**Inter-Unit Collaboration**

**Aspiration Statement:** Wright State University practices inter-unit collaboration to reduce redundancy, increase efficiency, promote transparency, and foster clear communication across the entire university to provide the best programs and services to all WSU constituents.

**Project: University Summit**

**Description:** The University Summit is the one-day program where ALL faculty and staff come together for a “state of the university” program, complete a community service project, or learn about the many programs and units across campus. The Summit is an inter-active full-day program much like a convocation where folks come together to learn, to be inspired, and to engage with one another. A community service project could be a focused effort to clean-up campus, to help local programs, or to raise funds for a non-profit organization.

The Summit will be held at the Nutter Center. The concourse is used for a “bazaar or marketplace” environment to provide programs and services a means to present information, provide learning materials, and promote how they support student, faculty, and staff at WSU. The arena is used for the plenary session for the state of the union program, and the McLin Gym can be used for the community service portion of the day.

**Objectives and Benefits:**

* Encourages organic collaboration. When people meet from various areas across campus, new relationships are made, and new ways to collaborate are developed.
* Provides professional development for faculty and staff.
* Opens communication between university administration and the rest of campus.
* Provides a means to learn about programs, services and creates opportunities for all WSU constituents to work together.

**Expected Outcomes:**

* Improved faculty and staff retention
* Improved faculty/staff engagement for community service projects

**Risks if this project is not pursued:**

* Decreased faculty and staff knowledge of university goals, services, and programs
* Decreased faculty and staff engagement in campus programs

**Evaluations received:** This project received the most votes for inter-unit collaboration. This program could be combined with faculty/staff development.

**Inter-Unit Collaboration**

**Project: Synchronous Orientation-**

**Mobile, online, virtual new student orientation**

**Description:** Develop a supplemental, interactive online or mobile application for orientation that enables students to complete the orientation process online or in a virtual environment. This program will supplement the in-person orientation program. The mobile or online program will be menu-driven to enable students to complete enrollment-related tasks (advising, registration, etc.) in a virtual way. Student training programs for sexual assault, drug/alcohol education, etc. can be completed in the online platform, and we can track completion. Students can use this program while they attend WSU, not just for orientation.

Pilot Live can be used to host the program in the virtual online environment, and students can attend workshops related to financial aid, advising, housing, etc. to learn more about those programs or services. The program will be interactive and require the student to complete enrollment process milestones.

**Objectives and Benefits:**

* Students who are unable to come to campus for orientation can complete orientation on their own. This will assist students who are out-of-state or who live a long distance from campus get engaged before their arrival to campus.
* Students can be engaged with departments in a virtual way versus completing transactions in person.
* Could engage distance learner students with campus.

**Expected Outcomes:**

* Improved student enrollment and student engagement
* Improved student retention
* Improved student knowledge of campus services and programs

**Risks if this project is not pursued:**

* Reduced enrollment of distance-learners
* Students are not able to complete enrollment tasks in a timely manner
* Reduced retention of students due to lack of knowledge of services and programs to support student success

**Evaluations received:** This project received the second most votes for inter-unit collaboration. This program could be included in other orientation ideas supplied via the marketplace (online programs, student affairs, student success, etc.).

**Inter-Unit Collaboration**

**Project: Service Stewardship**

**Description:** Centralizing units related to student enrollment, services, and success. Example: centralize enrollment management, international enrollment, student affairs, career services, and student success in one large division, rather than separate stand-alone operations — *other centralization efforts could occur for other university services*. Essentially, building one cohesive team to serve the “whole student” versus just segments of what a student needs to be success at WSU.

**Objectives/Benefits:**

* Follows best practice and higher education trends
* Unified mission/vision and operational plans
* Shared resources, staffing, and leadership
* Cross-trained staff to assist during peak service times and eliminate the “Wright State Run-Around”, to help with retention.
* Empowers employees to fully assist a student rather than shuffling the student to another office for assistance.

**Expected Outcomes:**

* Improved enrollment and retention of WSU students of all types.
* Improved coordination of resources and services provided to students.
* Less duplication of effort in service areas.
* More efficient use of financial and human resources

**Risks if this project is not pursued:**

* Increased costs for serving students
* Reduced student retention because of the “run around” environment

**Evaluations received:** This project received the third most votes for inter-unit collaboration. Many individuals felt that this environment would empower staff to serve student better, provide better student advocacy, and improve relationships between offices.

**Experiential Learning**

**Aspiration Statement***: Every Wright State student will participate in meaningful* ***experiential learning*** *aligned with their academic, career, and/or personal goals*

**Title:** Wright State designs a unique experiential learning program for their students.

**Description**: Curricula will provide every student with experiential learning opportunities that are relevant to their academic discipline, true to content delivery, and in line with student aspirations. This distinctive program will be flexible enough to accommodate the needs of the Wright State student body, which includes direct from high school students but also many transfer students, adult learners with family and work responsibilities, and first generation students. Experiential learning opportunities will be available throughout a student’s Wright State career, including in the WSU Core. The details of a new Wright State definition of experiential learning are yet to be crafted, but experiential learning often includes internships, study abroad, research or creative projects, service learning, and leadership opportunities. Experiential learning programs also frequently emphasize problem solving, opportunities for formal student reflection, and ongoing assessment.

**Key objectives**: Create and implement a new and distinctive experiential learning program designed specifically for Wright State that will enable students at all levels, all backgrounds, and possessing widely varying aspirations, to successfully integrate theory and practice, hone important life skills, and make connections beyond the classroom. Carefully craft this intentionally designed program to develop our students and alumni to become global citizens, and to make a positive impact on the communities they will serve.

**Benefits or impact**: An experiential learning program targeted to our specific student population will distinguish Wright State, give students an added incentive to choose us, provide inspirational points of pride, create dynamic marketing opportunities, and pave the way for new advancement possibilities. Promoting and building the program will also strengthen students’ connections and engagement with a variety of partners; to include alumni, potential employers, and other community partners. Resultant benefits will include an increase in student recruitment, retention, and positive post-graduate outcomes.

**Risks**: There are risks if we do not create a new experiential learning initiative, as well as risks if we do. If we do not embrace experiential learning, we deny our students a critical part of their education, and a growing element of best and high-impact educational practices. We risk becoming outdated, and lose an opportunity to redesign Wright State’s distinctive educational experience. We miss an opportunity to forge meaningful connections to alumni, our community, and potential donors. If we do not consider our specific student body while designing this program, we risk creating barriers for students or delaying time to graduation.

**Evaluations**: This idea received the second most votes overall in the marketplace, and the most votes out of the three Experiential Learning Initiative ideas. These factors support our strong recommendation that the creation, implementation, and development of a distinctive new experiential learning program for WSU, is as an idea to pursue now – “establish success with quick wins.” First steps would include an inventory, and potential evaluation/assessment of current WSU experiential learning offerings.

**Questions**: What are we doing now? How can leaders facilitate an inventory of the experiential learning already underway? How best can we leverage current personnel involved in experiential learning to research, evaluate, and share best practices? What is the perspective of our community partners vis a vis current experiential learning programs? How do we most effectively and efficiently integrate curricular and co-curricular experiential learning into each of our student’s programs of study?

**Experiential Learning**

**Title**: Every Wright State student will receive a scholarship to support their experiential learning.

**Description**: Wright State will provide scholarships for every student for the first 3 credit hours of required experiential learning, or the equivalent amount for non-credit experiential learning. This will be an incentive for students to embrace experiential learning, and serve as an inducement for faculty to better engage students by including experiential learning in required curricula. It will also be a reason for students to choose WSU. In addition, it will signal the importance the university community places on experiential learning, and give us an opportunity to reach out to donors and granting agencies for support. This unique program would be used as a tool to distinguish the university and attract new students. It would also function as an effective retention strategy, as engaged students are retained students.

**Key objectives**: Design, develop, and implement an across-the-board experiential learning scholarship that will signal to students and the community that a university goal is to be a true partner and resource to the community: we are not just saying it, we are funding it.

**Benefits or impact**: This unique program will distinguish the university, and give students an added incentive to choose Wright State. Engagement with involved internal and external communities will build connections for students and increase retention. Promoting the program will enhance the Wright State brand and strengthen ties with our community. Our donor pool will be enhanced.

**Risks**: There is a financial risk if the program does not increase retention, recruitment, or donor contributions enough to offset the cost. There would have to be a careful analysis of real costs. Also, there is risk involved if student experiences are not carefully monitored and evaluated, as the potential misuse of scholarship funding is possible.

**Evaluation**: This was evaluated as an idea to pursue – “establish a path to success and push forward in the near term,” but perhaps as a second phase of the overarching initiative to design a unique experiential learning program for our students.

**Questions**: What would be the actual cost of such a scholarship (vs. lost revenue)? How can we accurately assess costs vs benefits? Is there data on the effectiveness of experiential learning as a retention strategy for Wright State: for instance, do students who study abroad graduate at higher rates than students who do not? Did the scholarship offered to Summer Ambassador Program students a few years ago increase the number of students in those programs?

**Experiential Learning**

**Title: Wright State creates an innovative experiential learning hub.**

**Description**: A new experiential learning hub will be created to coordinate the implementation and development of Wright State’s distinctive new experiential learning program. The hub will forge new, and strengthen existing relationships across campus between student affairs, academic affairs, and student success.  It will encourage greater collaboration, and leverage resources and services to more efficiently and effectively deliver experiential learning opportunities to students. By centralizing experiential learning to whatever extent is deemed most appropriate; opportunities, communication, and facilitation logistics between key stakeholders will be enhanced, assessment and evaluation will be strengthened, and credit for graduation will be easily tracked.

**Key Objectives**:

To engage in a campus-wide initiative to build an innovative experiential learning hub that will weaken silos between units, efficiently manage a complex series of learning opportunities, and provide a convenient resource for all students and community partners. To leverage the resources of the hub to more adequately assess and evaluate experiential learning offerings, the student experience, and the benefits to the various stake holders involved.

**Benefits or impact**:

An effective experiential learning hub will increase student retention efforts, centralize appropriate experiential learning functions, and deliver better service to students and community partners. These efforts will encourage collaboration between units that are often siloed, engendering a stronger sense of campus community, and connections to community stakeholders. This will contribute to a positive Wright State identity. An experiential learning hub could require new staffing and space. Senior leadership would need to determine if new space would be required, or if developing a network of highly collaborative existing or new professional staff and faculty members would be the best option.

**Risks**:

There are attendant risks to not establishing an experiential learning hub, as well as risks associated with creating it. One risk of building a hub would be that the establishment of it would adversely impact personnel and their resources currently involved in successful experiential learning programs, i.e. the potential disruption of established logistical relationships, policies, procedures, etc. A risk for not establishing a hub is that the current silos, disparate practices, inconsistent communication, multiple offices and personnel, will continue to be the norm.

**Evaluation**:

Pursue – “establish a path to success and push forward in the near term.”

**Questions**:

How would senior leadership decide on who the best personnel would be to staff and lead an emerging and developing experiential learning hub? What processes could senior leadership employ to determine which current programs would continue, and which best practices, and/or similar centralization ideas from several of the other strategic planning initiatives be adopted as part of developing an experiential learning hub?

**Community Partnerships**

**Aspiration Statement:** Wright State is viewed as a valuable, must-have partner by our greater community and Wright State views the greater community as a source of sustainable partnerships, opportunities, and growth.

• **Project:** Establish an Office of Community/Corporate Engagement

**• Description:** The mission of the Office of Community/Corporate Engagement would be to serve as the central point of contact for any individual, organization or company engaged with or wishing to engage with the university—a visible and recognized “front door.” The office would provide a one-stop shopping service by connecting the community to partners across campus, and then continue to provide a measure of oversight for multi-faceted relationships, ensuring communication and coordination between Wright State offices. The office would present a unified front with reach-back connections to all areas of expertise in the university—Advancement, Research, Enrollment, Athletics, Career Services—virtually every area where a community member or corporation might want to pursue engagement.

**Objectives and Benefits:** Make it easy for the community to work with the university on any level and in any area quickly and efficiently—this is about relationship building. Equally important is for WSU to present a united front to the community—for the right hand to know what the left hand is doing. Key objectives:

* Create a culture of “readiness” to engage with the community
* Develop an internal team approach for a unified, holistic process to receive and manage external interest and inquiries
* Streamline internal processes and workflow across all university functions that interact with external entities
* Increase communication/collaboration among university offices

**Expected Outcomes:** The University will be able to move at the speed of business and seamlessly interact with the public, as opposed to expecting the public to work at the speed of academia. The community will understand that it is easy to work with Wright State. Significant benefits can be summed up as *overall institutional support*. Every area of the university should see positive outcomes through:

* Increased enrollment
* Increased research dollars
* Increased gift dollars for scholarships and programs
* Increased sponsorship of student and campus activities
* Increased experiential learning and employment opportunities for students and graduates

**Risks if This Project is not Pursued:**

We will fail to eliminate the perception that it is difficult to work with Wright State, causing us to risk the loss of engagement opportunities that would provide support for our students, programs, and research. University silo operations will continue, contributing to the further deterioration of our ability to building holistic and meaningful relationships with community/corporate entities.

**Evaluations Received:** This idea received outstanding support at the Strategic Plan Marketplace exercise. It landed in the Pursue Now category after receiving 33 dots, the maximum votes received by any of our ideas. Comments received related to this idea:

* Focusing on Community Engagement for Strategic Initiatives that can build on WSU strengths can be very useful for WSU visibility
* A welcome center as a “front door” to the university has been proposed by Alumni and Advancement and many of the ideas proposed about the office of Community Engagement and the welcome center sound similar, so perhaps collaboration would be appropriate for the university’s “front door.”

**Key questions for leaders**

* What resources are available to establish this office?
* Will leadership commit to building consensus among currently siloed operations in support of this idea?

*(Reference: Network of Academic Corporate Relations Officers)*

**Community Partnerships**

**Project:** Strategic Focus on Pursuing Gift Funding From National Foundations

**Description:** An increased, proactive, university-wide strategic focus on national foundation gift funding will provide an organized, systematic approach to identifying and soliciting funding for Wright State’s students, faculty, programs and research. Wright State University has reached a point in its growth where it has many significant projects that are of national scope—that go well beyond simply helping our students and/or local community. Many WSU projects are competitive for national foundation gift funding at high levels because they are scalable, replicable, best practices and, have global implications and applications. There is tremendous growth potential here. Supporting the Office of Advancement to expand its oversight and pursuit of these funding opportunities will propel the university into this national playing field.

• **Objectives and Benefits:** Key objectives are to coordinate, produce and submit gift grant proposals at a significantly increased level of activity, supporting campus-wide programs and university initiatives:

* Create a systematic, proactive process to generate increased proposals to national foundations
* Provide increased oversight and coordination of university-wide grant applications, employing strategy to make the optimal match with foundation opportunities
* Advocate the university policy requiring gift grant applications to be processed through the Office of Advancement
* Formalize the process to identify university projects that are good candidates for national gift funding

**Expected Outcomes:**

* Increased gift revenue for the university
* Increased national awareness and exposure for Wright State’s programs, research and accomplishments
* Maximized funding from applicable foundations

**Risks if This Project is not pursued:** The university risks missing out on significant funding and visibility for our innovative programs and accomplishments, greatly hampering its ability to continue to grow in world-class programming, research and entrepreneurship. In 2015, US foundations donated $53.7 billion, with $11.6 billion going to higher education. The average gift revenue from foundations during Wright State’s Rise.Shine. Campaign was a yearly average of $1.7 million, representing only 9 percent of total campaign funding. These disparities illustrate the potential for a significant increase in foundation funding if seeking it becomes a university priority.

**Evaluations Received:** This idea was well-received at the Marketplace, receiving 13 dots. Verbal comments centered around agreement that there is potential for increased revenue to the university if resources are dedicated to expand this area.

**Key Questions for Leaders:**

* Does university leadership agree that Wright State is well-positioned for national gift funding?
* Is university leadership prepared to commit resources to support this project?

*(References: Giving USA, Philanthropy & Education)*

**Community Partnerships**

**Project:** Community Partnership Audit, Education and Engagement Campaign

**Description:** The goal is create accessible processes and procedures to evaluate, educate, and disseminate information and capacity to build creative partnerships to the widest audience possible.

We want to disseminate the ability to make meaningful partnerships across WSU without being hampered by administrative hurdles. By defining the when’s and how’s of creating partnerships we can identify possible pitfalls, liability issues, fundraising faux pas’, etc.

Infusing this initiative with credibility would require a campus wide committee led by a cabinet level administrator.

**Objectives and Benefits:**

* An initial **Campus Audit** to understand the range and depth of current partnerships at WSU. Create a simple means to continuously track relationships at WSU.
* Develop a series of **guidelines** that would be available to all community members who wish to engage WSU formally with other organizations.
* **Educate** offices/individuals about the process through workshops, webinars, or other means.
* Actively engage external partners and market WSU current resources to the surrounding community.

**Expected Outcomes:**

* To facilitate renewal of the Community Engagement Carnegie Classification
* To increase revenue generating activities through enrollment or auxiliary services.
  + Example: Hosting a flag football championship ( rental of facilities)
  + Example: Hosting a weekly farmers market (small fee for renting space- outsiders exposed to campus)
  + Example: Hosting Arts events on campus (fees for space; outsiders on campus; space for recruiting activities).
  + Example: Hosting Music or other festivals on campus (fees for space; outsiders on campus; recruiting activities)
* To expand experiential opportunities for the students that further their educational and careers aspirations.

**Risks if This Project is not Pursued:**

* Expanded community members on campus can increase security costs.
* Unleashing the creativity and initiative of the WSU community may create short term chaos until emergent patterns are visible, recorded, and reintegrated into the guidelines.

**Evaluations Received:**

6 Dots at the July 13 summit

**Key Questions for Leaders:**

Are you comfortable attempting to engage the entire community in representing the university to create partnerships?

**Community Partnerships**

**Project:** Improve University – Active US Military Educational Partnership

**Description:** Academic programs that target any non-traditional adult population are competitive based on two primary variables: *affordability* and *convenience***.** This initiative addresses WSU’s affordability for active duty military members.

We recommends exploring two initial policy options to address affordability from the point of view of the active duty individual who is currently serving or will soon separate:

1. Current costs per credit hour for undergraduate education are $417. We are proposing setting a separate rate for active duty personnel only of $250 per credit hour, a difference of $167 per semester hour. This rate is aligned the undergraduate tuition rate with the Tuition Assistance Rate (TA) that the military provides all active duty personnel for up to 18 semester hours per year.

1. Create policy that allows ALL dependents of active duty military or veterans of the US Armed Services to pay in-state tuition rates.

**Objectives and Benefits:**

For the active duty service member, affordability is a measure of out-of-pocket expense. Colleges that target this population (e.g. Park University, Central Michigan University) have set their tuition to the TA rate described above- making out of pocket expense “zero”. For an active duty service member to attend WSU they would need to pay out of pocket about $500 per course. We cannot compete with “free.”

The goal is to expand the capacity and attractiveness of WSU as an opportunity *to increase enrollment* of current active duty, dependents, and recently separated veterans of the US Armed forces.

**Expected Outcomes:**

* Increased enrollment of active duty personnel from WPAFB. Approximately 4500 enlisted serve at WPAFB (2 years ago less than 20 – about .01% pursued undergraduate degrees at WSU).
* Increased chance those active duty that have attended WSU will choose to complete their degree using their Post 9/11 GI Bill, which comes with 36 months of full-tuition.
* Increased opportunity for word-of-mouth marketing to other active duty personnel beyond Raider Country when coupled with the military lifestyle of constant re-assignment every 2-4 years.
* Improved ranking in Best for Vets by Military.Com
* Increase in student veterans, spouses and dependents

**Risks if This Project is not Pursued:**

We risk nothing except maintenance of the status quo. We gain nothing and remain uncompetitive. Our rates of undergraduate enrollment among active duty personnel remain embarrassingly low given the opportunity quite literally in our backyard. As a state supported, now tuition driven institution, we must start maximizing different opportunities.

If we do act, we risk an initial loss of revenue due to the reduction of tuition for the small amount of students who do attend. It is quite likely that a small increase in enrollment as a result of this initiative will make up the difference and increase our marketing potential.

**Evaluations Received:**

30 dots - Improve University – Active US Military Educational Partnership

**Key Questions for Leaders:**

Are you willing to imagine WSU being a top-choice for education among active duty personnel nationally?

This proposal is built on three assumptions:

1. That Active Duty military personnel are debt averse and cost sensitive to any out pocket expense related to attending college - especially tuition.
2. That WSU has created a competitive military-friendly atmosphere with exceptional amenities and sensitivity to their needs.
3. A $250 cost per credit hour is NOT that unusual at WSU. For the full-time undergraduate student taking 18 semester hours the cost for the semester is $4627 – an effective per credit hour rate of $257.

Some barriers to this initiative are WSU institutional mindsets – both historical and current:

1. We do not like to treat one population as different as another (if we do reduce tuition for this population, why don’t we do this for others?).
2. Managing the perception and risk of tuition discounting (we cannot afford to lose any tuition revenue, even in the short term, no matter what).

Questions for leaders:

1. Are you willing to create a set of policies that streamline the process for enrollment at WSU for Active duty military personnel?
2. Are you willing to advocate for a different tuition rate for active duty personnel with the Ohio Board of Regents?
3. Is the short term reduction of revenue worth the risk of increasing the volume of active duty students on campus for larger revenue gain in the future?

# Collaboration on Curriculum Development

*Wright State University works collaboratively with its academic and community partners to offer quality programs that reflect the needs of its students and relate to their employment and life goals. It provides accessible and flexible pathways for degree completion across all areas of study for its diverse student population.*

**Project Summary: “*3-over-12” Academic Year***

**Brief description:**The 3-over-12 academic year plan creates pathways that enable students to complete their undergraduate degree programs in 3 years and master's degree programs in 16 months. To encourage year-round participation and pathways towards timely degree completion, the 3-over-12 plan includes:

* transitioning to a 3-semester academic year running the full 12 calendar months of the year, rather than treating summer as optional
* ensuring that AP test credit, transfer credit, and prior learning assessment policies and procedures are efficient, easily searchable, and student-centered to better facilitate a 3- year graduation plan.
* aligning Wright State’s course calendar with other higher education academic calendars to facilitate timely acceptance of transfer students into our programs.

**Key objectives:**To optimize the summer semester to allow students to formulate program plans based on reliable summer course offerings and make more efficient use of campus personnel, resources and space throughout the year. To improve program planning and provide for a more strategic semester course schedule in each semester.

**Significant benefits or impact:**This approach would:

* decrease time to degree completion for students that want it
* enhance summer course availability for traditional-year students
* increase transient enrollments from area students matriculated at other universities.
* improve year-round utilization of campus resources
* increase flexibility in budgeting for academic units
* offer faculty flexibility to choose preferred on-load semesters

**Risks:**By continuing to offer a traditional 2-semester academic model with an overall academic calendar that is out of sync with other higher education academic calendars, we lose the ability for transfer students to enter programs in a timely manner, fail to provide students with timely pathways to degree completion through continuous study, and risk losing incoming students who want to complete their degrees and enter the workforce sooner.

**Evaluation: Feedback received during Task 13 – Strategic Planning Marketplace:**

One of the top three vote getters, this program received 34 “dots” (compared to Flexible Delivery Modes (35), Modular, Inter-collegiate Undergraduate Programs (30) and Years 1 and 2 (16)). Five raters recommended Pursue Now (2) or Pursue (3).

**Key questions for leaders:**

* What are the financial aid implications? (If Pell grants are awarded only 2 of 3 terms in an academic year, could scholarships be awarded to meet need?)
* What student support programs will require additional staffing or service levels in summer term?
* Where are the pinch points for transfer evaluation and prior learning assessment that serve as a barrier to student enrollment?
* How might we adjust budget and workload models accordingly to allow program planning guides to reliably include all 3 semesters?
* Pinch points for faculty—would there be mechanism for faculty to teach for “summer pay” in their off semester?

# Collaboration on Curriculum Development

## Project Summary: Flexible Delivery Modes

**Brief description:**Making access to course offerings more convenient and offering more varied types of access to course content supports diverse learners and learning styles and can increase student success. Flexible delivery derives from better course scheduling, including:

* Monday-Wednesday and Tuesday-Thursday class schedule with longer laboratory/seminar-type courses scheduled on Fridays
* increased evening, weekend, online, and hybrid course offerings if enrollment allows
* consistent time block scheduling across all disciplines and between the Lake and Dayton campuses.

**Key objectives:**To increase student enrollment in courses through enhanced availability. To increase student learning in the courses we teach. To increase student satisfaction with learning at Wright State. Meeting these objectives will advance the quality of a Wright State education and enhance our students’ experience while they are at Wright State.

**Significant benefits or impact:**The benefits of flexible delivery modes include:

* increased student access to needed courses in majors and the WSU Core
* better coordination among disciplines and between the Lake and Dayton campuses permitting easier student scheduling
* enhanced student access to lecture materials through hybrid teaching
* Instant, convenient lecture and other course material by students
* assignment of Fridays for other uses, including seminars and shared governance
* reduced disruption of student schedules due to time conflicts with labs and other longer courses
* potential 2-day teaching schedule for most faculty to allow for additional collaborative opportunities.

**Risks:**The biggest risk we currently face is decreasing student enrollment. This trend has to be turned around to stabilize WSU’s finances and to get WSU back on a path to growth. By helping students have better learning experiences in and out of the classroom, flexible delivery of curriculum can keep students on the path to degree-completion, thus increasing enrollments.

These small steps may increase our competitiveness, given the realities of our students’ lives. In addition, being innovative in the way we educate our students honors our roots in innovation.

**Evaluation: Feedback received during Task 13 – Strategic Planning Marketplace:**

One of the top three vote getters, this program received 35 “dots” (compared to "3-over-12" Academic Year (34), Modular, Inter-collegiate Undergraduate Programs (30) and Years 1 and 2 (16)). Raters gave this proposal 4 marks of Pursue Now (2) or Pursue (2).

**Key questions for leaders:**

* Is the university administration willing to survey faculty and students on changing the class scheduling to block scheduling or to the Monday-Wednesday and Tuesday-Thursday scheduling with Fridays for longer sessions?
* Will the university administration engage in shared governance to develop new scheduling blocks?
* What are the enrollments in the current evening and weekend classes that we offer?
* Is the university administration willing to provide technical support to help faculty record their lectures and to provide the same amount of technical support in the evenings that is provided during the day?

# Collaboration on Curriculum Development

## Project Summary: Modular, Inter-collegiate Undergraduate Programs

**Brief description:**Many twenty-first century jobs require acquisition of knowledge and skills across academic disciplines. WSU should implement modular inter-collegiate undergraduate degree programs that allow students to pursue programs of study integrating diverse disciplines. Existing impediments to such programming (e.g. budget allocation, advising, scheduling, accreditation, state approval, etc.) should be addressed to streamline course and program collaboration across academic units, enabling academic departments to work closely with community partners to develop minors, concentrations, and majors that provide interdisciplinary collaboration and meet emerging needs without adding any additional hours to a 120 credit hour program.

**Key objectives:**To spark needed curricular innovation from the interaction of ideas from multiple schools of thought and expertise responsive to emerging needs. To make Wright State graduates competitive through preparing them to meet as-yet unimagined needs. To capitalize on current and future faculty expertise to develop innovative programming. To make Wright State a good first choice for students for these reasons.

**Significant benefits or impact:**Through modular programs, students will:

* complete innovative, distinctive undergraduate curricular options not available at other colleges or universities
* experience collaborative interdisciplinary programming as a model for the twenty-first century workplace
* be better prepared for employment in diverse and emerging fields.

**Risks***:* Ohio lawmakers are legislating initiatives that require uniformity among Ohio community colleges and universities. These include Ohio Guaranteed Transfer Pathways which encourage students to transfer credit from Ohio community college associate degrees and complete a bachelor's degree in an additional 60 hours. Moreover, general education is likely to become more and more the province of community colleges and high schools. 4-year institutions must take control of the final 60 hours. If we do not focus on creating an innovative, interdisciplinary upper-level college experience we risk not being able to make up the ground we are losing.

Exciting, flexible and truly interdisciplinary courses and majors will appeal to the new generation of students, meet emerging needs and distinguish WSU from other 4-year Ohio universities.

**Evaluation: Feedback received during Task 13 – Strategic Planning Marketplace**

The Modular, Inter-collegiate Undergraduate Programs concept received very favorable feedback during the Strategic Planning Marketplace on July 13. One of the top three vote getters, this program received 30 “dots” (compared to "3-over-12" Academic Year (34), Flexible Delivery Modes (35) and Years 1 and 2 (16)). Raters gave it 7 ratings of Pursue Now (4) or

Pursue (3).

**Key questions for leaders:**

* How can units better cover the costs for co-teaching of the same course?
* How can units better cover the costs for faculty time to develop interdisciplinary programs?
* What impact does collaboration have on annual evaluations and tenure review?
* It takes a lot of faculty time to get approval for new programs, especially during a Board of Trustees culture that is leery of the costs of new programs. Will the current Board of Trustees embrace the expansion of programs?

# Collaboration on Curriculum Development

## Project Summary: Years 1 and 2 – Programming and Retention

**Brief description:**Increasing our enrollments, our year 1 to 2 retention rate, and our degree completion rate are among the highest priority goals for the university. The impact of these changes on our competitiveness in the region and our revenue stream is obvious. The proposed project is to identify and implement initiatives in support of these goals. Guiding principles for these initiatives are:

* identify academic benchmarks that students can earn at the end of two years
* identify tiered pricing models that incentivize degree completion
* incorporate academic experiences in the first two years that are unique to Wright State.

**Key objectives***:* To provide an early completion goal so that at-risk students can experience success in their first two years with an achievable milestone. To reward progress within the degree by providing meaningful incentives for students who start at WSU and meet second year academic benchmarks to continue into 3rd and 4th year majors. To make Wright State a competitive choice by providing early opportunities that cannot be replicated with a straight 2+2 model.

**Significant benefits or impact:**Having a tangible, attractive educational experience that cannot be replicated with a 2+2 model will make us more competitive, increasing our enrollments. By providing scaffolding, incentives, and unique first-two-year experiences we may:

* increase the likelihood that student will complete the first two years and increase the probability that students will complete the entire degree
* provide tangible credentials to our students who do leave at the end of two years
* financially incentivize degree completion
* enrich the educational experience with opportunities unique to Wright State.

**Risks:**Our retention problem cannot be solved without significant cultural, curricular, and structural changes. The proposed initiatives are only examples of ideas that can be implemented once we identify the reasons that our students leave in two years. The uniformity of the educational experience in the first two years, independent of the type of institution, is promoted heavily by state-led initiatives. If we want to increase enrollment in years 1 and 2 it is imperative that we enrich our curriculum such that Wright State becomes a first-year destination, providing more than the “base line” uniform experience promised by these initiatives.

**Evaluation: Feedback received during Task 13 – Strategic Planning Marketplace:**

Although individual concepts within this project received favorable feedback during the Strategic Planning Marketplace, with many “dots,” the project received 16 as compared to over 30 dots for each of the other projects. Raters gave this project 2 ratings of Pursue Now.

**Key questions for leaders:**

* What data analysis has been performed to identify the risk factors for years 1 to 2 retention? How can this information be shared with the campus so that the data can inform the design of the initiatives?
* What resources are available to support undergraduate research focused initiatives in the first two years?

**Research and Scholarly Activity**

**Idea #1: Establish/Support New Office of Strategic Initiatives and Collaborations**

**Description**

Create an office (with a leadership-level position and additional supportive assistance) that is responsible for monitoring the pulse of research frontiers (e.g. National Academies of Science, Engineering and Medicine, National Research Council). This office will serve as a one-stop shop for crafting a collaborative team/structure to preemptively draft applications for funding ahead of a formally submitted response to publicly released requests for proposals (provides months of preparation rather than the minimum 30 – 60 days following a solicitation announcement), work on other initiatives to promote awareness of WSU expertise, and streamline/expedite teamwork efforts.

**Key Objectives**

* Monitor research frontiers (such as Grand Challenges) to be able to identify emerging opportunities, and assemble responsive collaborative teams (e.g. connecting WSU investigators with internal collaborators and external federal, industrial, and academic partners)
* Development of additional IP policies/strategies conducive to industry-university research and development partnerships, prime-funded by industry. (e.g. provides companies with a variety of joint research agreements and ownership/licensing options)
* Promote wider use of institutional repositories such as Core Scholar, which provides open access and worldwide exposure to WSU’s unique research and collections

**Benefits/Impact Generated**

* Increased collaboration with internal/external partners that can win external awards to support the university’s research, education, scholarly, and commercialization efforts addressing national/global issues (e.g. opioid epidemic) and promoting excellence in the humanities (e.g. collaborative research projects in liberal arts, or those that cut across STEM, humanities, business, etc.)
* Increased number of funded collaborations and positive economic impact on region through streamlined research commercialization policies
* Increased external awareness of WSU areas of expertise for potential partnership and consortium activities, undergraduate, graduate and post-doc support, and added institutional impact on region’s economy

**Risks**

* Missed opportunities to successfully bring together a collaborative team to propose and win significant external funding awards
* Loss of funding with for-profit companies due to lengthy IP negotiating process and impression that public universities are difficult partners
* By not increasing awareness and usage of institutional repositories such as Core Scholar, WSU would be missing the chance to use a tool that is already available to publicize WSU’s expertise and resources

**Idea Evaluation**

*Pursue Now*. After the Marketplace concluded, the working group took its ten (10) initial ideas and grouped them under 3-4 larger faceted ideas. This idea is the reflection of three (3) original ideas, which received a combined total of 24 votes. Dedicated effort at organizing research development will create a meaningful ripple effect across the University’s research mission and should be pursued as soon as possible.

**Key Questions**

* How can WSU motivate more faculty and students to participate in identified strategic initiatives?
* How can WSU leadership and the Board of Trustees help in bringing more industry, donors, area federal sponsors such as DoD-AFRL, and local leaders to the table to assist in this effort?
* How can we connect this initiative with our brand-building and outreach efforts?

**Research and Scholarly Activity**

**Idea #2: Organizing to Confront Challenges and Respond to Workforce Needs**

**Description**

Wright State University faculty experts historically have pursued a diverse portfolio of research efforts across campus, much of which if harnessed collaboratively, could be applied in an effort to address grand challenges (<https://en.wikipedia.org/wiki/Grand_Challenges>) facing the region and nation. This interdisciplinary approach to confronting grand challenges could also result in the establishment of dynamic enterprises which incorporate research, workforce training and professional development, product/equipment testing, and commercialization efforts. Building efforts on this scale would initially require internal funding and small external seed funding to pilot early stage concepts in an attempt to achieve sustainability via large scale expansion of external funding investments from the federal, state, and industry sectors.

**Key Objectives**

* Complete a comprehensive, searchable resource inventory representing all faculty and staff expertise, and capital assets
* Convene to determine, based on resources identification, the critical concepts for which Wright State is best positioned for effecting positive outcomes, and for preparing students for related future workforce needs
* Craft long-term plans for confronting identified grand challenges, proposals for initial internal support for pilot phase activities, and develop multi-faceted strategies for attracting funding from all sectors
* Employ hiring strategies/start up incentives for maximizing new faculty development, productivity, and interdisciplinary collaboration, such as cluster hiring; research incentives for pre-tenure tenure-track faculty; new models of research incentive funds distribution to encourage collaboration
* Develop student recruitment strategies for getting and retaining top undergraduate student, graduate student, and post-doc talent

**Benefits/Impact Generated**

* Establish and solidify Wright State’s leadership profile related to the grand challenges it has selected to address
* University’s profile will become an enduring recruitment tool for future faculty, postdocs, and undergraduate and graduate students
* Central to its mission, Wright State will increase its student placement outcomes (in graduate school and the workforce) as an outcome of the diverse opportunities afforded to students through participation in grand challenges-related research efforts and experiential learning

**Risks**

* University will continue to lose additional talented faculty and students and, by extension, fail to attract other top talent
* Siloes of research expertise will remain isolated from one another, leading to a plateau, and then to a decline, in external funding
* The University will struggle to realize its mission and vision as a leading national public research university known for innovation and application
* The region will increasingly turn to other institutions for solutions to its problems

**Idea Evaluation**

*Pursue*. After the Marketplace concluded, the working group took its ten (10) initial ideas and grouped them under 3-4 larger faceted ideas. This idea is the reflection of two (2) original ideas, which received a combined total of 10 votes. Pursuit of this idea will create sustainable energy for interdisciplinary research across campus, and facilitating this idea will be a core element of action for the to-be-created Office of Strategic Initiatives and Collaborations.

**Key Questions**

* How can we (the institution) further motivate faculty to explore their potential involvement in the pursuit of grand challenge solutions?
* What non-monetary resources could be offered to personnel for the pursuit of a grand challenge/establishment of a center?
* Who makes the decision on which grand challenges/new centers to pursue?

**Research and Scholarly Activity**

**Idea #3: Create the Wright State Center for Undergraduate and Graduate Research**

**Description**

The WSU research enterprise is driven by student-initiated research, inclusive of scholarly/creative activities, that promotes student excitement in acquiring new knowledge and meeting the needs of our community. A student-oriented center of this type will operate as an organizing network of diverse University-wide resources for both students and faculty to tap into, and as well operate as a repository of research-oriented internal/external internships and experiential learning opportunities students can pursue during their tenure at Wright State. The multidisciplinary nature of this foundational center will lend itself to the creation of enterprising, interdisciplinary efforts among students and faculty that cut across multiple colleges.

**Key Objectives**

* Prepare undergraduate students for research-oriented projects and archival scholarship
* Prepare graduate students for the rigors of open-ended research endeavors
* Assist faculty with integrating and/or strengthening computational and information literacy throughout the undergraduate and graduate curriculum
* Prepare graduate students to teach and mentor during their tenure in graduate school, and as well for their future career in the classroom and the laboratory
* Seed grants for student research and scholarly activities, including travel grants
* Host annual student Research, Scholarship, and Creative Activities Symposium
* Coordinate community engagement projects for internships and experiential learning opportunities with regional agencies
* Develop favorable support (stipend/tuition/scholarship) models throughout the University

**Benefits/Impact Generated**

* Attract and retain a robust research-capable student body
* Students prepared for further graduate studies, and the workforce
* Additional interface opportunities to build partnerships with local/regional/federal entities
* Tear down siloes among departments/colleges to create interdisciplinary efforts that partner areas that historically have not worked together
* Fosters critical thinking
* More undergraduates choosing to move toward graduate degree attainment
* Helps bootstrap new research starts
* Places research enterprise as intellectual development and student mentoring as the centerpiece of educational mission

**Risks**

* The University lacks distinguishing attributes for attracting research-interested prospective students
* Students have less incentive to pursue research pathways, and will lack appropriate preparation for graduate study, or the workforce
* In the absence of such supports, faculty will not pursue new program development

**Idea Evaluation**

*Pursue Now*. After the Marketplace concluded, the working group took its ten (10) initial ideas and grouped them under 3-4 larger faceted ideas. This idea is the reflection of three (3) original ideas, which received a combined total of 33 votes. The creation of an identifiable center will demonstrate the University’s commitment to student excellence in research, and to support of faculty/staff pursuit of research and scholarly activity (recruitment and retention tool for both faculty and students).

**Key Questions**

* How can WSU persuade students in research-heavy fields (where salaries are typically high) to stay for advanced degrees?
* How can WSU expand its internal efforts to encourage underrepresented minorities to pursue fields which currently lack diversity?

**Digital Transformation of Services**

**Aspiration Statement:**

Wright State University leverages technology to create a comprehensive, seamless, and consistent delivery of services that emphasizes efficiency and accessibility.

**Project: The Paperless University**

**Description:**

Transition all paper-based processes to electronic/digital systems. Students, faculty, and staff have dozens of paper-based forms available for a variety of requests that could be transitioned. As an example, the RaiderConnect and Human Resources "Forms" webpages have over 50 paper-based forms, each!

The University already licenses a handful of systems that could be utilized to make processes less paper-intensive: Salesforce, ServiceNow, and Banner Workflow are just a few examples.

**Objectives and Benefits:**

* Utilize appropriate IT systems to transition paper-based forms into digital workflows. This goes behind making existing PDF forms "editable", as the concept of paper still exists with PDF forms.
* Redesign processes to be paper-free and develop digital workflows to fulfill these processes.
* Approvals and digital signatures can be added where necessary to replace "wet signatures".

**Expected Outcomes:**

* Reducing the need to print forms will have immediate costs savings associated with printing.
* Processes that require multiple steps could be worked on by fulfillers simultaneously, rather than waiting for the arrival of a paper form.
* Processes requiring multiple approvals could be approved simultaneously.
* Eliminating paper would reduce lost or misrouted paper forms which could include sensitive data. Lost and misrouted paper forms also adds to time required to fulfill a request.
* Implementation of an enterprise identity management system to properly associate individual users to their roles within the variety of IT systems.
* Implementation of enterprise data governance to ensure clean, accurate, and accessible university data.

**Risks if this project is not pursued:**

* How many students do we lose as a result of "paperwork nightmare"?
* How much time is wasted fulfilling paper requests (waiting for paper to arrive, transporting paper around campus, etc.)?
* Substantial cost savings will not be realized.

**Evaluations received:**

Our team determined that this project has high feasibility and high attractiveness and therefore should be pursued now. This project received the most votes for Digital Transformation of Services and had the 6th most votes of the 80+ Marketplace Ideas.

Some paper-based processes have already been eliminated because of the three systems previously listed; however, existing software licensing limitations presents challenges in expanding these applications' use outside of the initial set of departments. In addition, we must overcome "we've always done it this way".

**Digital Transformation of Services**

**Project: Digital/Virtual Academic and Support Services**

**Description:**

Through the use of modern meeting, collaboration, our learning management system, and virtual software technologies, all academic and non-academic support services can be provided virtually.​

Potential exists to include support services such as RaiderConnect, Math/Writing Center, advising, parking, CaTS Help Desk, faculty office hours, etc.

**Objectives and Benefits:**

* Virtual office hours (e.g., via WebEx and/or Skype)
* Virtual support/services (e.g., via WebEx and/or Skype)
* Virtual apps (e.g., running enterprise applications from any location on any device)
* Provides a marketing aspect to attract students
* Increased enrollment
* Increased admissions interaction

**Expected Outcomes:**

* Supporting non-traditional students and/or online students
* Accessing support from anywhere
* Faculty/staff able to provide support/services (e.g., virtual apps) from anywhere and anytime (not just from on campus).
* Online students will feel more a part of the WSU community
* An online degree is equal to an on-campus degree
* Better metrics that shows the need for existing services and possibly for the need for additional online services.
* Attract more military personnel (and their families) stationed at WPAFB who may be hesitant to start programs knowing they may be transferred in a few years.

**Risks if this project is not pursued:**

* Not serving our non-traditional and online students with the same level of service as compared to our traditional/on-campus students.
* Not meeting the demands of our students.
* Deterring enrollments from non-traditional or online students.
* Deterring top talent due to current lack of flexible work arrangements.

**Evaluations received:**

Our team determined that this project has high feasibility and high attractiveness and therefore should be pursued now. The technology already exists for the most part. This project received the second most votes for Digital Transformation of Services and had 26 total votes out during the Marketplace.

**Digital Transformation of Services**

**Project: Title: Unified Communication Strategy**

**Description:**

The University currently has a variety of communication tools, each with their own configuration and generally lacking integration with other tools. In some cases there are multiple tools for the same feature. Communication is fragmented. All of this leads to noise which makes it hard at time to find important information. Online meetings, document sharing/management, VOIP and soft phones with the proper integration can significantly improve communication and increase satisfaction with service.​

**Objectives and Benefits:**

* Better student experience
* One-stop communication preferences (put student in control; email vs. SMS vs. FB vs. Snapchat)
* Unified communication strategy (e.g., by default, who receives OFFICIAL-L communication? Can non-members opt-in? Define communication channels and who are members)
* Unified communication/messaging (e.g., soft phones, transcribed voicemail)
* Intelligent communication (e.g., don't send housing email to applicants that indicate they don't need housing)
* Branding and marketing consistency
* Opportunity to clean-up/consolidate existing mail lists

**Expected Outcomes:**

* Coordinated messaging delivered (students receive one message, not multiple for the same thing)
* Streamlined messaging/efficiency
* Softphone: answering office phone from any location (flexible working conditions)
* Voice Mail (VM) transcription: reading transcribed VM during a meeting
* Supporting non-traditional students & online students

**Risks if this project is not pursued:**

* Inundating users with irrelevant or duplicative messaging
* Failure to change
* Disserving students with non-effective communication
* Brand compromise (official looking communication through a non-centralized/authorized method)

**Evaluations received:**

Our team determined that this project has low feasibility and high attractiveness and therefore we should begin exploring the idea further.

**Alumni & Advancement**

**Project: Dining Commons + Kitchen + Farm + Food Curriculum**

**Description:** 24/7 inviting, engaging, unique place where all students want to hang out. Conveniently connects campus residential and our commuting student population. Student managed, similar model as the ReyRey café, with hands on practical learning: kitchen, garden and farm. Promote healthy, sustainable lifestyle, a priority for many prospective students. Locally sourced, sustainable, healthy menus, not just another cafeteria.

**Objectives and Benefits:**

* Overcome lack of engagement among students
* Address perceptions of Wright State’s unexciting campus life
* Enhance curriculum competitive advantages
* Provide 2+2 bachelor’s program for Sinclair’s Culinary Arts program
* Provide collaboration opportunity with Pre-College Programs, exposure to more young individuals that could be future raiders

**Expected Outcomes:**

* Connect, motivate, and engage commuter students and residential students:
  + Strengthen peer support network
  + Build life-long friendships that increase alumni loyalty
* Recruit new students with unique facilities and academic offerings
* Expand and enhance Lake Campus programs in Dayton area:
  + B.T.A.S Food Systems Management Concentration
* Increase enrollment in relevant Dayton courses:
  + Nutrition, Dietetics, Marketing, Entrepreneurship, Environmental Science, CoLA Food and Culture, Language

**Risks if this project is not pursued:**

* Lack of space for students to “gather,” express ideas, learn, network, etc.
* Eventually running out of space in current dining spaces
* Wright State being “left behind” as food science and education continue to grow at other similar institutions
* Sinclair Community College capitalizing on the majority of students enrolled in food science majors for our local area

**Evaluations received:** This project received the most votes for Alumni and Advancement as well as one of the top vote getters from all projects presented at the Marketplace. Received input to pursue, begin exploring and improve. This project has linkages to other strategic focus areas: Collaboration on Curriculum Development, Experiential Learning, Innovation and Entrepreneurship, and Student Life.

**Questions for Leadership:**

* Where could this facility be located or is there space that can be repurposed?
* What would this mean for our partnership with Chartwells? Could catering be provided through this avenue?
* Could the space be rented, potential source of revenue?
* What sort of permitting/sanctions are required for farming? If livestock were eventually involved, what kind of permitting/zoning would that require?

**Alumni & Advancement**

**Project: Welcome Center (includes Special Collections and Archives, Alumni Association, Retirees Association, and Enrollment Management)**

**Description:** Positive, dynamic, customer friendly front door for the university for prospective students, parents, alumni, donors, and visitors. Easy access with a physical street address for GPS directions, with plentiful free, open parking. Exhibits would attract public worldwide and educate them on Wright State and how we connect to the world. Combine museum quality gallery with public outreach and event space through the various external facing departments. Adding external facing offices like enrollment management, alumni association, and retirees association makes this a welcoming place to visit whether you planned to learn more about Wright State or not.

**Objectives and Benefits:**

* Special Collections and Archives is home to world class collections and attracts high profile visitors from around the world
* Archives has strong ties to alumni and retirees through various outreach programs, in addition to countless community organizations
* Set in the right venue, the site would offer a starting point for a visit to the Special Collections, tour of campus, attending a meeting or event, attending a job interview, or interviewing our students for internships

**Expected Outcomes:**

* Investing in a “front door” for the university will pay dividends in:
  + Enrollment – in addition to prospective students and parents, we will be educating our visitors on Wright State and raising awareness in the community
  + Donors – National research shows having an “alumni center” or “welcome center” to receive potentially donors increases engagement, makes them feel welcome, and ultimately leads to more and greater gifts
  + Community Outreach – Having a place where community groups can meet and hold events while inadvertently learning about the university helps raise awareness about all we have to offer and be proud of

**Risks if this project is not pursued:**

* Alumni will feel further detached from campus
* Alumni will feel they have no real “place” within WSU or on campus
* Archives will continue to be housed in an outdated facility (without collections being stored in one central location) with limited space for growth

**Evaluations received:** This project received the second highest votes for Alumni and Advancement as well as received a high level of interest at the Marketplace and was one of two of our projects that received feedback to pursue now. This project has linkages to other strategic focus areas: Community Partnership, Faculty/Staff Development, Stewardship (managing resources effectively).

**Questions for Leadership:**

* Where could this facility be located or is there space that can be repurposed?
* Can this project be combined with the current campaign for the Archives space?
* Can this be fundraised for privately within the Office of Advancement/Alumni Association?

**Alumni & Advancement**

**Project: Wright State Village**

**Description:** Build a Wright State University-based Retirement Community for retirees, alumni and local community (age 55+). It would consist of single homes/condos with possibility for expansion to larger family homes/assisted living. Built on campus property where residents would share university amenities (dining, gym, pool, library) and residents could take classes, join organizations, be a part of the Wright State university community.

**Objectives and Benefits:**

* Residents pay mortgage/rent, similar in comparison to senior living facilities
* Similar communities exist at other universities, including: Duke, Stanford, Dartmouth, and Antioch College in Yellow Springs
* Brings in big revenue and strengthens town-grown relationships
* Enhance opportunities for community building and community partnerships
* Create a hands on learning opportunity for nursing/health/social work students
* Build a partnership with WPAFB retirement age members

**Expected Outcomes:**

* Sustainable revenue stream for university
  + College enrollment numbers, a major source of income for the college and the community surrounding it, are far from consistent (especially as tuition continues to rise, regardless of other factors involved). Retirees have the financial means, pay taxes and spend locally
* Building a new/better community
  + Retirees contribute as volunteers/workers on campus
  + Retirees add to the diversity of campus and the community
* Development potential: Raiders for Eternity
  + Retirees will live (and die) on campus. Utilize planned giving efforts, anatomical gift program, and utilize campus cemetery

**Risks if this project is not pursued:**

* Furthering the already great divide between WSU and the greater community
* Loss of potential revenue due to further decrease in enrollment
* Wasted space on campus where a revenue source could stand

**Evaluations received:** Despite receiving the third most votes for Alumni and Advancement, we also received one feedback to avoid this project. Received input to begin exploring and improve. This project has linkages to other strategic focus areas: Collaboration on Curriculum Development, Community Partnerships, Experiential Learning, and Student Life.

**Questions for Leadership:**

* Where could this facility be located or is there space that can be repurposed?
* What type of red tape might we encounter with a project like this?
* How would this be superior to other retirement communities within the Miami Valley?
* Is leadership familiar with the model used to build the 3000 dorm beds on campus? Collaboration with a builder, not state capital budget.
* Is leadership aware of the building boom in housing now underway around campus? 3600 homes under construction in Beavercreek/Beavercreek Township, alone.
* Has leadership seen the latest AARP study on retirees choosing intentional community life near campuses? Recommend AAPR Bulletin July/August 2018 p. 32 “Retire with Class”
* Is leadership aware of Wright State University Retirees Association that could be a consulting partner in this project? Donna Schlagheck is immediate past-President.

**Alumni & Advancement**

**Project: Alumni Legacy Scholarship for every WSU alumnus child**

**Description:** Builds on the existing Wright State University Alumni Association Legacy Scholarship. Every incoming/continuing student of a Wright State alumnus would receive and be able to renew the scholarship while a student. Alumni have an expectation that if their child attends WSU they will receive such scholarship, which is not the current situation. Eligibility requirements would need to be established and it should be renewable.

**Objectives and Benefits:**

* Creates a pipeline for a legacy of Raiders
* Provides another opportunity for students to receive scholarship and lessen the financial burden of attending college
* Develops and fosters a stronger relationship between current alumni and the university
* Builds upon the growing base of successful, satisfied, and loyal alumni
* Displays to future grads that a degree from Wright State is not just a personal benefit, but also an investment for the future
* Improves Wright State’s competitive position:
  + BGSU and UC offer more generous scholarship programs
  + OSU offers free tuition for students from households earning <$50K
  + U of M offers free tuition for students from households earning <$65K
* Recruitment tool for the university as a whole, but in particular the colleges as they can use this to attract new and transfer students
  + With over 100,000 alumni, having a scholarships program for all children of alumni, this could be a factor when a student is selecting their higher education institution

**Expected Outcomes:**

* Increases enrollment by attracting future generations of Raider alumni, thus increases tuition revenue
* Creates multi-generational connections, Raider Families. That could be leveraged for additional university support
* Boosts alumni pride in Wright State, educates them early the value of philanthropy

**Risks if this project is not pursued:**

* Missing an opportunity for alumni to really reengage with university
* Missing opportunity to see more value in their degree/education/alma mater
* Parents and their children/family will more likely become donors if they participate in this, so it would be a loss of donor dollars if not pursued
* Children of alumni choosing another institution because they are offered a greater scholarship package elsewhere

**Evaluations received:** Received a lot of feedback to pursue, being exploring and improve. No direct linkages to other strategic focus areas.

**Questions for Leadership:**

* How would this replace/affect the Legacy Scholarship program run by the Alumni Association?
* What kind of contributions (financially and non-financial) would the Alumni Association and WSU AA Board be making to this project?
* Could this scholarship program receive university support; be set up similar to the current tuition remission program for faculty/staff/retiree eligible dependents?
* What kind of criteria would be appropriate to earn a scholarship of this level?
* Would this be a drain of resources and funding? i.e. would we be giving too much away?

**Alumni & Advancement**

**Project: Wright Mentor Program**

**Description:** Every incoming student receives a mentor, it is targeted toward incoming, first-generation freshman students, but available to all students. Students receive advice and tips from mentors on overcoming challenges, getting involved on campus, important life skills, career readiness, etc. Mentors will follow their student(s) from enrollment through graduation and until their first job post-graduation. Mentors receive training, given a profile, and match with an incoming student (determined by mentor and mentee characteristics). Incentives can be offered to participate and the program will be evaluated to measure impact (software system to track student through their higher education career and post-graduation success).

**Objectives and Benefits:**

* Addresses challenges related to recruitment, retention, engagement, and job placement of Wright State students
* Mentors can be alumni, faculty, staff, retirees, or members of the community
* Builds a stronger relationship between alumni, faculty, staff, students, the community, and the institution

**Expected Outcomes:**

* Creates a sense of connection to the university for both the mentor and mentee
  + Engage alumni – creates a pipeline of students to alumni who then give back to Wright State through mentorship
* Improves retention, graduation, and job placement rates
* Increases recruitment and enrollment
  + Wright State will become known in the region for its support and dedication to student success and students will be more likely to attend
* Provides emotional support for academic and non-academic challenges

**Risks if this project is not pursued:**

* We would miss the opportunity to become the “go to” institution for first generation students — a place where they will succeed
* Will miss out on recognition as an institution to create this type of program, unprecedented at other small state institutions
* Students are already asking for this type of program, we’d be ignoring them
* Parents would feel more satisfied sending their child to college with a strong mentorship program
* Alumni involvement in mentorship program would be a huge draw for engagement and engagement eventually equals donor dollars

**Evaluations received:** Received a lot of feedback to pursue now as well as feedback across the board in the other specified areas. Linkages to other strategic focus areas: Community Partnerships, Student Academic Support, and Student Life.

**Questions for Leadership:**

* What data is there on first-generation students earning a degree with mentorship vs. without mentorship?
* Mentor Recruitment. How would this be managed?
* Hiring enough staff to maintain this program. When could we afford this?

**Faculty and Staff Development**

**Aspiration Statement:** Wright State University provides resources that drive excellence in training and professional development, ensuring opportunities for growth and well-being; our cooperative efforts support an equitable and inclusive atmosphere to recruit, retain, and foster a diverse and engaged workforce committed to our institutional mission and values.

**Project: Create a SHARED Experience**

**Description:** Incentivize WSU faculty/staff to audit or register for an academic class at least once every 3-5 years, or develop a course (in-person and online) for faculty and staff that covers WSU history, higher education trends, student life, etc. to be taught in modules by WSU faculty and staff.

New employees would complete their first class during their initial year. New institutional policies will allow time for taking these classes during the workday. Course attendees will be encouraged to discuss what they learned about the Wright State Experience, student life and its challenges, as well as specific course content.

**Objectives:**

* Increased knowledge of institutional mission
* Increased knowledge of student experience
* Improvements to unit processes and innovations that enhance the effectiveness of faculty and staff AND the success of students

**Benefits:**

* Helps faculty/staff understand the demands placed on students
* Increases our shared knowledge of our institution’s mission as well as camaraderie between faculty and staff
* Allows participants’ experiences to be leveraged by university leaders to better understand our development needs

**Risks if this project is not pursued:**

* Lack of contemporary knowledge or engagement of faculty and staff in student life

**Evaluations received:**

* 20 dots
* Tagged as “Pursue” in feedback matrix

**Faculty and Staff Development**

**Project: Establish FUNDING for Development**

**Description:** Designate annual university funds for projects proposed by faculty/staff that will build community, establish positive culture, and foster collaborative relationships between faculty and staff. Application criteria will emphasize projects that result in a committed and inclusive workforce that provides a stronger Wright State Experience for our students.

Some projects may include:

* Design and coordinate a campus-wide community service day;
* Research, purchase, and implement time-saving technologies and/or applications to benefit faculty/staff across multiple units;
* Create a space in which faculty/staff can relax, meditate, and converse (such as a small garden or beautification endeavor on campus);
* Design wellness activities that emphasize fun interactions between faculty/staff (e.g. team-based scavenger hunts, Random Act of Kindness event, holistic activities, etc.)

**Objectives:**

* New and innovative ideas for community-building that will enrich campus climate
* A stronger sense of well-being
* A stronger understanding between faculty and staff through working on common goals
* Improvements to the community spaces and resources on campus

**Benefits:**

* Empowers faculty and staff to bring forth innovative and creative ideas
* Strengthens the Wright State community
* Empowers faculty and staff to make decisions on how funds are spent (by establishing a selection group and/or participatory voting)
* A more supportive, mutually respectful workforce
* Regional recognition of Wright State’s positive, collaborative workforce

**Risks if this project is not pursued:**

* Workforce attraction and retention challenges
* Student / community perceptions of Wright State may be negatively affected
* Continuing or increasing divide between faculty and staff

**Evaluations received:**

* 19 dots
* Tagged as “Pursue” in feedback matrix

**Faculty and Staff Development**

**Project: Create SPACE for Development**

**Description: Part I—Create a Center for Faculty Excellence**, a cohesive, one-stop-shop in which faculty will find the people and resources related to teaching, research, writing, scholarship, career path development, mentorship, and data manipulation/visualization. This area could include space for media development, areas for collaboration, an experimental classroom, writing rooms, and a data visualization lab; it would also host monthly workshops, book discussions, and other professional development activities provided by campus units.

**Part II—Create a Center for Staff Advancement**, a place where employees will find people and resources committed to their professional and personal successes. This area could include programs, activities, career planning, and learning sessions designed to help enhance their professional skills and personal well-being. Staff would be supported during paid work time to engage in Human Resources training, wellness programming, and collaboration workshops.

**Part III – Create a Virtual Structure** – an interactive online framework, a mobile application, or similar – would be developed to support the use of these two physical spaces. This framework would help faculty and staff to identify hurdles to their individual success and to connect them with the specific resources and people they need within these central locations. The structure will enhance the effectiveness of career development. The Data and qualitative feedback could be mined from this framework to aid improvements to both institutional and faculty/staff development efforts.

**Objectives:**

* Immediate, organized access to resources designed to support faculty/staff
* Proximity to assistance, knowledge, and mentorship as participants explore new ideas and technologies
* Demonstrates to prospective students, faculty, and staff that Wright State values employees
* Faculty and staff needs can be identified, assessed and tracked
* Increased health and well-being for faculty and staff

**Benefits:**

* Centralizes delivery of services
* Uses a holistic approach to development
* Creates a space to interact and share ideas
* Creates a space for career advancement, well-being and collaboration
* Inspiration to explore unfamiliar skills, technologies, habits, and practices

**Risks if this project is not pursued:**

* Initiatives will continue to exist in an uncoordinated manner, with some overlapping efforts, services and costs
* Disconnected and inefficient delivery of existing services

**Evaluations received:**

Note: The feedback at the marketplace indicated there are distinct differences between the type of development activities and assessment conducted for faculty and for staff. This response led us to rethink a combined center, instead going with two separate centers that are configured differently but allow for some crossover.

* 24 dots
* Tagged as “Pursue Now” by several respondents in feedback matrix
* Tagged as “Pursue” by one respondent
* Tagged as “Begin Exploring” by one respondent

**Faculty and Staff Development**

**Project: Designate TIME for Development**

**Description:** Create time within the work day for faculty and staff to develop professionally and as a community -- e.g.:

1. Career path planning, training/development, mentorship, resource/affinity groups
2. Campus community service day, campus exchange/shadow day, wellness programming, book discussions, community building activities

Some examples of designating time for development include:

* A no-conflict time in the weekly academic schedule
* No-conflict days (or partial days) within the academic semester where classes/services are closed and faculty and staff are present for development activities
* Multiple days in the summer term slotted for development
* Emphasize a two-day course schedule where possible (M/W and T/R) and allow the fifth day for development

**Objectives:**

* New/more planned professional development activities
* Increased faculty and staff involvement in professional development and community building
* Improved faculty/staff retention, engagement, productivity, and excellence

**Benefits:**

* Designated times provide ability to schedule activities within a known, no-conflict time frame and ensure more success in addressing development priorities

**Risks if this project is not pursued:**

* Faculty and staff lack sufficient time and incentive to participate in development opportunities, leading to
  + reduced overall engagement
  + an over-stressed, less efficient workforce
  + employee burnout
  + a stagnant, obsolete workforce

**Evaluations received:**

* 35 dots
* Tagged as “Pursue Now” by seven respondents on feedback matrix
* Comment: “Acquire PD hours similar to sick leave/vacation to allow people to attend opportunities.” (Seconded by another respondent.)

**Online Courses**

**Project Title:**                     Create the Wright State eCampus

**Idea Description:**      The WSU eCampus would be a modern way to provide student services digitally and to mark a concerted effort to put more courses and programs online. This campus would primarily serve both traditional and non-traditional online students. The eCampus is more of a symbolic representation of the campus’ commitment to online learning.

**Key Objectives:**         Increased support for online students, increased course availability for online students

**Benefits/Impact:**        Higher retention rates for online students, increased access to student support services for both on-campus and online students, improved student morale

**Risks:**          Lower enrollments in online courses, lower retention rates for online students, lower faculty participation in the creation of online courses and programs,

**Marketplace**

**Idea Evaluation:**               Pursue now (high attractiveness/high feasibility)

**Key Questions:**

How can we measure a traditional student’s desire for more online services?

Does the administration see a need to make a formal commitment to online learning?

**Online Courses**

**Project Title:**                     Wright State core online

**Idea Description:**              Create online versions of every WSU core course

**Key Objectives:**     Increased availability for in-demand courses, increased quality and academic integrity, more flexibility for student course scheduling

**Benefits/Impact:**    Increased enrollment, quicker degree completion for students, higher retention rates for first and second year students

**Risks:**          Lower enrollment - students may look at other institutions if they can’t schedule the classes they need here.

**Marketplace**

**Idea Evaluation:**     Pursue now (high attractiveness/high feasibility)

**Key Questions:**

How do we ensure quality course design when developing the online core?

How do we ensure effective course delivery in these online classes?

Are there alternative funding strategies we can explore to help fund the development of these online core?

How do we increase faculty and staff buy-in for developing the online core?

Are there potential conflicts with the union contract when it comes to developing online courses and how revenue is shared?

**Online Courses**

**Project Title:**             Reinforce academic integrity for online courses

**Idea Description:**    Create a culture of academic integrity in online courses by creating a dedicated space to deliver proctored tests for online students, selecting an appropriate online test proctoring solution that meets faculty and student needs and then engaging with external partners to coordinate off-site proctored testing centers.

**Key Objectives:**     Ensure academic integrity in online courses,

**Benefits/Impact:**     An increased focus on academic integrity in online courses will help alleviate faculty concerns about cheating in online courses, potentially leading to the development of more online courses/programs.

**Risks:**          Increased cheating in online courses, potential accreditation issues

**Marketplace**

**Idea Evaluation:**     Pursue now (high attractiveness/high feasibility)

**Key Questions:**

Do we have space on campus that we can use for an on-campus testing center?

Do we have existing offices that can administrate an on-campus testing center?

Should there be a fee structure or differential tuition for online students to help cover the costs of a testing center/proctoring software?

Do we create standing partnerships with external partners for online students outside of our service area or do work with students on a case by case basis?

**Student Academic Support Services**

**Aspiration Statement:** Wright State University students pursuing their personal, professional and academic goals will experience a personalized and holistic model of academic and student support as a seamless part of their Wright State Experience.

***Project: Students First Culture***

**Description:** Wright State University must promote, with conviction, a belief that Wright State is absolutely student-centric and is committed to instituting a culture that ensures Student Academic Success! As with any culture change it begins by:

* clearly defining the culture
* over communicating the message
* building the culture into the human systems
* relentlessly following up
* building the personal connection
* sharing accountability

Students First should permeate all of our work from job postings, to selection of new employees, to on-boarding and training. Every employee of Wright State should live and breathe Students First. Campus awards should recognize faculty and staff that go out of their way to put students first. Newsletters should be created to make sure we all know the campus support systems.

**Objectives and Benefits:**

* As this becomes our driving culture, we will be known in our region, and in the state as the University that puts students first above all else.
* We NEVER again get comments from students that they feel they get ‘the run-around’.
* Creates a common goal for the entire university
* Increased sense of pride and loyalty for all of our constituents.
* Makes Wright State the MUST ATTEND UNIVERSITY IN OHIO

**Expected Outcomes:**

* Uniting the campus with one overarching common goal

**Risks if this project is not pursued:**

* We continue to lose students to other Ohio universities, because our students don’t feel welcome and served by our faculty and staff.

**Evaluations received:**

* Received the 3rd highest response (dots)

**Student Academic Support Services**

***Project: Creating a Mandatory First Year Experience***

**Description:** Promote student success by addressing common concerns and questions for first-year students including but not limited to career exploration and advising, program admission requirements, academic and non-academic support resources, and student success skills. Course is tailored to specific programs (i.e. nursing, business, engineering, exploring) – and can be considered a pre-requisite to being accepted into students’ college program. This course should be more than one credit hour, to allow the first-year seminar curriculum to be more tailored to help the student be most prepared for success in their program of choice and degree requirements. Being an academic course, the learning objectives must be approved by the Faculty Senate.

**Objectives and Benefits:**

* Students experience opportunities to build their collegiate identity by clarifying their values while engaging the campus community and experiencing diversity
* Students explore learning strategies to set goals, plan their courses, develop their communication skills and explore careers while learning to achieve overall wellness and health
* Students create a success plan that is tailored to their academic and personal goals

**Expected Outcomes:**

* Positively impact students’ *Wright State Experience* through supported exploration and connection to the campus, available resources, peers, faculty and staff
* Increase student retention – based on current seminar students, show an average of a 12% increase in retention rates as compared to others in cohort that do not select first year seminar.
* Increased graduation rates – the 4-year graduation rate (comparing 1st year seminar students vs non) shows a 26% average increase. 5 year shows 22% average increase.

**Risks if this project is not pursued:**

* Students may be less prepared for success or aware of resources available to them.
* Students who most need this resource are usually the least likely to enroll resulting in students that might ‘fall through the cracks’.
* CCP students often feel that they do not need this resource because they have already navigated college, but they are also students that may need the resources the most.

**Evaluations received:**

* This idea received the largest number of ‘votes’ during the marketplace.
* 2 commented that it should be pursued now, 2 pursue and another begin exploring.

**Student Academic Support Services**

***Project: Recovery Is the Rule – Not the Exception***

**Description:** Create a program to actively engage with students that have separated from the university for any reason. Students that have been academically expelled from the university, or students that have financial or personal reasons to take a semester off. The first step is to assess what the student’s need – for several of our ideas we believe that the university could utilize *Care Managers* to connect to students that are at risk or need additional attention. Care managers would reach out to students that don’t enroll to see what circumstance might be preventing them from continuing. The care managers would tailor a personalized reentry strategy for these students.

Recovery for academically dismissed students could entail semester long coaching and academic workshops to ensure success when they return. If the student is willing to enroll in the recovery program they would attend (either in person, or a hybrid of online and in person) workshops designed to address issues that might have led to the academic dismissal.

**Objectives and Benefits:**

* Continued connection for these students prioritizes the concept that every single student at Wright State is important to us.
* This recovery program allows for academic support for the students that most need our help and increases the retention and graduation rates for our at-risk populations.
* This embraces who Wright State is and has always been – a university that provides access to higher education to students that might not otherwise have that opportunity – and allows those students to be more likely to persist to graduation.

**Expected Outcomes:**

* Support and outreach to students could lead to good-will towards the university, regardless of whether or not the student returns
* Increased retention and graduation rates for our at-risk populations

**Risks if this project is not pursued:**

* We fail the students that choose Wright State to find their opportunity for access to higher education that is not offered at other Ohio state universities.

**Evaluations received:**

* Received the 4th highest ‘votes’
* Combine the recovery idea with resources

**Student Academic Support Services**

***Project: Fall Break and Common Hour***

**Description:** Fall Break and Common Hour are two ideas that bring forward another aspect of students first which allows our university to become more collaborative and more committed to our mission and vision of integrating transformational experiences, and service to our community.

The Fall break is a 2-day break in scheduling (proposed to be the Thursday and Friday prior to the start of Fall B term) where all constituents are encouraged to participate in advocacy for local interests, and service to our community. Faculty and Staff are encouraged to participate in various service opportunities, and students are encouraged to join us.

The Common Hour is proposed as a break in the Tuesday/Thursday schedule (e.g. 10:50-12:30) where no classes are offered. Our entire university community is encouraged to gather for culturally and academically enriching events, as a way to celebrate and learn together. Tuesday could be the gathering day, and Thursday could allow for advisor meetings, student meetings with professors, or student organization meetings. An appointed committee of faculty, staff and students work to choose speakers and presentations on diverse topics. Planned at least a year in advance, faculty could easily use topics for discussion on the gathering days and incorporate those ideas into their classroom curriculum.

**Objectives and Benefits:**

* These ideas offer time to dedicate to learning outside the classroom
* Fall break is much needed for students to have a mental break during the semester, and to reduce anxiety
* Facilitated discussions around what it means to give service and connecting those experiences to both the local and the global community.
* Creating a greater sense of community on campus

**Expected Outcomes:**

* Sense of community
* Increased collaboration across departments as faculty and staff begin to get to know each other through service to the community and common experiences.

**Risks if this project is not pursued:**

* Continuing to work in silos
* Students don’t feel connected to the university and seek to experience that connection by transferring to another university.

**Evaluations received:**

* These ideas did not receive the most number of ‘votes’ by sticker, but they received the most number of pursue now comments. People mentioned that ‘this is so easy, we should Just Do It’.
* One comment said that other universities (Kent State) are using the fall break, but this puts the focus on what Wright State does which is providing service to the communities we serve.
* Might have overlap with other strategic initiatives in enrichment and service.

**Student Academic Support Services**

***Project: Create a Single Centralized App***

**Description:** Wright State offers many resources that effectively support students that remain underutilized and/or often unaccessed in a timely manner by those who need them most. Students may not even be aware what is available or how to find it.

Apps are a convenient and accessible way for students to connect with resources. This proposal is to utilize a single WSU app for everything that a student might need and enable faculty and staff to *Early Alert* students that might be in trouble. The app would operate with a series of guided questions that would direct students to the appropriate support unit. Within that section, clearly labeled buttons, such as “I’m having trouble in one of my classes” or “I am concerned about one of my students” will guide the user towards information about relevant resources and an opportunity to connect with a person by phone or text to learn more and initiate services. This app must be supported by *Care Managers* that are trained to address the needs expressed by students 24/7 – care managers would have a duty phone and split those evening responsibilities.

**Objectives and Benefits:**

* The key objective is to connect students with the support services on campus that help them toward academic success.
* Eliminating the multiple other WSU apps that exist would eliminate app fatigue and streamline access.
* Structuring the app in a series of guided questions removes the burden of seeking out specific services from students.
* Staff and faculty will also use the app to provide referrals for students and help them access support
* Putting this in an app also destigmatizes searching for help, normalizes the expectation that the students’ need for support is not a failing, and maintains student confidentiality. Students will have a new and easy way to become aware of and access resources, diminishing the role that chance currently plays in whether or not students get connected with the resources they need.

**Expected Outcomes:**

* Increase student, staff and faculty awareness of campus resources
* Increase utilization rate of campus resources

**Risks if this project is not pursued:**

* Students can’t be academically successful if they are at risk.

**Evaluations received:**

* Received the second highest response
* Comments about connecting the early alert system to housing staff so that they can collaborate to support residential students, also connecting to international applicants especially during application process.

**Student Academic Support Services**

***Project: Proactively Identify Students***

**Description:** Bymaking use of data that we already collect on student demographics, performance, retention, and graduation, Care Managers will identify groups of students who are most at risk of not meeting their academic goals.

Look at the Retention Dashboard <https://www.wright.edu/institutional-research-and-analytics/retention-dashboard> Try choosing students with HSGPA 2.99 and below – or try ACT 19 or below. You can see the drastic change in the retention rates. By identifying those at-risk students, and contacting them proactively, we could make a large impact on academic success and retention. Reaching out to these students even prior to their arrival at Wright State to begin creating awareness of already available programs and resources through one-on-one communication and various newsletters.

*Early Alert* is another positive process by which faculty can use the app mention previously (with the same info available on the website) to alert support staff if a student is not performing as expected, or if there is a change in behavior or academic performance.

**Objectives and Benefits:**

* Identify at risk students before problems arise
* Proactively offer services and resources to at risk students

**Expected Outcomes:**

* Increases in retention and graduation rates
* Increases in overall GPA performance, especially for the at-risk student population
* Students will experience Wright State as a place where they are supported and feel that their academic goals are as important to us as to them.

**Risks if this project is not pursued:**

* Students continue to be unaware of vital support services that can make the difference between successful retention/graduation and leaving school
* Underutilized services will continue to face staffing losses because of low use, resulting in loss of available support for students.
* Retention declines and state support for the university declines

**Evaluations received:**

* This did not receive a large amount of feedback at the marketplace but without this proactive step to assist our students our team feels that we would not truly be putting students first.

It is important to mention that we also had suggestions that involved reinvesting in our students and our university. We strongly believe that we need to invest in student success, human investments as well as programs. Students must have positive experiences with faculty and staff in order to learn, graduate on time, and recommend Wright State and becoming dedicated and engaged alumni. We had some great ideas for reinvestment in the form of retention tuition reductions and low interest loans from WPCU that were well received. Just ask and we will happily share!

**Community, Diversity, and Global Citizenship**

**Aspiration Statement**

Diversity & Inclusion are intentionally infused in the culture and identity of the university through an intersectional approach to combat oppression, acknowledge privilege, and achieve equity.

**Title of Project:** Creation of a Diversity and Inclusion Central Committee

**Description:** Create a Diversity and Inclusion Central Committee consisting of students, staff, and faculty who are selected through an application and/or nomination process. The Committee will be responsible for maintaining statements of diversity and community, assessing campus climate, organizing campus-wide programs and messages to improve campus climate, and promoting resources related to issues related to diversity and inclusion. The committee will be divided into six subcommittees including: policy review and revision, social media and university-wide communication, programming and activities, allyship training, assessment, and Collaborative Partnership Support.

**Key Objectives/Benefits:**

* Consistently and continuously dialogue and collaborate in ongoing and upcoming initiatives related to diversity, inclusion, and equity
* Coordinate efforts to expand responsibility for campus climate across multiple layers within the campus community.
* Lead campus climate assessment through survey and additional modalities of data collection.
* Logistical collaboration for “infusing” diversity and inclusion into all structures of Wright State University from administrative work to programmatic outcomes.
* Diversify representation among those responsible for carrying out these responsibilities.
* Create coordinated opportunity for those who want to do more to be able to get involved in meaningful ways.
* Define vision for implementation in ways that can be assessed.

**Risks:**

* Inability to infuse diversity and inclusion into the culture of the institution.
* Stagnate or reduced visibility and opportunities for collaboration across multiple units and campus population.
* Stagnation in progress for aspiration statement, skill development, education, and awareness.
  + Limited scope and membership of UDAC has resulted in a lack of visibility and a lack of progress in addressing an expressed need.

**Marketplace Idea Evaluation:** High Attractiveness, High Feasibility = Pursue Now. (Out of 15 ideas presented, this was a top four item.)

**Questions for Leadership:** Would you be willing to expand UDAC to incorporate these recommendations or replace UDAC with the central committee proposed here?

**Community, Diversity, and Global Citizenship**

**Project Title:** “Year Of” Campaign

**Idea Description:** Thematic point of programing and messaging that can shift yearly- Year of Community, Year of Allyship, Year of the Changemaker, Year of the Raider (authenticity), Year of Inclusivity, Year of the UPstander. Year’s Theme can be announced on a particular day with celebrations that launch a multi-layered campaign. This may include the announcement of the selected university text, a series of community forums and town hall meetings on particular components of the theme, campus community-oriented programs, images and messages for social media and campus-wide communication that pertain to education, awareness, and skill building around that theme.

**Key Objectives and Benefits:**

* Infuse opportunities to engage with diversity and inclusion content in new, exciting, and thematic ways.
* Strengthen sense of belonging in a substantial way, supporting student retention.
* Expand the perceived relevance of diversity and inclusion beyond identity centers.
* Demonstrate enthusiasm for diversity and inclusion at the institutional and community level.
* Encourage skill development and personal development around leadership, advocacy, problem-solving, lifelong learning, and inclusion.
* Develop another source of campus pride

**Risk:**

* Significant responsibility remains on the shoulders of a few.
* Lack of unification in messaging and programming perpetuates notions that diversity programs have limited applicability to the entire community.
* Struggle for belonging and inclusion among students, faculty, and staff with marginalized identities remains a problem, potentially worsening over time.

**Marketplace Idea Evaluation:** High Attractiveness, Medium Feasibility = Pursue. (Out of 15 ideas presented, this was a top four item.)

**Questions for Leadership:** “Year Of” requires buy-in all the way to the top, before we pursue this idea, is this something you are willing and able to commit to? If so, what level of involvement in the decision-making process would you require?

**Community, Diversity, and Global Citizenship**

**Project Title:** Inclusive Personnel Recruitment Initiative

**Idea Description:** All university employment postings will be listed with a supplemental question asking the candidates to describe their commitment to diversity and inclusion. Used as a point of consideration for hire, the demonstration of commitment to diversity and inclusion can become a factor in promotion and tenure.

**Key Objectives/Benefits:**

* Deliver a clear message to potential and existing faculty, staff, and administrators that the University values diversity and inclusion.
* Improve employee representation across marginalized identities, thus improving the desirability of the University as a place to work and learn.
* Diversify and support a representative workforce that will subsequently improve student recruitment, retention, and opportunities for success.

**Risks:**

* Homogeneity in the workforce across faculty, staff, and administration.
* Stagnate or reduced applications for employment from representative identities.
* Stagnate or reduced low retention of representative identities.
* Continued isolation for students from marginalized identities who do not see themselves represented across campus.

**Marketplace Idea Evaluation:** High Attractiveness, High Feasibility = Pursue Now. (Out of 15 ideas presented, this was a top four item.)

**Community, Diversity, and Global Citizenship**

**Project Title:** Allyship Training

**Idea Description:** Infusing the formats and success of *Safe Space Training* (LGBTQA Affairs) and the *Got a Minute?* Bystander Empowerment Program (Counseling and Wellness), this idea attempts to build education, awareness, and skills around recognizing and confronting bias, oppression, and prejudice. From developing a deeper understanding and appreciation for diversity and inclusion, to practicing the skills needed to be an UPstander, this allyship training has the potential to result in active participation for creating the type of community we want and need at Wright State University. This program can be available for faculty, staff, and students (resulting in a symbolic designation as a safe person to talk to), it can be incorporated into UVC courses as a standardized part of the curriculum, and can serve as a foundation for a multi-step diversity and inclusion program that honors distinguished students who meet certain participation requirements. Those who complete the program, can return to support future programming efforts as peer educators.

**Key Objectives/Benefits:**

* Education for members of the Wright State University community about issues related to social justice.
* Development of allies who will actively promote an equitable and inclusive environment.
* Development of allies who will serve as social change agents in a diverse and global society.
* Build awareness, education, and skills as UPstanders (or Active Bystanders) in situations of injustice, bias, oppression, and exclusion.
* Identify members of the campus community willing and able to be a supportive resource for those who experience inequality, bias, and/or discrimination.

**Risks:**

* The issues of the country, state, and world continue to negatively impact the campus climate.
* Ineffective tools to manage disagreements add to society divisiveness as represented on campus and in the community.
* Instances of bias, discrimination, and inequality maintain status or worsen.
* Unchecked exclusion negatively impacts retention of students, faculty, staff, and administrators.

**Marketplace Idea Evaluation:** High Attractiveness, Medium Feasibility = Pursue. (Out of 15 ideas presented, this was a top four item.)

**Student Life**

**New Facilities lead the way for Student Life**

A stand-alone recreation center will put emphasis on health, involvement, and student life. The facility would allow KNH to have a home on campus and sell community memberships. Building a residence hall equipped with an all-you-care-to-eat dinning center, gathering spaces and 24 hour study spaces. This would enhance our dining options on campus, meet our student’s dietary and academic needs and provide more reasons for students to live on campus and be available year round for conferences and events.

The current spaces in the Union could be repurposed to allow more engagement among students and offices: i.e. identity centers, student activities, commuter student services. The pool could be repurposed into a theatre, the fitness center into student org offices and renovating the Apollo room into a ballroom would meet the needs of more rentals as a nicer conference location.

**Objectives:**

* Recruitment & Retention of students
* Increase student engagement spaces on campus
* Compete with other universities in facilities that are provided to students.
* Expand Campus housing and dining options to be more inclusive

**Significant Benefits or impact:**

Investing into student life is key for successful recruitment and retention of students.

The Fitness center would provide more availability for our students to take part in recreation activities and add to student life. It will make us competitive with other institutions who have had facilities built recently. As a focal point of campus, it would show we are investing into our student’s well-being.

The new housing location would meet the needs of our students, especially if the current Hamilton Hall or Forest Lane locations is replaced by the recreation center. All-you-care-to-eat dining would benefit student, faculty & staff relationships and increase the food options for our students with dietary needs/restrictions (athlete training tables, allergies, etc).

Renovations to the Union would increase student involvement and enhance opportunities within student organizations to hold events or meetings.

**Marketplace**

**Idea Evaluation:** High Attractiveness (received over 40 stickers); Medium Feasibility (student fees would be necessary)

**Risks:**

Status Quo in our current state isn’t going to be successful plan for Wright State. Our academic programs are good, but what we hear the biggest reasons students don’t come to WSU or leave, is lack of student life. Not putting emphasis into our students to get them involved will continue to lack in our recruitment and retention of students which hurts our academic progress as our programs continue to grow. With new facility spaces we have room to grow our university within Raider Country but also recruit students from out of the state and country.

**Student Life**

**Bowler Hats at Graduation to Build Tradition**

For Wright State University to begin a unique tradition, it should utilize the Wright Brothers and the history surrounding their innovation. This can be accomplished by having Bowler Hats at graduation. These bowler hats will show that our students have the fortitude, ingenuity and education to make advances in each of the student’s desired career field such as the advances that were made by the Wright Brothers in the early 20th century.

This tradition would be pretty much exclusive to Wright State. In order to set ourselves apart from others, we must actively work to make our institution unique compared to other schools, particularly those in Ohio and surrounding states. Building campus tradition is a way to accomplish this. This gets buy in from students and pride in the university they attend. Campus traditions range from university to university, but it is what makes students excited about their university and builds morale.

**Objectives**

* Build Campus Tradition
* Make Wright State More Unique
* Increased Branding and Awareness of Campus Traditions

**Significant Benefits or Impact**

Currently, we use the Bowler hat as a means of advertisement and highlighting our “Pioneers of Potential” slogan that celebrates that innovation of the Wright Brothers. In order for this campaign to be successful, people must be aware of the meaning behind the bowler hat. With using the bowler hats at graduation, members of the campus community and interested parties will quickly see the importance of the bowler hats to Wright State University.

Additionally, this will lead to a new sense of campus pride, spirit, and tradition. By instituting bowler hats at graduation, this is a unique tradition that no other university has. This will get students excited and prideful of Wright State University.

**Marketplace**

**Idea Evaluation:** High Attractiveness/High Feasibility

**Risks**

We will be ordinary and miss out on a tradition that could be exclusive to Wright State.

**Student Life**

**Title: Revamp Orientation at every entry point to Wright State University**

We want to customize orientation to better suit the needs and properly prepare all incoming students for transition success. We should tailor programs to meet the unique requirements for all populations: transfer, graduate, undergraduate, and Credit Plus High School students. Parent and family programs should be examined as well.

One suggestion for undergraduate students is to have an overnight orientation program to have more time to give students the basics of how to be a flourishing Raider. This program may not fit the needs of all incoming students over a certain age or with different family situations, therefore, creating an on-line component of orientation is an option. The on-line experience should be trackable so that students know where they are in the process and what else is expected of them. This program could be created in Engage, an online platform for student involvement if the “Path” module is purchased.

**Objectives**

* Increase retention of Wright State Students
* Better prepare students for success at Wright State and beyond
* Meet students where they are and have a program available for them
* Increase the amount of time we have with our incoming students
* Utilize an online platform, Engage, which is already being used by Student Activities
* Follow best practices from other Universities

**Significant benefits or impact that the project will generate**

The most ultimate impact is improved retention. There would be a better sense of community built by having more intensive intentional time on campus. Opportunities to meet new friends and spend more time creating their schedules, perhaps having a “class” with a professor during the event building affinity to WSU. Students may also realize that they want to live on-campus as the facilities are better than they perceived. Using Engage, allows us to track the students involvement from the first day. It will also make students aware of the program that assists with their involvement on campus.

**Marketplace**

**Idea Evaluation:** Medium Attractiveness/High Feasibility

**Risks:**

If Orientation programs are not updated WSU continued retention issues can be expected.  When people do not feel prepared they do not feel connected. When WSU fails to properly prepare students for our institution we fail to expose them to all we have to offer and risk losing them as students. Traditional age students are often “shopping” for college when they attend Orientation programs. It is not unusual for students to attend two different college Orientation programs to see if there is a “fit” or which one they simply liked more. By not offering a more comprehensive program with more opportunities to build relationships with the incoming students we put ourselves in jeopardy.

**Key questions for leaders**

Is the University willing to properly staff and fund Orientation, transition, and retention efforts?

Is the University willing to purchase the Path module of the Engage platform?

Is the University willing to make the UVC course mandatory for all incoming first-year students?

**Student Life**

**Co-Curricular Transcripts (CCT) – Documenting Student Learning Outside the Classroom**

**Brief description of the idea**

In order to enhance the Wright State experience the University will provide co-curricular transcripts (CCT) to students to complement their academic transcript. This will serve as a formal record of accomplishments including community service, awards, leadership, organizational involvement, and attendance at educational/professional programming. The University has recently purchased *Engage* software which provides, among other things, a foundation for tracking student involvement of all types. The additional purchase of the Check-in and Path modules as well as hardware for tracking event attendance will allow us to move forward with this effort.

**Key objectives of the project**

-Value added component for Wright State students

-Compete with other universities in services that are provided to students.

-Capture a holistic view of a student’s abilities and skills to present to grad schools, future employers, and others

**Significant benefits or impact that the project will generate**

The transcript could be presented to employers and graduate schools to indicate a student’s “soft skills”, marketability, and personal development.

**Marketplace**

**Idea Evaluation:** Medium Attractiveness/High Feasibility

**Risks**

This appears to be an emerging concept in higher education and with the recent onboarding of *Engage* software we are poised to move ahead now. To delay may result in playing catch up and hampering our ability to compete as other universities move forward with such efforts.

**Key questions for leaders**

Does the University value the outside the classroom learning?

Is the University willing to purchase the required modules for the *Engage* platform as well as the tracking hardware?

**Globalization & International Outreach**

**Project Title:** Staff/Faculty/Students Global Citizenship Professional Development Program

**Idea Description:** Intercultural training program. On-campus modules meeting field standards and immersive/interactive 1-2-week summer seminar in partnership with the Global Citizenship Alliance and Salzburg Global Seminar.

**Key Objectives:** WSU personnel will become more globally & interculturally competent, empathetic, curious, and sensitive in order to provide the highest quality experience (educational and otherwise) to the WSU student body. WSU students will become more globally & interculturally competent, empathetic, curious, and sensitive towards others and issues from around the globe.

**Benefits/Impact:** For WSU’s Faculty & Staff: Increased job satisfaction as WSU seen to be investing in them and their roles; increased ability to manage intercultural/international issues. For WSU’s student body: increased retention; increased feeling of family and belonging; increased readiness for the global workplace. For WSU: increased stature as internationalization leader; potential recruiting benefits; more cosmopolitan environment.

**Risks:** No formalized training program – meeting internationally recognized standards - for Faculty/Staff in relation to this topic and therefore an inability to measure intercultural growth of individuals or effective integration of Global Citizenship into academic programs or campus services. Continued low retention of

students and potential limited ability of graduates to meet challenges of today with empathy, resilience and competence.

**Marketplace**

**Idea Evaluation:** High attractiveness/High feasibility

**Key Questions:**

1. Project-based cohorts yearly
2. Individual projects evaluated for participation
3. Scholarships & Funding

**Globalization & International Outreach**

**Project Title:** Contracted Location Abroad

**Idea Description:** Contract with International Education Organizations (IEO) for seamless semesters abroad co-branded as WSU centers or program locations.

**Key Objectives:** Increase institutional stature by partnership with established organization(s) with locations abroad. Ensure maintenance of academic oversight while reducing liability. Increase opportunities and access for our students.

**Benefits/Impact:** WSU will be able to provide opportunities in every major for students/faculty. Integrate education abroad while ensuring no more time-to-graduation. Increased retention; increased alumni giving; increased readiness for the global workplace trough immersive experiences abroad and higher over lifetime earnings. Greater faculty engagement through steering committees and increased opportunities to teach abroad.

**Risks:** Not meeting level of student demand for Education Abroad. Ever-increasing university liability and risk. Loss of new students as data shows students choose schools with integrated Education Abroad opportunities.

**Marketplace**

**Idea Evaluation:** High attractiveness/High feasibility

**Key Questions:**

1. Key partner(s) or location(s)
2. Accreditations
3. Steering/Advisory Committees
4. Scholarships & Funding

**Globalization & International Outreach**

**Project Title:** Reviews, Standards and Certifications of WSU’s International Education Program

**Idea Description:** Standards and certifications exist for institutions, programs and personnel (both faculty & staff) involved in International Education. Goal ensures WSU compliance with, or meeting of, all standards & best practices related to the field of International Education. Focus will be upon two areas initially: the institution in general and Education Abroad program specifically.

**Key Objectives:**

1. Ace Internationalization Laboratory (1 ½ years project): with outside reviewer, asses and outline WSU’s level of Comprehensive Internationalization according to the ACE framework. Develop and enact strategies to match the framework where necessary.
2. Forum on Education Abroad Quality Improvement Program (1 year project): with outside reviewer, assess and outline WSU’s Education Abroad program according to established standards established. Develop and enact strategies to ensure meeting of standards.

**Benefits/Impact:** Greater faculty & staff engagement through committee work related to the objectives. Faculty & staff will receive updated training relevant to these areas of internationalization ensuring our students the highest quality experience possible. Project will ensure that WSU is – or is working to be - on par with all other institutions in relation to Comprehensive Internationalization in general, and Education Abroad specifically. FORUM QUIP evaluation get directly at WSU’s goal to increase revenue through study abroad. Proper planning will result in greater efficiency, decreased risks, and sustainability of ideas as well as ensure all have a stake in the processes and outcomes. Increase the quality of educational opportunities that WSU offers abroad.

**Risks:** Continued struggle to ensure value, or sustainability of, international projects. Inability to objectively measure outcomes without templates to guide the work. Growth of international activities (Education Abroad or otherwise) without adherence to new standards will increase risks and inefficiencies. Faculty and staff have a reduced capacity and capability to offer the highest level experiences to WSU students.

**Marketplace**

**Idea Evaluation:** High attractiveness/medium feasibility

**Key Questions:**

1. Costs
2. Steering/Advisory Committees
3. Commitment

**Globalization & International Outreach**

**Project Title:** UCIE Summer Programs

**Idea Description:** UCIE to manage a portfolio of short-term programs, fully planned/organized/directed, for faculty across WSU to rotate in and out easily and efficiently to teach. A “drop in and teach” model where all student issues, extra and co-curricular inclusions are managed by UCIE or in-country staff.

**Key Objectives:** To increase the number of short-term programs WSU offers by creating sustainable, easier to manage, convenient, high quality opportunities for faculty to teach abroad.

**Benefits/Impact:** More systematic and efficient for UCIE to manage with decreased staff. Increased chance of sustainability and therefore local knowledge, relationships and resources are greater. Reduce WSU liability risks through professional administration of programs. Increased opportunity for fostering intercultural engagement and growth of students. Not only assessable academically but interculturally. Each program to be built with highest level of safety, immersion and engagement in mind.

**Risks:** Low faculty engagement with teaching abroad. Increased inefficiency of Education Abroad staff in working with faculty-led programs. Inability to build and maintain relationships on the ground and develop a university *culture* around locations.

**Marketplace**

**Idea Evaluation:** High attractiveness/High feasibility

**Key Questions:**

1. Trial programs & locations
2. Branding for promotion
3. Commitment
4. scholarships

**Stewardship**

**Aspiration Statement:** Our resources are strategically aligned to encourage student success and innovation. We set priorities based on the University’s strategic plan. We will evaluate the use of our physical, financial and human resources to ensure that our university operates in a sustainable manner. We will evaluate practices to maintain transparency and the public trust.

**Project: Summer Strategy**

Create a comprehensive prioritization of summer programs and space utilization to maximize academic, enrollment and revenue goals. By adjusting the summer academic calendar and course offerings, we can maximize summer enrollment. Enhance summer pre-college programs. Maximize external rentals of conference, outdoor and housing spaces.

**Key Objectives**

Increase summer enrollment

Increase student persistence through enhanced summer academic options

Increase transfer rates by exposing more students to WSU programs

Increase revenue from indoor and outdoor space rentals and services

Enhance effectiveness of Summer Orientation

**Benefits/Impact**

Increased overall enrollment, student success and persistence.

Increased alumni.

Enhanced orientation program.

Increased exposure to WSU, including recruitment opportunities.

Increased revenue.

**Risks if this project is not pursued**

Stagnant numbers on summer enrollment, student persistence and revenue.

**Marketplace Idea Evaluation**

This idea received solid interest and good feedback. Participants shared many ideas on how to enhance the summer term at WSU.

**Key Questions**

How can Wright State University identify the courses that would most benefit students to be added in summer?

Can the summer schedule leave certain academic spaces open for non-academic program use?

How can summer classes be marketed to both current WSU and non-WSU students?

What new summer programs would most benefit the community?

What is the revenue potential for space rentals and services, over and above the existing revenue that goes to facilities, services and scholarships?

**Stewardship**

**Project: Cultivate an Environment of Trust, Transparency, and Responsibility**

Set standards of transparency and inclusion to broaden awareness of all stakeholders. Enhance involvement, responsibility, and accountability for fiscal, physical, and human resources. Set clear policies and procedures for resource use. Communicate fiscal standings routinely.

**Key Objectives**

Adopt Wright Way policies for accountability standards, including consequences for overspending and misuse of resources.

Adopt Wright Way policies for position creation, strategic hiring and human resource use.

Create a resource reference guide to help anyone spending WSU dollars, for on campus resources, discounted contracted partners, and policies against purchases that violate contracts. i.e. (Buying Coke products in violation of the WSU contract with Pepsi.)

Post budgets online like BGSU and other state institutions.

**Benefits/Impact**

Reduced spending enhances financial strength of Wright State University.

Include all Wright State University Students, Faculty, Staff and Alumni in accountability measures.

Reduce redundant staffing.

Reduce overspending on non-discounted or contracted purchases or services.

Recirculate WSU dollars by using internal resources more.

Enhance the public trust.

**Risks if this project is not pursued**

Continued mismanagement of resources could lead to further decline. University Faculty and Staff could be demoralized.

**Marketplace Idea Evaluation**

This idea received some interest. Idea is difficult to measure and quantify.

**Key Questions**

Does the Wright State University culture need to change?

Are we willing to share information on a regular basis to increase transparency?

What are fair consequences for overspending and misuse of University resources and will these be enforced?

**Stewardship**

**Project: Cultivate Environment of Best Practices**

Through internal and external sources, identify trends, and best practices for models, processes, and outcomes. Standardize excellence and continue to improve.

**Key Objectives**

Sustain and grow Wright State University through increasing enrollment in a competitive and shrinking environment.

Measure WSU against other institutions’ processes and outcomes.

Increase efficiencies as measured by getting same or better results with less resources.

**Benefits/Impact**

Increased retention of students, faculty and staff.

Sustained or increased enrollment in a competitive and shrinking environment.

Greater involvement of WSU Students, Faculty and Staff in improving processes and outcomes.

**Risks if this project is not pursued**

As the demographics in for college aged students in Ohio continue to shrink, so too may WSU continue to shrink.

**Marketplace Idea Evaluation**

This idea received solid interest.

**Key Questions**

Can we train a significant number of faculty and staff on six sigma and continual quality improvement?

Will funding be restored for continuing education for staff at all levels?

**Innovation and Entrepreneurship**

**Project Title:** WSU Entrepreneurship Center

**Idea Description:** Space designated to encourage cross-pollination between disciplines. Students work across disciplines to close gaps in their innovative activities, try to develop commercially viable goods and services, and start businesses that produce them. Faculty, research staff, and external partners will use the space in the same manner. Students access resources and get referrals to organizations that help commercialize innovations and start new business. Workshops, speakers, competitions, co-working space, and other events will occur at this center. The Entrepreneurship Club can make its home at the center.

The Entrepreneurship Center must derive most or all of its financial support from external partners interested in interacting with the talent on our campus

**Key Objectives:** Develop a culture of entrepreneurship at WSU

**Benefits/Impact:** See Key Objectives

**Risks:** Lack of interdisciplinary participation, lack of coordination between internal and external organizations, poor management

**Marketplace**

**Idea Evaluation:** High Attractiveness / High Feasibility

**Key Questions:** Further suggestions for this project are welcome.

**Innovation and Entrepreneurship**

**Project Title:** Embed Innovation and Entrepreneurship into Undergraduate Student Education Across Campus

**Idea Description:** More of a Goal than a Specific Idea: Students will learn how to put into practice the core concepts of innovation and entrepreneurship in a manner that benefits the organizations to which they belong.

Develop curricula, experiential learning experiences, and/or other class activities that embed problem solving, entrepreneurial approaches, and creativity into undergraduate programs. The need for collaboration and experiences with collaboration will key to the success of this project.

Best done on a discipline specific basis.

**Key Objectives:** Integrate the practical aspects and experiences associated with creative, innovative and entrepreneurial endeavors into the curriculum.

**Benefits/Impact:** Students who are well prepared to contribute to innovative and entrepreneurial endeavors during their careers. Students who understand the interdisciplinary nature of innovation and entrepreneurship that and are able to successfully participate in such efforts. Faculty who are better able to be integrated into innovative and entrepreneurial activities with external partners.

**Risks:** Insufficient support and by-in by faculty leading to a failure to implement this project

**Marketplace**

**Idea Evaluation:** Low Attractiveness / Moderate Feasibility

**Key Questions:** What specific project will be attractive to the campus community, particularly the faculty?

**Innovation and Entrepreneurship**

**Project Title:** Embed Innovation and Entrepreneurship into all undergraduate programs

**Idea Description:** External organizations have expressed a desire to have Wright State’s talent (students as well as research faculty/staff) be actively engaged in their innovation, commercialization and entrepreneurial activities.

Free access for students to the 444 Building (an open space for innovators and entrepreneurs near downtown Dayton that includes an AFRL site) and Spark Fairborn (a similar space). Discounted access for research faculty and staff.

Work with local business development organizations to develop internships at local companies that specifically focus on innovation and entrepreneurship. Potential partners include the Small Business Development Center, The Entrepreneurs Center, the Fairborn Development Corporation, the Downtown Dayton Partnership, the many Chambers of Commerce, AFRL, Dayton Development Coalition, Wright Brothers Institute, etc…

**Key Objectives:** Integrate the talent at WSU into the research, innovation and entrepreneurship activities of external groups. Provide valuable opportunities to students and research employees.

**Benefits/Impact:** See Key Objectives

**Risks: L**ack of coordination between internal and external organizations, poor management

**Marketplace**

**Idea Evaluation:** Moderate Attractiveness / High Feasibility

**Key Questions:** Are there organizations in arts, education, and health that support creativity, innovation and/or entrepreneurship that can be included in this project?