



WINTHROP

U N I V E R S I T Y

Office of the President

September 30, 2011

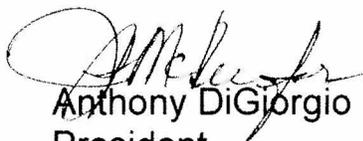
The Honorable Nikki Haley
Governor, State of South Carolina
Office of the Governor
PO Box 11829
Columbia SC 29211

Dear Governor Haley:

Enclosed is Winthrop University's Budget Plan for Fiscal Year 2012-2013. This request is submitted in compliance with the Budget Plan Package issued on August 23, 2011.

In addition to the enclosed Budget Plan, Winthrop University traditionally supports the Budget Plan submitted by the CHE. We look forward to an opportunity to discuss these needs with you and will be happy to furnish additional information or answer questions as they relate to the enclosed request.

Sincerely,


Anthony DiGiorgio
President

Agency Certification and Transmittal Sheet

Code:

H47

Name:

Winthrop University

Mission Statement: Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. All eligible bachelor's, master's and specialist degrees are nationally accredited – a reflection of the University's commitment to be among the very best institutions of its kind in the nation.

Building on its 19th century origins as a distinctive women's college, the Winthrop University of the 21st century is achieving national stature as a competitive and distinctive, co-educational, public, residential comprehensive, values oriented institution. The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop's continuing development and shape Winthrop's continuing success.

Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body between 6,500 and 7,000 students. The University recruits South Carolina's most able students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and the state. Winthrop prides itself on being an institution of choice for groups traditionally under-represented on many college campuses.

Winthrop is located in a traditional setting of exceptional beauty, and provides a contemporary, collaborative, and supportive environment that fosters engaged student learning and development. Winthrop has a diverse and able faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with best practices. As a result, Winthrop graduates are eminently well prepared to enter the most competitive graduate or professional schools as well as to be leaders in their chosen professions and in their communities.

To the Office of State Budget

This, and accompanying statements, schedules, and explanatory sheets consisting of 31 pages constitute the operating budget estimates of this agency for all proposed expenditures for the 2012-2013 fiscal year.

All statements and explanations contained in the estimates submitted herewith are true and correct to the best of my knowledge.

Signed:


(Agency Head)

Date:

9-30-11

FISCAL YEAR 2012-13 BUDGET PLAN

I. EXECUTIVE SUMMARY

A. Agency Section/Code/Name:

Section 16: H47 - Winthrop University

B. Summary Description of Strategic or Long-Term Goals:

Winthrop University is dedicated to preparing its students to live, learn and lead for a lifetime. Its distinctive focus, as set out by statute, is to be a “first-class institution of higher education” that evolves “as the progress of the times may require.”

In keeping with that focus, Winthrop University’s strategic directions over the next few years will be:

-- to recruit a student body of 7,500 students while:

- preserving the nature, character and quality of Winthrop
- reaching an SAT average of 1,100
- continuing Winthrop’s commitment to being inclusive (African-American enrollment is currently 27 percent, reflective of South Carolina’s college-eligible African-American population)
- preserving high in-state enrollment (no less than 75 percent)

-- to create residential, academic and auxiliary programs and facilities and make other adjustments along the way as needed to retain our distinctive identity and quality, while facilitating incremental growth and adjusting program mix “as the progress of the times may require.”

C. 2011-2012 Agency Recurring Base Appropriation:

State	\$12,456,146
Federal	0
Other	0

D. Number of Budget Categories:

E. Agency-wide Vacant FTEs

Vacant FTEs as of July 31, 2011: 49.5
% Vacant 6.218%

F. Efficiency Measures:

Efficiency emphasis is a way of life for every operational unit at Winthrop to the extent that it is inherent in everything we do and is considered an “all-institution” responsibility, not a separate activity. A few examples from across the campus would include:

- Winthrop has been a state leader in energy resource management programs for a number of years, resulting in saved fiscal resources and less vulnerability to volatility in fuel source pricing. Current systems allow for staff to shift fuel supplies via computer from remote locations on a 24/7 basis, as well as program HVAC services to match hours of building occupancy.
- On-going review of processes for identification of those that can be completed on-line (versus hard copy) has resulted in faster completion of processing, less person hours consumed in physically transferring files through offices in the chain of approval, better course and housing registration services for students, and reduced consumption of paper.
- Shifts in academic scheduling are under review as a way to boost academic engagement among students as well as increase utilization efficiency of facilities and support services.

- Faculty and staff are empowered and supported in sending forth ideas for consideration, e.g., at personnel suggestion, Winthrop reviewed its land-line telephone needs and in light of residents' preference for mobile phones, decided to withdraw all but emergency phone and data line service from the Residence Halls.
- As economic recovery lagged, Winthrop's president launched "Readiness Winthrop," a 15-month initiative (recently completed) to lead the entire campus community through a comprehensive review of all university activities, with the goal of identifying opportunities for increased efficiency and effectiveness while aligning those activities to the "new normal" economy and changing needs and expectations of higher education among students and families.

G. Number of Provisos:

IIA. OPERATING BUDGET PROGRAMS

Agency Section/Code/Name:

SUMMARY OF OPERATING BUDGET PROGRAMS FOR FY 2012-13

OPERATING BUDGET PROGRAMS			FUNDING					FTEs			
Title	Activity Name	Activity No.	Non-Recurring State	Recurring State	Federal	Other	Total	State	Federal	Other	Total
Education and General	See III.C.			12,456,146	50,295,000	74,300,000	137,051,146	435.96	6.80	291.16	733.92
Auxiliary Enterprises	See III.C.					12,025,000	12,025,000			62.11	62.11
							0				0.00
							0				0.00
							0				0.00
							0				0.00
For additional rows, place cursor in this gray box and press "Ctrl" + "b". (You need to start in this gray box for each row needed or the formulas will not copy properly.)											
TOTAL OF ALL OPERATING BUDGET PROGRAMS			0	12,456,146	50,295,000	86,325,000	149,076,146	435.96	6.80	353.27	796.03

IIB. CAPITAL BUDGET/NON-RECURRING REQUESTS FOR FY 2012-13

Agency Section/Code/Name: Section 16: H47 Winthrop University

SUMMARY OF CAPITAL BUDGET/NON-RECURRING REQUESTS FOR FY 2012-13

CAPITAL BUDGET/NON-RECURRING REQUESTS				Additional State Funds	Previously Authorized State Funds	Total Other Fund Sources	Project Total
Project No.*	Project Name	Activity Name	Activity No.				
	Dacus Library	Academic Support	562	50,000,000			50,000,000
	Research Science Equipment	Research	560	2,000,000			2,000,000
	Student Information Technology Infrastructure Update for Modern Learning	Academic Support	562	2,000,000			2,000,000
							0
							0
For additional rows, place cursor in this gray box and press "Ctrl" + "c". (You need to start in this gray box for each row needed or the formulas will not copy properly.)							
TOTAL OF ALL CAPITAL BUDGET/NON-RECURRING REQUESTS				54,000,000	0	0	54,000,000

*if applicable

III. Budget Category Justification Sheet	Agency Code	Agency Name
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A. Summary description of programs and how they relate to the mission of the agency:

The Education and General program includes all activities directly associated with providing instruction to undergraduate and graduate students within the Colleges of Arts and Sciences, Business Administration, Education, Visual and Performing Arts and University College. In addition, the Education and General Program includes activities organized to produce research outcomes (Research), provide non-instructional services beneficial to the citizens of South Carolina (Public Service), and provide support, such as library, academic computing and instructional technology, to the University's instructional programs (Academic Support). And finally, the Education and General program provides services such as Admissions, Registration, Financial Aid, and Career Guidance to students (Student Services), scholarship support to students in the form of institutional awards or entitlement programs (Scholarship and Fellowship), support services such as information technology, human resource and fiscal operations (Institutional Support), as well as support services to maintain the university's facilities and grounds (Operation and Maintenance of Plant).

B. Budget Program Number and Name:

I. Education and General

C. Agency Activity Number and Name:

Note: If more than one activity maps to this program; provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring	State Recurring	Federal	Other	Total
555-559	Instruction		6,581,146	700,000	27,000,000	34,281,146
560	Research			2,900,000	1,000,000	3,900,000
561	Public Service			350,000	2,000,000	2,350,000
562	Academic Support		1,300,000	80,000	5,000,000	6,380,000
563	Student Services		935,000	265,000	8,000,000	9,200,000
564	Institutional Support		1,780,000		4,300,000	6,080,000
565	Scholarships and Fellowships			10,000,000	11,000,000	21,000,000
566	Operation & Maintenance of Plant		1,860,000		12,000,000	13,860,000
567	Student Direct Lending			36,000,000		36,000,000
568	EIA- Teacher recruit				4,000,000	4,000,000

D. Performance Measures:

Graduation rates, service to S.C. citizens, and economic development partnerships continue to be outcomes important to measuring performance at Winthrop University, while we concurrently look to third-party evaluations as affirmation of quality and accountability. Winthrop University in 2010-2011 conferred bachelor's degrees to 965 students and master's degrees to 368 students, providing SC with a more able citizenry and a more talented workforce. Currently, 83% of the student body is in-state residents. Of the students receiving degrees in 2010-11, 23% were African American. Winthrop's success in educating students for the sciences, particularly chemistry and biochemistry, is noteworthy, with a third of these graduates entering medical school, a third entering graduate research and a third moving into the workforce. Winthrop is working with the City of Rock Hill and the Rock Hill Economic Development Corporation as a partner in job development initiatives for Rock Hill's urban core.

Winthrop is accredited by the Commissions on Colleges of the Southern Association of Colleges and Schools. In addition, the university has achieved 100 percent national accreditation for all eligible academic programs and options. Other verifications of Winthrop quality: the 2011 edition of The Princeton Review's Best Southeastern Colleges: Barron's Best Buys in College; U.S. News Top Ten Regional Public Universities. The Corporation for National and Community Service (CNCS) named Winthrop University as a leader among institutions of higher education for their support of volunteering, service-learning, and civic engagement. The CNCS included Winthrop in its 2010 President's Higher Education Community Service Honor Roll, the fifth consecutive time Winthrop has made the list.

To help ensure accountability and transparency regarding administration of our programs, each year Winthrop's financial statements are audited by an independent audit firm, the results of which are a part of the statewide CAFR. In addition, Winthrop targets compliance with the new state transparency objectives by August 1, 2012.

E. Program Interaction:

Winthrop University's Education and General activities are aligned with each other and with Auxiliary Programs to provide students with a deeper learning experience that emphasizes academic and personal development concurrently. At Winthrop, instruction often involves engaging students in research as co-investigators with faculty, as well as providing students with service learning opportunities that contribute to Winthrop's reputation for public service. Even the design and operation of facilities at Winthrop are aligned with our academic and personal development goals for students. This is done by creating spaces that encourage additional interaction and conversations among students, faculty and staff, in ways that foster appropriate habits of mind and nurture the development of skills essential to success in the modern world. The campus intentionally focuses on building the following key skills, known as "university-level competencies," within all students, regardless of major:

Competency 1: Winthrop graduates think critically and solve problems. Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible. Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively. Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts - including but not limited to written, oral, and visual presentations - that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

These competencies increasingly are intertwined with emphasis on the capacity to use technology fluently to communicate ideas and concepts, present research, so students will be able to take their places in the world of work with leading-edge technological skills already developed. Concurrently, students are encouraged to innovate - to think outside predictable responses to problem-solving by emphasizing creativity and trans-disciplinary approaches to challenges.

F. Change Management:

As economic recovery lagged, Winthrop University's president in early 2010 began a 15-month process designed to lead the university through a change management process called "Readiness Winthrop." The process called for the university to:

- Review what we do and how we do it.
- Re-evaluate how we can do it all more effectively and efficiently, while keeping faith with the essential values that help define us.
- Reflect upon what is key for every student to know, and how we can use emerging technologies to assist their knowing.
- Reshape and re-organize ourselves - so that we achieve the readiness that is our goal for this process.
- Reduce our level of spending while retaining our dedication to quality and value.

Emerging from that process, in addition to a number of administrative efficiencies, were changes to academic programs that enable students to, among other things:

- "Professionalize their passion" by earning a business minor with any Bachelor of Arts degree.
- Complete a bachelor and master's degree in five years.
- Pursue additional inter-disciplinary programs.
- Utilize alternative course scheduling (mid-semester starts, winter term, summer session) and on-line course offerings to facilitate various student needs.
- Benefit from an emphasis on global learning across disciplines to prepare them for living and working in a global society.

In summer 2011, the Readiness Winthrop initiatives were intertwined with the University's regular annual work plan document, the *Vision of Distinction*, available here: <http://www.winthrop.edu/uploadedFiles/WUcommon/pdf/VisionofDistinction.pdf>

G. Detailed Funding Information:

FY 2012-13 Cost Estimates:	State Non-Recurring	State Recurring	Federal	Other	Total
Number of FTEs*		435.96	6.80	291.16	733.92
Personal Service	\$0	10,045,732	2,250,000	36,000,000	48,295,732
Employer Contributions	\$0	2,410,414	560,000	10,215,000	13,185,414
Program/Case Services	\$0	\$0	\$0	\$0	\$ 0
Pass-Through Funds	\$0	\$0	\$0	4,000,000	4,000,000
Other Operating Expenses	\$0	\$0	47,485,000	24,085,000	71,570,000
Total	\$ 0	12,456,146	50,295,000	74,300,000	137,051,146
<i>* If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.</i>					

Is this budget category or program associated with a Capital Budget Priority? Yes

If yes, state Capital Budget Priority Number and Project Name: Priority 1 – Dacus Library

Please List proviso numbers that relate to this budget category or programs funded by this category.

H. Changes to the Appropriation:

Please explain any changes, to include re-alignments and funding or FTE increases requested in this year’s appropriation, as detailed below:

Funding:

Year	State Non-Recurring	State Recurring	Federal	Other (Earmarked or Restricted)
2011-2012 Act		12,231,202	48,106,581	70,792,172
2012-2013 Act		12,456,146	50,295,000	74,300,000
Difference		224,944	2,188,419	3,507,828
% Difference		1.8%	4.5%	5%

Explanation of Changes: To realign based on 2010-11 actual. Please note: As a lump sum agency, increases in budget authorization levels do not directly translate to increases in expenses.

I. Revenue Estimates:

Please detail Sources of revenue for this program, identified by SAP fund number if a live SCEIS agency or the STARS number if a STARS agency. If several sources remit to a single subfund that cannot be split by source and appropriation or program, provide an estimate of the revenue dedicated to this program.

SAP Fund Number	Source Name	General Fund	Other State	Earmarked	Restricted	Federal
5580	Sch&Student Aid					46,000,000
5055	Federal					4,295,000
3228	Grants&Contracts		11,000,000			
4973	EIA			4,000,000		
3036	Higher Ed Dep		59,300,000			
1001	Appropriations	12,456,146				

III. Budget Category Justification Sheet	Agency Code	Agency Name
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If expenditures for this program are greater than known or estimated revenues and the intent is to bridge part of this shortfall by drawing down balances in agency accounts or reserves, indicate the accounts and amount of the current reserve or balance that will likely be used below.

Please detail the long-term sustainability of this program if cash reserves are needed to operate.

If there is federal fund or other fund spending authority requested above the revenue streams detailed above, please indicate the amount and explanation for each.

J. FTE Positions:

Please detail the number of FTE's filled (F) by the program as of June 30 of each fiscal year, and the number authorized (A) by the Appropriations Act.

Fiscal Year	State	Other-Earmarked or Restricted	Federal	Total	Temporary, Temporary Grant, Time -limited
2012-2013 (A)	435.96	291.16	6.8	733.92	
2011-2012 (A)	435.96	291.16	6.8	733.92	
2010-2011 (F)	435.96	291.16	6.8	733.92	
2010-2011 (A)	439.36	290.56	7	736.92	
2009-2010 (F)	439.36	290.56	7	736.92	
2009-2010 (A)	439.36	290.56	7	736.92	
2008-2009 (F)	439.36	290.56	7	736.92	
2008-2009 (A)	439.36	290.56	7	736.92	
2007-2008 (F)	439.36	261.81	7	708.17	
2007-2008 (A)	439.36	261.81	7	708.17	

Note: Authorized positions are either filled, in process of being filled or search is being planned.

K. Detailed Justification for FTEs:

(1) Justification for New FTEs

(a) Justification:

(b) Future Impact on Operating Expenses or Facility Requirements:

(2) **Position Details:**

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

A. Summary description of programs and how they relate to the mission of the agency:

The Auxiliary Enterprises program includes housing, health and counseling, cafeteria, vending and bookstore services provided to students. The Department of Residence Life is dedicated to the total growth and development of each resident student and is an essential part of Winthrop University's total education experience. The Academic Success Communities of Residence Life provide educational living and learning opportunities for students to develop the attitudes and behaviors of responsible adults in a pluralistic residential community. The Department of Health and Counseling Services helps students meet physical and mental health challenges, providing opportunities to learn lifestyle skills that will improve students' abilities to understand and care for themselves physically and emotionally. In Counseling Services, psychological counseling, services for students with disabilities, general health and wellness education, and learning assistance training is provided.

B. Budget Program Number and Name:

II. Auxiliary Enterprises

C. Agency Activity Number and Name:

Note: If more than one activity maps to this program; provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring	State Recurring	Federal	Other	Total
569	Aux Services-Housing				6,600,000	6,600,000
570	Aux Services-Health and Counseling				1,200,000	1,200,000
571	Aux Services-Cafeterias				3,700,000	3,700,000
572	Aux Services-Bookstore/Vending				525,000	525,000

D. Performance Measures:

Note: On-going transition to a new all-institutional administrative computing system has made reliably comparable year-to-year data unavailable until the transition is complete.

E. Program Interaction:

Winthrop University's Auxiliary Program is aligned with its Education and General program to provide students with a deeper learning experience that emphasizes academic and personal development concurrently.

Auxiliary Enterprise activities—particularly Residence Life initiatives -- are mutually supportive and contribute in complementary ways to the successful academic and personal development of Winthrop students. While particular emphasis is on traditionally aged students at the undergraduate level, additional focus is being brought to bear on additional groups, including older returning students, commuter students, veterans, and special needs students.

Winthrop's nationally recognized success in supporting all students, but particularly first-generation and underrepresented students, in persisting toward successful degree attainment relies on breaking down traditional 'silos' between most universities' Academic Affairs and Student Life Divisions, so that students experience personal and academic development concurrently. The work of each respective division reinforces and deepens the other. This is accomplished through Residential Learning Coordinators working in residence halls to support students academically through establishment of good study habits, good time management skills, development of collaborative approaches to problem-solving, and development of strong ethics and social responsibility. Likewise, faculty are committed to the same goals via academic means during classroom hours, encouraging personal and social responsibility, collaborative assignments, and appreciation of global dynamics.

Winthrop has formed public-private partnerships with corporate partners ARAMARK and Follett to provide food services and bookstore services, respectively. Both partnerships emphasize customer-service approaches within the academic environment by being attuned to market demands. Food services offers varied meal plans and menu selections, allowing students healthy options for relaxing with friends on site or choosing carryout items that can be taken to a study group or outside venue. Bookstore textbook choices include new, used, rental or on-line options to match varied budgets.

III. Budget Category Justification Sheet	Agency Code	Agency Name
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Health and counseling services provides support to students who present a variety of medical or psychological needs, as well as a range of disabilities that is greater than in previous decades, so that each student can achieve success here. Advice in dealing with such students is also available for faculty and staff.

Safety and security also are major concerns on college campuses these days, and Winthrop has a cross-campus Critical Incident Management team in place to both prepare the campus to cope with unusual situations and alert the community to any threats that may develop, be they weather-related or some kind of unlawful behavior.

F. Change Management:

Today’s student populations are presenting greater specialized needs in auxiliary services – requiring services for a broader range of disabilities, specialized services for returning veterans and services more in tune to the needs of non-traditional age (older) students.

G. Detailed Funding Information:

FY 2012-13 Cost Estimates:	State Non-Recurring	State Recurring	Federal	Other	Total
Number of FTEs*	0.00	0.00	0.00	62.11	62.11
Personal Service	\$0	\$0	\$0	\$3,050,000	\$3,050,000
Employer Contributions	\$0	\$0	\$0	\$830,000	\$830,000
Program/Case Services	\$0	\$0	\$0	\$0	\$ 0
Pass-Through Funds	\$0	\$0	\$0	\$0	\$ 0
Other Operating Expenses	\$0	\$0	\$0	\$8,145,000	\$ 8,145,000
Total	\$ 0	\$ 0	\$ 0	\$12,025,000	\$ 12,025,000

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

Is this budget category or program associated with a Capital Budget Priority? No
 If yes, state Capital Budget Priority Number and Project Name:.

Please List proviso numbers that relate to this budget category or programs funded by this category.

H. Changes to the Appropriation:

Please explain any changes, to include re-alignments and funding or FTE increases requested in this year’s appropriation, as detailed below:

Funding:

Year	State Non-Recurring	State Recurring	Federal	Other (Earmarked or Restricted)
2011-2012 Act				11,600,000
2012-2013 Act				12,025,000
Difference				425,000
% Difference				3.7%

Explanation of Changes:
 To realign based on 2010-11 actual.

I. Revenue Estimates:

Please detail Sources of revenue for this program, identified by SAP fund number if a live SCEIS agency or the STARS number if a STARS agency. If several sources remit to a single subfund that cannot be split by source and appropriation or program, provide an estimate of the revenue dedicated to this program.

III. Budget Category Justification Sheet	Agency Code	Agency Name
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SAP Fund Number	Source Name	General Fund	Other State	Earmarked	Restricted	Federal
3116	Auxiliary Revenues		12,025,000			

If expenditures for this program are greater than known or estimated revenues and the intent is to bridge part of this shortfall by drawing down balances in agency accounts or reserves, indicate the accounts and amount of the current reserve or balance that will likely be used below.

Please detail the long-term sustainability of this program if cash reserves are needed to operate.

If there is federal fund or other fund spending authority requested above the revenue streams detailed above, please indicate the amount and explanation for each.

J. FTE Positions:

Please detail the number of FTE's filled (F) by the program as of June 30 of each fiscal year, and the number authorized (A) by the Appropriations Act.

Fiscal Year	State	Other-Earmarked or Restricted	Federal	Total	Temporary, Temporary Grant, Time -limited
2012-2013 (A)		62.11		62.11	
2011-2012 (A)		62.11		62.11	
2010-2011 (F)		62.11		62.11	
2010-2011 (A)		62.11		62.11	
2009-2010 (F)		62.11		62.11	
2009-2010 (A)		62.11		62.11	
2008-2009 (F)		62.11		62.11	
2008-2009 (A)		62.11		62.11	
2007-2008 (F)		62.11		62.11	
2007-2008 (A)		62.11		62.11	

(F) – Direct student services positions – any position that may have been vacant on June 30 would have been in the process of being filled.

K. Detailed Justification for FTEs:

(1) Justification for New FTEs

(a) Justification:

(b) Future Impact on Operating Expenses or Facility Requirements:

(2) **Position Details:**

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					

III. Budget Category Justification Sheet	Agency Code	Agency Name
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Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

A. Project Name:

Dacus Library

B. Project Approval:

C. Statement of Need:

Winthrop University’s Dacus Library, built in 1969, was constructed in an era when library resources were almost exclusively in the form of hard copies on open shelving, digital information technology was a largely unknown concept and Winthrop University (then College) enrollment had not yet reached even 4,000.

Today’s 21st century higher-education community members, regardless of discipline, approach information-gathering in a very different way from students of past decades. Modern-day students combine use of hard-copy resources with a wide range of highly specialized data bases often maintained through collaborative networks of libraries. Further, academic disciplines these days more often require students to supplement development of individual research skills with expertise in team research projects – similar to those encountered in the professional world – where each team member must gather information from a variety of sources addressing any given issue or task. Team members then pool what they have gathered, must synthesize that information, make comparative judgments about it, draw on supplementary resources as needed, and then draw conclusions from the information gathered. Those demands require that library spaces for this era’s students include both hard copies and shelving for items not available digitally, as well as technologically equipped work spaces for individual and team research.

Winthrop University’s current enrollment is approximately 6,000+, with projected growth of an additional 1,000 students in the next 7-10 years. Even if the current Dacus Library were adequate for today’s enrollment level – and it is far from it – it offers neither the space nor the technological capacities and style of work spaces necessary to meet the needs of Winthrop University students for the future. On a campus deemed a leader in adaptive re-use strategies for older buildings, the current facility (half of which is subterranean with unsolvable moisture problems for) has been deemed by users, experts in the field, and state public policy leaders in the region to be beyond its useful life. The present facility contains the original HVAC and electrical systems. Most of these systems were designed to last thirty years and are at the end of their life spans; investment in replacing them on site does not offer reasonable cost/benefit given the inadequacy of the facility’s space, the lack of adaptability for current needs and its unsolvable moisture issues.

A library capable of supporting Winthrop’s cutting-edge academic programs for the 21st century is essential to maintaining and building upon the quality and value of the Winthrop education. Students in all disciplines must have access to 21st century resources, regardless of media platform, as well as facilities that enable them to develop information-gathering capacities expected to have been developed by the time they move to the worlds of work and post-graduate study. Winthrop plans a 120,000 square foot facility to address this need by replacing our current aged facility. While that facility could have been built for \$35 million when state support for it was first requested several years ago, recently completed estimates indicate that \$50,000,000 will be required in today’s dollars to fund this facility.

Given that Winthrop University has received no state capital bond funding for new academic construction in several years, and consequently has had to construct other needed academic spaces in the sciences, business and other academic areas with its own resources, we respectfully request full funding for this facility, which will be used by all students regardless of their academic discipline.

D. Agency Activity Number and Name:

Note: If more than one activity maps to this project provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring Funds	State Recurring Funds	Federal Funds	Other Funds	Total Funds
562	Library - Capital	\$50,000,000				\$50,000,000
						\$0
						\$0
						\$0
						\$0

A. Project Name:

Research Science Equipment

B. Project Approval:

C. Statement of Need:

Purchase an array of scientific equipment needed to supplement/update the equipment already in place. While the amount necessary to acquire all elements of this needed equipment totals \$4 million, Winthrop at present is seeking only half that amount -- \$2 million – in state support for this equipment acquisition.

D. Agency Activity Number and Name:

Note: If more than one activity maps to this project provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring Funds	State Recurring Funds	Federal Funds	Other Funds	Total Funds
560	Research	\$2,000,000				\$2,000,000
						\$0
						\$0
						\$0
						\$0

E. Project Description:

Research Science Equipment Plan: \$2 million

By anticipating the nation’s need to build a workforce talented in the sciences, Winthrop University almost a decade ago began to invest in building its science facilities and faculty so as to be able to make a substantial contribution to this emerging need – even before state business and public policy leaders articulated this as a priority for the Palmetto State. Approximately \$6.5 million in capital facilities investments were made through institutional resources, supplementing the limited state capital funds available at that time.

To build further on this initiative, Winthrop entered a collaborative program with selected other institutions of higher education in South Carolina in 2004, with the goal of creating a distinctive biomedical research presence to prepare undergraduate students for further study and the world of work in these fields. Winthrop is investing \$1.7 million of its own funds over the initial five-year phase of the program.

This program already is showing significant results, with Winthrop undergraduate students making presentations at conferences in these fields frequently mistaken for master’s or doctoral candidates, and subsequently recruited for such programs by some of the leading graduate programs both within and beyond S.C.

For more students to be able to be accommodated in this program and for all students participating to have a broader and deeper range of hands-on laboratory experiences, Winthrop has identified an array of scientific equipment needed to supplement/update the equipment already in place through Winthrop’s own investments. While the amount necessary to acquire all elements of this needed equipment totals \$4 million, Winthrop is seeking only half that amount -- \$2 million – in state support for this equipment acquisition. To address the most critical and immediate needs in continuing this vital research, in FY201, the university borrowed \$2M through the South Carolina’s State Treasurer’s Master Lease plan.

F. Funding

Total New Request: \$2,000,000 Previously Approved Funds: _____ Expenditures to Date: _____

Identify the source(s) of funds for this appropriation (general fund, surplus, federal funding, local match, etc.):

Non-recurring State Funds

A. Project Name:

Student Information Technology Infrastructure Update for Modern Learning

B. Project Approval:

C. Statement of Need:

Winthrop University is committed to providing a technology infrastructure that supports the instructional and research needs of the campus. A flexible, scalable, and mobile infrastructure is needed that can evolve as the demand for technology continues to grow. Expansion and implementation of three key technologies will position Winthrop to meet the increasing needs demanded by today’s college students who are clearly part of the *mobile digital native generation*. These three technologies include:

- 1) Wireless campus and mobile friendly applications,
- 2) Technology “smart” classrooms, and
- 3) Virtualized Desktop Infrastructure (VDI).

D. Agency Activity Number and Name:

Note: If more than one activity maps to this project provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring Funds	State Recurring Funds	Federal Funds	Other Funds	Total Funds
562	Academic Support	\$2,000,000				\$2,000,000
						\$0
						\$0
						\$0
						\$0

E. Project Description:

Students now access many services from mobile devices such as iPads, iPhones, Android devices, and other mobile equipment. Each year, even more students arrive with mobile devices; and faculty use an increasing number of mobile devices for instructional activities and field research. Therefore, the university services that are web accessible should be mobile friendly. An application designed to work from a web browser on a computer may not be easily used on a mobile device with a small screen. Therefore, university applications must be rewritten on platforms designed for mobile delivery.

In addition, these services must be accessible over a wireless infrastructure (Wi-Fi). Many instructional, public, laboratory, and residential spaces on campus are still without Wi-Fi access. The existing campus Wi-Fi coverage must be expanded to include all areas where Wi-Fi is likely to be utilized. In addition to mobile and Wi-Fi, Winthrop requires a strong infrastructure to support the instructional and laboratory experience. Smart classrooms are used for enhanced instruction and content delivery. These classrooms utilize presentation technology such as projectors, interactive smartboards, and digital presenters. Faculty teaching in smart classrooms report an improved teaching and learning experience. These reports are also supported by recognized educational research. Winthrop University should expand its smart classroom infrastructure to include more teaching spaces and contemporary technology.

In order to improve the laboratory experience in computer labs and to allow expansion with minimal personnel requirements, Winthrop must leverage the latest virtualization technology known as Virtualized Desktop Infrastructure (VDI). By “virtualizing” the desktop computer, this technology allows flexible access to applications and systems regardless of where the client is located. A program that was only available in one lab location due to limited licenses can be made available from almost any location with a managed VDI infrastructure. This allows for the most flexibility and scalability in delivering applications while also improving the safety of data that is often lost on local desktop computers. Combined with campus Wi-Fi and traditional network coverage, VDI provides ubiquitous access to university services and resources.

A. Proviso Number

Using the renumbered 2012-13 proviso base provided on the OSB website indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding priority*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

D. Action

(Indicate Keep, Amend, Delete, or Add):

E. Title

Descriptive Proviso Title:

F. Summary

Summary of Existing or New Proviso:

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to codification, note the section of the Code of Laws where the language has been codified):

H. Explanation of how this proviso directs the expenditure or appropriation of funds, and why this direction is necessary**I. Justification**

Refer to the instructions for the correct question to answer in this space, based on the action you selected

J. Fiscal Impact (Include impact on each source of funds – state, federal, and other)**K. Text of New Proviso with Underline or Entire Existing Proviso Text with Strikeover and Underline**

(INSERT PROVISOR FROM FY 2012-13 RENUMBERED PROVISOR BASE HERE)

Federal Aid Justification

2010-WA-AX-0016

Summary

Award Title	The Victims Assistance Development Project				
CFDA Number/Title	(XX.XXX) Other CFDA	→	If "Other", identify:	16.525 Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking on Campus	
Award Number (Federal)	2010-WA-AX-0016	Start Date	10/01/10	Federal Agency	Department of Justice (15)
Award Number (State)		End Date		Federal Subagency	
Award Period	One-Time	→		If "Other", explain:	

Financial

Total Award Amount	\$ 299,209.00	Amount Available in FY 2012-13	\$ 24,935.00
State Match Required?	No	If "Yes", describe, and provide SAP Fund Number(s) of funding sources	
Local Match Required?		If "Yes", describe	
Assistance Type	Project Grant	If "Other", explain	
Is administrative and/or indirect cost recovery permitted? If so, explain:	None allowed		
Will funds be passed-through to other entities? If so, what types of entities, and how will funds be distributed?	No		

Federal Aid Justification

2010-WA-AX-0016

Questions

How is the use of these funds essential to your agency's mission?

Provided a safe campus environment for our students.

What budgetary, compliance, and programmatic obligations will the state incur (now or in the future) through the receipt of these funds?

None

What outcome and/or performance measures will you track and/or report on in association with this award?

Criteria as set forth in the Scope of Work of the grant proposal

What is the name and title of the individual in your agency who is responsible for the success of this program?

Carrie M Morphis, Victim Services Coordinator

Federal Aid Justification

1-603001-Z-0043-31 (Current Year)

Summary

Award Title	Small Business Development Center				
CFDA Number/Title	(XX.XXX) Other CFDA	→	If "Other", identify:	59.037 Small Business Development Center	
Award Number (Federal)	1-603001-Z-0043-31 (Current Year)	Start Date	01/01/11	Federal Agency	Small Business Administration (73)
Award Number (State)		End Date		Federal Subagency	
Award Period	Continuing	→	If "Other", explain:		

Financial

Total Award Amount	\$ 259,898.00	Amount Available in FY 2012-13	\$ 250,000.00
State Match Required?	Yes	If "Yes", describe, and provide SAP Fund Number(s) of funding sources	
Local Match Required?		If "Yes", describe	
Assistance Type	Project Grant	If "Other", explain	
Is administrative and/or indirect cost recovery permitted? If so, explain:	17% of Total Direct Costs		
Will funds be passed-through to other entities? If so, what types of entities, and how will funds be distributed?	No		

Federal Aid Justification

1-603001-Z-0043-31 (Current Year)

Questions

How is the use of these funds essential to your agency's mission?

Service to the Community

What budgetary, compliance, and programmatic obligations will the state incur (now or in the future) through the receipt of these funds?

None

What outcome and/or performance measures will you track and/or report on in association with this award?

Criteria set forth in the Scope of Work contained in the proposal

What is the name and title of the individual in your agency who is responsible for the success of this program?

Larry Stevens, Director, Small Business Development Center

Federal Aid Justification

11MS089-01; 11MS029-01

Summary

Award Title	Alliance in Math and Science Success (AIMS)		
CFDA Number/Title	(XX.XXX) Other CFDA	→ If "Other", identify:	84.366 Mathematics and Science Partnerships
Award Number (Federal)	11MS089-01; 11MS029-01	Start Date	03/31/11
		Federal Agency	Department of Education (91)
Award Number (State)		End Date	
		Federal Subagency	
Award Period	One-Time	→ If "Other", explain:	

Financial

Total Award Amount	\$ 36,402.00	Amount Available in FY 2012-13	\$ 12,134.00
State Match Required?	No	If "Yes", describe, and provide SAP Fund Number(s) of funding sources	
Local Match Required?	No	If "Yes", describe	
Assistance Type	Project Grant	If "Other", explain	
Is administrative and/or indirect cost recovery permitted? If so, explain:	No		
Will funds be passed-through to other entities? If so, what types of entities, and how will funds be distributed?	No		

Federal Aid Justification

11MS089-01; 11MS029-01

Questions

How is the use of these funds essential to your agency's mission?

Providing professional development opportunities to the teachers of South Carolina

What budgetary, compliance, and programmatic obligations will the state incur (now or in the future) through the receipt of these funds?

Compliance with EDGAR guidelines

What outcome and/or performance measures will you track and/or report on in association with this award?

Criteria as specified in the grant proposal

What is the name and title of the individual in your agency who is responsible for the success of this program?

Beth Costner, Chair of the Mathematics Department; and Kathryn Richardson, Director of the North Central SMART Center

Federal Aid Justification

10AC113194

Summary

Award Title	Healthy Families AmeriCorps Program				
CFDA Number/Title	(94.006) AmeriCorps	→	If "Other", identify:	US Corporation for National and Community Service	
Award Number (Federal)	10AC113194	Start Date	08/01/10	Federal Agency	US Corporation for National and Community Service
Award Number (State)		End Date		Federal Subagency	
Award Period	One-Time	→		If "Other", explain:	

Financial

Total Award Amount	\$ 42,328.00	Amount Available in FY 2012-13	\$ 14,109.00
State Match Required?	no	If "Yes", describe, and provide SAP Fund Number(s) of funding sources	
Local Match Required?	no	If "Yes", describe	
Assistance Type	Project Grant	If "Other", explain	
Is administrative and/or indirect cost recovery permitted? If so, explain:	No		
Will funds be passed-through to other entities? If so, what types of entities, and how will funds be distributed?	No		

Federal Aid Justification

10AC113194

Questions

How is the use of these funds essential to your agency's mission?

Community Service

What budgetary, compliance, and programmatic obligations will the state incur (now or in the future) through the receipt of these funds?

Adherence to grant guidelines of sponsor

What outcome and/or performance measures will you track and/or report on in association with this award?

Criteria as specified in the grant agreement

What is the name and title of the individual in your agency who is responsible for the success of this program?

Kimberly Keel, Executive Director of the Health Families AmeriCorps Program

Federal Aid Justification

10VSSSC001 (Current Year)

Summary

Award Title	<input type="text" value="VISTA Supervison"/>				
CFDA Number/Title	<input type="text" value="(94.013) Volunteers in Service to America"/>	→	If "Other", identify:	<input type="text" value="US Corporatino for National and Community Service"/>	
Award Number (Federal)	<input type="text" value="10VSSSC001 (Current Year)"/>	Start Date	<input type="text" value="02/27/10"/>	Federal Agency	<input type="text"/>
Award Number (State)	<input type="text"/>	End Date	<input type="text"/>	Federal Subagency	<input type="text"/>
Award Period	<input type="text" value="One-Time"/>	→	If "Other", explain:	<input type="text"/>	

Financial

Total Award Amount	<input type="text" value="\$ 15,000.00"/>	Amount Available in FY 2012-13	<input type="text" value="\$ 15,000.00"/>
State Match Required?	<input type="text" value="no"/>	If "Yes", describe, and provide SAP Fund Number(s) of funding sources	<input type="text"/>
Local Match Required?	<input type="text" value="no"/>	If "Yes", describe	<input type="text"/>
Assistance Type	<input type="text" value="Project Grant"/>	If "Other", explain	<input type="text"/>
Is administrative and/or indirect cost recovery permitted? If so, explain:	<input type="text" value="no"/>		
Will funds be passed-through to other entities? If so, what types of entities, and how will funds be distributed?	<input type="text" value="no"/>		

Federal Aid Justification

10VSSSC001 (Current Year)

Questions

How is the use of these funds essential to your agency's mission?

Community Service

What budgetary, compliance, and programmatic obligations will the state incur (now or in the future) through the receipt of these funds?

Adherence to grant guidelines of sponsor

What outcome and/or performance measures will you track and/or report on in association with this award?

Criteria as specified in the grant agreement

What is the name and title of the individual in your agency who is responsible for the success of this program?

Kimberly Keel, Executive Director of the Health Families AmeriCorps Program