beyond.

VALUES

Student-Centeredness – Winston-Salem State University is committed to ensuring that all students achieve academic, personal, and professional development through their education. The University takes responsibility for creating and sustaining an environment that values students’ unique backgrounds and learning abilities, providing a nurturing culture that supports student success.

Excellence – Winston-Salem State University is committed to an uncompromised standard of quality and distinction in teaching, learning, scholarship, service, and operations. The university

advances a dynamic, responsive, and accountable academic community where a desire to achieve the highest standards is evident both among individuals and across the institution.

Stewardship – Winston-Salem State University understands the unique mission of the university and the value it provides through the knowledge produced and the graduates it educates. To ensure the highest levels of public trust and confidence, the University is committed to structuring institutional policies, processes, and incentives to ensure highly efficient and reliable operations; professional competence and knowledge; and careful management of resources.

Integrity – Winston-Salem State University holds a deep commitment to personal and institutional fairness and honesty to ensure that the welfare of students and the University is placed foremost in all affairs and transactions.

Social Justice – Winston-Salem State University believes in a deep individual and institutional responsibility to creatively respond to all forms of injustice and work toward the establishment of just, equitable, and sustainable cultural, economic, political and social principles and practices that affirm the worth, value, and dignity of all people.

Trust – Winston-Salem State University is committed to building and reinforcing enduring bonds of goodwill among all members of our community based on an ethic of accountability, fairness, openness and transparency.

STRATEGIC GOALS 2016-2021

- Strengthen Liberal Education
- Enhance the Quality of Graduate and Professional Programs
- Enhance Revenue and Stewardship of Resources
- Enhance the Quality of Physical and Operational Infrastructure
- Build a Commitment to Social Justice through Enhanced Community Engagement

Goal 1. Strengthen Liberal Education

In 2021, every Winston-Salem State University (WSSU) student will encounter faculty dedicated to excellent teaching and quality research. The classroom experience will be dynamic and engaging. Students will be encouraged to become critical, independent thinkers. Faculty members will be equity-minded as they mentor students through their intellectual journey.

As students move between general education and the major, they will be challenged to strengthen analytic, writing, and problem-solving skills. Academic programs will have a diverse set of course offerings, including seminars and special topic courses. Collaboration and teamwork will drive the academic endeavor, and all students will be required to confront difficult societal issues such as diversity, sustainability and justice in all forms.

The WSSU experience will provide opportunities for students to cultivate global awareness through multiple and overlapping curricular and co-curricular avenues. Every student will

experience a significant undergraduate research experience, internship, study away opportunity, or experiential learning engagement. The WSSU experience will exhibit a tapestry of seminars, colloquia, lectures, symposia, and public programs designed to stimulate students and engage faculty in interesting, thought-provoking, and challenging issues.

WSSU is proud of its historic status as the first institution to award degrees in education to African Americans. WSSU will extend this tradition by offering signature teacher preparation programs grounded in our commitment to social justice and designed to meet the challenges of urban education in the 21st century. The University will graduate a new generation of teachers and educational leaders known for their distinctive ability to integrate the arts of pedagogy with the principle of educational equity to meet the diverse learning needs of a global society.

Faculty and professional advisors will mentor students throughout their academic journey. These mentoring relationships will help students design their WSSU experience in a manner that best prepares them intellectually, socially, and personally. Academic support will be widely available and readily accessible.

Campus life at the university will be lively and exciting with classroom experiences extending to the residence halls and across the campus community. Students will encounter living-learning communities guided by creative collaborations between faculty and staff. Student activities programming will be designed to foster leadership development and to hone academic skills.

An invigorating campus atmosphere will be present seven days a week, including a dynamic commuter-friendly environment which supports a vibrant campus life.

Significant scholarship options will be available to support our students - new freshmen, continuing, and transfer - particularly those who experience financial hardships. Students will have access to resources to support experiential learning opportunities such as internships and study abroad.

Objective 1.1: The University will recruit and retain exceptional faculty members committed to the principles of liberal education and equity.

Strategies:

- Recruitment and Retention
- Reward, Recognition
- Shared Governance
- Mentoring
- Accountability for Equity
 - Responsibilities better defined
 - Faculty Evaluation Manual updated to reflect evaluation expectations

Objective 1.2: All courses both in general education and the major will incorporate Institutional Learning Outcomes (Essential Skills).

Strategies:

- General Education Courses
- Revision of Major Courses
- Capstone and Signature Projects

Objective 1.3: All undergraduate courses and internship placements will offer engaging and high-impact practices; undergraduate research projects or applied learning opportunities will be required of every graduate.

Strategies:

- Internships
- Undergraduate Research
- Course Redesign
 - Teaching-Learning Workshops

Objective 1.4: The University will provide a stimulating intellectual community that fosters scholarship and sponsored research.

Strategies:

- Align policies and workloads to support collaborative scholarly pursuits
- Engage faculty with renowned scholars
- Showcase faculty expertise

Objective 1.5: The curriculum will be relevant, coherent, and diverse, and will offer students a broad exposure to academia and the process by which knowledge is produced.

Strategies:

- Course Development
- Interdisciplinary Options (Courses and Programs)
- Courses focused on key societal issues

Objective 1.6: Curriculum and co-curriculum will provide opportunities to become global citizens.

Strategies:

- Study Abroad
- Global-focused courses
- International partnerships

Objective 1.7: Advisory and student support services will be ubiquitous and effective in support of student success.

Strategies:

- Faculty Advising Model
- Success Counselors
- Supplemental Instruction required in high D, F, W courses
- Student Teaching Assistant Model

- Tutoring
- Transitions
- Fairs
- Standardized Test Preparation Programs
- Technology and Student Support

Objective 1.8: The University will develop and support opportunities for co-curricular engagement focused on developing essential skills.

Strategies:

- Living and Learning
- Residence Life
- Academic Support
- Career Services
- Lecture Series
- Student Activities and Organizations
- Athletics

Objective 1.9: Teacher education programs (undergraduate and graduate) will be fortified such that they accomplish social justice and urban education goals.

Strategies:

- Recruit faculty focused on urban education goals
- Curriculum Workshops

- Educational Equity Development

Objective 1.10: Enrollment management will apply a student-centered approach to business practices.

Strategies:

- Financial Aid Education
- Technology Integration
- Others???

Objective 1.11: The University will provide scholarships and grants to offset educational costs, especially for those with financial hardship.

Strategies:

- New freshmen scholarships
- Continuing student scholarships
- Transfer student scholarships
- Educational grants

Goal 2. Enhance Quality of Graduate and Professional Programs

Graduate programs in the health sciences are highly regarded, attract large numbers of applicants, and produce graduates who successfully complete licensure and gain employment.

This strength provides a springboard for expansion and collaboration with graduate programs in

business and computer science, for increased ethnic diversity in health science programs, and for expansion into international markets. Ethnic diversity will be increased through innovative program offerings that facilitate early entry of students in graduate education. Given the expansion of technology in the health care environment and the requirement for graduates of the twenty-first century to have interdisciplinary and flexible skills and abilities, we will prepare students for careers that span disciplines, such as health informatics, and offer dual degree programs.

All graduate and professional programs will provide signature academic experiences. Noted for its unique focus on social justice, Winston-Salem State University will infuse equity into the curriculum. Students will gain early hands-on experience in working on inter-professional teams. WSSU's signature programs will garner national recognition for the diverse graduates produced. Guided by a scholarly and technologically savvy faculty, graduate and professional students will maximize their abilities to function in a variety of settings that use the latest technology in practice. The University will create innovative models for maximizing the educational experience of its students as future leaders who will be flexible thinkers and demonstrate cultural competence in addressing inequities. Each graduate and professional student will complete a practical experience or internship with opportunities to study abroad in Africa, the Caribbean and other diasporic areas experiencing inequities.

WSSU will support a seamless transition of qualified undergraduate students to its graduate programs, and will use its extraordinary opportunity to offer new joint graduate programs built

through the synergies of current programs in the School of Health Sciences and the College of Arts, Sciences, Business and Education. Where possible, online graduate education will be expanded to international markets. Scholarship options will be available to support our students.

Objective 2.1: The School of Health Sciences will offer signature academic experiences for all graduate programs.

Strategies:

- Scholarly and Technologically Savvy Faculty
- Curriculum infused with advanced technologies
- Signature courses on new models of health care management
- Cross-disciplinary collaboration

Objective 2.2: The theme of health equity will be evident throughout the curriculum across the health sciences will be evident.

Strategies:

- Recruit and retain faculty with expertise in areas of health disparities is this referring to delivery of health services?
- Health equity and curriculum

- Research role in CEEHD does reader know what this is?
- Role of CEEHD in curriculum

Objective 2.3: Community engagement as a signature aspect of programs in the School of Health Sciences will be evident.

Strategies:

- Community as pedagogy
- Others?

Objective 2.4: Joint disciplinary programs within the School of Health Sciences and between the School and the College will allow student to pursue a cutting-edge curriculum.

Strategies:

- New 3 + 2 Programs
- Dual with MBA
- Dual with Computer Sciences

Objective 2.5: The University will recruit, retain and graduate a diverse population of graduate students.

Strategies:

- Scholarships
- Standardized Testing Prep
- Targeted Recruitment

- Others?

Objective 2.6: X percentage of graduates will engage in international experiences and programs.

Strategies:

Goal 3. Enhance Revenue and Stewardship of Resources

Delivering a quality education requires significant resources and scrupulous stewardship of those resources. The WSSU of 2021 will have sufficient revenue from a variety of sources to support the work of faculty and students. New and reallocated resources will support initiatives that enhance the educational processes for both undergraduate and graduate students. The University will generate and manage business opportunities that generate new dollars for investment in university-strategic priorities. Sponsored program funding will be enhanced. Alumni, friends and corporations will invest at historically high rates. Innovative approaches to funding capital projects that leverage state, private and student dollars will be established. Resource allocation will be carefully vetted and outcomes focused.

Objective 3.1: All plans, reports and reward structures will reflect a commitment to stewardship of resources.

Strategies:

- Incentivize cost savings by units and individuals.
- Set targets, monitor and report on funds expended on all events.
- Calculate and report rate of return on all funds expended for non-direct-educational events.

Objective 3.2: Increased funds will be available to support university priorities.

Strategies:

- Annual Fund
- Endowment
- Corporate and Foundation funds?
- Increase Advancement Staff
- Alumni Giving
- Sponsored Program Expansion i.e. expansion of sponsored programs?
- Continuing Education/ Certificate Programs
- New Business Opportunities
- Use of Facilities for Revenue Generation
- Expand “town and gown” or public/private partnerships
- Leverage of state, private and student funding sources for capital projects
- Maintain enrollment of new freshmen at target, retain more students, and meet targets for transfer and graduate students

Objective 3.3: Processes for targeted, strategic application of resources for the top priorities of the university will be evident.

Strategies:

- Realign existing allocation processes to increase understanding of the processes, transparency and assurance of strategic application.

Objective 3.4: Winston-Salem State University will be seen as a premier institution of higher education among key audiences, including prospective and current students, alumni, potential donors, lawmakers, and the general community.

Strategies:

- The University will possess a strong brand identity that strengthens student enrollment, enhances our fundraising efforts, and expands the university's visibility in the region, state, nation and world.
- Communications will be consistent across all channels and will convey the message that WSSU is a top-choice university that prepares students for future success.

Goal 4. Enhance the Quality of Physical and Operational Infrastructure

Realization of the Vision and Mission requires not only significant resources, but also an infrastructure of excellent facilities, technology, and a committed and highly-trained staff. Excellence requires high levels of institutional functioning, especially in times of resource constraints.

Winston-Salem State University will provide ample library and information technology resources to support the work of faculty and students. Students and faculty will work in academic facilities equipped with the technology capabilities needed to support learning. Students will have use of more common study spaces within the library to pursue group work and the collection will offer a diverse mix meaning/purpose? of print and digital material using the newest technologies.

Significant progress on the Campus Master Plan will be visible, realizing more learning, recreation, living, and gathering spaces. Classroom spaces will be amenable to diverse forms of pedagogy. An increase in the number of residence halls, new housing options, and ongoing renovation of residence halls will ensure that the living environment supports the academic experiences of the students. The residence halls of 2021 will provide greater opportunity to build community across campus.

Students in 2021 will encounter staff and faculty who are highly trained and extremely motivated to help them succeed. The work of the university will be driven by the idea of equity, which places the responsibility for student success squarely in the hands of the institution, and thus in the hands of the people who work at the University.

Objective 4.1: Information and learning technologies will be current, ubiquitous, mobile and adequate to support learning and business operations across the campus.

Strategies:

- Learning technologies review and plan
- Library review and plan
- Expanded support hours
- Seamless and reliable mobile computing capability
- Infrastructure enhancements/refresh?
- Information kiosk development reader knows what this is?
- Expanded and reliable Wi-Fi/cellular footprint change suggested by Microsoft Word
- Redundant fiber plant connectivity
- Integrated security access and infrastructure
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Objective 4.2: Technology will be used to efficiently manage transactional processes, freeing up staff to focus on customer service with an equity-minded approach.

Strategies:

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Objective 4.3: Academic facilities and learning environments will support high-impact teaching practices and student learning.

Strategies:

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Objective 4.4: Living and learning environments in residence halls will be available for the majority of students, and will support learning opportunities.

Strategies:

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Objective 4.5: Students will encounter a committed and highly trained staff.

Strategies:

- Staff Acquisition, Training and Development
- Staff Accountability through Performance Management
- Student-centered Communications

Objective 4.6: Operational excellence will be assured by results-oriented goals, policies, procedures, and assessments.

Strategies:

- Review and revise as needed, all policies and procedures to ensure that policies reflect an equity-minded approach and that procedures are both effective and efficient.

- Develop or revise unit goals and assessment plans, collect useful data, and act upon conclusions.

Objective 4.7: Organizational structures will be aligned to best foster and sustain strategic goals.

Strategies:

- Organizational divisions and units will be reviewed with a goal of finding the best alignment of operations to support the goals of liberal education and quality graduate programs.

Goal 5. Build Commitment to Social Justice through Enhanced Community Engagement

Winston-Salem State University was founded on principles of social justice. Today we continue to study and lead in health equity, education, community sustainability, diversity, and community empowerment. Engagement in local and global communities by students and faculty will enhance student learning and provide knowledge resources that enhance the communities they encounter. Faculty, staff and students will demonstrate principles of social justice that are intertwined throughout all experiences. Winston-Salem State University will promote a just society by challenging injustice where all people share a common humanity and therefore have a right to equitable treatment and support for their human rights.

Objective: Institutional centers will provide opportunities for research and service that impact student learning and communities in ways that enhance social justice.

Strategies:

- Faculty and student research
- Service-learning classes and internships
- Centers aligned with courses in departments and programs
- General education courses focused on issues of justice
- Link social justice courses with applied learning opportunities
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Objective: Opportunities across the curriculum - through courses, research and internships at both undergraduate and graduate levels - will enhance student knowledge about and empowerment to promote social justice.

Strategies:

- Create appropriate learning outcomes for social justice that can be adapted for courses and co-curricular programs.

Objective: Issues of social justice will be advanced in local communities through work of university faculty, students and staff.

Strategies:

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